

INSPECTION REPORT

PILLOWELL COMMUNITY PRIMARY SCHOOL

Pillowell, Lydney

LEA area: Gloucestershire

Unique reference number: 115554

Headteacher: Mrs P Powell

Lead inspector: Mrs J Hooper

Dates of inspection: 17 – 19 May 2004

Inspection number: 257195

Inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	71
School address:	School Road Pillowell Nr Lydney Gloucestershire
Postcode:	GL15 4QT
Telephone number:	01594 562244
Fax number:	01594 562244
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Linda Davies
Date of previous inspection:	9 March 1998

CHARACTERISTICS OF THE SCHOOL

Pillowell Primary is a small rural school. It is situated in the Royal Forest of Dean, three miles north of Lydney. It serves the immediate area and there are a significant number of pupils who come from further away because their parents choose to send them to the school. Pupils come from a broad social mix. When pupils enter school, their attainment overall is skewed to below average, especially in their literacy and mathematical skills. In the school nearly 27 per cent of pupils have special educational needs which is above the national average; one pupil has a statement of special educational needs. The pupils' special needs are mainly related to learning difficulties. All pupils are white and there are no pupils who speak English as an additional language. The number of pupils known to be eligible for free school meals is currently broadly in line with the national average. The school received Achievement Awards in 2000 and 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
15334	Mrs Julie Hooper	Lead inspector	Foundation Stage English Geography History Personal, social and health education Religious education English as an additional language
19322	Mrs Judi Bedawi	Lay inspector	
22831	Mr Clive Lewis	Team inspector	Mathematics Science Art and design Design and technology Information and communication technology Music Physical education Special educational needs

The inspection contractor was:

Cambridge Education Associates Limited

Demeter House
Station Road
Cambridge
CB1 2RS

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	18
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	27

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school is effective as it provides a good education for its pupils. It gives good value for money. There is a positive ethos that strongly supports learning in a safe, warm and friendly environment. The leadership and management of the school are good, as is the quality of teaching which enables pupils to achieve well. Nearly all pupils behave very well, are very keen to learn and take full advantage of the good, broad and balanced curriculum enriched by a range of stimulating activities.

The school's main strengths and weaknesses are:

- The quality of teaching is good, enabling pupils to achieve well and make good progress in their learning; a team of very effective teaching assistants support teachers and pupils very well.
- The headteacher has a heavy teaching commitment and does not have time to carry out all the management duties as well as she would like.
- Standards in music are above those expected throughout the school.
- Provision for pupils with special educational needs is very good.
- The very good provision for the pupils' spiritual, moral, social and cultural development ensures very good relationships between pupils and between pupils and adults and very good behaviour in a wholly inclusive environment.
- The role of the subject co-ordinator is underdeveloped in subjects other than English and mathematics.
- The current school improvement plan is not detailed enough.
- There are very good links with parents, community and other schools which have a positive impact on the pupils' education.
- Attendance registers do not meet statutory requirements.

Since the last inspection overall improvements have been good. The role of the English and mathematics co-ordinators has improved so that assessment procedures, planning and teaching are supported, monitored and evaluated. The school recognises that this has now to be developed further in other subjects. Although the school improvement plan now clearly outlines the school's intentions for development over the next three years, it still does not give a clear overview of the management of school developments. The quality of teaching and learning has improved, as has the provision for pupils with special educational needs. The spiritual, moral, social and cultural awareness of pupils is much better with the result that pupils have better behaviour and attitudes to their work. Overall, the leadership and management of the school, links with parents, the community and other schools have improved.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E*	A	E*	E*
Mathematics	E	A	E*	E
Science	E*	E	E*	E

Key: A - well above average; B - above average; C - average; D - below average; E - well below average.

Similar schools are those whose pupils attained similarly at the end of Year 2.

Most pupils achieve well in their learning. Over the years 1999 to 2003 the school's results in the national tests have varied considerably. This has been due to the small number of pupils and the large variation in the proportion of pupils with special educational needs in the year groups, so interpretation of data should be treated with considerable caution. In their national tests in 2003, pupils in Year 2 attained average standards in writing and below average standards in reading and mathematics. Standards achieved by pupils in Year 6 were very low in mathematics and science; they were within the lowest five per cent in the country in English. These low results were because seven of the 11 Year 6 pupils had special educational needs for learning. The targets set for 2004 for Year 6 pupils in English and

mathematics are challenging but realistic. The school picks up quickly on standards that are not as good as it expects, and puts strategies in place to improve them.

The achievement of children in reception is good. They entered school with overall attainment inclined to below average. Most are on line to achieve the expected standards in all areas of their learning by the end of the year.

Achievement across the rest of the school is good, overall. In the current Years 2 and 6 most pupils are achieving broadly average standards in English, mathematics and science. Pupils achieve well in information and communication technology and overall most pupils are attaining average standards. In religious education standards are average and pupils achieve well. Standards in music are above average because pupils achieve very well. There was insufficient evidence to make judgements on achievement and standards in all other subjects.

The provision the school makes for the pupils' personal qualities – including their spiritual, moral, social and cultural development - is very good overall. This has a significant impact on the very good attitudes pupils have to their work and their very good behaviour. Attendance is good and most pupils arrive at school on time.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The quality of teaching is good.

Teachers provide well for all pupils including those with special educational needs and the more able, so they achieve well and make good progress in their learning. The expertise of teaching assistants is used well to provide very effective support for teachers and pupils. The curriculum is good and broad and balanced, and is enhanced by a wide range of out-of-school activities, visits and visitors to the school. Overall, accommodation is satisfactory. The quality of pupil care, guidance and support is good. There are very good links with parents. The school enjoys very good communication with other schools and with the community.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good overall. The headteacher is committed to raising standards and giving pupils the best all round education. However, due to a heavy teaching commitment she is not able to fulfil all the management requirements as well as she would like.

Governors are very supportive. They are well informed about the school so can take an effective part in its management and have developed a clear understanding of its strengths and weaknesses. Control of the school's finances and the day-to-day management of finance are good. The current school improvement plan is not detailed enough to show how future developments are to be implemented. Other than in English and mathematics, the role of the subject co-ordinator is underdeveloped.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Almost all parents are extremely happy with the education the school provides for their children and are very supportive of the school. They appreciate the 'open door' approach and the way in which they can become involved in their children's education. They like the quality and wide range of activities the school provides both within and out-of-school hours, the good teaching, and good attitudes and behaviour the school promotes. They feel they are well informed about what their children are learning and how they are getting on in their work. Most pupils enjoy school and are keen to participate in the wide range of activities the school provides.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Ensure that all subjects are managed as well as English and mathematics.
- Ensure that the school improvement plan has sufficient detail to indicate how future developments are to be implemented.
- Seek ways of reducing the headteacher's teaching commitment.

and, to meet statutory requirements:

- Ensure attendance registers meet requirements.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Most pupils make good progress and achieve well.

Main strengths and weaknesses

- Standards are above average in music.
- Pupils with special educational needs make good progress and achieve well.
- Most children are likely to reach the expected levels in all areas of their learning by the end of the reception year.

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	15.0 (15.7)	15.7 (15.8)
Writing	15.0 (14.1)	14.6 (14.4)
Mathematics	15.9 (15.5)	16.3 (16.5)

There were 11 pupils in the year group. Figures in brackets are for the previous year.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	22.1 (29.5)	26.8 (27.0)
Mathematics	23.7 (29.5)	26.8 (26.7)
Science	25.9 (27.4)	28.6 (28.3)

There were 11 pupils in the year group. Figures in brackets are for the previous year.

1. The average point scores for 2003 in the national tests showed that pupils in Year 2 attained average standards in writing and below average standards in reading and mathematics. Standards achieved by pupils in Year 6 were very low in mathematics and science; they were within the lowest five per cent in the country in English. However, it is important to note that statistics are very unreliable because of the small number of pupils in the year groups and are likely to vary considerably from year to year. For example, the results attained by the Year 6 group of pupils in 2002 differ greatly from those in 2003, especially in English and mathematics, mainly because in 2003, seven of the 11 Year 6 pupils had special educational needs for learning.
2. Currently, the achievement of children in reception is good. Overall, they entered school with attainment tending to below average and are generally making good progress in their learning.
3. As a result, the vast majority of children are likely to achieve the early learning goals in all areas of their learning by the end of the reception year.
4. Overall, pupils in the rest of the school achieve well. The standards attained by the current Year 2 and Year 6 pupils are broadly average in English, mathematics and science.

5. Where standards are not as good as the school expects, it is quick to pick up on these and put strategies in place to improve them. For example, the school is seeking to improve pupils' speaking and listening skills in Years 1 and 2 and writing skills in Year 6. Overall, there are no significant differences between the performance of boys and girls over time.
6. Pupils with a wide variety of special educational needs achieve well. Due to the good level and quality of support, largely within the classroom, pupils make good progress towards their individual learning targets. Pupils with a special educational need are identified appropriately and make good progress in terms of the targets contained in their individual education plans.
7. Pupils' standards in information and communication technology are average in Years 2 and 6. In general, pupils put their information and communication technology, literacy and numeracy skills to good use in other subjects. Standards in religious education in Years 2 and 6 are in line with those expected by the locally agreed syllabus. Pupils attain standards above those expected in music by the end of Year 6, showing good achievement. Due to timetable restrictions there was insufficient evidence to make a judgement on achievement and standards in all other subjects.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour and their spiritual, moral, social and cultural development are very good and are strengths of the school. Attendance is good and most pupils arrive at school on time.

Main strengths and weaknesses

- The school stimulates in pupils a desire to learn and consequently pupils have very positive attitudes to school and, by the time they leave the school, demonstrate a very good level of confidence and self-esteem.
- Behaviour in and around the school is very good, pupils are friendly and courteous to visitors and to each other and these very positive attitudes and eagerness to learn enable them to make good or better progress.
- The very good provision for pupils' spiritual, moral, social and cultural development results in them valuing and respecting others and developing a clear understanding of right and wrong.
- Attendance is good.
- Registers do not meet statutory requirements.

Commentary

8. Pupils enjoy coming to school and show a high level of interest in school life and in the very good range of learning opportunities provided for them. They willingly accept responsibility. This was demonstrated very well in the very confident way teams of unsupervised older pupils organised the setting out and replacing of the lunchtime tables and benches every day. Also, younger pupils were diligently using large paintbrushes and water to wipe away the chalk drawings they had made on the playground in the previous day. Although there is no school council, pupils are given a wide range of opportunities throughout the curriculum for personal development. Harmony is a very strong feature of the school and there is no evidence of bullying or oppressive behaviour.
9. Provision for pupils' spiritual, moral, social and cultural development is very well integrated into the curriculum and contributes very effectively to pupils' personal development. The school utilises a wide range of opportunities to develop pupils' self-knowledge and spiritual awareness and pupils, as a result, show great respect for the values and beliefs of others. Provision for moral development is very good; pupils help devise their own class rules and are fully aware of the way their actions affect others. This has a very positive impact on their very good behaviour. Provision for social development is similarly very good and results in very constructive relationships between staff and pupils and between pupils themselves, with pupils accepting responsibility readily and completing any tasks conscientiously. In most cases this

promotes a very good working atmosphere and has a significant positive impact on achievement. The school promotes an awareness of pupils' own cultures very effectively and awareness of the local culture and history is promoted very well through a very good range of links with the community. Awareness of life in a culturally diverse society is addressed well through a combination of outside contacts and visitors to the school.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.6
National data	5.4

Unauthorised absence	
School data	0.2
National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

10. In living memory, no pupil has ever been excluded from the school. Attendance is good, better than most primary schools nationally, last year. The school is rightly concerned about the impact of term time holidays on the good attendance. Current registers indicate that holidays, some lasting well over ten days, are increasing authorised absence. Overall pupils' punctuality is satisfactory but the arrival times of a minority of late pupils are not noted. Registers do not meet statutory requirements because they are not always marked for every session, some entries are in pencil and some information about pupils is omitted.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The wide range of out-of-school activities, school visits and visitors to the school enhance the good, broad and balanced curriculum. The quality of teaching is almost always good. The school provides a caring, inclusive learning environment. The needs of pupils with special educational needs are catered for very well. The vast majority of parents are very supportive of the school. The school has developed very good links with parents, the community and other schools, and these have a positive effect on pupils' learning.

Teaching and learning

In the lessons observed the quality of teaching and learning was frequently good. Assessment procedures are effective and manageable and used well to track pupils' attainment, achievement and progress in English and mathematics, but are at an embryonic stage of development in all other subjects.

