

# INSPECTION REPORT

**Tewkesbury CofE Primary School**  
Tewkesbury

LEA area: Gloucestershire

Unique Reference Number: 115654

Headteacher: Mr Andrew W Holt

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Reporting inspector: Rachael Andrew

Dates of inspection: 1 - 5 November 1999

Under OFSTED contract number: 707349

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant and Junior School
Type of control:	Voluntary Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Chance Street Tewkesbury Gloucestershire GL20 5RQ
Telephone number:	01684 292309
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Julie Jarman
Date of previous inspection:	22 - 26 April 1996

## INFORMATION ABOUT THE INSPECTION TEAM

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Rachael Andrew, RgI	Science	Attainment and progress Teaching
Shirley Elomari, Lay Inspector	Equal opportunities	Curriculum and assessment Attendance Spiritual, moral, social and cultural development Support, guidance and pupils' welfare Partnership with parents and the community
Vera Rogers	English	Leadership and management Efficiency Section 11
Anthony Tallack	Information technology	Staffing, accommodation and learning resources
Anne Hogbin	Religious education Art Design and technology Mathematics	Attitudes, behaviour and personal development
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## MAIN FINDINGS

### What the school does well

- The teaching of pupils in Years 5 and 6 is consistently good and leads to good progress.
- Pupils behave well and form constructive relationships with other pupils and adults.
- There is a stimulating environment and pupils are keen to learn.
- The school makes good provision for pupils' moral and social development.
- The school takes good care of its pupils and guides them well.
- The range and quality of after-school clubs and activities are outstanding.

### Where the school has weaknesses

- I. Weaknesses in teaching in some lessons in Years R-4 lead to inconsistent progress.
- II. The monitoring of teaching is not rigorous enough to identify and remedy weaknesses.
- III. The school has not published a long-term plan for the future that makes its priorities clear and there are no formal procedures for evaluating the success of spending decisions.
- IV. The management of special educational needs has some weaknesses.
- V. The planning of the curriculum for children under five in the reception classes is unsatisfactory.

**The school's strengths outweigh its weaknesses. The weaknesses identified above will form the basis of the governors' action plan which will be sent to all parents and guardians of pupils in the school.**

### How the school has improved since the last inspection

The procedure for releasing pupils at the end of the school day, identified as a weakness in the previous report, has been improved to ensure pupils' safety and no longer gives cause for concern. The school has not responded effectively to the issue about evaluating the success of its decisions and developments. This also detracts from the efficiency of its finance policy. The school has responded with concern to falling standards as measured by national tests at the end of both key stages and has put into action effective measures to raise levels of attainment. As a result there have been improvements in English, science and particularly mathematics at the end of Key Stage 2 and in reading, writing and mathematics in Key Stage 1. The developing role of coordinators in evaluating work in their subjects has been an important and positive influence as has the process of target setting. The setting of pupils, especially in Years 5 and 6 has contributed to the improved achievement overall in mathematics at the end of Key Stage 2 and especially for higher attaining pupils. The school has been concerned about the progress of this group of pupils. The school's assessment arrangements were identified in the last report as in need of upgrading. Effective procedures are now in place to assess attainment in English, mathematics and science, to track pupils' progress in these subjects and to make informed judgements about appropriate targets. The procedures the school has adopted to raise standards should be sufficient to ensure continuing improvement.

### Standards in subjects

This table shows the standards achieved by 11 year olds in 1999 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
English	D	C	<i>average</i>	C
Mathematics	C	C	<i>below average</i>	D
Science	D	D	<i>well below average</i>	E

Attainment on entry to the school is broadly average. By five, most pupils have achieved the desirable learning outcomes expected for their age. Results of national tests indicate that the standards at the end of Key Stage 1 are in line with the national average in mathematics, above the national average in reading and well above in writing. Inspection judgements for the pupils currently in Year 2 indicate standards broadly in line with national averages in reading writing and mathematics. Results at the end of the current school year are unlikely to be as high as the 1999 results. Those in the table above, which refer to the end of Key Stage 2, indicate standards in line with the national average in mathematics but below average in English and science. In comparison with other similar schools standards are average in English and mathematics and below average in science. Comparisons with other similar schools take into account the less favourable backgrounds of those pupils who took the Key Stage 2 tests in 1999. Standards have improved at the end of both key stages since 1998. Inspection judgements indicate that standards are likely to be broadly in line with national expectations when the current Year 6 pupils leave the school. Standards in information technology at the end of Key Stage 2 are broadly in line with national expectations. Standards in religious education meet the expectations of the Gloucestershire Agreed Syllabus.

· **Quality of teaching**

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

The quality of teaching is very good in 13 per cent of lessons. In 91 per cent it is satisfactory or better. In nine per cent it is unsatisfactory. The unsatisfactory teaching results from planning that takes insufficient account of what pupils know, understand and can do, and, as a result, fails to move the learning on. The teaching in Years 5 and 6 is consistently good and leads to good progress. Teaching in history and music is often good in Key Stage 2. The teaching of design and technology and physical education, including swimming is good in both key stages. The very good teaching observed in Key Stage 2 is characterized by well-planned lessons that provide challenge for different groups of pupils, set a brisk pace and by teachers' skilful use of questions to develop pupils' thinking.

*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	Good, both in lessons and around the school.
Attendance	Satisfactory. Similar to the national average.
Ethos*	Good relationships. Pupils keen to learn. A concern to raise standards.
Leadership and management	Day to day management is good. The governing body supports the school well. Planning and evaluation procedures over the longer term, for the future, are not secure. The monitoring of teaching is not rigorous enough.
Curriculum	Broad and relevant to the pupils' needs in Key Stages 1 and 2. Takes insufficient account of the needs of very young children in reception. Excellent after-school activities and clubs.
Pupils with special educational needs	Pupils make satisfactory progress overall although there are inconsistencies.  Pupils benefit from the whole curriculum. The management of special educational needs has some weaknesses.
Spiritual, moral, social &	Good overall; moral and social development are stronger than spiritual and



cultural development

cultural.

Staffing, resources and accommodation  
Value for money

Good. New building, well suited to the needs of the school. Good resources.  
A range of experience and expertise amongst the staff.  
Satisfactory; taking into account standards on entry and when pupils leave and the satisfactory quality of education provided.

*\*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**

- VI. Pupils like school.
- VII. Teachers are approachable.
- VIII. Behaviour is good.
- IX. Parents are welcome in the school.
- X. Pupils are involved in activities after school.
- XI. The values and attitudes promoted.

**What some parents are not happy about**

- XII.
- XIII.
- XIV. Some other parents felt that too much

Inspectors agree with parents' positive comments. There are weaknesses in the management of special educational needs which the school needs to address. The arrangements for homework have improved since last year. Regular homework is now set and pupils have homework diaries to indicate when it is to be done. Teachers are aware of parents' concerns and make sure that pupils are not overburdened.

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• **KEY ISSUES FOR ACTION**

XV. Improve the consistency of teaching quality by:-

- giving more attention to lesson planning to ensure appropriate challenge for different groups within the class; (paragraphs 20, 24, 35, 36, 44, 114, 119, 130, 142)
  - ensuring teachers and pupils have a clearer understanding of what is to be learnt in each lesson;(35, 42, 143)
  - implementing a rigorous monitoring system to identify strengths and weaknesses.(81)
- Ensure that decisions and developments are evaluated in terms of whether they are successful and give good value.(82, 100)
  - Ensure that priorities for school development planning over the longer term are set out clearly in a document.(83)
  - Improve the management of special educational needs by:-
    - identifying pupils with special needs earlier; (61)
    - ensuring consistency in the quality of individual education plans;(56)
    - monitoring the work, including the relative value of withdrawal and in-class support;(85)
    - evaluating the deployment of support teachers and assistants;(85)
    - reporting more clearly to the governing body the success of the school's policy, including the progress of pupils on the special needs register;(85)

- Improve provision for children under five years of age in reception by:-
  - nominating an early years co-ordinator; (86)
  - preparing for the implementation of Early Learning Goals.(86)

In addition to the issues identified above the school should consider including the following areas for improvement in their action plan:-

- statutory requirements in relation to the school prospectus and governors' annual reports; (83)
- the deployment of classroom assistants to classes; (101)
- providing more opportunities for independent learning especially for older pupils and including planned use of the library. ( 30, 101)

## · INTRODUCTION

### · Characteristics of the school

1. Tewkesbury Church of England School is a large urban primary school close to the town centre. It draws its pupils from the town centre, outlying areas and some local villages. The social background of the intake is changing. Formerly more than half the pupils were living in local authority housing. This year's intake includes only 25 per cent from local authority housing and 75 percent from privately owned houses. Around 12 per cent of the pupils are eligible for free school meals. This is broadly in line with the national average. The number of pupils on the school's roll has risen steadily from 250 in 1990 to the present 385 pupils aged 4-11. The number of pupils identified as having special educational needs is 113 or 29 per cent. This is above the national average. Six pupils are from ethnic minority backgrounds and 3 of these speak English as a second language. At the time of the previous inspection in April 1996 there were 357 pupils on roll.
2. The school admits boys and girls into the reception classes in the September after their fourth birthday. At the time of the inspection 40 pupils in reception were under five years of age and 13 had recently turned five. All of these are below statutory school age. Almost all these pupils have had pre-school education in the family centre on the same site. Attainment on entry is broadly average, although the range is wide.
3. The main aims of the school are to develop the independence and self-esteem of all pupils, to develop moral, cultural and religious understanding, and to offer a broad and stimulating curriculum in preparation for life in a changing world.
4. The school sets target for pupils' attainments as measured by national tests at the end of Key Stage 2. For the year 2000 these were 70 per cent to achieve level 4 or above in English and 63 per cent in mathematics. As these targets were almost reached in English and exceeded in mathematics in 1999 they have been raised to 73 per cent in English and 70 per cent in mathematics.

4. **Key indicators**

5. **Attainment at Key Stage 1<sup>1</sup>**

Number of registered pupils in final year of Key Stage 1  
for latest reporting year:

Year	Boys	Girls	Total
1999	26	25	51

5. <b>National Curriculum Test/Task Results</b>		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys	21	24	20
	Girls	23	24	22
	Total	44	48	42
Percentage at NC Level 2 or above	School	86 (77)	94 (83)	82 (77)
	National	85 (80)	86 (81)	90 (84)

5. <b>Teacher Assessments</b>		Reading	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	22	22	23
	Girls	22	22	22
	Total	44	44	45
Percentage at NC Level 2 or above	School	86 (78)	86 (78)	88 (76)
	National	N/A (81)	N/A (85)	N/A (86)

6. **Attainment at Key Stage 2<sup>2</sup>**

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

Year	Boys	Girls	Total
1999	24	25	49

6. <b>National Curriculum Test Results</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	18	19	18
	Girls	16	13	16
	Total	34	32	34
Percentage at NC Level 4 or above	School	69 (62)	65 (42)	69 (55)
	National	73 (65)	72 (59)	83 (69)

6. <b>Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	18	17	17
	Girls	15	14	16
	Total	33	31	33
Percentage at NC Level 4 or above	School	67 (69)	63 (69)	67 (75)
	National	N/A (65)	N/A (65)	N/A (72)

<sup>1</sup> Percentages in parentheses refer to the year before the latest reporting year

7. **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete Reporting year:			%
	Authorised	School	3.8
	Absence	National comparative data	5.7
	Unauthorised	School	1.0
	Absence	National comparative data	0.5

8. **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	1
	Permanent	0

9. **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	13
	Satisfactory or better	91
	Less than satisfactory	9

## **9. PART A: ASPECTS OF THE SCHOOL**

### **9. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### **9. Attainment and progress**

7. The results of the 1999 tests at the end of Key Stage 2 indicate that the standard of attainment when pupils leave the school is in line with the national average in mathematics and below in English, and science despite a significant improvement in results since the previous year. Inspection judgements indicate that this improvement is likely to continue and evidence from lessons and from pupils' completed work show that pupils are likely to achieve broadly average levels by the end of Year 6. Comparisons with other similar schools take into account the relatively unfavourable backgrounds of pupils who took the Key Stage 2 tests in 1999. These comparisons show that pupils' attainments in English and science are in line with the average found in other similar schools and those in science are below. All the judgements in the report are made using the average point scores attained in the tests. These take into account of the levels attained by each pupil.
8. The results of national tests at the end of Key Stage 1, indicate that standards in reading are above the national average and above those in other similar schools, in writing they are well above the national average and well above those in other similar schools and in mathematics they are close to the national average and to the average in other similar schools. Evidence from the inspection indicates that standards are broadly in line with the national average in reading and writing this year. There is no evidence of pupils in the current Year 2 working towards higher levels of attainment in writing and only a few in reading at this stage of the year. Standards in speaking and listening are broadly average. Standards in science are broadly in line with the national average and reflect the results of teacher assessments.
9. There have been considerable fluctuations in the school's results at both key stages over the last three years with a general trend of falling results until 1999 when there was a marked improvement in both key stages. This resulted from action taken by the school in response to concerns about test results, especially for higher attaining pupils. The proportion of pupils attaining higher than average results has also improved. There are still some differences in attainment in different subjects, for example mathematics results are lower than English results at the end of Key stage 1 but slightly better than English and science at the end of Key Stage 2. The introduction of the literacy strategy in 1998, new schemes of work, setting arrangements for mathematics in Key Stage 2 and target setting for groups and individual pupils have contributed to the rise in standards.
10. Attainment on entry to the school is broadly average, although the range of the childrens' attainments is wide. By the time they are five most pupils have achieved the desirable outcomes for learning, described for their age. These are language and literacy, mathematics, knowledge and understanding of the world, physical, creative and personal and social development.
11. By the end of Key Stage 1 most pupils speak clearly in front of the class, answer questions and talk about their work. A few pupils still find it difficult to explain their ideas and their vocabulary remains narrow. By the time they leave the school at the end of Key stage 2 pupils express their ideas confidently and discuss their work. Higher attaining pupils explain their thinking carefully and in detail. By the end of Key Stage 1 nearly all pupils read simple texts accurately and talk with understanding about their reading. A few higher attaining pupils read more complex texts expressively and reach above average standards. By the end of Key Stage 2 many pupils are fluent readers, show a thorough understanding of character and plot but few read with good expression. By the end of Key Stage 1 in their writing pupils order their ideas into sentences and write consecutively. They spell common words with reasonable accuracy. They are beginning to use joined handwriting, although not all pupils are able to do so neatly. Most pupils in Year 6 use a fluent cursive style of writing, although some still find it difficult to maintain. Year 6 pupils use mostly accurate punctuation and a good range of vocabulary.

12. By the end of Key Stage 1 in mathematics, most pupils order numbers to 100, use addition and subtraction of small numbers accurately and solve simple problems. They recognise shapes and describe them, use measures of length in real situations and construct graphs and tables. They know number facts to 10, recognise odd and even numbers and patterns in number sequences. Only a few are able to use their knowledge of number facts and relationships in calculations involving higher numbers. Pupils in Year 6 use addition, subtraction, multiplication and division to solve problems with four-digit numbers. They work with decimals and fraction. They measure angles and find area and perimeter. Higher attaining pupils are already working on some aspects of the level five programme of study.
13. In science, most pupils in Key Stage 1 sort and classify materials in various ways. They describe the properties of some materials. A few higher attaining pupils accurately explain different ways of classifying. Many pupils know what animals require to survive. They understand that pushes and pulls are forces. Pupils in Year 6 carry out investigations competently and most ensure their tests are fair. Others still need some help in identifying variables. Most pupils understand the processes of evaporation and condensation. They know about the human body, including the heart and circulation. Higher attaining pupils plan an investigation in response to a question posed by the teacher.
14. The standard of pupils' attainment in information technology is broadly in line with national expectations by the end of Key Stage 1 and Key Stage 2. By the time they leave the school pupils have experienced work in word processing, data handling, and control technology and most show appropriate levels of competence. Standards in religious education meet the expectations of the Gloucestershire Agreed Syllabus at the end of both key stages. Standards in art are good in most aspects in both key stages. Standards in design and technology are good at Key Stage 2.
15. There are no significant variations in the attainments or progress of pupils of different gender, ethnicity or background.
16. Children under five years of age make satisfactory progress in all the areas of learning. There are some inconsistencies, however, in rates of progress for different groups in some lessons. There are also some elements within some areas of learning where progress is relatively weak. In personal and social development, the children's progress is sometimes good. They quickly become confident and form good relationships. Progress towards independent learning, for example making choices about what equipment they need for a task or organising their own play activities is slower because of the lack of opportunities provided. Progress in language and literacy is satisfactory, especially when the children work in small groups with an adult and priority is given to conversation and extending the pupils' vocabulary. They learn letter sounds, listen to stories and talk about books. There are too few opportunities for pupils to extend their vocabulary and use their imagination in guided role-play activities. In mathematics, children make satisfactory progress in counting and matching skills. This is developed well through singing games and action rhymes. Higher attaining pupils sometimes make slow progress when the work provided for them is too easy. The tasks provided for lower attaining groups are sometimes not well matched to their needs. Progress in other areas of the curriculum is generally satisfactory, although concentration on the National Curriculum programme of study rather than the more appropriate curriculum designed for children under five results in limited progress in, for example aspects of creativity and learning through investigating at first hand. The children make good progress in swimming.
17. Evidence from the scrutiny of pupils' work and from lesson observations indicates that progress in Key Stage 1 is satisfactory overall, although there are inconsistencies between and within classes. In English, pupils extend their vocabulary and develop sound reading skills although expression develops slowly. Most become more confident when speaking to the class. They learn sentence and story structure, simple punctuation and the basics of good handwriting. In mathematics, progress is generally satisfactory. Most pupils build up their understanding of numbers beyond 10, improve their calculation skills and learn about shapes. They measure with increasing accuracy and learn new ways to represent information in graphs and tables. There are, however, some occasions when particular groups of pupils do not make the progress they should. For example, sometimes the work is too easy for higher attaining pupils and although they consolidate earlier learning they make little further progress in these lessons. Sometimes

the work proves too difficult for lower attaining pupils and they are unable to make gains in understanding. This results from planning which gives insufficient attention to the needs of pupils of different attainment. In science, pupils make satisfactory gains in their understanding of scientific terms, they extend their understanding of materials and grow in confidence when they investigate. The emphasis of most lessons is, appropriately, learning through investigation. When work is recorded the quality varies and higher attaining pupils in particular are not challenged to describe in more detail or to attempt an explanation. This limits their progress.

18. In English, pupils in Key Stage 2 make satisfactory progress over time although there is evidence in the scrutiny of pupils' work that progress in writing slows in Year 4. School records indicate that pupils make steady gains in reading. In lessons, pupils build on the reading skills developed in Key stage 1 and increase their understanding of character and plot. They develop opinions about different types of story. They improve their ability to extract information from a range of texts, including reference books. They develop their speaking skills to include more detail in their descriptions, and to explain their thinking more accurately. Pupils organise their writing with increasing confidence and use more interesting vocabulary. Evidence from the work sample indicates that progress over time in a wide range of different forms of writing is slow and higher attaining pupils in particular do not make as much progress as they should. In mathematics, progress in Key Stage 2 is satisfactory over time. In many lessons, notably in Years 5 and 6 it is good. This results from the setting arrangements, careful planning and the quality of the teaching. Higher and lower attaining groups in Years 5 and 6 make very good progress in some lessons, especially in number work. The setting arrangements across Years 3 and 4, are not as successful in maintaining good progress. Teachers find it more difficult to judge the wide range of experience and attainment within the groups. This results in work that does not always challenge pupils appropriately and slows progress. In science progress is satisfactory overall in the knowledge elements of science. It is good and occasionally very good in Years 5 and 6 and one Year 4 class in scientific investigation skills. Pupils are extending their knowledge of living things, materials, and physical processes through well-planned activities. Pupils' skills of observation, description, classification, and explanation develop well. They make good gains in planning and carrying out investigations.
19. Progress in information technology is satisfactory at Key Stage 1. Pupils learn how to manipulate the mouse and how to use simple tools, for example to draw on the screen. They build up their keyboard skills steadily. They use the computer to support other subjects, for example to consolidate number skills and extend the work in art. Progress in Key Stage 2 is more variable because teachers' skills and confidence have not always kept up with the rapid developments in the subject. Progress is satisfactory overall, however, and teachers support each other to overcome some shortcomings. Pupils are increasingly adept at using the computer for research purposes, accessing information from a variety of sources. They build on their knowledge of controlling the robotic toy to use control devices in their models. At Key Stage 1, progress in religious education is satisfactory. Pupils learn about belonging to groups, about friendship and about special occasions. At Key Stage 2, they build on these foundations when they study what it means to be a member of a religious group and how it affects peoples' lives. They learn about sacred texts, religious leaders, signs and symbols. They learn how Christianity spread. There is a strong emphasis on Christianity in the themes covered, but pupils also extend their understanding of other faith groups for example, Islam and Judaism. Progress overall is satisfactory. Pupils' progress in all other subjects at both key stages is broadly satisfactory although there are too few opportunities made to challenge higher attainers or to provide work at appropriate levels for lower attainers. There is some good progress in history and music lessons at Key Stage 2. There are examples of pupils making good progress in art, design and technology and physical education, including swimming at both key stages.
20. Pupils who speak English as a second language make similar progress to other pupils in all subjects. Some make rapid gains in reading as their competence in spoken English grows. The support they receive from class teachers and from the local education authority teacher contributes to the sound progress they make.
21. Most pupils who have special educational needs make generally satisfactory progress, but the school does not have a good range of assessment procedures to track the on-going progress of these pupils. The



individual education plans for the pupils in Key Stage 2 do not fully meet their needs; the targets are too vague to enable teachers and parents to support the child's learning effectively. The low level of support that some pupils receive does not enable them to acquire the basic skills of literacy and numeracy as quickly as they might. The lack of detailed short-term planning in some lessons means that work is not always matched well to pupils' prior learning. Pupils who have an educational statement and receive regular support within the classroom make consistently satisfactory progress.

24.

**24. Attitudes, behaviour and personal development**

22. Children under five, attending the reception classes settle quickly into the routine of school. They work confidently and purposefully. Their personal and social development is accorded a high priority and this enables them to continue developing the happy and positive relationships with each other and the adults they work with which were started, for the majority, in the family centre that shares the site. Opportunities for children to make choices and decisions are not provided frequently enough to ensure satisfactory progress in this area of their personal development.

23. Throughout the school pupils' attitudes, behaviour, relationships and personal development are good. In Years 5 and 6 attitudes are generally very good as a consequence of the quality of teaching within these year groups. This has a significant bearing on the quality of life in school and its functioning as an orderly community. The vast majority of parents are pleased with their children's response to the teaching, curriculum and provision for spiritual, moral, social and cultural development. The sensible way pupils conducted themselves, their confidence, friendliness and politeness impressed the inspection team. The previous Ofsted report indicated this was a successful area and this inspection finds the standard has been maintained.

24. Most pupils, including those with special educational needs, develop good attitudes towards school life and learning. They are interested and enthusiastic about their work, concentrate well, listen to their teachers, ask sensible questions and join in discussions, which promotes a good working atmosphere and has a positive impact on their progress and attainment. Most pupils respond very well to the school system of merit awards for effort and achievement and those pupils who have temporary difficulties respond well to the additional booster groups designed to improve these areas. Pupils confidently offer opinions. For example, in a Year 6 history lesson pupils discuss whether it is right for Henry VIII to divorce or behead his wives in the hope of a male heir. Pupils persevere when solving problems, especially during their weekly mathematical and science investigations. They undertake personal research well from the range of books, computer software and first hand experiences provided for them. During the literacy hour sessions the majority of pupils show that they have the self-discipline and motivation to work well independently whilst their teacher is focusing on another part of the class.

25. Behaviour in the school is usually good and often very good, enabling pupils to come to school happily, and concentrate on their work. This aids their learning, as teachers do not have to waste time seeking to establish discipline or maintain order in the majority of classrooms. Pupils respond well to the clear boundaries set through the school's behavioural policy, which is consistently applied both in classrooms and in the playground. Pupils know the school and class rules well, clearly know right from wrong and take responsibility for their own behaviour. Occasionally, poor attitudes and behaviour develop in lessons as a direct response to unsatisfactory teaching, when work is not well matched to pupils' needs, or the pace of the lesson is slow. There are several pupils on the school's special educational needs register who occasionally present more challenging behaviour in lessons, especially when grouped together. The behaviour of most pupils with special educational needs is good. Those pupils with specific behaviour difficulties have been set targets, for example, not to call out and to stay on task for at least five minutes. They receive reminders about the targets and appropriate recognition when they meet them. Most parents are pleased with the behaviour of their children, and feel they are happy and confident at school.

26. The school ethos, based on care and respect for others, is constantly reflected in the good relationships in the school, with all adults acting as very good role models. Pupils show respect to their teachers and

treat the school's and each other's property carefully. There has been one exclusion in the last year, which is unusual, and the school has successfully integrated a pupil that has been excluded from another school. There is minimal inappropriate behaviour or bullying and no ethnic tension. Pupils' ability to work together is a strong feature within the school. Pupils co-operate very well in pairs and small groups in many curriculum areas such as making fairground models in design and technology, country dancing and paired reading activities. They collaborate well in larger groups when given opportunities to do so, for example in class assemblies and extra curricular events such as team games, school productions and carol concerts.

27. Pupils' personal development is sound and for those who participate in the excellent range of extra curricular activities it is often good. Pupils show a capacity to reflect and discuss their feelings, behaviour and experiences, often during religious education lessons, assemblies and literacy hour work. For example Year 2 pupils remember how strange they felt in new situations and discuss how to be welcoming to new members of staff and pupils, making a large corridor wall display to remind everyone to be sensitive to the needs of others. Pupils know they can learn from the elderly and have very good relationships with those attending the next door day centre, both drawing on their eye witness accounts of this century's history and inviting them to carol concerts and school functions. Pupils show a good level of responsibility for helping others and are keen to be chosen as classroom helpers. Older pupils have whole school responsibilities such as setting up the radio and putting out chairs in the hall for parents coming to assembly. Pupils' ability to show initiative and their involvement in identifying problems finding solutions, setting their own challenges, formulating and answering their own questions or in selecting resources are less well developed as there are few opportunities provided for them to do so. This was noted in the previous Ofsted report.
28. Pupils know all adults within the school will value what they have to say and copy this good example. They are willing and interested to listen to views and ideas different from their own, for instance learning about other religions. They visit places of worship in the locality and find out about life in South Africa from the exchange teacher. They learn from visitors to the school about the different food customs and cooking practices in Bangladesh and India and about the music of other cultures from a Ugandan band. Pupils are aware of the wider community and enjoy taking part in community events such as a carol service in Tewkesbury Abbey and taking responsibility for planting flowers in the town's flowerbeds

### 31. **Attendance**

29. Attendance levels are satisfactory, being broadly in line with the national average for primary schools. Unauthorised absence has recently been higher than the national average; in a successful attempt to reduce the amount of persistent lateness the school has recorded all lateness after the close of registers as an unauthorised absence. Scrutiny of registers since September indicates that the rate of unauthorised absence has reduced. Most registers are kept in accordance with statutory requirements but some fail to comply.
30. Almost all parents routinely inform the school of reasons for absence. The overwhelming majority of pupils attends both regularly and on time and for these pupils good attendance has a positive impact on their learning. The prompt arrival of almost all pupils enables an efficient start to the day.

## 33. **QUALITY OF EDUCATION PROVIDED**

### 33. **Teaching**

31. The quality of teaching in the school is satisfactory overall. In the lessons seen, 13 per cent of the teaching was very good, 91 per cent was satisfactory or better and 9 per cent was unsatisfactory. The

overall quality of teaching is better at Key Stage 2 than at Key Stage 1. There is consistently good teaching and a substantial amount of very good teaching in Years 5 and 6. This leads to good progress at the end of the key stage.

32. The quality of teaching of children under five in the reception classes is satisfactory overall, which enables children to make satisfactory progress. There was one unsatisfactory lesson, when because of the length of time children were required to sit during whole class teaching in the literacy hour, their attention wavered and little progress was made. Generally teachers use time and resources satisfactorily to provide an interesting range of activities, and a varied programme. They form good relationships with the children who are consequently keen and happy to come to school. Teachers use praise and encouragement well, which motivates children to do their best. However there are inconsistencies of approach and practice within the parallel classes, with one class receiving an education more closely aligned to recognised good practice for the under fives than the other. Overall, teaching is too formal, with insufficient opportunities for purposeful role-play to develop language. Children are over directed which prevents them developing the ability to make decisions or learn through finding out in well-structured play activities. Teachers' daily planning and assessments do not enable children to make the maximum progress. Children are often grouped by attainment as measured by the baseline assessments. Whilst this helps to ensure that children who work together complete their tasks in a similar length of time, groupings are not often used to ensure the work is pitched at appropriate levels of difficulty. Neither are there clearly defined aims for each group, based on a detailed ongoing assessment of what children know and can do. Consequently there is often a lack of challenge for higher attaining children when they finish their initial activity. Lower attaining children are sometimes unable to make the progress they should when they are working without support on activities that are too difficult for them. Teachers use the classroom support assistants well to enable the small groups working with them to make good progress.

33. The quality of teaching at Key Stage 1 is satisfactory overall. It is good in some classes and satisfactory in others. Teachers have sound knowledge of the subjects they teach and the needs of the age group. They are well organised and use a range of methods appropriate to different lessons. They generally question pupils well to ascertain what they know and to extend their thinking, although this is done more effectively in some classes than in others. Teachers use resources well to interest the pupils and to consolidate their learning. Teachers' planning does not always give sufficient attention to the needs of different groups and this sometimes limits the progress of some pupils.
34. In Key Stage 1 in English, teaching is satisfactory overall. Teachers provide opportunities for pupils to talk and develop their communication skills. They pay particular attention to pupils with English as a second language, encouraging them to use a wider range of vocabulary and checking that they understand instructions. Strategies for reading are taught well and pupils are introduced to an appropriate range of literature in the literacy hour. Punctuation, spelling and handwriting skills are taught systematically and ensure sound progress. Occasionally, teachers make good opportunities for pupils to develop story writing, especially through the use of puppets and role-play. In one lesson observed the tasks presented were too easy for some pupils and little progress was made. In mathematics teaching is satisfactory overall. Some teachers use the whole class mental session at the beginning of the lesson well to provide good opportunities for pupils to practise mental agility, to look for patterns in numbers and to learn number facts and bonds. Occasionally the work provided is not matched carefully enough to earlier learning. As a result some pupils find it too difficult and some too easy and little progress is made. In science teachers have a sound understanding of the curriculum and provide interesting work that is usually appropriate for pupils of different ages and levels of attainment. Teaching is satisfactory overall.. The investigative approach to science is developed well and pupils benefit from first-hand experiences, for example they experiment with different types of magnet to extend their understanding of forces. The quality of teachers' questioning in some lessons leads to good progress being made. When they ask pupils to record their work teachers do not always ensure that the chosen methods are demanding enough for higher attaining pupils.
35. In information technology teachers at Key Stage 1 provide regular opportunities for pupils to use the computer to consolidate number work in mathematics and to use the keyboard to word-process short pieces of writing. Pupils are taught how to enter information on simple databases, how to control the robotic toy and how to use the mouse to drag and drop items. In religious education there is very little evidence of pupils' completed work. Evidence from lessons indicates that teachers are extending pupils' understanding of Christian teaching and knowledge of places of worship locally.
36. The quality of teaching at Key Stage 2 is satisfactory overall. It is good in Years 5 and 6. One in five lessons observed was very good. The quality varies between classes in Years 3 and 4, and a significant minority of lessons is unsatisfactory. In English, teaching is satisfactory overall. Teachers provide time for individual reading on a daily basis and provide support where it is most needed, for example for pupils with special educational needs and those with English as a second language. They check progress in reading regularly. Teaching is consistently good in Years 5 and 6. In these lessons teachers use their questioning skills particularly well to develop pupils' understanding of the text, of grammatical structure and what constitutes effective writing. Texts are well chosen to exemplify what is to be taught. The work is planned carefully to take into account the needs of different groups and enables pupils to make good progress. In other lessons teacher's planning is too brief to be useful in organising groups effectively and in ensuring appropriate challenge. In mathematics, teaching is satisfactory overall. Teachers use questions well to encourage pupils to think clearly. The setting arrangements usually ensure that work is well-matched to the needs of different groups and teachers ensure that either these pupils can work independently or they give them the support they need to overcome problems. Teaching is particularly effective in Years 5 and 6. In these lessons teachers make sure that the pupils understand exactly what they are to learn by the end of the lesson, set work which challenges their thinking and follow up the lesson by supporting homework. In science, teaching is satisfactory overall. The teaching at the end of the key stage is good. Some very good teaching was observed in Years 4 and 6. Teachers question pupils well, especially during investigations to draw out what they have learnt and to move them on to the next steps. They make good teaching points while pupils work and encourage their efforts ensuring that good levels of progress are maintained.

37. The teaching of information technology at Key Stage 2 is satisfactory overall but some teachers lack confidence in recent developments in systems and software and although colleagues generally support each other well this limits the progress in some aspects of the work. The teaching of religious education is satisfactory overall. It is good at the end of the Key Stage. Teachers provide good opportunities for pupils to discuss important issues and develop pupils' ideas. There is insufficient attention to the needs of pupils of different attainment in some lessons which limits the progress of higher and lower attaining pupils. Sometimes the work planned is too difficult for pupils with special educational needs and they do not always receive the support they need to overcome difficulties with reading chosen texts.
38. Teaching in other subjects is generally satisfactory in Key Stage 1 and good in Key Stage 2. There is good teaching of history, and music at Key Stage 2. Physical education, including swimming and design and technology are taught well throughout the school.
39. All teachers have a secure knowledge and understanding of the National Curriculum. In English, mathematics and science this results in planning which usually identifies clearly what is to be learnt and provides appropriate activities to achieve this. There remain some problems in other subjects, however, especially in the planning which is often unclear. Where teachers use schemes of work to guide their planning they are sure of what they want pupils to learn, make arrangements for different groups and ensure they are well organised for the activities they plan to support the learning. This is not always the case, however, and occasionally pupils' progress suffers as a result.
40. Teachers' expectations are generally appropriate. This results in pupils being challenged to do their best, to concentrate hard and to produce work of good quality. High expectations are more evident at Key Stage 2 especially in Year 6. In some lessons in both key stages expectations are not high enough, especially when pupils work in groups and this results in pupils making too much noise. It proves distracting for other pupils and leads to time being lost through frequent reminders about the level of noise and the need to concentrate.
41. Teachers' methods and organisation are usually effective. They give good explanations and demonstrations in whole class sessions. They question pupils well to develop their understanding. They make good use of group work to focus attention on one group. Sometimes the work planned for groups working independently is not sufficiently demanding to ensure that all pupils make the progress they could, particularly higher attaining pupils. Occasionally the work for lower attaining pupils is too difficult for them to succeed. Relationships are good. This results in pupils who have a positive approach to their learning, persevere with problems, act on teachers' advice and learn from their mistakes.
42. Teachers show good knowledge of pupils' individual needs through the questions they ask and in their response to pupils' answers. Some teachers make notes on their planning about individual pupils' progress and difficulties that occur. Where this is followed up pupils overcome the problems they encounter.
43. Teachers use resources well in both key stages, to interest pupils, to increase their understanding and to demonstrate their learning. Particularly good use of resources is made in science. Teachers' use of time varies from class to class. Some use time well, ensure a good balance of different activities and maintain a good pace to the lesson. Others allow some activities to go on beyond the point when pupils are concentrating really well and allow progress to slow. Where time targets are used effectively, for example in science, pupils keep up a brisk pace. This results in a considerable amount of work being produced.
44. There is a recent homework policy and teachers now set more regular homework that supports the work done in the class and encourages pupils to acquire and practise vital skills such as multiplication tables, reading and spelling high frequency words. Some parents expressed concern about the small amount of homework. The new arrangements are already contributing to progress especially at the end of Key Stage 2. There were a small number of parents at the meeting who disapproved of homework being set. They feel it sometimes prevents pupils from pursuing other interest out of school time. Teachers are

aware of these concerns and ensure that pupils are not overburdened.

45. Teachers mark pupils' work regularly, giving credit where it is due for work done well. It does not often provide useful information for teachers, pupils or parents about areas for improvement or to set targets for the next piece of work.
46. In most lessons, pupils with special educational needs are given the support they need to make satisfactory progress. Teachers either adapt the work to match these pupils' needs or give them extra help to ensure they succeed. The lack of clarity in short-term planning for some lessons, however, means that it is not clear to pupils what they are to learn and the work does not match the range of ability within the class. When this occurs it has an impact on the progress of all pupils, especially those with special educational needs. In a few lessons the absence of additional classroom support means that pupils with special educational needs do not make sufficient progress, for example in mathematics in Key Stage 2, where the class teacher works with a set of 21 pupils, 17 of whom are on the special needs register. Pupils who are withdrawn have an hour of teaching in a small group. This enables them to make sound progress towards specific targets. It is not always related to the work being done by other members of the class in the classroom. Class teachers are aware of the importance of ensuring that this work is covered at other times.

49.

#### **The curriculum and assessment**

47. The curriculum for the under fives is unsatisfactory. Its content, planning, assessment and timetabling is based on the programmes of study for the National Curriculum rather than on the desirable outcomes for children's learning designed for this age group. It is overseen piecemeal by the main school subject co-ordinators. Therefore there is little continuity between children's learning in the family centre and their learning in the reception classes. Within the curriculum provided, teachers and their assistants plan well together to ensure both classes cover a broadly similar programme, link subjects meaningfully into topics and provide a range of interesting activities to enable children to make satisfactory progress in all subjects. There are insufficient planned opportunities to learn through structured play, however, in particular role-play within a less formal environment. All children benefit from a weekly swimming lesson that adds to the range of physical activities provided.
48. The quality of the curriculum at Key Stages 1 and 2 is satisfactory. The curriculum is broad and includes all subjects of the National Curriculum and religious education. Timetables indicate that more than half of the total teaching time is given to English and mathematics. This is more than in the majority of schools. However, the pupils have worthwhile experiences in all other subjects in spite of the smaller amount of time given to them. The physical education programme includes swimming for all. All programmes of study are covered adequately enough to ensure that pupils make appropriate progress. The governing body has an agreed policy on sex education. This is taught as part of the science curriculum. So too is health education and information about the misuse of drugs and other harmful substances. The overall curriculum is effective in supporting pupils' intellectual, personal and physical development, thus meeting the school's aims. The provision for the arts is satisfactory. Across the school, relevance, interest and understanding are ensured through the use of visits associated with the topics studied. The curriculum provides opportunities for pupils to work together in pairs and to collaborate in groups. This is particularly evident in physical education and science. It contributes successfully to pupils' personal development.
49. Pupils' literacy, numeracy and information technology skills support work in other subjects. For example numeracy skills are used in science and geography, especially in recording data. Opportunities for pupils to record what they have learnt in a range of subjects extend their writing skills. For example, pupils learn to make notes in science. There is some use of word-processing across the curriculum but this is not done routinely. A range of programmes is used to consolidate early counting skills in mathematics. There are some good opportunities for pupils to search for useful information stored on computer discs. Younger pupils use listening stations whilst following the text to improve their reading skills.

50. Current curriculum planning is satisfactory overall. The school has recently introduced the National Numeracy Strategy in addition to the National Literacy Strategy introduced successfully last year. A nationally recommended scheme for science was introduced in September. These schemes provide a secure structure for teachers' planning and ensure that the work builds on earlier learning. The setting arrangements for mathematics where pupils are grouped by attainment make it easier for teachers to pitch the work at a level that provides challenge for the whole group. It is particularly effective in Years 5 and 6 and contributes to good progress.
51. Other subjects have also benefited from the publication of national schemes of work. It is too early to judge the impact of these on planning and teaching. Existing half-term plans gives insufficient guidance about how the work is to be planned for different groups of pupils to ensure that teachers' own planning addresses this adequately. Occasionally half-term plans indicate work to be covered but not what the pupils are to learn. Where this results in inadequate planning for lessons, pupils' progress is hindered. Co-ordinators have become more active in leading the planning and in ensuring that the teaching of each subject is more systematic. This new rigour is beginning to have a positive effect. It is highlighting areas where programmes of study are not covered adequately, where there is repetition and where pupils' skills are insecure. The progression of skills has been identified in some subjects, for example in art, and is helping teachers to plan more effectively for their development
52. The school makes satisfactory provision for equal opportunities. All pupils, including those who speak English as an additional language and those with special educational needs have access to the full curriculum and care is taken to minimise the loss of subject content when these pupils are withdrawn for individual or group lessons. This also applies to pupils who are withdrawn for instrumental music tuition.
53. Most subject policies and schemes of work make reference to the needs of all pupils, including those with special educational needs. Great thought has been given to supporting pupils with specific needs; for example, the wheelchair bound pupil who takes part in swimming and cross-country. However, the needs of some pupils with weaknesses in basic skills are not adequately addressed and there are insufficient strategies to motivate them. Individual Education Plans are reviewed termly, but many targets in Key Stage 2 are not specific enough and do not represent small steps in learning. This makes it difficult to assess short-term progress which is essential in maintaining pupils' enthusiasm. Parents need to be more aware of the small steps that it is realistic for pupils to achieve so that they can work with the school to ensure regular success.
54. The range and quality of extra-curricular activities the school provides are outstanding. Teachers and some parents give generously of their time to enhance and extend pupils' experiences. Pupils in large numbers attend regularly and enjoy the opportunities provided for them. These include amongst others, netball and football, cross-country running, country dancing, drama, first aid, choir, orchestra and a science club. Instrumental music teaching provides a small number of pupils with opportunities to learn the flute, clarinet, violin, trumpet and cello. All of these contribute much to the pupils' social development and provide opportunities for them to follow interests and aptitudes.
55. In the previous inspection report inspectors identified that there was insufficient attention given to evaluation. This has been addressed by co-ordinators and teachers. Co-ordinators identify areas for improvement through an audit of planning and pupils' work and set targets for teachers. Teachers write comments on their plans at the end of each week. It is clear that teachers have responded to co-ordinators' targets. This has contributed to the raising of standards in English, mathematics and science. The system for highlighting curriculum coverage on plans to indicate which areas have been understood well and which need further work is not being used consistently. It has the potential for providing useful information for planning the next steps effectively.
56. The assessment of pupils' attainment is now satisfactory. It was described in the previous report as "in need of upgrading", and became a key issue for improvement. The senior management team and staff have introduced new procedures creating a more systematic approach. The school meets the statutory

requirement. It assesses children on entry to the reception classes and again at the end. Pupils' attainment at the end of both key stages is assessed according to national regulations and the results reported to parents. The school fills out the picture further by using other standardised tests and diagnostic material. Regular, assessments in English, mathematics and science provide useful information about pupils' progress over the short term. The school recognises this needs to be extended to information technology to allow teachers to track pupils' progress more effectively. Portfolios of pupils' work have been built up to exemplify agreed standards. These have proved useful in raising teachers' expectations of what pupils can achieve. The school recognises that, following the introduction of new schemes of work these will require modifications.

57. The school has a good deal of information about children's attainment on entry, from parents, the family centre and baseline assessments; this is used to group children under five within the reception classes. There are regular testing procedures for children under five in mathematics and literacy throughout the year that provide teacher with useful information about how well children are learning. Ongoing assessments are not frequent or sharp enough, however, to ensure that lesson planning builds soundly on earlier learning.



58. Assessment procedures are not effective in identifying all pupils with special educational needs. For example there are pupils in the reception classes displaying learning difficulties who do not appear on the special needs register. Identification does not occur early enough to initiate early intervention.
59. The school makes satisfactory use of some of its assessments in planning the curriculum, for example in providing time outside the literacy hour for creative writing. The assessments made of ongoing work in mathematics, aspects of English and science at Key Stages 1 and 2 are at an early stage but teachers state that they feel that this is providing them with greater insight into pupils' weaknesses and helps them to focus their planning more effectively. It is not always clear from teachers' plans how their evaluation of the previous week's work informs planning for the subsequent week.
60. There is a wealth of statistical information from tests and assessments available to the school. Analysis of results at the end of Key Stage 2 has identified the relative under-achievement of boys and of higher attaining pupils. Both these weaknesses have been addressed with prompt and encouraging success. Further analysis indicated that pupils' ability to apply mathematical skills was an area requiring improvement. As a result extra time is now given to this aspect of mathematics and pupils' skills are improving. Some of the data has not yet been collated in a form where it is readily available and therefore useful to teachers. The information gained from assessments and tests is used for target setting for individual pupils at the end of Key Stage 2. Predicted grades based on earlier results are shown and pupils' progress tracked towards them. This ensures that those pupils whose progress slows are identified and included in target groups. Parents and teachers then work together until satisfactory progress is achieved. This measure, adopted by the school, is contributing to improving standards of attainment.

**63. Pupils' spiritual, moral, social and cultural development**

61. Taken as a whole, provision for these aspects is good. The school's policy for spiritual development across the curriculum is a thorough and informative document but it is too recent to have had an impact on provision.
62. The school's provision for pupils' spiritual development is satisfactory. Teachers encourage pupils to observe carefully such wonders of nature as growing plants and the variety of animals, and to reflect on their experiences. In science such opportunities are particularly well developed and in art pupils are encouraged to appreciate the natural world. The artistic appreciation of music is well developed throughout the school and music in assemblies makes a very positive contribution to spiritual development. However, there are too few opportunities across the curriculum for pupils reflect on aspects of their experiences and emotions.
63. Provision for moral development is good. Personal behaviour is promoted well through the high expectations staff have of pupils' behaviour. The overwhelming majority of pupils are aware of what is, and what is not, acceptable behaviour. Pupils help to develop their classroom rules, which enables them to gain an understanding of the reasons for rules. They respond very positively to praise and the award of house points but accept their loss, for unacceptable behaviour, with good grace. Teachers and other adults provide good role models. Pupils with special educational needs and those with English as an additional language are integrated well into school activities and they enjoy mutual respect with others in the school.
64. Provision for pupils' social development is good. The ethos of the school enables good social development and older pupils are encouraged to take care of younger ones, for example playing with them during wet breaks and helping them through the paired reading scheme. This effectively fosters a sense of social responsibility and pupils' response is positive. The excellent provision for extra-curricular activities makes an effective contribution to social development through teamwork, particularly in music and sport. There are few formal opportunities for pupils to take responsibility but the range of informal opportunities is good. Pupils share their talents with others, for example by

singing carols in a number of local residential homes and joining in services in local churches. They are encouraged to think of those less fortunate than themselves through a range of charity fund raising activities. Understanding of citizenship is developed through some of the links with the community. Most notably, earlier this year pupils grew seeds and took pride in the display of the plants, which were used by the council around the town.

65. Provision for cultural development is satisfactory. Throughout the school, pupils are encouraged to appreciate their own cultural heritage and the richness and diversity of other cultures and traditions. An awareness of local heritage is fostered very well through a range of studies of the local area both as it is now and as it was in times past. The strong music provision enhances cultural development by providing examples from a wide range of different origins but in art, the range of artists studied is limited to the European tradition.
- 68.

### **Support, guidance and pupils' welfare**

66. The monitoring of academic progress is satisfactory overall but there is inconsistency across the curriculum. The best practice occurs in English and mathematics. The school analyses the results of national tests and other tests and uses this information to target areas for further improvement. All pupils have projected grades and their progress against these is measured every half term. However, the practice of setting clearly focused academic targets for improvement for all pupils, on an individual basis, is in the early stages of development and is not yet having a significant impact on progress. Written marking does not always provide sufficient information for the pupil to know what to do to improve but oral comments satisfactorily guide progress.
67. The targets in individual education plans for pupils with special educational needs in Key Stage 2 are insufficiently well focused. They do not provide small, measurable targets and are therefore ineffective in guiding progress and are difficult to monitor. The school calls upon outside agencies for advice and support as necessary; for example, the educational psychologist is involved in the reviews of pupils on Stages 3-5. The links with the local secondary school for pupils with special educational needs are good. The special educational needs co-ordinator meets with her counter-part in the secondary school to discuss provision. Appropriate records are forwarded.
68. Teachers have good levels of knowledge of the pupils and use this sensitively to inform their pastoral care. Class teachers effectively monitor personal development. The school does not have a separate programme of personal, health and social education but the main themes are covered either through the curriculum, for example health and hygiene in science, or through assemblies, for example bullying. The school has appropriate policies in place for sex education and drugs awareness. However, there is no overview of the cross curricular work to cover the themes of personal, social and health education and no monitoring of it; the school cannot therefore ensure that all pupils receive their full entitlement.
69. The school has good systems in place to promote good behaviour. Teachers use praise well to reinforce good behaviour and positive attitudes to work. Pupils like the stickers they receive and appreciate the house point system. They understand the sanctions. They believe that teachers are firm but fair. The school works hard to ensure that pupils realise the effect of their actions on others and this effectively discourages bullying. Class teachers monitor incidents of unacceptable behaviour effectively. Lunchtime supervisors are well integrated into the systems for promoting and monitoring behaviour and this ensures a good level of consistency in practice across the school.
70. Attendance and punctuality are well promoted in the prospectus and in other communication with parents. Procedures for following up any unexplained absences are thorough. The school liaises appropriately with the education welfare service when required. Attendance is properly reported in the prospectus and individual attendance is given in the annual progress reports but attendance data was omitted from the last annual report of governors, in breach of statutory requirements.
71. The school has appropriate arrangements for child protection. The child protection officer has received relevant training. Procedures are well known to staff. Appropriate liaison takes place with social services. The school has adopted the local education authority policy for health and safety. The local education authority and the governing body carry out regular checks. Health and safety issues have a high priority within the school. At the time of the previous inspection, procedures for afternoon registration and for pupils leaving school at the end of the day were unsatisfactory from a health and

safety perspective; both these issues have been addressed satisfactorily. No major health and safety issues were identified during the inspection. Adults pay good attention to teaching and reinforcing the habits of safe play and safe practice, particularly in practical lessons such as technology where pupils are taught to handle equipment safely. Arrangements for first aid and the care of sick pupils are good. Appropriate arrangements are in place to cover medicines in school and for school visits.

#### **74. Partnership with parents and the community**

72. There is a high level of support for the school among parents and a considerable number of them choose to become an active part of its daily life. Parents appreciate the standards of work and the extra-curricular provision, and strongly state that their children like school and are happy there. The parent teacher association is a very active body, which successfully raises very large amounts of money to support the school. Parents are generally well informed about the work of the school. The booklet about starting school provides a good range of useful, practical information. The prospectus contains a wide range of useful information but the section on special educational needs does not summarise the policy clearly, as required by the Code of Practice. The annual report of governors to parents falls well short of satisfying regulations. Omissions include failure to provide details of progress on the Ofsted action plans from the previous inspection, attendance data, arrangements for the admission of physically disabled pupils and developments in special educational needs. Regular newsletters keep parents well informed about events.
73. The quality of reporting to parents about progress and the lack of targets for improvement were criticised in the previous Ofsted report. All reports now contain areas for development but these are not always identified sufficiently clearly to enable parents to help at home. Annual reports provide clear statements about pupils' attainment and attitudes to work but comments about specific progress made during the year are less frequent. In English and mathematics reports often identify progress and talk about pupils' strengths and weaknesses. In other subjects the quality of reporting is variable and comments are brief. The report format does not provide space for parents to comment, if they wish. The school provides a good number of opportunities for parents to consult teachers about their child's progress and these are well attended. Parents are also welcome to discuss their child's progress with the teacher at any time. Most elements of the Code of Practice for pupils with special educational needs are fully implemented and parents are invited to attend all reviews. However, parents are not sufficiently involved on a day to day basis and do not always know what to do to help their child at home. Communication between a small number of parents of pupils with special educational needs and the school has broken down and a mutual lack of trust has developed. These parents believe that the school does not take their complaints about the lack of appropriate support for their children sufficiently seriously.
74. The amount and quality of the homework provided is satisfactory but the homework diary although providing useful information about when work is to be done, is not fully exploited as a channel of communication between home and school. Pupils in all years take reading books home and are expected to learn spellings and tables. A small number of parents are unhappy about the amount of homework their children get and feel that in Year 6 it is insufficient to prepare pupils for the demands of the next stage of education. Other parents feel there is too much. Inspection evidence indicates that the situation has improved this year and that most pupils now receive appropriate amounts of regular homework. Some teachers go a step further and provide specific work for individual pupils when the need arises and this proves to particularly helpful to their progress.
75. The school has strong, positive links with a number of local churches, and these are used well to enhance the curriculum in religious education and in assemblies. Very good use is made of local places of interest in history and pupils develop a strong sense of their own community through the work they do. Links with a local electronics firm make a positive contribution to the work in design technology and pupils gain an understanding of the design process at work. The school makes effective use of parental expertise, both within school and through the excellent programme of extra-curricular activities. The school maintains links with a range of external support services including educational welfare and educational psychology. Links with the family centre are very strong and the school co-operates with the

secondary school to ensure a smooth transition for pupils.

## 78. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

### 78. Leadership and management

76. The overall quality of leadership and management of the school is satisfactory. The headteacher, staff and governors demonstrate a high level of commitment to the work of the school and share a determination to improve the quality of education for its pupils. They have made great efforts through their work to establish a caring school, which is reflected in the good relationships, positive ethos and effective learning environment. A sound management structure is in place. The senior management team has representatives from both key stages and the family centre. There is no-one to represent the distinct needs of the under fives in the reception classes, however.
77. With the exception of the newly qualified teacher all teachers have responsibility for co-ordinating at least one subject of the curriculum. They carry out their management roles well, with opportunities for monitoring the teaching and curriculum developments and setting targets for the future development of their subjects. They monitor the work in their subjects on a regular basis by looking at medium term plans, scrutinising pupils' work, working alongside colleagues in the classroom and observing subjects being taught. Core subject co-ordinators are released regularly to undertake this work. This is a significant improvement since the previous inspection. It has contributed to substantial changes in the way some subjects are taught, for example science, and has begun to have a positive effect on pupils' progress.
78. The headteacher carries out a regular programme of visits to classes to monitor the quality of the teaching, and targets are agreed with individual teachers. However, these targets are not recorded formally and therefore their success towards improvement cannot be accurately evaluated. The headteacher and staff have recently adopted procedures to evaluate the achievement of pupils in national standardised tests to identify weaknesses; this process has had a positive influence on staff development and is helping to raise expectations.
79. The governing body is very supportive. Through its committee structure governors are effectively involved in many aspects of managing the school. Governors regularly visit the school and some take part in joint in-service training; individual governors have developed links with subjects, such as literacy and numeracy and their support is valued by the co-ordinators. They are increasingly involved in strategic planning, and as their role evolves are beginning to make a valuable contribution towards school development. However, much of the evaluation of the effectiveness of spending decisions is informal and lacks specific criteria for measuring the success of new developments. Short term financial planning is sound, but longer-term planning beyond the current financial year is unsatisfactory. The governing body fulfils the great majority of its statutory duties although there are some requirements that are not being fully met in communications with parents, particularly in its Annual Report for Parents.
80. The school development plan which covers the three year period to the end of the current academic year identifies and outlines a range of priorities for development, sets targets, overall financial implications and some success criteria. However, the targets lack clear, precise detailed criteria of how the effects of these developments on attainment are to be evaluated. This was an area for development identified in the previous report which has not yet been addressed. The current plan does not extend beyond the end of the present academic year and therefore does not establish a clear long-term view of school development. The school does have a vision for the future but it is not set out in a formal document.
81. Whilst the leadership has achieved the implementation of equal opportunities in most aspects of school life, including provision for pupils who have English as an additional language, there are some weaknesses. These are in the management of the provision for special educational needs and provision for children under five.
82. The overall management of special educational needs is weak and it is not monitored adequately. The

deployment of staff is uneven. Frequently, qualified teachers are working with a group of four or five pupils for an hour while a class teacher is coping with a whole class, including pupils with special educational needs for literacy or numeracy with no additional support. At other times, qualified special educational needs teachers are supporting small groups of pupils in the classroom, while in another room, equally effective support is being given by a classroom assistant. The special needs policy does not clearly define the roles and responsibilities of all the adults involved with special educational needs provision. The paperwork is not well organised. The special educational needs co-ordinator holds some information, some is held by class teachers in wallets and mark books. It is difficult and time consuming, to track pupils' progress. The two governors with special responsibility for special educational needs do not meet regularly with the co-ordinator to monitor the progress of pupils on the special needs register. There are no regular reports to the full governing body at the termly meeting. The Governors' Annual Report to parents does not include any information about the governors monitoring of the provision of special educational needs. The prospectus contains a short general paragraph about the provision for pupils with special educational needs, but does not give parents a clear idea of what they can expect. The deployment of staff needs to be carefully monitored to ensure that help is available when it is most needed.

83. The management of provision for the under fives within the school is unsatisfactory as the school does not consider this as a stage in its own right, with its own requirement in terms of curriculum and style of teaching. Consequently there is no co-ordinator for the under fives, or voice to represent their specific needs on the senior management team. Currently the monitoring of the under fives curriculum is the responsibility of the Key Stage 1 co-ordinator and individual subject co-ordinators some of whom do not have sufficient knowledge of the age group to make secure judgements.
84. The school has a clear set of aims which are focused on the development of independence and self-esteem in all pupils within a broad and stimulating curriculum so that they achieve their full potential. Its positive ethos, the quality of relationships and the establishment of an attractive environment for learning reflects some success in working towards these aims. Routine procedures are carried out effectively and are clear to pupils, staff and parents. Communication is good.
85. Overall the school has made satisfactory progress in addressing the key issues of the previous report and is soundly placed to improve further.

#### **88. Staffing, accommodation and learning resources**

86. The last inspection found that staffing arrangements, including induction, appraisal and professional development, were good. This continues to be the case. Staffing, accommodation and resources are good and have a significant, positive effect on the school's ethos and standards.
87. There are sufficient qualified teachers to meet the demands of the curriculum for children under five and pupils at Key Stages 1 and 2. Overall, teachers have appropriate training and experience to carry out their responsibilities, although none has specialist training in teaching children under five and few subject co-ordinators have training specific to their subjects. Most teachers are experienced, and the one newly qualified teacher is supported well by senior staff. The teachers are supported well by experienced learning support staff, most of whom have relevant additional qualifications or training. The support staff includes four trained nursery assistants, two support assistants for pupils with special educational needs, a support assistant for pupils with English as an additional language and a further support assistant. The school is closely involved with initial teacher training and trainee teachers contribute effectively to pupils' learning.
88. The staffing allocation for pupils with special educational needs is good. There is a half-time teacher with responsibility for teaching and for co-ordinating special educational needs provision throughout the school. In addition there are two other part-time teachers and a learning support assistant for pupils with special educational needs.

89. Two clerical staff work a combined total of 41 hours a week. This is slightly below the average for a school of this size, but the clerical staff are very efficient and ensure that the school runs smoothly. There are sufficient caretaking and cleaning staff who maintain high standards of cleanliness. There are sufficient lunch-time supervisors and they are deployed effectively. Together, the non-teaching team makes a significant, positive contribution to the quality of day-to-day school life.
90. Arrangements for the induction of new staff are very good. They are given clear guidance on procedures and expectations and are supported well by more experienced partner teachers working with the same age group and by members of the senior management team. Appraisal is up to date and arrangements are very good. Information from appraisal is used effectively to identify in-service training needs of individuals within the overall development needs of the school. Staff are committed to raising standards through enhancing their skills. Professional development has a high profile in this school, and arrangements include all members of staff. Some learning support assistants are following degree level courses relevant to their work and a teacher is following a long-term post-graduate course. Staff are responsible for the costs they incur, but the school has an effective arrangement of matching their contribution when this is in the interests of the school as a whole. Staff development is carefully monitored to assess the effectiveness of training and to ensure that the school is getting value for money. The school's arrangements for staff development have been marked by an 'Investors in People' award.
91. The school is an attractive building that contributes very positively to learning. Classrooms are of adequate size and are very well furnished and equipped. The shared lean-to conservatory extensions provide useful space for additional storage and areas for practical activities. There is a well-equipped assembly hall and several useful smaller rooms, including the library and the atrium that provide flexible additional teaching space. The library is small, given the size of the school, and it is under-used to promote pupils' independent research. There is wheel-chair access to all indoor areas and toilet facilities for the disabled. All rooms and corridors are enlivened by high quality displays of pupils' work. At the time of the last inspection, the school had just moved into the new school building. It continues to provide the attractive and stimulating environment for learning commented on in the previous report. However, there are leaks in the roof, which cause difficulties for staff and pupils when it rains. For example, on one day during the inspection, the floors of some corridors become unsafe and had to be cordoned off and water trickling down a wall in a classroom ruined an attractive display of pupils' work. Because of the rising roll, the accommodation is no longer adequate for the number of pupils. A room intended as base for pupils with special educational needs is currently used as a mainstream classroom and a pre-fabricated building separate from the main building is used, as a temporary measure, for teaching pupils withdrawn from classrooms. The temporary arrangements are not ideal but there are plans in hand to build another classroom, and this will remedy the situation satisfactorily. Outdoor facilities are very good. The separate playgrounds for pupils at Key Stage 1 and Key Stage 2 are very well equipped with climbing and other play apparatus appropriate to the ages of pupils. There is no separate area for children under five, who share the Key Stage 1 facilities. These are suitable to meet their needs.
92. Learning resources are good for all subjects. The school supplements its basic stock with loans of books and artefacts from local sources. The school uses the local environment and local people effectively as resources for learning. For example, representatives of a local engineering design firm are contributing to a design and technology project on fairground rides, pupils study local churches in religious education and local Tudor architecture provides examples for lessons in history and design and technology. All classrooms are equipped with computers and each pair of classrooms has access to a cooker. Classrooms are provided with very good storage facilities and these are used well by teachers to ensure that pupils have ready access to the materials and equipment they need. There are several large stock cupboards that are used efficiently to store items held in common or to which pupils have restricted access for health and safety reasons, such as the kiln, which is kept in a purpose-built room. Subject co-ordinators manage materials and equipment very well. They have suitable arrangements for enhancement and renewal of resources for their subjects and ensure that wastage is kept to the minimum. In lessons, teachers are careful not to waste consumable materials. For example, in a Key Stage 2 design and technology lesson, a teacher kept off-cuts of wood because he knew that they would be useful for another purpose. Pupils respond to such examples by treating school property with respect. There are good



resources for pupils with special educational needs.

93. Books for reading and research are sufficient, of good quality and in good condition; most are relatively new. The library is stocked with reference books suitable in range and content for pupils of this age. All classrooms also have plentiful supplies of fiction and non-fiction books displayed or stored so that pupils have easy access to them.

96. **The efficiency of the school**

94. Overall the quality of financial planning is satisfactory. Short term financial planning is sound but planning beyond the current academic year is not adequately documented. The headteacher meets regularly with the finance committee of the governing body to monitor the present year's budget and all governors remain fully informed of the finances of the school. The finance committee and full governing body monitor the present year's budget adequately but the school's development plan does not go beyond the current academic year; in consequence the governors do not project their financial planning for future years precisely enough. The governing body does not as yet have arrangements for evaluating the impact of spending decisions on standards. This was an issue at the previous inspection which the school has not yet addressed.
95. This year the school has used the surplus funds accrued over time to fund an additional class in order to establish a uniform system of two parallel classes in each year and to maintain classes of 30 or below in Key Stage 2. If this can be sustained it will be beneficial to the schools long- term curriculum planning, avoiding the necessity for mixed age classes in some years.
96. The specific grant for staff development and in-service training is used and allocated effectively. Funding for pupils with special educational needs is used less effectively. Some money for special educational needs is allocated to language support assistants who work effectively alongside class teachers. However, the larger part is used to fund two part-time teachers who mainly work with small withdrawal groups for pupils with learning difficulties. Whilst this contributes to the progress of these relatively small groups, classes containing other pupils with special needs receive infrequent additional support. This sometimes affects the progress of these pupils particularly during the literacy and numeracy hours.
97. The school spends a considerable amount on special needs provision. Teachers with special educational needs qualifications are used exclusively for supporting small groups in the classroom or on a withdrawal basis. This needs to be closely monitored to ensure that the school is using its resources as efficiently as possible.
98. The school uses other teaching staff appropriately to take account of their experience, expertise and qualifications. The deployment of support staff however, is uneven across the school with some classes receiving little support. The accommodation is used satisfactorily although the use of a new, large room for small groups of pupils with special educational needs is less efficient. Satisfactory use is made of available learning resources apart from the school reference library, which is underused. This inhibits the opportunities pupils have to carry out independent research.
99. The administrative staff make a valuable contribution to the smooth running of the school. Financial controls and day-to-day administration and procedures are good and carried out efficiently by the administrative assistant. The latest auditor's report made a number of recommendations, all of which have been acted upon.
100. Taking into account pupils' overall attainment and progress, attitudes, behaviour and personal development and the quality of education provided by the school in relation to its unit cost which is lower than the national average, the school is judged to be providing satisfactory value for money.

1. Children enter the reception class in the September following their fourth birthday. At the time of the inspection there were 40 children under five and 13 who had recently turned five. None of the pupils is of statutory school age. Most of the children join the school from the family centre, which shares the site. Although the range of attainment on entry is wide most children have average levels of attainment. They quickly settle to school routines as they have had many previous visits from the unit. The children are taught in two parallel reception classes. The curriculum provided for them is based on the National Curriculum Programmes of study for pupils of statutory school age. The school does not use the desirable outcomes for children's learning recommended for children of this age. There are inconsistencies of approach and practice within the parallel classes, with one class receiving an education more closely aligned to recognised good practice for the under fives than the other. As a result the curriculum as a whole is unsatisfactory as it does not provide a balance of direct teaching, activities planned to extend specific learning and purposeful play. There are too few opportunities for children to choose what to do, how to do it and what to use. They do play but often without much purpose as the activities provided for them change little over time and they are not guided to use them in different ways. Nevertheless, within this framework of more whole class teaching there are opportunities to consolidate learning through teacher directed activities and the children make satisfactory progress overall. Teachers use the classroom support assistants well. As a result most pupils make good progress in their learning when they work in small groups with an adult. Many of the desirable learning outcomes are achieved but some, especially those related to making decisions, suggestions and choices in different areas of the curriculum are not achieved. Opportunities are planned for children to grow things, to learn about the world around them and about living things but few of these are frequent first hand experiences which provide the building blocks to more formal learning and the small steps necessary for secure understanding.
2. Whilst pupils are grouped depending on their attainment in the baseline assessments, the planning does not always indicate what each group is expected to learn. Day to day assessments of what pupils know, understand and can do are not always used well to ensure sufficient challenge for different groups. Consequently the higher attaining pupils sometimes finish their initial activity very quickly and those with lower prior attainment spend too long on activities which add little to their learning.
3. Children settle quickly into the routine of school, joining in assemblies and infant playtimes with confidence. Their personal and social development is accorded a high priority and this enables them to continue developing the happy and positive relationships with each other and the adults they work with which were started, for the majority, in the family centre that shares the site. They dress and undress themselves independently which is very advantageous at the swimming pool, and enables the maximum use of the hall time allocated to their physical education. Children respond well to the high expectations of good behaviour and can concentrate for suitable periods to make the most of the activities provided for them such as dressing teddy on the computer or making firework pictures. Children ask questions confidently of each other and the adults in the room, and carry out instructions carefully, which has a direct benefit on their learning. The teaching is satisfactory. Teachers form good relationships with the children who are consequently keen and happy to come to school. Teachers use praise and encouragement well, which motivates children to do their best. By five years of age most children achieve many of the desirable learning outcomes. However, because teaching is over directed, with limited opportunities to engage in structured and purposeful play, children are prevented from making satisfactory progress in becoming independent learners, making decisions or learning through finding out and these outcomes are not achieved.
4. The teaching of language and literacy is satisfactory overall. Children make satisfactory progress in language development, often working in small groups with an adult helper, where they gain confidence in answering questions and developing their vocabulary. During the literacy hour older children make

satisfactory progress in developing knowledge of, and talking about, books and stories, although there are insufficient opportunities for guided role-play to develop a wider vocabulary and self-expression. The literacy hour format needs modifying if it is to meet successfully the needs of very young pupils. They become restless during whole class teaching sessions and cannot concentrate long enough to make the same progress as older children. By the time they are five, most children achieve many of the desirable learning outcomes. They follow oral instructions well, which has a positive impact on their progress and safety such as when listening to instructions in the swimming pool. Many children know that sounds have associated letters and some know how to write them down. Most attempt to write their names and some write other words they use frequently. They have developed a positive attitude to books although it was disappointing to hear from many that they prefer watching a video to listening to stories and few have a favourite story.

5. The teaching of mathematics is satisfactory. They make satisfactory progress through playing number games such as the number bus, directed by the teacher, where a chosen number of passengers get on and off. They know several number songs such as five currant buns and five little speckled frogs, join dot to dot patterns and hang numbers on the number line to re-enforce their knowledge of the number system. Teachers do not assess closely enough each day what pupils know and understand. They plan childrens' activities, over a week. These are similar for all ages and stages of understanding. As a result some children make better progress than others. For instance the higher attainers who join a dot to dot picture to ten in common with the rest of the class can quite confidently recognise and sequence higher numbers. Lower attainers make insufficient progress in mathematics by doing number jigsaws in unsupervised groups when they do not recognise the number. The children make good progress in matching and counting when using the number games on the computer. By the time they are five most children achieve many of the desirable learning outcomes. They are beginning to recognise the shape of written numbers up to ten, count accurately in ones and understand the vocabulary of more than and less than.
6. The teaching of knowledge and understanding of the world is satisfactory. Teachers use time and resources appropriately to provide an interesting range of activities and a varied programme and the children make satisfactory progress. Children make a good start to their knowledge about information technology, using the computer to support their mathematics and literacy learning. Pupils know about different light sources through handling a torch, watching a candle in a darkened room and looking at the Christmas lights in a walk through Tewkesbury. They observe their environment and make careful drawings of fallen autumn leaves. Early ideas of Christianity are well formed by visiting the Abbey, hearing Bible stories such as the prodigal son and joining in the daily act of collective worship. Children understand the difference between past and present and know some historical stories such as Guy Fawkes. They are aware of their environment and the people who work there through interviewing adults with different roles in school. Pupils use skills such as cutting, joining, folding and building for a variety of activities. By the time they are five most children achieve many of the desirable learning outcomes. Whilst many of these activities ensure some first hand experience, insufficient progress is made in exploring, experiencing and experimenting with an element of free choice, as is recommended good practice for this age.
7. Progress in physical development is satisfactory within the school scheme of work for physical education in games, gymnastics and dance, which again reflects insufficient focus on the requirements of national guidelines on curriculum for the under fives. The children change into their kit quickly and independently and enjoy working on the large apparatus in the hall. Whilst children have access to the large playground, the engine and wheeled vehicles can only be used under direct supervision as they are not designed specifically for under fives and the area is not securely gated. This gives them limited freedom to experiment with their bodies and develop muscle control and balance appropriate for their age. The weekly swimming lesson provided for all the children provides good opportunities for developing agility and control. Within the classroom, children develop increasing hand control through cutting and making activities and through fixing jigsaws and manipulating construction toys. By the time they are five most children achieve the desirable learning outcomes.
8. The provision for creative development is somewhat narrow in range and opportunities for genuinely creative exploration are infrequent. Children have opportunities to take part in role-play, but often

without the involvement of an adult to guide the learning and enrich the experience. Children play in the sand but sometimes with little purpose. There are some good opportunities for children to create pictures with paint, crayons, glitter and glue. For example they make pictures to show fireworks against the night sky and rub crayon over leaves to see the pattern. These activities are sometimes over-directed however, do not encourage children to try their own ideas and result in many similar pictures. Children start to build their musical appreciation and performance skills by singing songs such as Old MacDonald's Farm and accompanying them with a variety of musical percussion instruments. They listen and move to music such as The Carnival of the Animals and begin to express a feeling for the mood of the music. Overall progress is satisfactory and leads to most children achieving the desirable learning outcomes.

111. **English**

1. Inspection findings indicate that by the end of both Key Stages 1 and 2, standards of attainment in all elements of English are close to national averages. The results of national tests in 1999 in Key Stage 1 show a marked improvement and represents above average standards in reading when compared with all schools and other similar schools. Results in writing represent well above average standards when compared with all school and when compared with other similar schools. In Key Stage 2 results show a seven per cent improvement in the number of pupils achieving level 4 or above. Standards remain below those found nationally but in line with those found in other similar schools. The differences in inspection findings and test information at Key Stage 1 may result from the differences present in different year groups of pupils. There are currently no pupils working at higher than average levels in writing and only a few in reading. It is therefore unlikely that this year's results can be maintained at a similarly high level. There are indications that the recent rise in standards in Key Stage 2 can be maintained and that by the end of the year pupils in Year 6 are likely to achieve broadly average standards.
2. Over the past three years although levels of attainment have fluctuated widely in reading and writing at the end of Key Stage 1, they indicate an overall improvement. At the end of Key Stage 2, trends over three years have not kept pace with national improvements until 1999.
3. Pupil's achievements in English are broadly average when they attain their fifth birthday in the reception classes. They make satisfactory progress across Key Stage 1. The literacy hour has had a positive impact for pupils. Progress across Key Stage 2 is satisfactory overall although it is variable. There is some unsatisfactory progress over the long term in Year 4, in the development of pupils' writing. In some lessons progress is unsatisfactory when work is not sufficiently challenging particularly for the more able pupils. Progress is good towards the upper end of Key Stage 2.
4. Satisfactory progress is made in speaking and listening. In Key Stage 1 most pupils lose their initial reticence and become more confident speakers. Most pupils extend their vocabulary very effectively in Key Stage 2, especially in the area of language that is specific to the study of literature. For example in Year 6 pupils confidently discuss the differences between biographies and autobiographies. Many pupils make significant progress in understanding the intentions and "messages" of the authors they study and in their ability to discuss and write about this. The introduction of the literacy hour, and improvement in the levels of teachers' weekly planning for this are having a positive impact.
5. Standards of literacy across the curriculum are satisfactory overall. There are good opportunities for writing in religious education, history and science where pupils use their research skills to find information and record their findings using notes they have made. Pupils are generally articulate when talking factually and have a satisfactory vocabulary. There are few planned opportunities, however, for pupils to develop their skills to higher levels and no evidence, for example, of opportunities for defending an opinion against an opposing argument.
6. By the end of Key Stage 1 most pupils speak clearly and confidently in front of the class and when answering questions, reading their work and sharing ideas. For example, pupils had an animated discussion when discussing the rhymes found in a poem about a dog. The majority of pupils joined in and listened carefully to each other and their teacher. Many talk in detail, although some lack an extensive vocabulary. Through Key Stage 2 and by the end of Year 6 most pupils develop their ideas thoughtfully and respond well, for example when discussing an extract from *Oliver Twist*, bringing their knowledge from history lessons to add to their understanding of the text.
7. Evidence from the inspection indicates that pupils' attainment in reading is in line with expectations at the end of both key stages. Five year olds in the reception class know how to use books and recognise

their names; some higher attaining pupils read and discuss with understanding very simple texts. Of the remainder most know several sounds and letter names and know a few key words. A few have not yet started to read. All however, enjoy handling and looking at books. By the end of Key Stage 1, nearly all pupils are able to read simple texts and to talk about what they have read with enjoyment. The pupils' skills are built on steadily through Key Stage 2; however, by the end of the key stage while many are fluent and read with accuracy, few read with good expression. The enthusiasm for reading apparent in Key Stage 1 is maintained and most pupils become competent readers. Most express a preference for a particular type of book or have a favourite book. By the end of Key Stage 2 most pupils know how to find books in the school library, using the labelling on the shelves but do not refer to the classification charts based on the Dewey system, which are displayed in the library. When finding information from a reference book they use the contents and index and are beginning to skim and scan to find information.

8. Evidence from the inspection indicates that by the end of both key stages attainment in writing is broadly in line with the national average, although the range of writing is narrow with too little expected of the pupils, particularly higher attaining pupils in some classes. The skills developed in Key Stage 1 are not always built upon rigorously in Key Stage 2, with too few opportunities for pupils to write in a variety of styles and for a range of purposes. The stylistic features of pupils' creative writing are not always well developed; sentence structures for example, are simple. The quantity of written work in most classes is small. Progress in lessons at the end of the Key Stage is good and pupils' writing develops well. Spelling and punctuation is developed well as pupils progress through the school. Handwriting is generally neat and well formed and most pupils take care with presentation of their work and regard this as being important. Neatness and presentation are consistently better in classes where its importance is emphasised appropriately by the teacher. The school has recognised the weakness in writing and has allocated additional time for the teaching of writing across the school. It is too early for this to have had an impact on standards at the end of Key Stage 2, but it is improving pupils' writing skills.
9. Progress for pupils with special educational needs is satisfactory in both key stages. They receive adequate support from class teachers in most lessons. Sometimes the work is not sufficiently well matched to their needs and when they work without support progress is slow. Where learning support assistants work with small groups they plan pupils' work to ensure they can cope with the reading and writing elements and make sound progress.
10. Throughout the school the pupils' response to English is good. Pupils generally behave well in lessons. They show interest and are well motivated; they show respect for each other's ideas and concentrate well. In group work during the literacy hour, pupils work well independently and co-operate well in small groups; they share books and treat them carefully. However, in one class in Key Stage 1, some pupils waste time, often calling out during discussion and lose interest in the tasks set; their lack of motivation results from the lack of appropriate pace and challenge.
11. The quality of teaching is satisfactory overall in both key stages, with good teaching observed consistently at the upper end of Key Stage 2. The features of the good lessons were efficient pre-lesson planning and organisation, which took full account of the range of ability in the class and prepared work appropriate for that range, together with good pace and use of time and effective discussion and questioning. Pupils were set challenging and appropriate tasks and good routines to develop pupils' independence have been established. In the unsatisfactory lessons observed, the teacher's planning was minimal, tasks set were not appropriate for the needs of all pupils, particularly the more able pupils and the lessons lacked pace.
12. Teachers' planning is generally satisfactory with clear weekly objectives for pupils' learning. Teachers plan a good variety of activities and tasks for pupils and generally there is good provision of work to meet their needs. However, these are not always differentiated to provide sufficient challenge to the more able or well matched to the pupils of lower ability. In one class at the lower end of Key Stage 1, the same tasks were undertaken by all groups of pupils irrespective of levels of attainment, in rotation over a week. In these situations progress for a significant minority is slow. Teachers generally use questioning well to encourage pupils to think about what they are learning and also to assess pupils' knowledge and understanding of what is being taught. Good use is made of the plenary session at the end of lessons to

reinforce the main ideas. Pupils' work is marked regularly and the comments on the work are supportive and helpful, although, except for some older pupils, little explicit information is given about what pupils need to do in order to improve their work. The recording of pupils' reading varies from class to class; some teachers use the reading record card well whilst in many cases the record only refers to the titles of books read. Homework tasks including reading and spelling are set regularly and used effectively particularly for older pupils in Key Stage 2. There is evidence that most parents support pupils' work at home, especially the early stages of reading.

13. The literacy hour was implemented at the start of the last academic year and the school has made a very good start to its introduction. It has been well planned and nearly all teachers have increased confidence in planning and teaching it. Most teachers are enthusiastic about their work and excited about the success it is bringing to their pupils. However, planning and implementation do not always take into account the needs of more able pupils. Although the school policy indicates the importance of the development of speaking and listening skills through the school, there is no scheme of work to indicate the progressive development of these skills. Although reading and writing assessments are made regularly and the information used to track pupils' progress, there is no system for the assessment of speaking and listening skills.
14. Standards in English are similar to those found in the previous inspection, when no specific issues with regard to English were raised.

#### 125. Mathematics

15. The results of national curriculum tests in 1999 at the end of Key Stage 2 show that pupils' attainment is average when compared with all schools nationally and in line with the average found in similar types of school. This indicates a substantial improvement and has halted the decline in standards over the previous three years. The percentage of pupils attaining level 4 and above has improved by 23% and level 5 has improved by 17%.
16. The national curriculum tests in 1999 at the end of Key Stage 1 show that the standards of pupils' attainment is broadly similar to schools nationally and to standards obtained in comparable schools. There is an 11% improvement in those attaining level 3 over the previous year when there was a noticeable dip in standards. The results are broadly in line with the national trend over the past few years.
17. Inspection findings confirm that at the end of both key stages attainment is broadly in line with that expected nationally. However, in Year 2 there is insufficient difference between the standards achieved by pupils of different levels of prior attainment within the classes. There is no evidence of pupils yet working within level 3. In Year 6, pupils in the highest set are already achieving standards above those expected nationally for the end of the Key Stage. All pupils are following the numeracy framework being introduced this year and attaining appropriate levels across the different elements of the mathematics curriculum.
18. Progress in Key Stage 2 is satisfactory. The setting arrangements generally enable work to be planned to meet the needs of the different levels of prior attainment. Pupils in Years 5 and 6 make good progress with the highest and lowest attainers making very good progress because of the quality of the teaching. In the lower Year 3 and 4 set, where 17 of the 21 pupils are on the schools special needs register, insufficient progress is made because the majority of pupils need a smaller adult to child ratio to work effectively. Pupils were making unsatisfactory progress and attaining poor levels in end of key stage tests until last summer. The new measures put in place, including setting arrangements and the Numeracy Strategy, have improved progress.
19. Progress in Key Stage 1 is satisfactory overall although it is inconsistent. There is unsatisfactory progress in some lessons when the level of work does not challenge the majority of pupils and in other

lessons throughout the key stage when there is insufficient challenge for groups of pupils within the class. This is because teachers do not plan in sufficient detail for the different levels of prior attainment within their classes. For example a Year 2 class were asked to take a number of joining cubes and arrange them in two towers to investigate odd and even numbers to 20 and record their results by colouring the even numbers on a number line. Those with least prior attainment persevered with the task and made good progress; the rest of the pupils made unsatisfactory progress as they completed the task very quickly and had no further challenge.

20. Throughout the school, pupils are making good progress in learning number facts. They make good progress during the opening and plenary sessions of the numeracy hour where there is direct class teaching. This is helping to raise standards of numeracy. Pupils make satisfactory progress in using and applying mathematics to investigations. The school is focusing on this area, having recognised it as a previous weakness.



21. Pupils' attitudes to their work and behaviour in lessons are good which has a positive impact on their progress. The best attitudes are linked to the best teaching where pupils feel stretched and stimulated by the lesson. Pupils have good relationships with their teachers and feel confident when asking and answering questions. They collaborate well when required and even the youngest pupils share the practical apparatus well. All are keen to join in the oral sessions showing confidence to explain their thoughts and reasoning. They listen attentively during direct teaching. Where less good behaviour and attitudes occur it is because the tasks set for pupils are either too easy or difficult for them and they lose interest.
22. Teaching is satisfactory overall at both key stages. There is a small amount of unsatisfactory teaching at Key Stage 1. In Years 5 and 6 teaching is consistently good and occasionally very good. Teachers put their recent in service training and understanding of the requirements of the numeracy framework to good use. Most teachers use questioning well to enable them to ascertain what pupils know in order to help them progress during lessons. When they are available adult helpers are well used to support groups during the independent activity time. Teachers plan well together across year groups to ensure children of the same age in different classes receive similar lesson content. It is within the next level, the day to day classroom delivery where differences occur, mainly reflecting the level of detail in planning and assessment. Where very good teaching is seen, lesson content is well planned to meet the needs of all pupils. Teachers know this in detail because they carefully assess exactly what each group knows and can do at the end of the lesson and then decide clearly on what is the next step in learning for them and plan the next lesson accordingly which forms a continuous cycle. Where teaching is less good or unsatisfactory it is usually because teachers have too broad an overview of what pupils both currently know and need to know. They do not refine their planning or assessment sufficiently, concentrating on what activities the pupils will do rather than on what they will learn from doing them. Although still experimenting with the new way of teaching suggested by the numeracy strategy, good methods and class organisation have been achieved. Pupils are well managed and time and new resources are generally used effectively especially the numeracy fans for mental arithmetic. However there are occasions when insufficient thought has been given to the best way to use practical apparatus which prevents satisfactory progress. Homework is well used to extend classroom learning.
23. Provision for pupils with special needs within mathematics lessons is satisfactory, except in Years 3 and 4 where too many pupils on the school's special needs register are grouped together in one set, with insufficient support. The setting arrangements for these two years are not as effective as those for Years 5 and 6. Teachers' knowledge of the different levels of attainment and experience within the groups in Years 3 and 4 are not secure enough to inform their planning and ensure a good match of work for all pupils.
24. Other subject areas make a satisfactory contribution to pupils' numeracy, such as the use of co-ordinates during map skills in geography or measuring carefully to make models of Tudor houses. However this area has not been fully considered or planned within each subject's scheme of work.
25. There have been several improvements in mathematics since the previous report. Whilst standards are similar to those in the previous report they are considerably better than those in the more recent past. Pupils now have a better understanding of how to apply their knowledge and understanding with weekly whole class lessons introduced throughout the school specifically to remedy this. The school has moved away from the restriction of a published scheme and is now using a variety of published materials only when appropriate. Setting has been introduced in Key Stage 2 in order to match work more closely to pupil needs. A greater emphasis has been placed on developing mental strategies. The school has successfully implemented the national numeracy strategy.

136.

## Science

26. At the end of Key Stage 1 in 1999, teacher assessments indicate that standards were broadly in line with national average. This represents a 10 per cent rise in the number of pupils attaining level 2 or above on the previous year. Evidence from the observation of lessons and the scrutiny of pupils' completed work

indicates that the standard of pupils' attainment by the end of Key Stage 1 remains broadly average. Results of the 1999 national tests indicate that, although there has been a rise of 14 per cent in proportion of pupils attaining level 4 or above at the end of Key Stage 2, standards of attainment remain below the national average and below those found in other similar schools. Evidence from the inspection indicates that standards are continuing to rise. Pupils currently in Year 6 are on course to attain broadly average standards by the time they leave the school. The number of pupils working at higher levels is rising.

27. By the end of Key Stage 1, pupils identify some of the properties of a range of materials and record what they find out. They know some of the characteristics of living things and what animals need in order to survive. They know about the life cycle of a butterfly. Through simple investigations they understand the effects of exercise on the body.
28. By the end of Key Stage 2, pupils have a good understanding of physical processes, including sound. Through their investigations of materials, they understand that these can be classified into solids, liquids and gases. They know about solutions, explain the water cycle and use scientific terms accurately, such as evaporation and condensation. They know about some aspects of the human body, for example muscles, circulation and the function of the heart. When they carry out investigations, they show how to alter one variable without affecting the others. They present their observations systematically in tables, drawings and writing. They compare their observations and draw conclusions. Higher attaining pupils are able to turn a question into a form in which it can be investigated.
29. Pupils in Key Stage 1 make satisfactory progress over time and in lessons. In the reception class, five year old pupils talk about night and day and think about the differences, including how it affects their lives and the lives of animals. In Years 1 and 2, pupils develop scientific enquiry skills when they handle materials and classify them. They consider how materials differ and describe their properties. They make gains in scientific knowledge of living things. Progress in Key Stage 2 is satisfactory overall in the knowledge elements of science. As pupils move through the key stage, they make good progress in investigative skills. They learn how to observe closely, to discuss what they see and to attempt an explanation. They are taught how to record their work accurately and clearly, in an agreed format but also to use their own methods of recording when this is appropriate. In Year 3, pupils develop their understanding of forces when they investigate the effect of magnets. In Year 4, pupils extend their knowledge of materials when they classify liquids and solids and attempt to define them. Pupils in Year 5 study the human body and learn about muscles and movement, the heart and circulation. In Year 6, pupils extend their understanding of materials by investigating how different solids behave in water. The school has adopted a new scheme of work to ensure that the work undertaken builds carefully on earlier learning. In discussion with pupils about their work it is evident that this is the case in this term's work and makes a contribution to the good progress they are making. They are not always clear, however about how this relates to work in preceding terms, for example how their observations of magnets builds on earlier work on forces. There is no significant difference in the attainment and progress of pupils of different gender, ethnicity or background.
30. The pupils' attitude to learning is generally good at both key stages, although in a number of lessons in both key stages pupils become noisy during investigative work to a degree which makes it difficult for them to discuss what they see. Pupils in Year 6, by contrast, show a high degree of self-discipline in response to the expectations of their teacher and conduct their investigations calmly and thoughtfully and handle equipment with care. Most pupils are eager to learn, listen attentively and respond positively to teachers' questions. There is however a minority of lessons where this is not the case and pupils are restless and interrupt the teacher and other pupils. This slows the pace of lessons and affects the concentration of others. Most pupils concentrate on their tasks and work productively. Pupils co-operate successfully in pairs and show a sense of excitement in discovery when they carry out investigations. They find it much more difficult to collaborate with others in a group situation, sharing tasks and observations and discussing conclusions.
31. The quality of teaching is satisfactory in Key stage 1 and in Key Stage 2. There are examples of very good teaching in Key Stage 2 and teaching is consistently good in Years 5 and 6. This underpins the

good progress that pupils make. Overall in Key Stage 1 teachers have a sound knowledge and understanding of science and in Key Stage 2 teachers' knowledge is good. Teachers use this knowledge well to ensure that pupils succeed in learning important concepts, in gaining new skills and in extending their understanding. Occasionally, however, the work fails to take into account different levels of pupils' understanding. At these times higher attaining pupils find little to challenge them and lower attaining pupils find the work too difficult. When this occurs these groups do not make the progress they might.

32. Teachers use resources well to support learning, especially in practical sessions. Lessons are well organised with resources to hand and activities well chosen to support the intended learning. The quality of teachers' planning varies. Occasionally teachers concentrate more on what pupils are to do than what they are to learn. The pupils themselves are uncertain and progress slows. Teachers' expectations of pupils' behaviour differ. Pupils do not behave badly but in some lessons they are allowed to call out during whole class teaching and need reminding frequently about too much noise. This causes pupils to be distracted from the work. Teachers circulate well and support pupils as they learn, asking searching questions and extending pupils' thinking. Teachers recognise the importance of the experimental and investigative approach to science. They have worked hard to introduce scientific concepts through practical activities. There are effective examples in both key stages and pupils respond with enthusiasm. Teachers generally provide satisfactory support for pupils with special needs and where support assistants work with small groups the support is good and enables pupils to keep up with other pupils in the class or to make sound progress in the work planned especially for them. Progress is only unsatisfactory when lesson planning fails to provide work appropriate for different levels of attainment and there is no additional support
33. Good opportunities are made to develop pupils' numeracy and literacy skills. They use measurement in practical sessions and collect and record numerical data accurately. In Key Stage 2 writing skills are developed through the records pupils make of their investigations. This includes making notes and elaborating them when they make their final reports. Scientific language extends pupils' vocabulary. They use it in their writing, although insufficient attention is given to accuracy of spelling in the scientific vocabulary. Pupils use their reading skills to find information for different topics from reference books. Speaking and listening skills develop well in science through questioning and discussion.

144.

## **OTHER**

### **SUBJECTS OR COURSES**

#### **144. Information technology**

34. By the end of Key Stage 1, pupils are working at levels in line with national expectations. There is insufficient information from the schools' records to make secure judgement on pupils' attainment by the time they leave at the end of Year 6. Work in lessons and on display indicates that pupils are working at levels in line with or slightly below expectations, but on a sufficiently wide range of activities to ensure that most pupils' attainments are in line with national expectations by the time they leave. By Year 2, pupils can use computer programs effectively to support their work in other subjects such as English, mathematics and art. They use the mouse and keyboard appropriately and enter, retrieve and store information with help. By Year 6, pupils use computers to word process and edit, to research for information using CD-Roms, to handle data and to control models and programmable robots, such as 'Roamer'.
35. The last inspection found that pupils at Key Stage 2 did not build sufficiently on the experiences they were given at Key Stage 1. Significant improvement has been made since then. Pupils make satisfactory progress through both key stages, and pupils at Key Stage 2 use, apply and extend the skills they learn at Key Stage 1. In lessons at Key Stage 1, where there is whole class teaching of skills, pupils make good progress. They make satisfactory progress when working in pairs to consolidate what they learn in lessons. Some differences in pupils' rates of progress remain at Key Stage 2 because of

variations in teachers' confidence in planning for the increasing complexity of the subject. There are examples of pupils making good progress in applying information technology to other areas of the curriculum to research, retrieve and record data.

36. Pupils at both key stages enjoy their work and approach it enthusiastically. They are confident in their use of information technology and sustain concentration on the tasks they are set. Pupils listen carefully to their teachers and collaborate well when working in pairs to share the equipment and to help one another as they work. They explain what they do using appropriate vocabulary.
37. Overall, the teaching of information technology is satisfactory at both key stages. Teachers use suitable methods and organise lessons appropriately to meet their objectives. Most teaching of information technology takes place during the course of lessons in other subjects, when teachers provide help and guidance to pairs or small groups of pupils. This is generally appropriate and is effective. When teaching is organised to teach new skills to a whole class, this is done well and teachers use time efficiently. This practice promotes a good pace of learning and pupils make good progress. The tasks set for pupils to work independently are suitably matched to their prior attainment and pupils with special educational needs are supported adequately to make satisfactory progress. Planning is good and in most cases ensures that pupils build satisfactorily on skills learned earlier. Teachers keep satisfactory records of pupils' experiences, such as tasks they have completed on computers, but this system does not provide sufficient evidence of pupils' understanding. Informal assessment methods are broadly satisfactory in practice and teachers use the information to move pupils on to more challenging tasks. However, improvements in assessment procedures have been correctly identified by the school as an area for development and there are suitable plans in hand. Teachers' knowledge, understanding and confidence in teaching the subject vary from just satisfactory to good and this leads to differences in pupils' rates of progress. The school has identified the need to develop teachers' skills and made suitable arrangements to ensure that all teachers have had the training necessary to implement newly planned policy and provision. There is no evidence of homework being set to support work in classrooms, but the performance of some pupils indicates that when they have access to computers they consolidate at home what they learn in lessons.
38. Pupils are offered a suitably wide range of experiences in information technology and ample opportunities to apply what they learn as they move up through the school. Much of the work at Key Stage 1 is closely, and appropriately, supervised by teachers and support staff, and at Key Stage 2, pupils are given suitable opportunities to work more independently as they use information technology across the curriculum. The current policy and scheme of work are broadly satisfactory, but have been identified as needing updating to take account of developments in the subject. For example, the school intends to increase the proportion of whole-class teaching to take the best advantage of the computer room that will become available in 2000. