

INSPECTION REPORT

Field Court Junior School
Quedgeley

LEA area: Gloucestershire

Unique Reference Number: 115599

Headteacher: Mrs J Barrett

Reporting inspector : Mr D Speakman
20086

Dates of inspection : 4th – 7th October 1999

Under OFSTED contract number: 707345

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
Type of control:	County
Age range of pupils:	7 to 11 years
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Colin Belford
Date of previous inspection:	March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr D Speakman Registered Inspector	History Religious education	Attainment and progress Teaching Leadership and management
Mrs R Watkins Lay Inspector		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Mr A Bond Team Inspector	English Geography Art	Pupils' spiritual, moral, social and cultural development The efficiency of the school
Mrs J Clayphan Team Inspector	Maths Information technology Music	The curriculum and assessment Equal opportunities
Mrs C Perrett Team Inspector	Science Design and technology Physical education	Staffing, accommodation and learning resources Special educational needs

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MAIN FINDINGS

What the school does well

- Standards in English, mathematics and science are rising and there are good procedures for assessment in these subjects.
- The school achieves good standards in pupils' personal development and attendance.
- Teachers' planning is good and this promotes good levels of equal opportunity for all to learn, in particular for those with visual impairments.
- The school has implemented the National Literacy Strategy well and this has a positive impact on teaching in other subjects.
- The school provides good levels of support, guidance and welfare and there is a good partnership with parents.
- The school is efficiently run and there is a clear educational direction for its work.

Where the school has weaknesses

- I. The school does not achieve high enough standards in information technology.
- II. There is insufficient progress in geography.
- III. Science is not taught each week and this prevents the best development of experimental and investigative skills.
- IV. The school does not meet all statutory requirements in respect of National Curriculum provision, acts of collective worship, and in some aspects of reporting to parents.

The weaknesses are outweighed by what the school does well but they will form the basis of the governors' action plan, which will be sent to all parents and guardians of pupils at the school.

How the school has improved since the last inspection

The school has experienced considerable change in the last year. This is a school that is developing rapidly and in which, overall, standards are rising.

The last inspection reported that the school was achieving, overall, satisfactory standards of attainment. These have been maintained, except in information technology, when, at the last inspection, standards were judged to be satisfactory and progress was sound. Current standards in this subject are below average and progress is unsatisfactory. Although standards in English, mathematics and science are now judged to be average, the percentage of pupils at the end of the key stage who achieved Level 4 or above in the National Curriculum tests in 1999, is higher than in 1996. In particular, over this period there has been a substantial rise in achievement in mathematics, from 39 per cent to 66 per cent, and in science, which has risen from 50 per cent to 86 per cent.

The quality of education, teaching, curriculum, spiritual moral social and cultural development, support and partnership with parents and the community has been maintained and is sound. At the time of the last inspection, the school was judged to be well led. Since the last inspection, a new headteacher has been appointed. She took up her post permanently just before the inspection, having worked as acting head for the previous twelve months. A large number of teachers have joined the school and have taken up new responsibilities. They are working well, and with enthusiasm, at their curriculum and management tasks. The quality of leadership is good.

Overall, the school has made satisfactory progress in meeting the recommendations stated in the

Key Issues of the last report, with much of this progress having taken place within the last twelve months. There has been sufficient improvement in the quality of teachers' lesson plans. They now contain clear details of what pupils of different abilities should learn. Good opportunities for subject co-ordinators to monitor quality and standards have recently been introduced, but it is too early to judge the impact of this work. There has been insufficient progress in meeting the key issue related to information technology. There are still insufficient opportunities for pupils to develop information technology capability. The school has successfully minimised the risk caused to children by the convergence of traffic in the school entrance. They have successfully clarified the school's sex education policy.

The school is judged to have a good capacity for further improvement.

Standards in subjects

The table shows the standards achieved by 11-year-olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key	
			<i>well above average</i>	A
			<i>above average</i>	B
			<i>average</i>	C
			<i>below average</i>	D
			<i>well below average</i>	E
English	D	E		
Mathematics	C	E		
Science	C	E		

When compared with all schools standards in English are below average. They are average in mathematics and science, but in comparison with similar school standards in all three subjects are well below average. Inspection evidence indicates that standards in these subjects are currently in line with the national average by the time pupils leave the school. Standards reached in information technology are below average, and achievements in religious education meet the requirements of the Local Agreed Syllabus. In art, design and technology, music, and physical education, progress is satisfactory. It is good in history and unsatisfactory in geography.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English			Good
Mathematics			Satisfactory
Science			Satisfactory
Information technology			Unsatisfactory
Religious education			Satisfactory
Other subjects			Satisfactory

The quality of teaching is satisfactory overall. Teaching in 93 per cent of lessons is satisfactory or better. It is good or better in 48 per cent of lessons and very good in seven per cent. Teaching is good in English and history. It is satisfactory in all other subjects with the exception of information technology, where it is unsatisfactory.

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses.

Other aspects of the school

Aspect	Comment
Behaviour	Mostly satisfactory in class and around the school.
Attendance	Good. Pupils come to school on time.
Ethos*	Satisfactory. The climate for learning is sound. Pupils show satisfactory attitudes to their work and there are sound relationships. The school is committed to raising standards further.
Leadership and management	Satisfactory overall. Good leadership is provided by the headteacher, and the senior management team and they are well supported by the governors.
Curriculum	Satisfactory overall, with good equality of opportunity for all pupils to access the curriculum. Due to the lack of local facilities, the school is unable to provide swimming tuition.
Pupils with special educational needs	Satisfactory provision and progress.
Spiritual, moral, social and cultural development	Provision is satisfactory in all four areas.
Staffing, resources and accommodation	The provision of staffing and resources meets the requirements of the national curriculum. The accommodation is too small for the number of pupils and several classrooms are too cramped.
Value for money	The school provides satisfactory value for money.

* Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.

The parents' views of the school

What most parents like about the school	What some parents are not happy about
<p>V. They are encouraged to play a part in the life of the school and it is approachable when they have problems.</p> <p>VI. They feel well informed about what is taught, and about their children's progress.</p> <p>VII. Parents feel that the school enables their children to achieve a good standard of work.</p> <p>VIII. Their children like school.</p>	<p>IX. A small number of parents are not happy about the school.</p> <p>X. Parents feel that some children are not achieving appropriate progress.</p>

Inspectors' judgements, based on the evidence of the inspection, support the positive comments made by the parents. The inspection team's findings support the concerns of some parents, that some pupils present inappropriate behaviour at times. The team found little evidence to support the comments that some children are insufficiently challenged.

KEY ISSUES FOR ACTION

To improve the quality of education and raise standards further, the governors, headteacher and staff should now:

q.Improve attainment in information technology by:

- ◇. raising teachers' expertise;
- ◇. improving the provision of computers and software;
- ◇. reviewing the use of available resources;
- ◇. using information technology more effectively across the whole curriculum;
- ◇. rigorously monitoring the development.

(paragraphs 8, 12, 31, 67, 101-107)

q.Ensure that investigative and experimental learning skills in science are continuously taught in all four years of the school by:

- ◇. making arrangements for science to be taught each week in all classes.

(paragraphs 11, 96-100)

q.Meet statutory requirements by :

- ◇. ensuring that the daily acts of collective worship have all the required elements;
- ◇. ensuring that all requirements for the reporting to parents in the governors' annual report and the school prospectus contain all the required information;
- ◇. seeking ways to provide swimming tuition at Key Stage 2.

(paragraphs 37, 51, 142)

In addition to the issues raised above, the governors should consider the following less important weaknesses for inclusion in their action plan:

- improve progress in geography, *(paragraphs 8, 123-127);*
- ensure that all teachers and supervisory staff consistently apply the school's behaviour policy, *(paragraph 46);*
- develop further the governing body's role in systematically monitoring the work of the school. *(paragraph 58).*

? INTRODUCTION

Characteristics of the school

1. Field Court is a junior school administered by Gloucestershire Local Education Authority. It is situated in Quedgeley and serves the areas of Quedgeley and Hardwicke. Pupils come from homes that are mostly privately owned. There are 355 pupils aged from 7 to 11 years. The school admits the vast majority of its pupils in September. The admissions limit is 90 and the criteria for admissions follows the local education authority's policy.
2. Due to housing development in the area in recent years, the number of pupils has risen steadily from 252 in 1994 to the current 355. The percentage of pupils entitled to free school meals currently stands at 5.32 per cent which is below average. Pupils' attainment on entry to the school is currently above average, but data suggests that, when they entered the school, current Year 6 pupils were generally of average attainment. There are 11 pupils with a Statement of special educational needs, and this figure is well above the national average. There is a unit for visually impaired pupils and these pupils are fully integrated into the life of the school. There are 82 pupils on the school's register of special needs. The percentage of pupils identified as having special educational needs is 22.8 per cent, which is above average, and appropriate provision is made for these pupils. Forty-three pupils come from ethnic backgrounds, however, there are no pupils for whom English is an additional language.
3. The school states that their aims are for pupils to be supported in a happy, learning, community that takes account of the needs of each individual, and to develop their confidence and self-esteem. Pupils are encouraged to produce their best work and to aim for the highest standards of achievement and behaviour. The school also aims to provide a curriculum that promotes high standards in all aspects of pupils' development; that equips them with the skills necessary for them to lead a full and active role in society, and the world of work, and to enable them to become independent and self-disciplined, to take responsibility for their own actions, and to have respect for other members of the community.
4. Recently, the school has experienced a high level of staff change. The headteacher took up her permanent post in September 1999, after being acting headteacher for a year. Ten of the eighteen teachers have served in the school for two years or less. The school has identified key areas for development, which include appropriate emphasis on raising standards. The priority over the last year has been to establish a base upon which the school can move forward. This has involved writing new policies and revising old ones. Now that these are largely in place, the school's priority is to implement effectively these policies.

4. Key Indicators

Attainment at Key Stage 2¹

Number of registered pupils in final year of Key Stage 2
for latest reporting year:

Year	Boys	Girls	Total
1998	42	31	73

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	23	27	28
	Girls	23	17	26
	Total	46	44	54
Percentage at NC Level 4 or above	School	61 (60)	59 (62)	72 (56)
	National	65 (63)	59 (62)	69 (68)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	14	14	8
	Girls	14	13	10
	Total	28	27	18
Percentage at NC Level 4 or above	School	55 (56)	53 (63)	69 (57)
	National	65 (65)	65 (65)	72 (72)

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year	Authorised Absence	School	4.2
		National comparative data	5.7
	Unauthorised Absence	School	0.2
		National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:	Number	
	Fixed period	2
	Permanent	1

Quality of teaching

Percentage of teaching observed which is :	%	
	Very good or better	7
	Satisfactory or better	93
Less than satisfactory	7	

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

5. Standards of attainment and progress are generally similar to those found in the last inspection, although there is some variation in standards attained in some subjects. Attainment in English is now satisfactory but was judged to be above average at the last inspection. Attainment in mathematics, science and religious education is still satisfactory, but attainment in information technology has fallen below reported standards at the time of the last inspection, and is now unsatisfactory.
6. In the National Curriculum tests for 11-year-olds in 1998, the school's results, in terms of the percentage gaining Level 4 or above, were close to the national average in English, mathematics and science. The percentage of pupils gaining the higher Level 5 was below the national average in English, and was close to the national average in mathematics and science. When taking into account the school's results since 1996, the percentage of pupils attaining Level 4, or above, has risen in all three subjects. The percentage of pupils at the end of Key Stage 2 who achieved Level 4 or above in the National Curriculum tests in 1999, is higher than in 1996. There has been a substantial rise in mathematics, from 39 per cent to 66 per cent, and science has risen from 50 per cent to 86 per cent. However, when the 1998 results are compared with those of similar schools, they are well below average in English, mathematics and science. At the time of the inspection, there were no national comparative figures for 1999.
7. The results of the 1998 tests indicate that both boys and girls performed close to the national average in English. The performance of boys was well below average in mathematics and science, whilst the performance of girls was below in both subjects. During the inspection, there were no discernible differences in attainment and progress between boys and girls.
8. The majority of pupils currently enter school with above average levels of attainment. However, data suggests that when they entered the school, pupils currently Year 6 were generally of average levels of attainment. Pupils make sound progress overall and, currently in Year 6, pupils attain overall average standards. Progress is satisfactory in English, mathematics, science and religious education and pupils attain average standards. Progress in information technology is unsatisfactory, and pupils do not achieve the standards expected for their age. Pupils make satisfactory progress in art, design technology, music and physical education. They make good progress in history but unsatisfactory progress in geography. Pupils with special educational needs make satisfactory progress towards the targets set in their individual educational plans.
9. By the end of Key Stage 2, pupils' attainment in all aspects of English is average. Attainment in speaking and listening is broadly in line with national averages. Pupils listen well in a range of situations, in lesson introductions, television programmes and during assemblies. They mostly show respect by listening carefully when pupils within their class offer viewpoints or relate their own experiences. The more able pupils use a good range of vocabulary and speak clearly, in sentence form, when responding to teachers' questions. They read with confidence to the whole class, using expression in their voices. Less able pupils have a more limited range of speech. Pupils generally achieve sound standards of attainment in reading. Brighter pupils are good readers.

They read silently, with understanding, and at speed. Skimming techniques are well developed and they find factual material quickly within the text. Pupils in this ability range offer opinions about the books they have read and make credible comparisons with other literature. Most pupils have a sound knowledge of book conventions and their reading tends to be reasonably expressive and fluent, conveying the meaning of the text. Less able pupils read silently and have a good recall of the plot. They know the characters of the book and name the author and illustrator. Their reading tends to be of a mechanical nature but there is some expression in the voice. Attention is paid to punctuation when reading aloud. In writing, standards of attainment are generally sound. Brighter pupils write imaginatively, use appropriate punctuation, and spell complex words correctly. In Year 6, pupils fashion reports in a journalistic style and also compile appropriate information to set out in the form of a school prospectus. Handwriting is less well developed by the end of the key stage and attainment levels are variable but, overall, they are satisfactory.

10. By the end of the key stage, attainment in mathematics is average. Pupils are secure in the four rules of number to 1000, mentally, and on paper. They know their multiplication tables and many are acquiring quick recall of number facts. They calculate correctly, using long multiplication and division, follow multi-step operations, and work competently within money, length, area, fractions, decimals, and temperature, using positive and negative numbers. They have experience handling data and construct line graphs and pie charts. They are less confident in applying their knowledge to everyday situations and problems, and the school is working hard to improve this area.
11. At the end of the key stage, attainment in science is average. Pupils have a sound knowledge and understanding of materials and their properties, and develop this area of learning as they pass through the school. They develop satisfactory knowledge in life, and in living and physical processes. By the end of the Year 6, pupils look at more complicated food chains, and recognise the interdependence of living things within a habitat. They work with more complex electrical circuits, and draw accurate circuit diagrams using accepted symbols. However, some pupils in Year 6 are not fully aware of the need to change only one variable when conducting a fair test. Although pupils are given opportunities to experiment, there are few opportunities for pupils to solve problems, linked with everyday life, by devising their own investigations.
12. Levels of attainment in information technology are below the levels expected of 11-year-olds and progress is unsatisfactory. Although they have access to the required range of experiences, pupils do not spend sufficient time visiting each area, in depth, in order to gain true understanding and confidence across the entire subject. There is a low ratio of computers available for the number of pupils. By the end of the key stage, pupils set up and use spreadsheets to further their understanding of mathematics, and they illustrate data in the form of block graphs and pie charts. For example, they use text and pictures to make posters to advertise the school disco, and to record poems. They devise instructions to control a programmable "robot", and use the computer to explore and alter events. However, throughout the school, limited opportunities to use computers result in too little time being spent in practising and perfecting skills at all levels, particularly by those pupils who do not have easy access to computers at home. Many pupils are slow and lack confidence at the keyboard.

13. By the time pupils are eleven, they have attained standards in religious education that are in line with the requirements of the Local Agreed Syllabus. Their progress is satisfactory. Pupils in the lower key stage consider world events and how these affect the lives of the people involved. As their knowledge develops, pupils show an appropriate grasp of facts about the Old and New Testaments, Christian teachings and stories. They develop an understanding of the significance of prayer in different faiths, and that it can be a quiet time for reflection. Pupils begin to learn about the meanings and significance of some Christian symbols such as a cross, the bible, and the font, and how some of these are used in celebrations. Pupils have an appropriate understanding of the reasons for some celebrations and symbols in their study of the world's major faiths recommended by the scheme. They begin to apply their learning to their own lives and look at themes, such as temptation, studying current day temptations, what tempts them, and how Jesus must have felt in the desert. There are some very good examples of empathetic writing in which pupils show sensitivity when describing spiritual feelings.
13. The school has fully implemented the literacy strategy and lessons are well planned to provide tasks that are appropriate to all pupils. There are good opportunities for pupils to write independently and at length, for example, in history, and religious education, where some very good examples of empathetic writing were seen. Literacy has a recognisable impact on standards in other subjects. Standards in numeracy are satisfactory, but there are limited opportunities for pupils to practice number in other subjects. Although the school has implemented the numeracy strategy, it is still in its early stages and it is too early to judge the effectiveness.
15. There is no difference in the progress made by pupils with visual impairment and other pupils in school. They make good progress in attaining the targets set in their individual education plans. Their visual impairment does not adversely affect their attainment or progress, except that it takes more time for these pupils to 'read and write', whether they use Braille or modified large print. The very good support that they receive from their teaching assistants enables them to make good progress. Other pupils with special educational needs make satisfactory progress. Pupils with Statements of special educational needs receive good support from learning support assistants in lessons and this enables them to make satisfactory progress. There is some movement off the special needs register.

Attitudes, behaviour and personal development

14. Throughout the school, pupils' attitudes to work, behaviour, and relationships with others are mostly satisfactory, and contribute to the progress they make with learning. Other aspects of their personal development are good.
15. Pupils understand how they should behave to each other. They know that rules are necessary, and that by obeying them they help the school to remain a safe and orderly community. Away from lessons, around the school and in the playground behaviour is generally good. In lessons in all year groups, pupils' attitudes and behaviour are for the most part at least satisfactory. In about a half of lessons pupils show a real willingness to work. In such lessons, pupils of all abilities respond with sustained interest and concentration and there is little sign of misbehaviour. They are ready to try and answer questions, and there is a real buzz of enthusiasm. For instance, in a Year 6 literacy hour pupils enjoyed the humour of a poem they read, and worked very well, making good progress as they shared their views with each other. However, this eagerness to learn is very dependant on the teacher's skills. Where teaching is more mundane, or expectations of behaviour are not clearly established, pupils still pay satisfactory attention overall, but do not develop the same enthusiasm. Their

concentration may occasionally wander, and a few pupils lose interest and find it particularly hard to behave. Parents are correct in their suggestion that occasionally, in some classes, behaviour is unsatisfactory. Really poor behaviour is very infrequent, so that it seldom becomes necessary to exclude a pupil. There are a few challenging pupils whose behaviour, on occasions, disrupts lessons.

16. Pupils with special educational needs are given the same opportunities as others to join in all aspects of school life, and so opportunities for personal development are the same. Pupils with visual impairment receive the same opportunities as their peers, and demonstrate very positive attitudes and enjoy coming to school. They are well integrated with other pupils. Even those who are not their immediate friends, are often aware of their needs and are ready to help them.
17. Pupils are, for the most part, polite and friendly to each other and to adults. They show consideration for others, for instance in listening to others' ideas, when they are asked to work together on a task. They are generally polite and responsive to teachers and other staff. On occasion, some pupils interrupt an explanation with unnecessary unrelated comments.
18. Other aspects of pupils' personal development are good. As they get older, they generally develop their ability to work independently, though a few less able pupils remain more reliant on adult support. Most respond well when they are given responsibility. For instance, they are careful in handling equipment, and they usually take account of safety issues in physical education. Those elected by their classmates, to serve on the school council, readily explain the decisions they have made and how these decisions will benefit the school community. When the opportunity offers, most are able to explore and express human emotions, for instance, by describing in poetry their deepest feelings. They respect others' beliefs, for example, when they listened to a story about a Jewish boy's Bar Mitzvah.
19. Pupils' attitudes, behaviour and personal development are generally similar to those reported at the last inspection, though at that time there was no mention of any inattention in lessons.

Attendance

20. Attendance remains good, as at the time of the previous inspection, and this promotes continuity in pupils' learning. They seldom stay away unless there is an acceptable reason. Pupils arrive in good time each morning, allowing an orderly start to the day's activities. Their punctuality is encouraged by the way they are allowed into their classrooms during the 15 minutes before the official start to the school day.

QUALITY OF EDUCATION PROVIDED

Teaching

21. The quality of teaching is satisfactory overall. Teaching in 93 per cent of lessons is satisfactory, better, good, or better. It is good, or better, in 48 per cent of lessons, and very good in seven per cent. Teaching is good in English and history and satisfactory in all other subjects, apart from information technology, where it is unsatisfactory.
22. Teachers' knowledge and understanding of the subjects that they teach is satisfactory overall. It is good in English and mathematics and history. It is satisfactory in all other subjects, except in information technology, where there are weaknesses. In English,

teachers demonstrate a good understanding of the literacy hour and their implementation of this is good. Teachers implementation of the numeracy strategy is satisfactory and, even at this early stage of its implementation, teachers show satisfactory understanding of this initiative. Teachers are able to discuss, confidently, the work undertaken in lessons and many use questioning of pupils well, to establish what the pupils have learned and how well they understand what they have done. This is often seen when teachers gather pupils together, at the end of lessons, to discuss the work that different groups have undertaken. Most teachers use question and answer sessions to effectively move pupils' learning on.

23. Teachers' expectations standards and behaviour are sound overall. These are good in English, mathematics and history. They are satisfactory in all other subjects, except in geography where they are too low. In this subject, some teachers' expectations of pupils' capabilities are low and little written consolidation of pupils' learning is completed within the lesson time. Teachers' planning is good. It is clear and often shows progression with a variety of tasks, which, in the majority of lessons, are well suited to pupils' needs and provide appropriate challenge. Subject co-ordinators are currently developing planning frameworks, based on national recommendations, against which teachers plan for a progressive development of skills and knowledge. This addresses some of the weaknesses that were identified in the scrutiny of last year's work, where insufficient progression in knowledge was identified in some subjects.
24. Teachers' methods and organisation are satisfactory overall, and are good in mathematics, science, history, music and physical education. Teachers explain clearly what pupils are expected to learn and discuss progress with them to good effect. Teachers' management of pupils is sound overall with some strengths. The school's procedures for promoting discipline and good behaviour are generally consistently applied in practice and result in satisfactory behaviour in lessons. However, some teachers do not use the school's recommended approach to managing behaviour and, in some lessons, fail to establish the full attention of pupils. In better lessons, inappropriate behaviour is dealt with effectively, in a firm but non-confrontational manner. Pupils are made to be aware of what they have done wrong and appropriate sanctions are taken. Teachers' relationships with pupils are sound and sometimes good.
25. Teachers' use of time and resources is satisfactory. However, computers are mostly underused in most classes. In history and music, resources such as artefacts and equipment, are used well. Lessons are generally conducted at a brisk pace and time is used satisfactorily. Support staff throughout the school are used well. The quality and use of day-to-day assessment is effective, except in design and technology, and geography, where systems are still in the development stages. In the better lessons, teachers use assessment satisfactorily to target work effectively to pupils' individual needs and their previous attainment. Homework is used satisfactorily in most subjects, but well in English.
26. Pupils with visual impairments are taught alongside other pupils for normal lessons. Their teacher gives lessons in Braille on a one-to-one basis as required. Very good support is given by the learning support assistants who translate work into Braille, as necessary, and ensure these pupils receive enough time to complete tasks.
27. Class teachers are responsible for making sure that appropriate work is set for all pupils with special educational needs. Each pupil on the register has an individual education plan, which identifies targets for action. These targets are set as a result of comprehensive diagnostic testing. These are addressed in the ordinary lessons, and

when the pupils are supported by the special needs co-ordinator. At the time of the inspection the co-ordinator is not supporting pupils through teaching, as she is engaged in diagnostic testing of pupils, particularly in Years 3 and 4. When this testing is finished she intends to form her support groups. This will be organised on a withdrawal basis from literacy, ensuring that the whole-class session is not missed. The emphasis is on language targets as the diagnostic testing is literacy based. There are currently no issues of equal opportunity based on the withdrawal of pupils from class. There are no plans for specific numeracy support to be provided by the special needs co-ordinator, although some individual education plans have numeracy targets to be addressed by the teacher.

29. **The curriculum and assessment**

28. The previous report stated that the curriculum was sound, based on whole-school topics and that subjects were allocated appropriate amounts of time. The assessment in place was also judged to be satisfactory. In the past year, the school has worked hard to institute many changes in order to bring the delivery of the curriculum into line with current requirements.
29. The overall quality of the curriculum is sound. It is broad and meets statutory requirements to teach the subjects of the National Curriculum, and it conforms with the Local Agreed Syllabus for religious education. There is a sound sex education policy in place, and well-targeted lessons encourage pupils to be aware of the dangers that drugs present. The balance between subjects is satisfactory overall, although information technology has insufficient time allocation. Literacy and numeracy are taught in the mornings which lessens flexibility for other subjects, the majority of which are planned over a two year cycle. This, in turn, restricts the possibility of all classes to have science lessons each week throughout the year, and gives somewhat inadequate time for geography. Whole-school target setting has been established within the school to improve further the standards in numeracy and literacy, and already the first targets have been surpassed. Plans are in place to establish a database of pupils' records in order to establish realistic individual targets.
30. There is effective curriculum planning newly in place for all subjects. All subjects have appropriate policies and there is a clear outline plan of work across the subjects, except for English and mathematics which have their own detailed planning. Teachers have recently highlighted the necessity to make sure that the two-year cycle is taught at clearly differentiated levels in order to ensure steady progression in the acquisition of skills and knowledge. The outline plans are developed further in detailed medium-term plans. Teachers of parallel classes work closely together to ensure consistency of weekly planning. In subjects where some teachers welcome specialist help, such as music, there are clear, progressive ideas to ensure good levels of continuity. There are some arrangements in place to assess the delivery of lessons, and this already takes place in English and mathematics.
31. There is a satisfactory range of extra curricular activities including science, art and chess clubs, a fortnightly school council and sports. About half of the pupils are involved.
32. There is high awareness of the value of assessment. Following recent rewriting of the assessment policy, procedures for assessing pupils' attainment in literacy, numeracy, science and information technology are good. It is too early to judge their success in practice. Pupils are assessed informally in the non-core subjects, but there are no records kept at present. Records of Key Stage 1 National Curriculum test results are kept and referred to, together with national annual class tests for Years 3, 4 and 5, and

other standardised tests to chart pupils' progress. In addition, separate assessment arrangements are in place for all pupils in Year 6, which now effectively inform statutory teacher assessments. In Year 3, pupils are starting to keep individual folders of their achievements which will move with them through the school. Subject co-ordinators have started to keep portfolios of pupils' work, with some levelled against National Curriculum criteria. New homework and marking policies have been written and procedures are being standardised across the school. Assessment data are used satisfactorily to inform curriculum planning.

33. There are recently improved opportunities for all pupils, including the more able, to make satisfactory progress. Pupils of different ethnic origins, those of varying levels of attainment, and those with disabilities are all very well integrated into school life. All pupils have access to the same curriculum. Pupils are screened using a class-screening test on entry and pupils with low scores are given a full diagnostic test to ascertain reading age, writing difficulties, phonic knowledge, and spelling. The results of these tests form the basis of individual education plans, which are reviewed regularly to ensure that they are appropriate. Pupils with Statements of special educational needs have regular annual reviews, and these include all involved parties. Their work in the class is assessed in the same way as for the rest of the class. Pupils with visual impairment join in all lessons, including physical education, as they are ably supported by their full-time assistants who ensure their safety.

Pupils' spiritual, moral, social and cultural development

34. The school makes sound provision for pupils' spiritual, moral, social and cultural development. The last inspection report judged that there was too little time devoted to reflection and the deeper consideration of spiritual development. Some improvement in provision has been effective in eliminating this weakness.
35. The school's daily acts of collective worship provide a suitable platform for the development of spiritual, moral, social and cultural education. A comprehensive programme of weekly themes gives pupils a balanced view of world religions and cultures. Issues such as friendship, perseverance and the significance of family life are interwoven into a broadly Christian framework. Staff leading collective worship promote good values and attitudes through the use of a wide range of artefacts which stimulate pupils. These are well ordered occasions and pupils behave respectfully. However, the daily act of collective worship does not fully comply with statutory requirements. It lacks the element of worship through a directed focus on either meditation, music or prayer.
36. There are many good opportunities that enable pupils to reflect on human experiences. For example, in history, in Year 5, pupils write in an empathetic style, imagining they are evacuees writing a letter to their parents in war time. Pupils experience wonder as they assemble electrical circuits in a science lesson and the bulb lights up. The enhanced capacity for pupils to reflect and express their feelings is demonstrated in class assemblies when pupils display commemorative christening items, such as a silver cup and a crystal encrusted silver cross. There are occasions when pupils show genuine enjoyment for learning, through the provision of stimulating materials, for example during a Year 5 literacy lesson, when pupils read and listen to their favourite poems.
37. The school successfully provides for pupils' moral development. Teachers and support staff present good role models for pupils. They promote the values of honesty and integrity. With the help of teachers, pupils in some classes compile a behaviour code. This is prominently displayed in the classroom, but not always applied and referred to

consistently. Pupils are encouraged by staff to be polite and respectful. They are well aware of the needs of the visually impaired pupils in school and support them with due consideration.

38. There are satisfactory systems in place to promote pupils' social development. At lunchtime, supervisors encourage the sensible sharing of games equipment in the playgrounds. The establishment of a school council has also had a positive effect on playground behaviour by agreeing appropriate rules for pupils to follow. Representatives from each class are elected by their classmates and they meet regularly to discuss ways of improving the school environment. The school has anti-bullying policies which are clearly understood by pupils, who are aware of the appropriate action to be taken. There are some opportunities for pupils to take responsibility for their own learning. A good example is the manner in which pupils use the school library to select books for topics. All pupils show a real sense of caring for other pupils who experience difficulties.
 39. Pupils are made aware of their privileged position and of the need to help the less fortunate within the wider community. Fund raising for worthwhile charities is encouraged as demonstrated by the collection for Help the Aged. Members of the local community are invited into school. The police and fire brigade services make pupils more aware of their role in society.
 40. The school's provision for cultural development is sound. Pupils are taught to appreciate their own western cultural traditions through art, music, literature and sport. A range of visitors, including poets and storytellers, visit school to enrich the curriculum and stimulate pupils' creative skills. Class trips to places of interest, such as the Roman Museum at Caerleon, enrich pupils' cultural knowledge. The older pupils experience a residential visit which helps to consolidate social and cultural development. Throughout the curriculum areas, the school has made a conscious effort to portray cultural diversity in a positive manner. Artefacts, used in assemblies and displays around the school, reflect the richness of non-western culture to which pupils are exposed.
42. **Support, guidance and pupils' welfare**
41. Pupils' personal development and welfare are well supported within a caring atmosphere, as was the case at the time of the previous inspection.
 42. Pastoral care is good. Pupils are known and cared for as individuals. Good efforts are made to resolve any worries or difficulties that they experience. Pupils with special educational needs receive the same support as their classmates. Systems for pupils' educational guidance are at present satisfactory. Teachers throughout the school have a good understanding of what every pupil, including those with special educational needs, can achieve, and support them accordingly. In some instances pupils are helped to set targets for their own learning and progress, but the approach to this is, as yet, not sufficiently co-ordinated.
 43. Visually impaired pupils are very well supported by their learning support assistants, and also receive good support from others in the school community, both pupils and adults. The teachers are very aware of individual pupil needs and give the necessary support. Learning Support Workers give good support to the identified pupils and liaise closely with the class teacher, special needs co-ordinator and, often, the parents. The school receives professional support from the educational psychologist who visits seven times a year. There is also support from the service for language-impaired, and the school can access behavioural support if needed. They are also well supported by

their classmates, and other members of the school community. There is very good daily liaison, between the class teacher and the specialist staff, concerning the needs of these pupils.

44. Procedures for managing behaviour were found to be good at the last inspection, however the overall provision in this area is now sound. There is a well thought out behaviour policy, and an accompanying system of structured awards to encourage good work and good attitudes to others. The policy is often implemented effectively, but, in some instances, distracting behaviour is not managed well enough in lessons and pupils' progress is interrupted. Good steps are taken to adopt a common approach with parents in the case of pupils who find it particularly difficult to behave, for instance, by using a home-school diary. Bullying causes little concern. Good care is taken to resolve any such poor interactions that arise between pupils. There is good supervision in the playground, and the play equipment available encourages suitable play activities.
 45. Good attention is given to arrangements for recording and monitoring attendance. Registration is carried out promptly. Staff are alert to respond to any problems of irregular attendance or poor punctuality that may arise.
 46. Various satisfactory arrangements, for instance, for first-aid, are followed to promote pupils' welfare. Procedures are in place, and known to staff, for dealing with any child protection issues. Good systems have recently been put in place regarding health and safety, so that the school operates as a safe learning environment. A routine for 'signing out' pupils who may be collected by their parents during the course of the school day, for instance for medical appointments, is lacking.
48. **Partnership with parents and the community**
47. The overall quality of partnership between the school and parents and the community is good. As was stated in the previous inspection report, parents feel the school is very approachable. It encourages parents' interest in their children's learning. Satisfactory links are in place with the local community which contribute to the work of the school.
 48. Good efforts are made, through letters and meetings, to involve parents in the work of the school. Parents have been informed about the literacy and numeracy programmes. Recently they were also given a helpful information sheet of advance information about the work planned for their children in other subjects. They have been consulted about the homework policy. The school has plans to put a home-school contract in place, though it has not yet prepared this. Parents are able to contribute to their child's reading record, and most assist their progress by regularly hearing them read at home. Good efforts are made to work in partnership with parents if any particular need is identified. For instance, parents of pupils with special educational needs are involved at every stage in the arrangements made to support their child's progress. There is good liaison between the co-ordinator and the receiving secondary school.
 49. The prospectus and governor's annual report are both helpful and informative in most respects, though they do not give the full spread of information to which parents are entitled. The new format adopted this year for pupils' annual reports results in a good picture of what they have studied in each subject, and of their progress. They have been improved since the previous inspection, when they were criticised. Parents have very good opportunities to see records of their children's progress and to discuss these with parents.

50. A small number of parents regularly assist in school, for instance aiding pupils' learning by their help in classrooms. Through the parents' association they organise social events for the children and raise funds to buy extra resources, for instance books for the library.
51. The school is active in extending links with the companion infants school and the nearby secondary school. The good pastoral links with these schools help pupils to transfer happily at each new stage in their education. There are satisfactory arrangements for transferring information about pupils, with especial attention given in the case of children with special educational needs. She attends reviews of pupils on statements that are about to transfer. The headteacher is keen to further support transferring pupils. She is looking forward to joining a planned pilot scheme that will allow electronic transfer of assessment data to the secondary school.
52. The school welcomes a suitable range of visitors, such as the fire service and the police, who contribute to pupils' learning from time to time. A member of staff is currently on secondment to an industry-led information technology initiative. This arrangement has potential to eventually increase computer skills amongst all the staff. In the short term, though, it is not having any direct beneficial effect on teaching and learning about information technology in the school.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

53. A newly appointed headteacher has been in post since the Autumn Term 1999. She was previously the deputy head and has been in the role of acting headteacher for the last twelve months. The present leadership of the school is good. The headteacher has a clear vision for the future of the school and, since her appointment as acting headteacher, has sought to address some of the issues contained in the previous inspection report. The staff are a hardworking team, and are very supportive in providing a sound quality education for all pupils. All the key issues contained in the previous inspection report have been tackled, but not all of the necessary improvements have been thoroughly implemented throughout the school and are, therefore, not fully embedded in current practice. Much progress in the development of the school has been achieved during the last year.
54. Each subject has a co-ordinator, but changes in staffing have meant that some subjects have only recently received the attention planned. Co-ordinators are capable, enthusiastic subject managers. They support other staff well and have developing systems in place. All staff are working hard to develop their subjects and, under the leadership of the headteacher, ably supported by the senior management team, the team spirit is good. The senior management team comprises of three staff; the headteacher, and co-ordinators of the upper and lower school. Monitoring procedures have recently been introduced, and there is already a rise in the standards of attainment in English, mathematics and science. It is too early to judge their effectiveness in other subjects, but there are early signs of improvement.
55. The special needs co-ordinator is new to the school this term. She has not, as yet, done any group teaching but has been testing, sorting out the special needs resources and updating the documentation. She has no specific special educational needs training, but is attending a course on dyslexia. More professional development is

planned to upgrade her expertise. The documentation is well organised and comprehensive, with appropriate records on all the pupils. There is good liaison between the headteacher, co-ordinator and the class teachers. Governors have received training, and the appointed governor is interested and appropriately involved with the whole of the school special needs provision. She talks to the co-ordinator regularly about provision. The policy statement needs to be reviewed, but this is not a current priority.

56. The governing body is becoming increasingly involved and is very supportive. Governors have looked carefully at their involvement in the school and have established committees with clear terms of reference to deal with specific areas of the school's life. Individual governors are involved in overseeing the work undertaken by pupils. There are literacy, numeracy and special needs' governors, as well as those linked with other subjects, who effectively oversee provision in these areas. Governors are now fully involved in the financial direction of the school and the finance committee has command of the budget. Governors see the school at work throughout the year and therefore have useful insights into how the curriculum is taught throughout the school, but they have not sufficiently developed a systematic approach to developing their monitoring role. Not all statutory duties are fully met in respect of the National Curriculum, acts of collective worship, and some aspects of reporting to parents.
57. The school development plan is a very detailed document which itemises staff responsible for certain initiatives, the resource and financial implications, the expected timescale and also success criteria. In general, the aims of the school are met. There is an appropriate balance between curriculum achievements and those that refer to the personal development of pupils. Parents strongly support the committed, hardworking staff and the caring attitude that enriches the school's ethos.
58. The school has systems in place to secure further improvement, but the implementation of these is dependent on a period of consolidation particularly in the area of the re-establishment of the management team, pending the appointment of a deputy headteacher. Good attention has been paid to implementation of the National Literacy Strategy, and preparations for developing information technology and the National Numeracy Strategy are progressing well. Much work has taken place this year in creating new policies, where necessary, and in revising existing ones. The school has, through hard work, a thorough analysis of its present position, embarked on a clear way forward and established a good basis for further improvements.

Staffing, accommodation and learning resources

59. The school is adequately staffed by teachers who are appropriately qualified to teach in the primary phase, two of whom appropriately share a Year 5 class. The school has experienced a large turnover of staff in the last year. At present, one teacher is absent on long-term sick leave, and another is on secondment. These absences are being covered effectively by two teachers on temporary contracts. A newly-qualified teacher is covering a Year 6 class on a temporary contract, pending the appointment of a deputy head. The special needs co-ordinator is new to the school, and the co-ordination of music and religious education has just been taken over by new members of staff.
60. The special needs co-ordinator works part-time and has no other teaching commitment over and above the role of supporting pupils. The learning support assistants are well qualified and support the Statemented pupils according to their identified needs.
61. The school has a satisfactory number of support staff who make a significant

contribution to the work of the school. Learning support staff work effectively with teachers to enhance the pupils' learning. There is very good specialist support given to the pupils with visual impairment to enable them to take a full part in the life of the school. Administrative, caretaking, and supervisory staff make a valuable contribution to the smooth running of the school, and help to make it a pleasant place in which to work and learn.

62. Arrangements for staff development are good. The staff have termly staff development interviews which have replaced appraisal. Training needs are identified at these interviews, and are offered according to the school's priorities, as well as to personal needs. All staff, except newly qualified teachers, have a curriculum responsibility, and any gaps in curriculum expertise are addressed by in-service training. There are very effective induction procedures for newly-qualified teachers, who are ably supported by their mentors. Experienced teachers, new to the school, receive informal but effective support.
63. The accommodation is clean and well cared for, but very cramped. The original building was built to accommodate 250 pupils, and there are currently 355. The hall can only seat half the school, so there is nowhere for the whole school to meet. The hall provides adequate accommodation for physical education lessons, but there is limited space for the use of apparatus. The pupils have to sit on the floor in the hall to eat their sandwiches, as there is no room to accommodate them in the dining area. The deficiencies of the dining arrangements are dealt with well by the school, as the pupils eat their lunches on a rota basis. The corridors are narrow, and cause major congestion when pupils are putting on their coats. This is because the cloakroom areas are too small, and coats have to be hung in the corridors. Some of the classrooms are very cramped, giving room only for the pupils' desks. This has a negative impact on the learning environment, with no room for three-dimensional displays. In these rooms, space is so limited that the furniture has to be moved out daily to accommodate the literacy hour. The headteacher and governors have worked very hard to alleviate the crush at the entrance to the building mentioned in the last report, and, although there are still concerns about the ability of the taxis to gain free access to the school, this issue has generally been addressed. The last report warned of overcrowding as pupil numbers increased and this has now happened. The learning environment is enhanced by colourful displays of pupils' work covering all areas of the curriculum. The special needs room is quiet and welcoming, and well ordered, although there are no teaching aids around the room.
64. The outside facilities are good, with a large field and adequate hard playing surfaces. There are plans to further enhance this area by painting markings for a variety of games on the playground. There is no conservation area, but the adjacent infant school has a pond and environmental area, which the junior pupils can use.
65. Resources for learning are generally satisfactory, with the exception of resources for geography and information technology. There is insufficient hardware and appropriate software to deliver the planned information technology curriculum. Resources for English, physical education and music are good, and there are plenty of good resources for pupils with special educational needs. There are good resources to deliver the literacy hour. All resources have now been collected into a central resource area for easy access. Inventories are incomplete for all subjects, except English and mathematics. The library, although small, has a sufficient number of books, and funds raised by the parents have been well used to replace old and worn books. Effective use is made of the local museum loan service, and local places of interest. There is, however, no suitable local pool that the school can use to teach swimming. Resources are good to support special needs. Pupils have access to the books kept in the special

needs room, and they change their books regularly. The support assistants supporting the visually impaired pupils, read Braille and make all the necessary resources, to support everyday lessons. The school has all the specialised equipment they need in lessons to enable these pupils to fully access the curriculum.

67. The efficiency of the school

66. The school's financial systems for supporting educational development are good. There is a well constructed whole-school action plan which properly considers financial costs and time elements in the support of school initiatives. Individual subject action plans, prepared by co-ordinators, dovetail into the whole school plan. These two-year plans also pay due consideration to financial and time resources. The astute use of finance and resources is aiding the process of school improvement. Appropriate funding is set aside for contingencies. The school is wisely retaining some of the budget to cover the cost of future staffing appointments.
67. The governing body fulfils its strategic responsibility to monitor the planning and use of financial resources through a properly delegated finance committee. Meetings are held regularly and accurate, updated information is used to guide decision making. Mechanisms have recently been introduced to assess the cost-effectiveness of financial decisions, and governors are well informed and realise that there is a need to ensure that spending decisions are evaluated in the future.
68. Teachers and support staff are used effectively to support learning throughout the school. Non-contact time has been provided, for all teachers, to enable developments to be supported. This has had a beneficial effect on raising the standards of pupils' attainment and improving teaching performance. There are plans to further expand this successful practice. Learning support staff are deployed properly and give valuable support to pupils, especially to those with visual impairments and special educational needs. Their support is an important factor in improving pupils' confidence and achievement levels.
69. The accommodation, although too small for the number of pupils on roll, is nevertheless used effectively. Good use is made of the small open areas for group work, and the small library areas are periodically used by groups of pupils. The grassed areas are used for physical education activities, but generally there is an under-use of this facility by pupils in school.
70. Learning resources are generally used effectively to support pupils' learning. Recent expenditure on literacy materials is having a positive impact on the implementation of the strategy. Information technology equipment is underused by many pupils and does not make a sufficient impact on learning.
71. The school has very good systems for financial control and administration. This represents an improvement since the last inspection report. The most recent audit report of the school accounts in December 1997 made a small number of recommendations. These have now all been implemented. School funds are audited regularly in line with recommended practice. Day to day school administration and finance procedures are carried out very effectively by the school secretary/bursar.
72. The school receives additional delegated funds for pupils with special educational needs. These are used appropriately to further pupils' education. The local education authority directly finances support for pupils with visual impairment.
73. The parent-teacher association makes a valuable contribution to school life by

providing additional learning resources, especially books, and helping with internal redecoration.

74. Pupils generally enter the school with attainments slightly above the national average. They make satisfactory progress and achieve standards in line with nationally expected levels by the time they leave school. Pupils' attitudes to learning are positive and the standard of teaching is sound. The income and expenditure per pupil are low, compared to schools of a similar type. Taking all these factors into account, the school is judged to give sound value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

ENGLISH, MATHEMATICS, SCIENCE, INFORMATION TECHNOLOGY AND RELIGIOUS EDUCATION

English

75. By the end of the key stage, pupils' attainment in all aspects of English is in line with national averages. This inspection judgement contradicts the results of the 1998 National Curriculum tests, when the oldest pupils in school achieved standards below the national average. However, the most recent tests of 1999 show that a significant improvement has been made with a higher proportion of pupils attaining the nationally accepted average Level 4 standard. A comparatively small number of pupils are achieving the higher Level 5 grade which is still below the national average. Compared with schools in similar circumstances, the levels of pupils' attainment in English are still below average. There is little discrepancy between the performance of boys and girls, which is broadly similar to the national trend. After a period of three years of similar, below average, results in English, the 1999 National Curriculum test results show that standards are rising in the school. This is attributable to the effective introduction of the National Literacy Strategy, the improved planning and monitoring systems that have been implemented, and a higher expectation of pupils' achievement by the school staff. Most of the pupils currently in Year 6, entered school with average attainment levels. They are making satisfactory progress and are in line to reach the national average by the time they leave school. Pupils with special educational needs are also making sound progress towards the targets set for them in English.
76. By the end of the key stage, pupils' attainment in speaking and listening is broadly in line with national averages. Pupils listen well in a range of situations, in lesson introductions, to television programmes, and during assemblies. They show respect, by listening carefully, when pupils within their class offer viewpoints or relate their own experiences. The more able pupils use a good range of vocabulary and speak clearly in sentence form when responding to teachers' questions. They read with confidence to the whole class, using expression in their voices. Less able pupils have a more limited range of speech.
77. Pupils' progress in this aspect of English is satisfactory. Teachers give pupils many opportunities to air their views in discussion sessions. They encourage all pupils to be involved in answering questions and to develop their oral skills. Teachers pose 'open ended' questions, beginning with such words as 'explain' and 'how', in order to develop a lengthy well-worded response. This was clearly exemplified in a Year 5 class, when the teacher asked pupils to give reasons for their choice of poem. Listening skills improve as pupils mature through the school. They sustain interest for increased periods of time within the lesson, especially when teachers present stimulating or colourful explanations.
78. Pupils generally achieve sound standards of attainment in reading. By the end of the key stage the more able pupils are good readers. They read silently with understanding and at speed. Skimming techniques are well developed and they find factual material quickly within the text. Pupils in this ability range offer opinions about the books they have read and make credible comparisons with other literature. Pupils of average ability have a sound knowledge of book conventions. They use the contents page and index to look for information. Dictionary skills are well developed by these pupils. The pupils' reading tends to be reasonably expressive and fluent, conveying the meaning of the text. Less able pupils read silently and have a good

recall of the plot. They know the characters of the book and name the author and illustrator. Their reading tends to be of a mechanical nature but there is some expression in the voice. Attention is paid to punctuation when reading aloud.

79. Pupils' progress in reading is generally satisfactory. There are regular opportunities to read every day in school, in structured reading sessions and in other subjects. The school encourages pupils to read at home and keep a record in a reading diary. This regular practice increases confidence and proficiency in reading. However, insufficient support is given to less able pupils who have poor skills in sound building. Teachers do not always identify and rectify these deficiencies in the early part of the key stage, and this slows progress for this group of pupils.
80. Standards of attainment in writing are generally sound. Brighter pupils write imaginatively. They use appropriate punctuation and spell complex words correctly. Pupils are familiar with different styles of writing. In Year 6, pupils fashion reports in a journalistic style and also compile appropriate information to set out in the form of a school prospectus. Handwriting is less well developed by the end of the key stage and attainment levels are variable, but satisfactory overall. Some pupils have developed a fluent, cursive style, while other pupils in Year 6 are still using a printed style, which is completed more slowly. The school is aware of this weakness and has introduced a new writing scheme to remedy the position.
81. Pupils across the ability range make sound progress in writing. Regular spelling practise takes place throughout the school and the use of dictionaries is encouraged. These strategies have a positive effect on progress. Teachers mark pupils' work regularly and effectively. They point out the need for punctuation in written work. There are opportunities for a range of writing to take place but imaginative writing has tended to decrease as the requirements of the National Literacy Strategy have taken prominence. This has had a limiting effect on pupils' development in this area. In an effort to redress the balance in the writing element of English, the co-ordinator has advised teachers to ensure that at least one session is devoted to imaginative writing.
82. The school's implementation of the National Literacy Strategy has been very successful. Teachers are following the guidelines sensibly and providing pupils with stimulating materials. Additional resources have improved the provision and helped to stimulate both pupils and teachers. Pupils have an improved knowledge of the conventions and terminology of the English language as a result of the National Literacy Strategy. Literacy filters through many other curriculum areas and pupils successfully use their skills in a variety of ways. In design and technology, for instance, menus are assembled and, in art, pupils describe the styles of artists. Particularly good examples of the use of descriptive writing emerge in history when pupils relate the events of the Trojan wars. There are also some useful opportunities to develop writing skills through word processing in information technology.
83. Pupils' response in English lessons is good. Attitudes are generally positive. There are good levels of enjoyment and pupils generally take a pride in their work. When pupils are working on a particular task, concentration levels tend to be good. Pupils are attentive in lessons, but there are occasions when they are fidgety during the introductory sessions of the literacy hour.
84. In general, teaching is good throughout the school. No unsatisfactory teaching was observed during the inspection period. Well over half of the teaching was judged to be good or, on a few occasions, very good. Good teaching is based on teachers' skills in managing pupils effectively, and thorough planning, with specific learning objectives in mind. Teaching is also seen to be successful when teachers have good relationships

with pupils and share humorous occasions together. Resources are well used to stimulate interest. Learning support assistants collaborate well with teachers and are particularly effective in aiding pupils' progress in small group situations. Homework is used effectively by teachers. Teachers expect pupils to consolidate their learning by undertaking tasks at home. There are few examples of unsuccessful elements in teaching. Occasionally, teachers' expectations of pupils' abilities are low, or the pace of lessons fades and too little work is completed by pupils in the time available.

85. The adoption of the National Literacy Strategy has strengthened the school curriculum. By ensuring that adequate curriculum provision is made for spelling, reading, and handwriting, beyond the normal time of the literacy hour, the school has retained a well balanced and broad curriculum. Assessment procedures are good. With the exception of speaking and listening, thorough systems are in place to monitor pupils' progress in all areas of English. This is now enabling the school to use the information to set specific targets for pupils to improve their attainment levels. Analysis of pupils' results in English standard attainment tasks and tests has also focused the school's attention on areas of relative weakness.
86. The leadership and management of the subject is good. The co-ordinator for English and the headteacher have completed a comprehensive audit of provision. The information gained has been used effectively to improve resources, assessment procedures and the monitoring of the subject, especially standards of teaching. The small libraries are well organised and are used regularly by pupils to change reading books and undertake topic research.
87. The school is judged to have made satisfactory progress in English since the last inspection. The last year has seen rapid improvement in curriculum provision and pupils' attainment levels.

Mathematics

88. The school has made considerable progress since the previous report. Attainment in mathematics at the end of the key stage was close to the national average in 1998. The percentage of pupils who attained Level 4 and above has risen from 39 per cent in 1996 to 66 per cent in 1999 when the target set by the school for improvement was surpassed. The results are well below average when compared to similar schools. The school has put strategies in place to rectify this, in order to increase further the number of pupils who attain at Level 5. These include the setting of pupils throughout the school, and analysing the results of both the National Curriculum tests and the annual optional national tests, so that weaknesses are highlighted and can be corrected. As a result, individual and whole-school targets have been set.
89. By the end of the key stage, standards of attainment are in line with the national average. Pupils are secure in the four rules of number to 1000, mentally, and on paper. They know their multiplication tables and many are acquiring quick recall of number facts. They calculate correctly using long multiplication and division, follow multi-step operations and work competently within money, length, area, fractions, decimals and temperature using positive and negative numbers. They have experience handling data and construct line graphs and pie charts. They are less confident in applying their knowledge to everyday situations and problems, and the school is working hard to improve this area.
90. Pupils, including those with special educational needs, make sound progress overall across the school. It is too soon to judge the success of the National Numeracy Strategy either on mental or recorded number, but, already, pupils are becoming

accustomed to make increasingly complex mental calculations, although they are often still slow to find answers. They respond well to the challenges demanded by the new syllabus. The brightest pupils make satisfactory or good progress in individual lessons, for example, when the relation between fractions, decimals and percentages becomes clear to pupils at the start of Year 6. Less able pupils also make good progress although, generally, attainment for them is below the levels expected for pupils of their ages at present. For example, during one session in Year 5, the majority of pupils greatly improved their understanding of which measures are most appropriate to use in differing circumstances. Progress for pupils of average ability is less even through the school and varies from very good to unsatisfactory, depending on the quality of teaching they receive.

91. Throughout the school, the majority of pupils have positive attitudes to their lessons. They enjoy the ten minute oral or mental session in those classes where strategies are carefully designed to involve them all. Most pupils listen attentively to their teachers, answer questions confidently, are well motivated, and sustain their concentration well. They co-operate with each other and share resources sensibly. They also demonstrate good ability to work independently. However, in a few classes, a small minority of pupils have difficulty in behaving appropriately, particularly when their teachers are talking. Time is wasted correcting them, and this limits everyone's progress.
92. In all but one lesson, the quality of teaching was judged to be satisfactory, and half of lessons seen were good or very good. Teachers display good subject knowledge and high expectations. They use good strategies to explain teaching points. Planning is clear and often shows progression with a variety of tasks, which in the majority of lessons are well suited to pupils' attainment and provide appropriate challenge. However, samples of pupils' work from last year suggest that the quantity and quality expected does vary between teachers. The pace of lessons is usually good and most teachers have satisfactory control of their pupils, so that time is well used, but a few teachers have difficulties in retaining the attention of all their pupils during explanations. Pupils' understanding is checked by carefully phrased questions, and the increasing use of constructive comments in exercise books provides effective feedback to pupils, in addition to informal encouragement during lessons. The quality of teaching in each class reflects directly on the progress made by the pupils. A satisfactory amount of homework is set regularly which reinforces pupils' learning.
93. The subject is well managed by a knowledgeable and committed co-ordinator. There is a comprehensive policy, and a new scheme of work is in place which meets the requirements of the National Numeracy Strategy and the National Curriculum. The subject co-ordinator's training sessions for staff have given them confidence in adapting to the National Numeracy Strategy and helped them improve their planning. There are satisfactory systems in place for testing pupils' attainment annually, and strategies are being implemented to raise standards by analysing test results as part of the action plan to address weaknesses. A new assessment policy, of good quality, for recording pupils' progress is in place but it is too early to evaluate its success. A portfolio of work is being assembled but has not yet been levelled against the criteria of the National Curriculum. A full audit and re-organisation of resources has taken place and these are now fully accessible to all staff and resource provision has been improved. Members of the mathematics' consultants team have advised and contributed to the subject's development.

Science

94. Attainment at the end of the key stage is in line with the national average. The results of the National Curriculum tests taken in 1998, showed that attainment was in line with

the national average. Compared with similar schools, results were well below the average. Evidence from the inspection, and results of the National Curriculum tests taken in 1999, with many more pupils achieving the higher Level 5, confirm that attainment is improving. There has been considerable improvement since the last inspection. This is because the curriculum is more structured, and teachers know exactly what pupils have to learn.

95. There were no lessons observed for pupils in Years 3 and 5 as science is not planned for these year groups this half term. However, scrutiny of previous pupils' work, examination of teacher planning, and talking to pupils, show that pupils make satisfactory progress overall. Pupils in Year 3 explore how different materials muffle sound, and which kind of shoe sole enables the pupil to 'sneak past the teacher'. They recognise the characteristics of living and non-living things, and classify the animal kingdom into the main groups. They experiment with different materials, finding out how they can be changed by physical means such as bending, stretching, and twisting. This exploration of change is developed in Year 4, when pupils heat different materials such as wax, and bread, and begin to understand the notion of reversible and irreversible change. Pupils in Year 4 make simple circuits, using a bulb, buzzer and switch, and draw accurate representations of their circuits. They know how to carry out an investigation fairly by only changing one variable. In Year 5, pupils learn about the major organs of the body, and the effect that exercise has on the pulse rate. They use simple flow charts to identify animals, and they explore simple food chains. In Year 6, pupils look at more complicated food webs, and recognise the interdependence of living things within a habitat. They work with more complex electrical circuits, and draw accurate circuit diagrams using accepted symbols. However, some pupils in Year 6 are not fully aware of the need to only change one variable when conducting a fair test. Although pupils are given opportunities to experiment, there are few opportunities for pupils to solve problems linked with everyday life by devising their own investigations. This limits progress. Pupils with special educational needs are generally well supported in lessons, and make satisfactory progress.
96. Overall, pupils respond positively to their science lessons. They show interest and enthusiasm for the subject, and concentrate well on the task for long periods. They work well in pairs, sharing equipment amicably. They effectively access their own apparatus, and clear away efficiently at the end of the lesson. There are, however, a few pupils that do not concentrate, and waste time chatting. Generally pupils take a pride in their work and present written work neatly.
97. The quality of teaching is satisfactory overall. A third of lessons were good, but there was some unsatisfactory teaching. In good lessons, teachers are well prepared, set challenging activities and have high expectations of pupils' abilities. Good use is made of pupils' ideas, and by good, clear, focused questioning the pupils' previous knowledge is continuously extended. Generally, the teachers have sound subject expertise, insist on correct scientific vocabulary, and know exactly what pupils need to learn in the lesson. This is an improvement since the last inspection. However, limited opportunities are given for pupils to devise their own investigations, as activities are often very prescribed. For example, pupils are given examples of circuits, rather than given opportunities to investigate and make their own to meet given criteria. This remains an issue identified at the last inspection. In the least satisfactory lesson inappropriate behaviour management by the teacher restricted progress, as the pupils were not given opportunities to discuss their investigations and learn from each other.
98. The co-ordinator has a clear educational direction for the subject, and has worked hard to ensure the curriculum is broad and balanced, and that pupils' knowledge and understanding are progressively improved. The curriculum is balanced, but it still has

weaknesses. It is taught in a two-year cycle with Years 3 and 5, and Years 4 and 6 covering the same topics. In the past there has been a lack of progression between year groups, but the co-ordinator has recently rewritten the medium term planning to address these limitations, and work is now set at a level suitable for the age of the pupils. However, the analysis of the National Curriculum test results shows that the questions answered less well were on topics that had been taught in Year 5, and not re-visited in Year 6. Planning is now good, and, although there is no reference to National Curriculum levels, there are well-established good procedures for assessment. There are periods of time when science is not taught, and this adversely affects progress, as teachers have to constantly revise areas that pupils have forgotten. There is not enough emphasis placed on the experimental and investigative strand of the subject. There has been some monitoring of teaching, and there are plans for this to continue. The co-ordinator has started assembling a portfolio of pupils' work to help her colleagues in the levelling of work. There is effective use of numeracy in science lessons, when pupils develop measuring skills, and use charts to record results. There is no established schedule for homework, but pupils are encouraged to find out things at home. There are good links with other areas of the curriculum, for example design and technology, but information technology is underused. Visits to places of interest, such as the zoo, enrich the curriculum, but insufficient use is made of the school grounds to develop environmental study, although the adjacent Infant School has a conservation area, which is occasionally used by the Junior pupils.

Information technology

99. The previous report judged standards to be satisfactory, but levels of teacher expertise do vary. The state of resources was a key issue for action and has not yet been satisfactorily addressed. An increase in the number of pupils and the school's investment in replacing out-dated computers has hampered the school's progress in improving the number of computers available.
100. Attainment at the end of the key stage is now below the standard expected for pupils of this age. Although they have access to the required range of experiences, pupils do not spend sufficient time visiting each area in depth in order to gain true understanding and confidence across the entire subject. This is mainly because, while many schools have increased their number of computers and created computer suites, circumstances here have resulted in relatively little change since the last report. There is a low number of computers available to pupils. These are unevenly dispersed through the school, and timetable constraints restrict their use and, therefore, the progress that pupils make. A considerable number of new staff have been appointed since the last report so that there are still varying levels of teacher expertise which also limits pupils' progress and attainment.
101. By the end of the key stage, pupils correctly set up and satisfactorily use spreadsheets to further their understanding of mathematics and they illustrate data in the form of block graphs and pie charts. They use text and pictures to make posters that advertise the school disco, and to record poems. They devise instructions to control a turtle, and use the computer to explore and alter events. However, throughout the school, limited opportunities to use computers result in too little time being spent, particularly by those pupils who do not have easy access to computers at home, in practising and perfecting skills at all levels. Many pupils are slow and lack confidence at the keyboard.
102. Progress is uneven across the school in classes where teachers are less secure in their knowledge, is less satisfactory. Pupils in Year 3 learn how to load a program and familiarise themselves with a variety of CD ROM programs. They experiment and discover how to rotate an image through 90 and 180 degrees, which is demonstrated

to the delight of the rest of the class. However, a class lesson to an older year group was observed, where valuable time was used repeating basic information about accessing a program. Here, pupils were making only limited progress. In Year 4, pupils understand how to alter fonts. They amend text independently, and discover how practical and easy it is using a computer; but there are still examples in the school, of pupils typing work already handwritten, rather than drafting directly on screen. In Year 5, in addition to improving their editing skills, pupils learn the use and value of spreadsheets, and also how to create a simple portrait.

103. Throughout the school there are high levels of enthusiasm for information technology. In well-organised lessons, pupils listen intently to explanations whether from their teachers or each other, and they show good concentration and collaborate well to use their limited opportunities at the computer to best advantage. Some pupils choose to complete their homework on computer and take the opportunity to experiment with font and colour. However, pupils do not listen carefully in lessons where they are not challenged appropriately. Pupils value the limited resources highly, and they are well looked after throughout the school.
104. The quality of teaching varies across the school, but is unsatisfactory overall. In better lessons, teachers with access to a single computer make optimum use of time to explain teaching points clearly. Teachers manage pupils well, asking them to demonstrate and explain to the class when appropriate. Pair and group work compensate as much as possible for the lack of computers. Carefully designed tasks with time targets, for instance, exploring a self-chosen program like Magic Paint, ensure that the designated time is used well. Where teaching is unsatisfactory, the focus and challenge are inappropriate. The time spent teaching is insufficient due to thin lesson content, and control of pupils is poor, so that pupils' progress and attainment are adversely affected. Teachers' knowledge and understanding of information technology is weak in some areas. Teachers are aware that as standards rise due to the increased focus on the subject, their knowledge base needs to become more secure and they increasingly seek help in order to improve the quality of their teaching.
105. In addition to the low number of computers available, their uneven grouping through the school, and the constraints of timetables, prevent them all being used to maximum advantage. The co-ordinator is keen that standards should rise. There is now in place a comprehensive scheme of work, which ensures coverage of the subject and a good self-assessment sheet for pupils in addition to a basic tick sheet for teachers. The co-ordinator keeps abreast of developments, is always available to help and encourage colleagues, but is aware of the current limitations placed on the development of the subject by the poor resources. The school's application for a local education authority grant, to substantially improve resources, was declined last term. The stock of CD ROMs has now increased, and there are two new computers, one of them linked to the Internet, but this does not resolve the basic ratio problem, which still needs to be addressed urgently.
107. **Religious education**
108. By the time pupils are eleven, they have attained standards that are in line with the requirements of the Local Agreed Syllabus for religious education. Their progress is satisfactory. This is consistent with the findings of the previous inspection, when standards were judged to be sound.

109. Pupils lower in the key stage consider world's events and how these affect the lives of the people involved. Pupils have written meaningful prayers for people who have died in Kosovo and for those who suffered from the nail bombings in London. They have studied the statements in the Lord's Prayer and show an appropriate understanding of the meaning of the prayer. Pupils show that they know appropriate facts about the Ten Commandments, the plagues in Egypt, and about the Passover. In Year 4, pupils develop their understanding of the significance of prayer in different faiths. They understand that prayer can be a quiet time for reflection and that different faiths show different characteristics such as physical gestures, different places for worship. They build on their previous knowledge of the history of the Israelites in Egypt, but repeat some of the work already covered in Year 3. They learn about Egyptian gods and the significance of some of them. They begin to learn about the meanings and significance of some Christian symbols such as a cross, the bible and the font, and how some of these are used in celebrations. Older pupils have an appropriate understanding of the reasons for some celebrations in Judaism, such as Bar mitzvah. They know about some of the artefacts used, such as a Tallit, a Kippah, the Yad and the Torah. When studying Christianity, pupils learn about the Easter story and know the main events of Holy Week from Palm Sunday to Easter Sunday in appropriate detail. In Year 4, pupils learn about the conversion of Paul and are able to sequence the main events in this story about Paul. They discuss, at an appropriate level, how Saul must have felt when blinded, and when he received his sight back. They apply this to their lives and pupils discuss their reactions to being punished for doing wrong things, as Saul did. Pupils have a satisfactory knowledge of Greek gods and realise how different ancient religions were to the ones that they know today.
106. In the upper key stage, pupils in Years 5 and 6, build effectively upon previously gained knowledge and understanding. They learn basic facts about the transfiguration in their studies of Christianity. They compare aspects of different faiths and know, for example, that Christians use the Bible and that followers of the Jewish faith read the Torah. Pupils have a sound knowledge of a range of Christian artefacts that can be found in a Christian's home or a church. They know about the Bible and the importance of bread and wine. They know about, and understand, the significance of some Christian festivals such as baptism, communion and giving presents at Christmas for example. Pupils develop their knowledge and understanding of comparative religions and begin to understand that there are common characteristics of different holy texts, such as the Torah and the Bible. They effectively learn about worship in their analysis of hymns and they state whether they are used to spread the faith, to praise God, to ask for help, or to thank God. They begin to apply their learning to their lives and look at themes such as temptation. They study current day temptations, what tempts them, and how Jesus must have felt in the desert. There are some very good examples of empathetic writing in which pupils show sensitivity and produce spiritual writing based on their feelings about what it must be like to be on a death bed.
107. Pupils' responses range from good to unsatisfactory, but are satisfactory overall. Work is neat and generally well presented, however, some pupils occasionally leave work unfinished. This is rare occurs most frequently amongst the less able pupils. Standards of handwriting are generally sound and pupils generally take care over spelling, punctuation, illustrations and carefully present their work. Pupils are confident when making presentations to the class and other pupils generally listen carefully and with respect showing satisfactory attitudes. However, some pupils show negative attitudes and laugh, for example, when some pupils give seemingly wrong answers to questions, but which, in fact, have significance in their meaning. Occasionally, the chattering in a minority of lessons makes it difficult for pupils to concentrate fully on their work. Otherwise, pupils sustain concentration satisfactorily and are keen to present their ideas.

108. The quality of teaching is satisfactory overall, although there is some good teaching and none that is unsatisfactory. Teachers' knowledge and understanding of the subject is satisfactory and they lead meaningful and sometimes searching discussions, effectively encouraging pupils to take an active part. Teachers' expectations are appropriate and, through planned activities, they develop previous learning satisfactorily. Planning is good, is in line with the Local Agreed Syllabus, and serves the development of both knowledge and understanding within a progressive structure. Teachers use methods and organisation that are satisfactory and that are suitable to the learning taking place, with discussions and group work when appropriate. In better lessons, provision is made for different groups of pupils, for example, brighter pupils are given research tasks. This is not always the case in some lessons where all pupils are given the same exercise and the same work sheet. Teachers manage their classes well and generally establish sound, and sometimes better, standards of behaviour in their classes. Lessons are brisk and time is used satisfactorily. The resources that are available are used satisfactorily to give pupils a clear understanding of religious artefacts. The quality and use of day-to-day assessment is satisfactory. The marking of pupils' work is satisfactory and contains comments on good work and 'fills in' where points are missing. However, it is not sufficiently diagnostic and does not indicate areas for improvement well enough.
109. There is a temporary subject co-ordinator who, by enthusiastically addressing shortcomings identified in the curriculum, is managing the development of the subject well. New planning in line with the Local Agreed Syllabus is ensuring that, as pupils re-study a topic, there is sufficient development in the knowledge taught and the understanding developed. It is now treated as a separate subject, rather than being a part of a topic, as in the past. Religious education makes a significant contribution to pupils' spiritual, moral and cultural development through the teachings of a range of the world's major faiths. It also makes a significant contribution to the development of pupils' literacy skills through discussion and opportunities for extended writing. The school is satisfactorily stocked with appropriate books and artefacts, although there are some areas of the curriculum that are under resourced. The co-ordinator is aware of this, and plans to develop these weak areas as funds become available. Those artefacts and books that are available are used effectively.

OTHER SUBJECTS OR COURSES

Art

110. Pupils, including those with special educational needs, make satisfactory progress throughout the school. They benefit from a good range of experiences which help develop their skills, knowledge and understanding. In Year 3, pupils improve their skills by close observation to fine details. Through good teacher intervention, they modify their work, using techniques such as shading. Pupils gain in confidence and increase their focused concentration. By Year 4, pupils carefully mix colours using powder paint. They understand that shades can be changed gradually by adding lighter and darker colours and produce a graduated ladder of colour. Brushes are used sensibly. Good teacher advice advances pupils' skills. Pupils in Year 5 make sound progress. They complete a sketched portrait of members of their class. They observe facial proportion well and pay due attention to detail. Useful discussion takes place and work is modified in the light of constructive comments. In Year 6, pupils have a sound knowledge of the work of Vincent Van Gogh and paint in his style. They experiment with materials and understand the meaning of terms such as texture, tone and line and apply them to their own work. No judgement was made of pupils' progress in the last

inspection report but, from the text of the report, it appears that the subject has developed satisfactorily over the intervening years.

111. Pupils have positive attitudes in art lessons. They enjoy practical activities and are well motivated by the provision of stimulating materials. They use their initiative well to collect materials and have mature attitudes when clearing away at the end of lessons. Pupils are well behaved. Pupils' concentration levels are good, but some lessons are overlong, lasting for over one and a half hours, and interest then begins to lapse.
112. Teaching is sound overall but there are some examples of good teaching by individual members of staff. Planning of lessons is very thorough and pupils are well managed by teachers. Resources are used well to promote interest and variety. Initially, the pace of lessons is often good but fades to become only moderate, especially when allocated time is over long. Teachers' expectations of pupils' attainment levels are generally sound. Teachers' displays work well. Displays around school of Egyptian masks, Greek portraits in charcoal, and Indian designs in paint, are evidence of the impact art has made on the cultural development of pupils.
113. The curriculum is well balanced and has good breadth, exposing pupils to a variety of art experiences. The regular use of sketch books is a good feature of curriculum provision, giving clear evidence of progression of skills. Good links are forged with other curriculum areas, particularly history and geography. Information technology techniques are used well to generate designs. Although the co-ordinator retains samples of art work, and periodically reviews sketch books, there are no formal monitoring systems to assess pupils' attainment. However, the advisory role is well developed and the co-ordinator's advice and expertise is valued by the staff. The ethos for learning is good. Displays around the school, especially in the main entrance area, set a positive tone.

117. **Design and technology**

114. No design and technology lessons were planned this half term for Years 3 and 5, and in the lessons observed in Years 4 and 6, pupils were at the designing stage of the project, so there was no direct observation of the making element of the curriculum. However, evidence from lessons observed in Years 4 and 6, scrutiny of the portfolio of examples of pupils' work, and examination of teacher planning, indicates that pupils make satisfactory progress throughout the school. The standard of the oldest pupils' work is as expected for their age which differs from the last report, when standards were reported to be higher.
115. Pupils in the lower school use tools effectively to join wood to make a simple picture frame, and use paper and paint to achieve a reasonable degree of finish. Pupils in Year 4 develop their knowledge of simple circuits to design a torch for a given purpose. They carefully think of all the features needed, and identify the materials required, for example transparent material over the bulb. However, some of the designs show that some pupils do not fully appreciate that the circuit has to be joined to a switch. The oldest pupils build sufficiently on their knowledge to make satisfactory progress. They use their knowledge of pneumatics well, for example, to make toys with moving parts. A crocodile with an opening mouth had a high degree of finish, and certainly pleased the younger children brought in to school to 'play' with them. Pupils in Year 6 also design plans for an electrically-powered vehicle. Pupils are able to draw their designs from different elevations, using their previous knowledge of chassis and axles. However, some of these plans are unrealistic, and give no clear indication of how the vehicle can actually be built. Pupils with special educational needs complete the same

tasks as others and make satisfactory progress.

116. Pupils enjoy their lessons, show enthusiasm for the subject, and generally concentrate well on the task. They work co-operatively in pairs, and small groups, discussing and sharing ideas.
117. The quality of teaching is satisfactory. In all the lessons seen teaching was satisfactory, except for one where it was good. All lessons are well planned, and teachers give pupils effective amounts of time to develop their designs. In the best lessons, the teacher has good subject knowledge, and successfully builds on the pupils' own ideas to ensure skills are developed.
118. There is good management of the subject. The co-ordinator has a clear vision for the subject, and has worked hard to ensure that the curriculum is balanced, and all the elements including textiles and food technology are now included. This is an improvement since the last inspection. There is an awareness of the need for the systematic development of the skills required for design technology, and this is evident in the medium-term planning which has recently been re-written. There have been limited opportunities to monitor the teaching of the subject. There is no formal assessment of the subject, but a school portfolio of photographs and examples of pupils' work has been started, and, when fully annotated, will be a useful guide to teachers in the moderation of pupils' work. Resources are satisfactory, and have recently been collected into a central store for easy access. There are good links with science, but insufficient use of information technology.

122. **Geography**

119. It was only possible to observe lessons in Years 4 and 5 during the inspection period, due to curriculum planning. However, a full examination of pupils' work from the previous school year was undertaken, and there was an interview with pupils in Year 6. From the evidence gained, it is clear that the majority of pupils, including those with special educational needs, make unsatisfactory progress through the school.
120. Pupils develop a sound knowledge of maps. In Year 6, pupils of average attainment, readily name the countries of the United Kingdom and identify western European countries but are unsure of the location of some continents on a world map. They have acquired a sound understanding of the effects of pollution on the environment. Pupils learn to explain the damage caused by car exhaust fumes, industrial emissions into the air, and the problems resulting from litter in city streets. Brighter pupils effectively develop an understanding of the processes that lead to the pollution of water courses through the use of sprayed fertilisers on agricultural land. In Year 4, pupils develop a sound knowledge of India from watching a television video programme. Some skills are acquired by pupils drawing comparisons between city and village lifestyles during a teacher directed discussion.
121. Pupils' response in geography lessons is sound. They show interest in other countries. They are keen to answer teachers' questions and demonstrate their own knowledge. However, pupils take quite a long time to settle to tasks and their interest tends to wane towards the end of lessons. Behaviour in lessons is usually sound.
122. The quality of teaching is sound overall. Teachers' lesson planning is thorough with consideration made for pupils of differing abilities. Teachers are well organised and prepare a suitable set of resources to support pupils' learning. Teachers demonstrate sound knowledge of the subject and use appropriate geographical vocabulary. However, some teachers' expectations of pupils' capabilities are low and little written

consolidation is completed within the lesson time. A local study of Quedgeley is undertaken, using maps of the area, but too little emphasis is given to the collection and recording of evidence. Pupils have too few opportunities to analyse information and draw relevant conclusions.

123. The school curriculum content covers the major elements of geography but concentrates on developing pupils' knowledge and understanding and pays too little attention to acquiring skills. Too little time is given to geography on the timetable and the small amount of time allocated is used ineffectively to develop pupils' skills progressively. Recent curriculum plans produced by the subject co-ordinator are addressing some of the issues of time allocation. However, the two year curriculum cycle does not cater sufficiently for geographical skills to be developed properly. Pupils in Year 3 and 4 receive an identical curriculum, pitched at the same level and using similar materials. Progress over the two years is, therefore, slow. A similar situation applies in Years 5 and 6 when geographical topics are taught. The curriculum has a positive focus for one term on India and this successfully broadens pupils' knowledge and understanding of distant places. There appears to be an over reliance on photocopied materials within the curriculum provision which does not always match learning objectives. The school acknowledges that procedures for the assessment of pupils' work are underdeveloped and that monitoring systems for geography need to be phased in after core curriculum subjects have been established. Resources are limited and insufficient for a school of this size. The provision of atlases and globes is minimal. The size of many classrooms makes it difficult for teachers to use large resources comfortably. There are occasions when furniture has to be removed in order for pupils to see a television programme, creating disruption and loss of time to a lesson.

127. **History**

124. The progress that pupils make in history is good. A scrutiny of work and lesson observations show that pupils develop good skills in historical enquiry and build upon a good knowledge base. A strength of the standards attained is the pupils' ability to observe evidence, pose questions and form hypotheses. This aspect of their work develops well as pupils progress through the school.
125. Younger pupils study a range of cultures and civilisations and develop a good knowledge of the cultural backgrounds. Pupils study the Ancient Egyptians and build a good knowledge of the culture, such as life at home and the Gods they worshipped. They learn how the Egyptians communicated using hieroglyphics and know the meanings of an appropriate range of these symbols. More able pupils make noble attempts at writing using these. They have a good knowledge of the Pharaohs and their lives, and of the pyramids and the traditions that were associated with this aspect of Egyptian life. Pupils know about cultural aspects of this civilisation and illustrate their work with art, patterns, decorations and pictures of clothing. When looking at the Romans in Britain, pupils apply previously learned study skills to learn about life in Roman towns, how Romans used spa water and developed the famous baths, some of which remain today. Pupils have a sound knowledge of Rome as a city and of Romans as an advanced civilisation, looking at them as conquerors and how they influenced countries that they conquered, such as England, by building roads and creating towns and settlements. Pupils know what life was like for Victorian children, both in school and at work. Older pupils develop a sound knowledge of Victorian schools, what the children learned, and how they were treated by their teachers. They learn how Victorians used to spend their leisure time and effectively contrast life then with now. In the upper key stage, pupils build a sound knowledge of the ancient Greeks, their lives and culture. They know the Greeks as an intelligent culture and appreciate some

of the scientific and mathematical developments for which these people were responsible. Pupils have a good knowledge of the Olympic Games and some of the races and competitions, such as wrestling, athletics, and field events, that were part of the sports in Greek life. Pupils recognise Greek architecture and buildings and can define some typical features of this style of building. Older pupils have a good knowledge of Greek Gods and how they influenced people. Pupils have satisfactory knowledge of the life of the monarchy in Tudor times, and know more common facts about Tudor kings and queens. They know about life in Tudor times for different groups of people, and know about Tudor houses, clothes and costumes. Pupils use artefacts from the period of the Second World War, to find out about life for people at these times and how it was different from today. They focus on the roles of men and women, and discover why women had to work at jobs that were traditionally for men.

126. Pupils attitudes and their response are satisfactory overall, although they are good when lessons are interesting and stimulating. When looking at artefacts and posters from the period of the Second World War for example, they show high levels of enthusiasm and are keen to pursue their tasks. They sustain high levels of interest and concentration and their behaviour is good. Some good examples of collaborative group work were seen in some lessons, in which pupils discussed and exchanged ideas to good effect. This has a direct impact upon the good progress made by pupils and the standards they attain. Work is generally neat and well presented. It is neatly illustrated and coloured. Some pupils, particularly the more able, produce occasional pieces of extended writing and unfinished work is rare. Standards of handwriting in history are generally sound and are appropriate to the age and ability of pupils. The best work is neat, well presented, lengthy and illustrated effectively. Pupils mostly take care over spelling, punctuation, illustrations and carefully present their work.
127. The quality of teaching is good and no unsatisfactory teaching was seen during the period of the inspection. Planning is good. It takes good account of pupils' age and their prior attainment. Teachers' expectations are high and pupils are expected to write independently where appropriate and where possible. Some good examples of extended writing were seen in pupils books and on display. A strength in teaching is that teachers plan to teach the skills of enquiry, as well as developing pupils' knowledge and understanding. Their subject knowledge is sound and they guide pupils effectively in their enquiries. Lessons are generally interesting and stimulating, and capture pupils' interest effectively. Role play, such as that of being a Victorian teacher, is used effectively to capture the interest of pupils.
128. The subject is well managed and the co-ordinator is ensuring that sound development takes place. There is a good scheme of work that is being developed and which pays good attention to the development of the skills of historical enquiry as well as pupils' knowledge and understanding. History make a significant contribution to the cultural development of pupils through the study of a range of both ancient and modern cultures. Resources are satisfactory, and the school has access to artefacts from a loan service which is used well. Other areas of the curriculum are not so well resourced, but the school has this development in hand.
132. **Music**
129. The previous report judged standards to be good. The co-ordinator and several members of staff were musicians and their expertise was reflected in high standards. Since then, there have been a number of staff changes including a very recently appointed co-ordinator who is not a music specialist.
130. By the end of the key stage, pupils reach levels appropriate for their age, and are

particularly confident when handling instruments and composing. Overall, progress in musical knowledge is satisfactory and steady across the key stage, although in lessons where teachers manage their pupils well, progress is good and, on occasion, it is very good. Pupils use a variety of symbols to communicate their musical ideas, including shapes to record notes of varying pitch. Pupils in Year 3 learn to recognise pitch and to compose, and they record their tunes using simple dots arranged appropriately on blank sheets. In Year 4, pupils experience for the first time the thrill of picking out a simple tune correctly on xylophones and glockenspiels. Pupils in a Year 5 class achieve a series of well developed and expressive sounds in a activity-based group. They use a wide variety of percussion instruments to illustrate a journey through strange and hostile country. At present there is no singing in assemblies and no singing or music appreciation were observed during the inspection, apart from a brief history-focused appraisal of 'We'll Meet Again'. However, displays of work include critical appreciation of a piece by Mozart.

131. In the majority of lessons, pupils show high levels of enthusiasm and concentration. They listen attentively to their teachers and collaborate well, treating resources with great care, and persevering until they have fulfilled the task given them. They listen with respect and enjoyment to each other's achievements. In a few lessons, however, a minority of pupils behave badly. They show poor levels of attention when their teachers are talking, and only concentrate when they are actively involved in a task.
132. The quality of teaching is satisfactory and in half the lessons observed, it was good and, on occasion, very good. Good teaching is characterised by clear planning, good control, good pace to lessons and good progression of ideas to keep pupils focused. For example, this occurred while pupils were learning to recognise that high sounds are recorded as high dots on paper, and that low sounds are recorded correspondingly lower. The teacher showed high expectations and good encouragement of independent thinking so that, by the end of the session, the pupils in small groups, had composed, written down, and played back, their own 'tunes' to each other on xylophones and glockenspiels.
133. The new co-ordinator is fortunate in the high quality of planning done by her predecessor. There is a clear outline scheme, and detailed medium-term plans. Teachers who have limited musical knowledge are able to follow detailed suggestions to help pupils to further their thinking and develop their musical skills well. The new co-ordinator plans to re-establish music in assemblies, and raise awareness of composers. Resources are good, and are used imaginatively.

137. **Physical education**

134. Pupils make satisfactory progress, and achieve standards expected for pupils of their age, and in some aspects of team games, attainment is higher. Observations have been confined to gymnastics and games skills.
135. Pupils' skills are developing appropriately in gymnastics and games. In gymnastics lessons, pupils refine their movements as they get older. In Year 3, pupils learn different kinds of jump, and how to link their movements into simple sequences. They are aware of the need to exercise control in their movements, and the need for due regard to health and safety. These skills are developed further in Year 4, when pupils use different forward jumps to travel along benches. In Year 5, pupils effectively work with a partner to make symmetrical and asymmetrical shapes, and the oldest pupils explore different ways of travelling using large apparatus. Throughout the school, pupils are encouraged to critically analyse their performance, and identify elements for improvement. This is an improvement since the last inspection. In games lessons,

pupils in Year 4 use space effectively to dodge from a partner, and can throw and catch small and large balls with reasonable accuracy. They are able to play simple passing games in small groups, with attention to rules. Pupils in Year 5 have well-developed skills showing good levels of ball control using hands, feet and hockey sticks. They are able to use learned skills in larger game situations developing good invasion and defence skills. Pupils with special educational needs, including pupils with visual impairment, join in all activities and make satisfactory progress. The pupils with visual impairment are well supported in lessons by their support assistants who ensure that the environment is safe for them.

136. Pupils enjoy their lessons, and generally behave well. They listen to instructions carefully, and obey them promptly. They work well with a partner, and in small groups, amicably sharing tasks. They bring out and put away the apparatus with due regard to health and safety. A few pupils, however, do not concentrate sufficiently on the set task, and exhibit immature behaviour.
137. The quality of teaching is satisfactory overall, with examples of good and unsatisfactory teaching. In the best lessons, the pace is brisk and a progression of challenging activities is planned to continuously develop pupils' skills. Lessons are well structured with appropriate warm up sessions, and teachers continuously evaluate performance, highlighting coaching points. Expectations are high and the emphasis is on producing quality movement. In the least successful lessons, teachers' subject expertise is insecure, and insufficient opportunities are given to progressively develop skills. Activities lack challenge, and there are limited opportunities for pupils to evaluate their performance and the performance of others.
138. Although no dance lessons were seen during the inspection, examination of the planning shows that the curriculum is balanced. The school does not, however, currently have any swimming provision, and so the curriculum does not meet statutory requirements. This has altered since the last inspection. Physical education is well resourced, and has good outside facilities. The hall is just adequate, but space limits the amount of apparatus that can be used in gymnastics lessons. Currently, there are extra-curricular football clubs, which are open to both girls and boys. These clubs, and other sporting opportunities, enrich physical education for those pupils who are involved.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

139. A team of five inspectors completed a total of 19 inspector days in the school. For the majority of their time, the inspectors visited classes, talked to individuals, and groups of pupils, and evaluated their work, including listening to 36 pupils read. Inspectors observed 83 lessons. A total of 70 hours was spent on these activities. In addition, interviews were held with the head teacher, curriculum co-ordinators, all staff, governors and parents. In addition:

- .a range of work from a representative sample of pupils from each year group was examined, together with their records;
- .in addition to the 36 pupils who were formally heard to read, others were heard informally;
- .pupils were interviewed, to establish a view of life in the school and to gain an understanding of relative levels of academic progress and attainment;
- .informal discussions took place with many pupils as part of lesson observations;
- .the documentation provided by the school, including teachers' planning, was carefully analysed;
- .attendance registers and the school's discipline records were examined;
- .eighteen parents, representing children from every year group attended a parents' meeting. Completed questionnaires were received from 97 parents. The issues raised at the meeting and in the questionnaires helped to inform the inspection;
- .the previous inspection report was examined.

DATA AND INDICATORS

· Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
Y3 – Y6	355	11	72	23

Teachers and classes

Qualified teachers (Y3 – Y6)

Total number of qualified teachers (full-time equivalent)	15.1
Number of pupils per qualified teacher	24

Education support staff (Y3 – Y6)

Total number of education support staff	5
Total aggregate hours worked each week	110.5

Average class size:	30
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Financial data

Financial year:	1998/99
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	£
Total Income	502,365
Total Expenditure	493,973
Expenditure per pupil	1,466
Balance brought forward from previous year	20,732
Balance carried forward to next year	29,124

PARENTAL SURVEY

Number of questionnaires sent out:

355

Number of questionnaires returned:

97

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	43	53	3	1	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	55	44	1	0	0
The school handles complaints from parents well	28	55	12	4	1
The school gives me a clear understanding of what is taught	18	73	4	5	0
The school keeps me well informed about my child(ren)'s progress	24	59	8	8	1
The school enables my child(ren) to achieve a good standard of work	28	64	4	4	0
The school encourages children to get involved in more than just their daily lessons	22	63	12	3	0
I am satisfied with the work that my child(ren) is/are expected to do at home	26	61	4	9	0
The school's values and attitudes have a positive effect on my child(ren)	29	58	9	4	0
The school achieves high standards of good behaviour	29	57	8	3	3
My child(ren) like(s) school	46	43	5	2	2