Main strengths and weaknesses

- Teachers plan their lessons well clearly indicating what they want pupils to learn.
- Teachers have a good knowledge of the subjects they teach and impart it well.
- They teach the basic skills of literacy and numeracy well.
- Pupils' capacity to work independently and collaboratively develops well as they move through the school.
- Teaching assistants are used very effectively to support pupils' learning.
- The teaching of pupils with special educational needs is good.
- The school sees the need to develop assessment procedures in all subjects other than English and mathematics.
- All teachers insist on high standards of behaviour.

Commentary

Summary of teaching observed during the inspection in 17 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	3	11	3	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

11. During the inspection the quality of teaching was mostly good or better and never less than satisfactory. This is an improvement since the last inspection. Teachers plan work well to meet the demands of the National Curriculum and the agreed syllabus for religious education. Literacy and numeracy lessons are executed in line with the strategy requirements.
12. The quality of teaching of the reception children is good. The adults work closely together as a very effective team. The teachers and the very experienced teaching assistant plan work for the children in line with the recommended scheme. Although supervised by the teachers, who mainly work with the Year 1 and 2 pupils, the teaching assistant provides very effective teaching for these young children. The significant strengths of the very good teaching are a good understanding of what interests young children, clear instruction and effective questioning and, in the main, high expectations. Assessment procedures are good and used well to ensure that pupils have appropriate work matched to their abilities. As a result, the children make good progress in their learning. The quality of relationships is a significant strength, providing a very positive social experience for these children.
13. The teaching of English and mathematics is good. Throughout the school, areas for development have been carefully identified and focused upon. Key skills of reading and writing are taught progressively and are built on systematically as pupils move through the school so they make good progress. In mathematics, teachers are careful to ensure that pupils' learning is based upon sound mathematical understanding. Teachers frequently use good questioning techniques to challenge pupils' thinking and direct their questions skilfully to challenge pupils of different abilities.
14. Teachers have high expectations of behaviour and the mutual respect that exists between the teachers and their pupils creates a keen and fruitful learning environment. As pupils move through the school pupils develop the confidence to work independently and collaboratively as the situation arises. This was particularly so in a Year 6 mathematics lesson where the quality of teaching was very good. The teacher used praise effectively to encourage pupils as he built on their learning systematically, so the pupils were responsive and worked with enthusiasm together, clearly enjoying their work. Teachers have a good knowledge of the subjects they teach and use this effectively to support learning. For example, the co-ordinator of religious education teaches the subject to the two classes of older pupils and this is making very effective use of her considerable expertise and is having a positive impact on standards.
15. Teachers plan their lessons well and frequently involve pupils in their own learning by telling them what they are going to learn at the beginning of the lesson and, in the best cases, challenge them at the end of the lesson to demonstrate that they have achieved this. Marking, although variable from class to class, is generally good. Most teachers make supportive comments in their marking and give pupils a further focus for improving their work.
16. The school has very good assessment procedures in English and mathematics and these are applied consistently by all teachers which is an improvement since the last inspection. Information from tests taken by different year groups, together with an analysis of the Year 6 national assessment test results, are used to identify areas for development and to set whole-school targets. However, formal procedures for assessment of learning are only beginning to be developed in other subjects.

17. Teachers use the information gained from evaluations and formal and informal assessments of the pupils' learning effectively to guide their planning and to target the work of groups and individual pupils. The information is also used to group the pupils according to attainment in English and mathematics lessons as well as to focus on those pupils who need additional help. Most teachers have a good knowledge of the needs of the pupils and in the best lessons work is matched to individual as well as group needs, so that all pupils experience success, achieve well and make good gains in their learning.
18. The teaching of pupils with special educational needs is good overall, and is frequently very good for individuals and small groups withdrawn from classes by experienced learning support assistants. The school works very hard to give all its pupils equal access to the full curriculum. Class teachers ensure in their lesson plans that appropriate provision and support are made for pupils with particular learning needs. Learning support assistants work very well with class teachers and provide good and frequently very good support for pupils, monitoring pupils' progress and providing an appropriate blend of help and challenge. Support for pupils with statements of special educational needs is very good.

The curriculum

The school provides a good and broad range of curricular opportunities with very good opportunities for enrichment. The quality of accommodation is satisfactory overall and the range of learning resources in most areas of the curriculum is good.

Main strengths and weaknesses

- The wide range of extra-curricular activities, visits and visitors to the school with expertise enhance the curriculum.
- The very good provision for pupils with special educational needs.
- The very good provision for equality of opportunity and inclusion for all pupils.
- The space in the reception class is rather small and the children do not have access to a secure area for outside activities.

Commentary

19. Staff plan a good curriculum for children in the reception class because they have a clear understanding of the learning needs of children of this age. It covers all the areas of learning. Children are given a wide range of opportunities to explore through structured play activities both inside and outside the classroom. There is a good balance between activities directed by the adults and those where children can choose what to do.
20. Throughout the rest of the school, there is a broad, balanced and coherent curriculum, with appropriate continuity and progression and a very good range of opportunities for enrichment. The curriculum meets all statutory requirements, including provision for religious education and collective worship and provides very effective personal, social and health education, including, where appropriate, sex and drugs awareness education. There is a very good level of equality of opportunity for all pupils and the school is very 'inclusive' in all its policies and practices. There are consistent whole-school approaches to teaching and applying literacy and mathematics across the curriculum. There is ample evidence of the school's willingness to adopt new strategies and to seek and accept guidance on reformulating the curriculum in order to make improvements.
21. Provision for pupils with special educational needs is very good. The proportion of pupils with special educational needs, mainly for learning difficulties, varies significantly from year to year and is very high in a number of year groups. Pupils are supported very well. Support for pupils with statements of special educational needs is very good. The very positive atmosphere of the school promotes the very effective inclusion of pupils with special

educational needs into every aspect of the school's life and the school is particularly successful in including pupils arriving from other schools with a history of significant behaviour problems.

22. The school provides pupils with a very good range of interesting and relevant and well-attended extra-curricular activities, such as the very well attended and enthusiastic 'Drum Club' led by a parent from the school. Sporting and cultural visits linked to the curriculum are organised to extend pupils' experiences and a good range of visitors works in the school during the year.
23. There is a good match of teachers to the curriculum and a very good match of well-qualified and hard-working support staff, two of whom are dedicated to taking groups of pupils throughout the school for music and information and communication technology activities. Another is very effective in supporting the education of pupils in reception. The school accommodation is satisfactory overall although it presents a number of inherent difficulties due to its basic design, most notably the lack of readily accessible secure outdoor facilities for the reception children. Also, the room used by the reception children is rather small for practical activities. However, the school accommodation is used to optimum effect and the building, whilst not ideal, does not directly impede any curriculum activities. Plans are in hand to build a new administrative area with a staffroom and office for the headteacher. Resources are at least satisfactory and for the majority of curriculum areas are good, most notably in music and physical education. The school parents' association has been very generous in purchasing resources.

Care, guidance and support

Pupils receive good quality pastoral care and welfare enhanced by the very good relationships between adults and pupils. Monitoring of pupils' academic progress and attainment is good in English and mathematics. Arrangements for child protection and health and safety are sound overall. Pupils' opinions receive satisfactory attention. The way that all new pupils are helped to settle into school is very good.

Main strengths and weaknesses

- The very supportive relationships have a significant impact on pupils' learning.
- Teachers know their pupils' needs very well.
- Policies, training and record keeping related to protection and safety need to be reviewed.
- Pupils settle happily into school life.

Commentary

24. The staff provide good quality pastoral care and welfare. They have a good understanding of individual pupils' strengths and areas needing development. Teachers and teaching assistants work closely together to give pupils good, focused and totally inclusive support. Travellers, pupils with special educational needs and those who are gifted and talented are all enabled to make good gains in their learning and personal development, so building on and celebrating successes. The pupils themselves quickly take on board informal suggestions and advice on improving their performance because they know that the staff want only the best for them. The very good relationships between adults and pupils and the strong mutual respect add to the positive learning atmosphere.
25. There are formal systems of recording, tracking and monitoring pupil progress in English and mathematics across the school. In all other subjects there are informal monitoring procedures based on teachers' individual good knowledge of their pupils. Beyond English and mathematics there is little development of whole school systems to help pupils understand what they are expected to learn and why, how well they are doing and what they need to do next to improve further. Pupils' personal development monitoring is largely informal but uses encouragement and praise well to raise individual self-esteem and confidence. Pupils' views

are given satisfactory attention. However, there is no formal system such as a school council to enable pupils to have a say in the development of their school. In discussions, pupils are very keen to have this opportunity and so develop their citizenship skills.

26. Arrangements for child protection are satisfactory overall. The responsible person is trained and aware of procedures. There are no children who are deemed 'at risk', or in public care. Training for the whole school staff is planned with another school. The child protection policy is recognised as needing review. Health and safety procedures are satisfactory overall. Qualified first aiders look after pupils' minor injuries.
27. Pupils settle quickly and very happily into school life because induction procedures are very good. The on-site pre-school playgroup has exceptionally close links with the school, particularly with the reception class staff and children who have a very well established programme of sharing events and learning experiences. Parents are very positive about the impact that this has on their children. By the time they are due to start their formal education, the children know the school, their teachers and many of the older pupils, well. Parents know that their children are relaxed about starting full time education and report that the transition is largely stress-free. Older pupils who join at other times are very well supported by staff and pupils alike. The very positive atmosphere of the school promotes the very effective inclusion of pupils with special educational needs into every aspect of the school's life. Travelling pupils are warmly welcomed when they return to their studies and are helped to catch up on any missed learning.

Partnership with parents, other schools and the community

The partnership with parents is very good. Community links, including those with other schools and colleges, are very good. The quality of information received by parents is good, but pupils' reports do not give precise enough targets about helping pupils do even better. Good attention is given to parental opinion.

Main strengths and weaknesses

- Parents and community members are very supportive of their village school.
- Pupils' reports are recognised as being in need of review.
- Positive links with other schools and colleges support pupils very well, by broadening their learning and life experiences.
- The school is valued by the community it serves.

Commentary

28. Parents, extended family members and local villagers offer their school strong ongoing support. Many drop in during the week to offer help in class or with activities and clubs. Others help out on trips, or with transporting children to extra-curricular events at other schools. The school greatly values their interest and partnership, offering a very friendly welcome and much positive support. The very successful 'Friends of Pillowell' works hard to provide a steady financial income for the school through the summer 'Strawberry Fayre', quiz nights and other social or fund-raising events throughout the year. They are well on the way to purchasing an interactive whiteboard for the youngest pupils. Other school events attract a large and enthusiastic audience. Parents show a good degree of satisfaction in the school's work, the teaching and the accessibility of the headteacher and her staff.
29. The quality of information that parents receive is good overall. The prospectus and annual governors' report contain required information and are readable documents. Regular newsletters provide a good picture of the school's activities. All pupils have records of achievement with samples of work clearly showing their progress as they mature. However, annual pupil reports do not give a clear enough picture of progress. There are inconsistencies in the way that information about learning is provided. For example, in English and

mathematics areas for improvement are generally noted clearly within the text. This is far less evident in other subjects. The school is to review the format of its reports for this year. Parents of pupils with special educational needs are kept well informed about the progress of their children.

30. The school works very well with local schools and colleges, using every opportunity to give pupils positive educational experiences. For example, there is a strong focus on inter-school sports and music that pupils enjoy. Strong special school links are very well established with valuable additional literacy support. Year 6 secondary transfer arrangements are firmly established with almost all pupils going to a local school. Staff liaise closely and a full programme of taster days involving different secondary departments is provided including 'Expressive Arts' days. Science work is started in Year 6 and completed during Year 7. A summer school runs for pupils who have special needs and those who are gifted and talented. Pupils who go to other secondary schools further away are equally well prepared. As a result, Year 6 pupils are really looking forward to the next stage of their education, although being sad at having to move on. Teaching and other students regularly visit for training. The positive college relationships extend to providing courses for parents in skills such as computing, at the Forest of Dean College. Many Year 10 secondary school pupils do their work experience at Pillowell.
31. Links with the local and wider community are very good. The school is at the centre of community activities and is very well respected. The choir regularly performs for local senior citizens, at weddings or further away at cultural events like the Hereford Festival. Community members are invited to the Christmas performances. There is involvement in a community initiative to clear an overgrown site to provide a grassy space for recreation. There are a good number of different church links. The school develops multicultural experiences for pupils, well, through dance and an Arts week. Currently there is impressive, lively pupil involvement in exuberant African Drumming sessions.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good and have improved since the last inspection. The governance of the school is good as is the overall effectiveness of the management.

Main strengths and weaknesses

- The headteacher leads and manages the school well.
- The headteacher has a heavy teaching commitment and does not have time to carry out all the management duties as well as she would like.
- The headteacher is very successful in ensuring that the school has a very caring and inclusive ethos.
- Governors provide good support for the headteacher and staff.
- The school finances are managed efficiently.
- The role of the subject co-ordinator is underdeveloped
- The school improvement plan is not detailed enough and does not give a clear overview of the management of school developments.
- The management of special educational needs is very good.

Commentary

32. The headteacher provides an atmosphere in which staff work together as a fully committed and enthusiastic team and ensures that the aims of the school are clear and the staff work hard to achieve these. She is well organised and ensures that all systems and routines run efficiently and effectively and that the school operates as a well ordered community. However, she has a heavy teaching commitment, being responsible for teaching three days a week in one class, and carries the responsibility for overseeing English, mathematics, special

educational needs along with other curriculum responsibilities. This means that although immediate and important decisions that directly effect the education of the pupils are carried out very efficiently, there is not enough time for her to manage other issues which are not relevant at the time. For example, there have not been any pupils on the 'at risk' register for some time, so child protection procedures are not currently up to date.

33. Nevertheless, the headteacher ensures that there are good levels of communication between staff and also between staff and governors and this helps all to work together as a cohesive team. She is very effective in using the expertise of staff to the best advantage to the school. She is very successful in ensuring that all groups of pupils in the school are fully included in all activities. She achieves this by rightly placing a high priority on the pupils feeling happy and secure at school and having a wide range of opportunities to develop not only their academic skills, but also their social awareness and understanding. In this way she promotes an atmosphere in which the whole of the school community works together with a 'family' ethos. She helps pupils to feel included and to develop as individuals by placing a strong emphasis on the provision of good quality outdoor education and personal, social and health education activities and by encouraging all pupils to involve themselves in these areas.
34. Although the school improvement plan clearly outlines the school's intentions for development over the next three years, the scope of the current plan is too narrow. For example, the action plans for initiatives are not detailed enough and there is no clear indication about who is going to monitor the initiatives. In addition, it does not indicate in detail how subject areas will be developed or maintained when they are not priority areas for improvement. This is an area that has not been fully addressed since the last inspection.
35. Since the last inspection, the role of the subject co-ordinators for English and mathematics has improved which has addressed one of the key issues. There are some good assessment procedures in place and time is set aside for monitoring and evaluating teaching and learning and the curriculum. However, the role of co-ordinators in other subjects is not well developed and co-ordinators are not in a strong position to raise standards in their subjects through clear monitoring procedures because the school cannot provide non-contact time from its limited resources.
36. Governors are well informed about and involved in the running of the school. They do their best to ensure that all statutory requirements are met. They have a good relationship with the school staff and many visit the school on a regular basis. As a result, they have a clear view on the effectiveness of the way in which the school is operating. The chair of governors works closely with the headteacher and has a very clear insight into the main on-going issues and areas of development within the school.
37. The management of special educational needs is very good. Class teachers ensure in their lesson plans that appropriate provision is made for pupils with particular learning needs and meet the needs of pupils with a special educational need with good quality support. Learning support assistants work very well with class teachers and provide good and frequently very good support for pupils, monitoring pupils' progress and providing an appropriate blend of help and challenge. Support for pupils with statements of special educational needs is very good. The very positive atmosphere of the school promotes the very effective inclusion of pupils with special educational needs into every aspect of the school's life and the school is particularly successful in including pupils arriving from other schools with a history of significant behaviour problems.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	186,463	Balance from previous year	15,314
Total expenditure	181,946	Balance carried forward to the next	19,831
Expenditure per pupil	2,637		

38. With good support from a 'bought in' outside support agency the school does an effective job of organising and running its budget. Governors have a full understanding of best value principles and ensure that the maximum benefit is gained from all spending decisions. The slightly high carry forward was to cover outstanding financial commitments.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

As at the last inspection the quality of education in the Foundation Stage is good. Children are achieving well in all areas of learning and the majority of children should achieve the learning goals expected before the end of the reception year.

Main strengths and weaknesses

- The quality of teaching is good in each area of learning; the full-time teaching assistant makes a very good contribution to the pupils' learning.
- Very good arrangements for introducing children to the school make starting school a positive experience for each new intake.
- The management of the Foundation Stage is good.
- Good opportunities are provided for the children to develop independence and to take responsibility for their activities.
- The classroom where the reception children work is rather small.

Commentary

39. Arrangements for promoting children's **personal, social and emotional development** are good and the majority are making the progress necessary to achieve what is expected before they move into Year 1. Staff and older pupils in the class set very good role models for behaviour, relationships and working together. Classroom routines such as clearing up at the end of activities are well used as a means of helping children to gain confidence and learn how to live and work in a community.
40. Although a significant proportion of children enter the school with lower than expected literacy skills, children achieve well because the provision for **communication, language and literacy** is good. Most are already meeting the early learning goals. They develop speaking skills appropriately through practical activities and the staff interact well with them. Children talk together, mostly using full sentences and a range of appropriate vocabulary. They successfully recall the stories that have been told, for example when acting through the story of 'The Three Billy Goats Gruff'. Even those who are less mature are still confident and 'chatty'. The majority are acquiring literacy skills well, writing their own names and simple sentences. The use of writing opportunities within play and writing around the classroom encourage children to notice and learn words that they need. Reading is encouraged through a structured reading programme as well as quiet reading sessions. Many are beginning to read early reading books. Reading is well supported by parents.
41. **Mathematical development** is promoted well through specific teaching and through exposure to activities that encourage mathematical thinking. Most children have already achieved the 'stepping stones' to the early learning goals, counting to ten and more, recognising and writing the numerals and beginning to add by counting. They enjoy their learning and achieve well as they record the results appropriately. They develop their knowledge of two- and three-dimensional shapes effectively and acquire mathematical vocabulary, for example 'long' and 'short' when looking at giraffes made from plastic cubes and 'full' and 'empty' in sand and water activities. Children use their counting skills when programming a moveable toy and predicting where it will end up.
42. Provision for children's **knowledge and understanding of the world** is well developed. Most know where they live and draw maps of their journeys to school. They talk about the places they have visited. They understand how they have changed over time when they compare

what they can do now compared with babies who 'visit' school with their mothers. There are many opportunities offered for the pupils to gain scientific knowledge and understanding through observation and experiment. Children plant seeds and seedlings and watch them grow, they cook and understand how materials such as chocolate change when they are heated and cooled, and study forces and movement through pushing and pulling objects. In a delightful practical lesson observed, the children were building a waterproof shelter for Dr Foster and testing, evaluating and adapting materials for this. Most children use the computer confidently. Visits the children make, for example, to the 'Wilderness Centre' greatly enhance their learning.

43. Throughout the day there are many opportunities to make choices of activities which are well monitored. Many of these promote **creative development** well. The majority of children are achieving the early learning goals because of the good provision. Pupils use a wide range of materials in their artwork. They mix different colours of green, matching them well to colours in nature. They print using different materials such as string. They weave and take pieces of hessian apart to make patterns. This activity helps to develop their language well through learning words such as 'warp' and 'weft'. Role play is an important element of daily work as pupils in the 'Sweet Shop' play co-operatively, weighing and using money as they sell sweets.
44. Children's **physical development** is at the standard expected for their age. Currently, they have to be supervised outside as there is no secure outside area for this development. In the lesson observed most children were kicking and throwing foam balls demonstrating good co-ordination and ability to move around the area using the space. Children have access to the large wheeled vehicles from the playgroup to ride on, pull and push. There are good opportunities for children to work with their hands developing their finer skills through painting, sticking and cutting. The majority show sound pencil control when writing.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The quality of teaching is good and pupils achieve well.
- Through good assessment procedures the school has identified weaknesses and is targeting these for improvement.
- Pupils are encouraged to read regularly at school and at home.
- The subject is managed well.
- Literacy skills are developing well across other areas of the curriculum.

Commentary

45. In the current Year 2 and 6 standards of attainment are broadly average. The school has worked hard during the last two years to raise pupils' attainment particularly in writing in Year 6 and as a result many pupils are achieving well. Although this is similar to the judgements made at the last inspection, the overall provision is better.
46. Standards in speaking and listening are broadly average and improve as pupils move through the school. The school has targeted speaking and listening as a focus for development for the pupils in Years 1 and 2. These pupils are encouraged to listen attentively to teachers' explanations and respond well to instructions. They effectively develop their speaking and listening skills through role play and speaking in class assemblies and other activities. The very good relationships between the teachers and pupils ensure that pupils feel comfortable when explaining themselves and answering questions. Many of the oldest pupils speak

confidently, are articulate and use extended vocabulary well. Older pupils are eager to answer teachers' questions and enjoy participating in class discussions. They make good progress in speaking and listening due to the many opportunities given to practise their skills including drama, school productions and class debates. Pupils with special educational needs make good progress and are fully integrated into literacy lessons, often supported very well by teaching assistants.

47. Pupils' attainment in reading is broadly average, although there are a minority who achieve above average standards in both Years 2 and 6. Most pupils, including those with special educational needs, make good progress through numerous opportunities to read at school and at home. Reading diaries are introduced from an early age and used effectively to improve pupils' competence especially in the classes of younger pupils. Evidence from hearing readers in Years 2 and 6 indicates that most are given sufficiently challenging texts to develop their reading skills. Pupils in Year 6 talk about their favourite authors and say they often choose books by reading the 'blurb' on the back and sometimes on the recommendations of friends. The more able pupils become confident and fluent readers by the time they leave the school. They have developed fluency and confidence in their reading and express opinions about the main characters and events in a range of texts. However, a significant proportion of older pupils find it difficult to understand meaning beyond the literal. Good teaching in literacy lessons has enabled pupils to understand the use of glossaries and contents pages when using non-fiction texts. Most pupils appear to understand the purpose and organisation of a library and the basic ideas about information retrieval.
48. Writing standards are about average as the school is successfully targeting this area for improvement, especially in Year 6. Grammar and punctuation are taught systematically and pupils extend their range of writing to include stories, report writing, formal and informal letters, instructions and persuasive arguments, particularly in extended and creative writing. Skills of story planning are emphasized, poetry encouraged and characters analysed to create effect and feeling to help pupils write to an appropriate standard. Samples of work seen show that a small minority of more able pupils have a good command of language and their writing is exciting and interesting. Many pupils structure sentences accurately from an early age. Older pupils write in paragraphs for a wide range of audiences with good spelling, grammar and neat joined handwriting. Although Year 6 pupils use pencil for writing their work in draft form, finished edited work is neatly written in ink and these pupils also appreciate the benefits of using their word processing skills for publishing their work.
49. The quality of teaching is good. Teachers have a good understanding of how to teach reading and writing. The strong relationships enjoyed between staff and pupils, together with very positive encouragement, ensure that pupils are enthusiastic learners who achieve well as a result. A good range of teaching methods is employed in an attempt to meet the needs of all pupils and a team of knowledgeable and experienced teaching assistants supports teachers very well. They give very good support to pupils, particularly those with special educational needs, who make good progress and achieve well as a result. In most lessons teachers share with pupils at the beginning of lessons what they are going to learn and the plenary session is used well to challenge pupils to analyse their own learning and to highlight the purpose of the lessons. This helps to reinforce pupils' understanding and knowledge. Teachers regularly assess pupils' progress, and good use is made of this information by most teachers to set targets for individuals or groups of pupils. Marking is generally satisfactory; in the best cases praise is given where appropriate and points for improvement are made which move pupils on in their learning. Teachers provide a good range of teaching and learning aids in their classrooms for pupils to refer to in their work.
50. The headteacher manages the co-ordination of English. Through good assessment procedures and monitoring of the curriculum and teaching and learning, she has a good idea of standards and identifies key areas for improvement which are highlighted in the school development plan. On the whole, resources for the teaching of English are good and they are

used well within classrooms. The school has made a considerable investment in acquiring a suitable range of fiction and non-fiction books.

Language and literacy across the curriculum

51. Literacy skills are being used and developed well in other areas of the curriculum. Pupils use their reading and writing skills appropriately to gather and present information; some detailed written accounts were noted in pupils' history, science and religious education work. For example, pupils in Year 6 had written some interesting accounts in their work on Ancient Egypt and used their letter writing skills to thank staff of the Egyptian Centre after their visit there.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The leadership of the subject co-ordinator.
- The good progress and achievement made by pupils.
- The very good use of information and communication technology in mathematics lessons.

Commentary

52. Due to the very small cohorts of pupils in Year 2 and Year 6 and the frequently high but varying levels of pupils with special educational needs, the standards achieved vary significantly each year. Currently, overall standards are broadly average at the ages of 7 and 11. This constitutes good progress from a low level of attainment on entry to the school.
53. Teaching in mathematics is good overall throughout the school. Teachers demonstrate good subject knowledge, they have good classroom and behaviour-management skills, which allow most lessons to progress at a good pace. They match tasks well to pupils' abilities and learning needs. This was demonstrated very effectively, for example, in a very good Year 5 and 6 lesson on equivalent fractions. Through very effective step-by-step teaching based on very good relationships with the pupils, very good subject knowledge and very good use of the active whiteboard and numeracy software to demonstrate equivalent fractions, pupils maintained a very good focus on their work throughout the lesson. Their understanding of fractions improved significantly as a result. Pupils with special educational needs are supported very well by teachers and classroom assistants and make good progress.
54. The headteacher is the subject co-ordinator and has a good overview of standards in the school through monitoring pupils' work, planning and teaching and provides good leadership for the subject. School test results are analysed in detail and amendments made to the curriculum in the light of what is revealed. The current focus on problem-solving is one result of this analysis. Assessment in the subject is good; in addition to the detailed analysis of test results and trends noted above, pupils are tracked individually as they move through the school, although pupils are not yet made aware of their individual targets.
55. Although the judgements about achievement and standards are broadly the same, the curriculum provision, the use of assessment and the quality of subject leadership have improved significantly since the previous OFSTED inspection. Teachers use ICT very well to make mathematics lessons interesting and make difficult concepts visually memorable. Further good use is made of information and communication technology in the daily ten-minute sessions all pupils undertake on the computers with the 'Success Maker' program which provides instant individual progress reports and weekly reports for class teachers on pupils' progress.

Mathematics across the curriculum

56. Pupils make good use of their mathematical skills in subjects such as science, design technology and geography.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well from a generally low level of attainment on entry to the school.
- The good quality of teaching in the subject.

Commentary

57. Due to the very small cohorts of pupils at the end of both the Infants (Year 2) and Juniors (Year 6) and the frequently high but varying levels of pupils with special educational needs, the standards achieved vary significantly each year. Currently, overall standards are broadly average at the ages of 7 and 11. This constitutes good progress from a low level of attainment on entry to the school. No significant differences were observed between the achievements of boys and girls, and pupils with special educational needs are well supported and achieve well in terms of their learning targets due to the good quality of support provided.
58. The quality of teaching and learning in science is good overall. In the lessons observed, the teachers had very good relationships with the pupils, demonstrated good subject knowledge, and moved the lessons along at a very good pace. As a direct result, pupils learned very well, showed a high level of enthusiasm for the subject and concentrated hard. Analysis of pupils' work indicates a good focus on investigative tasks where pupils are expected to plan their own investigations. Science lessons are planned over a two-year 'rolling programme' of topics to reflect the mixed-age classes and are supported by a published 'scheme of work'.
59. Pupils with special educational needs are supported well and make good progress. The quality of co-ordination for the subject is satisfactory – a number of valuable changes have been made to planning and provision, however, the co-ordinator has an insufficiently detailed knowledge of standards throughout the school and this remains an area for development. A new system for recording individual pupils' attainment linked to the published scheme of work, is in place in the lower school and the school awaits publication of assessment units for Years 5 and 6. School test results are analysed in detail by the co-ordinator and amendments have been made to the curriculum in the light of what has been revealed. There is good use of ICT to support learning in the subject.
60. There has been good improvement in provision since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- There has been a significant improvement in teachers' confidence and subject knowledge, and in the quality and quantity of resources for the subject.
- The good support for the subject from the 'dedicated' teaching assistant who takes all pupils for information and communication technology during the afternoon sessions.
- The very good use of ICT by teachers to present lessons and motivate pupils.

Commentary

61. No ICT lessons were observed during the inspection, although a number of small-group activities and pupils working independently at computers were observed. Based on these observations, pupils achieve well from a low level of attainment on entry and standards are broadly average in Years 2 and 6. Only a small number of specifically ICT activities were observed, although a number of other lessons, including English and mathematics lessons, were observed where very successful learning took place due to the skilful use of ICT by class teachers. In these lessons, the learning intentions and expectations of behaviour were made very clear and, as a result, lessons were distinguished by very the good attitudes of the pupils and the good pace throughout.
62. Leadership and management of the subject are good. The co-ordinator is committed to continued improvement and has overseen a significant improvement in teachers' subject knowledge and confidence, in the quality and scope of resources for the subject and in the use of information and communication technology across the curriculum. Due to limitations in space, the school chose not to attempt to accommodate a computer suite and instead, each classroom has been well resourced with desktop machines which are well utilised. Funding provided from the government scheme, from parental support and fund-raising has been used well to purchase software to enable daily ten-minute pupil activities in English and number. In addition, the school has purchased very well-utilised, active whiteboards, for the Years 3 and 4 and Years 5 and 6 classes and digital cameras for all three classes. There has been good improvement in provision since the last inspection.

Information and communication technology across the curriculum

63. Planning for the use of ICT across the curriculum is good, and pupils regularly and confidently use ICT to inform their English, mathematics and science work, to research history, geography and art projects and to produce multimedia presentations.

HUMANITIES

64. **Geography and history** did not form part of the focus for the inspection so there was insufficient evidence to make a judgement on provision and standards in geography and history as only two lessons were observed in geography. However, planning shows that the curriculum meets statutory requirements. Discussions with the co-ordinator and analysis of pupils' work indicate that teachers plan effectively through topic-based activities. Places of educational interest and visitors to the school with expertise make valuable contributions to both subjects. Some good cross-curricular links have been established. For example, pupils in Year 6 were using their literacy skills to write factual accounts in their work on Ancient Egypt and Years 3 and 4 pupils were using their computing skills effectively to produce pictures of the Kenyan Flag using an art program.

Religious education

Provision in religious education is **satisfactory** with good features.

Main strengths and weaknesses

- Most pupils achieve well, enjoy the subject and are developing a good knowledge and understanding.
- The quality of teaching observed was good.
- The school uses the expertise of the co-ordinator very effectively to make a positive impact on standards.
- The subject makes a good contribution to pupils' personal development.

Commentary

65. Two lessons were observed in the two classes of older pupils. However, although no lessons were seen in Years 1 and 2, there is every indication that that pupils' standards in Year 2 as in Year 6 are in line with those expected by the locally agreed syllabus. By Year 6 pupils are developing a good knowledge of the Christian faith and other important world religions.
66. Achievement is good mainly because of the good teaching. The co-ordinator, who is relatively new to the school, taught both lessons observed in the Years 3 and 4 and the Years 5 and 6 classes. In this way her considerable expertise was used very effectively. In both lessons the teacher showed very good knowledge of the subject and imparted it at the level of the pupils' understanding. She challenged pupils' thinking and did not underestimate the ability of pupils to comprehend and react to abstract ideas. She used imaginative strategies to make the lessons meaningful and interesting. For example, pupils in Years 5 and 6 were studying pilgrimages and were researching sites that Christians might visit and developing group presentations for the rest of the class to share. She had made sure pupils had a good range of resources for their research including using an Internet site. The pupils showed good attitudes to the subject because of the very good relationship the pupils had with the teacher.
67. The statutory requirements for religious education are met. The programme is properly based on the agreed syllabus for Gloucestershire. It is delivered with thoroughness and sensitivity. It has a suitable emphasis on the beliefs, customs and traditions associated with other religions and different cultures. The subject makes a good contribution to pupils' spiritual and moral development.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

68. Two lessons in **art and design** in the classes of older pupils, one **design and technology** and no **physical education** lessons were observed. As a result, it is not possible to make a secure judgement about the quality of teaching and learning or overall provision in these subjects. In addition to observing these lessons, however, inspectors spoke to co-ordinators about their work, scrutinised co-ordinators' files and, where possible, analysed pupils' work undertaken during the previous term.
69. In the **design and technology** lesson, the pupils in Years 3 and 4 were engaged in a 'design and make' task with construction kits involving winding gears, spring motors, cogs and pulleys. The quality of teaching in this one lesson was good and was characterised by very good relationships, good cross-curricular links and good provision for teamwork, initiative and responsibility. By the end of the lesson, pupils had a satisfactory understanding that energy can be stored in an elastic band, that stored energy can power a simple machine and that a strong and stable structure is essential to hold the mechanism.
70. Two lessons were observed in **art and design** in the two classes of older pupils. In the lesson with Years 3 and 4 pupils the teaching was judged to be very good. The teacher provided very clear and appropriate explanations, using a very good range of appropriate technical language and provided very good opportunities for pupils to evaluate their own work. Evidence from pupils' sketchbooks and wall displays demonstrates that an appropriate range of art and design activities is undertaken in a range of media. The work of an appropriate range of artists is studied; examples such as the work on display in the Year 3 and 4 classroom based on Kenyan art and studies based on the work of Archimboldo, Van Gogh and Bridget Riley were observed. The new subject co-ordinator is very enthusiastic about the subject and has begun to develop a portfolio of 'levelled' work in the subject. She runs an after-school art club and is devising her own scheme of work for the subject linked closely to the national curriculum and based on government recommended units of work.

71. No **physical education** lessons were observed. However, from a scrutiny of planning and discussions with the subject co-ordinator, it is clear that all strands of the subject, including outdoor activities, are regularly taught and that the school continues to put a great stress on the teaching of swimming. All pupils attend a local swimming baths for two nine-week sessions of lessons each year, with the result that pupils' achievement in swimming is good, with all pupils reportedly able to swim 25 metres and beyond by the time they leave the school. Although small and portable resources for physical education are good, the school does not have a playing field within its campus and has to use the village recreation field, a ten minute walk away. However, despite this drawback, a very good range of sporting activities is provided, with inter-school small school leagues and rugby, football, rounders, cross-country, cricket and country dancing being provided during the school year. Professional support is provided through links with Gloucester Rugby Club, Cheltenham Town Football Club and involvement in the Gloucester Cricket Festival and after-school clubs are run for games and country dancing.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- Pupils achieve very well and standards are above average.
- Music has a high status throughout the school.

Commentary

72. Music has a very high status in the school and, although only one brief music lesson was observed, a sufficient number of music-based activities were observed during the inspection to indicate that provision is very good and standards are above average as a result. Pupils' singing in whole-school assemblies is tuneful and enthusiastic and pupils of all ages clearly enjoy singing. A highlight of the inspection for inspectors was the delightful whole-school 'Music Assembly' where almost all the pupils were actively involved in playing a musical instrument. An orchestra of Years 3 and 4 pupils played 'Old McDonald' on ocarinas, a Years 5 and 6 group consisting of drums, washboard, ocarinas, castanets, and maracas played 'Swingin' Safari'. A large recorder group played 'The Skye Boat Song', a smaller group played 'Liebestraum' and a choir consisting all the pupils in Years 3 to 6 sang 'Little Spanish Town'. All performed with considerable enthusiasm and pride in their work.
73. A teaching assistant who has very good subject knowledge teaches music lessons throughout the school. She contributes significantly to the very good quality of the provision and the enthusiasm of the pupils. In addition, further valuable support is provided by a local resident who works in the school each week supporting the school choir and recorder groups and plays the piano in assemblies very effectively. After-school clubs are run for recorders and choir and a very well-attended (and dynamic!) after-school "Drum Club" is run by a parent.
74. Schemes of work for the creative arts, largely based on government recommended schemes of work, have now been adopted. These provide secure continuity and progression in learning as pupils move through the school. However, despite this significant improvement, in most of these subjects, the role of the subject co-ordinators continues to be an area for improvement. Teachers are enthusiastic about their areas of responsibility but their overview of school strengths and areas for development in their subjects is limited by a lack of opportunities for systematic monitoring and evaluation. Resources for physical education and music are very good and resources for art and design and design and technology are good.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

75. Only one observation was made on a lesson in personal, social and health education so it is not possible to make an overall judgement on the provision or standards. However, it is clear that the development of personal, social and health education and citizenship has a high priority in the school. Consideration of relationships, responsibilities and feelings exemplify this approach. In their work on citizenship Year 2 pupils had written about the needs of their pets. In an on-going series of lessons, the pupils in Years 3 and 4 were about thinking positively about their classmates. During the lesson observed the pupils were encouraged through a very sensitively led session to make positive comments about the chosen 'Special Person'. Most pupils were confident in making their comments and it was clear from his expression that the self-esteem of 'Special Person' had been greatly enhanced. Overall, through lessons such as this, pupils are developing a worthy and sensitive appreciation of the ideals, feelings and respect involved in personal and community relationships.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).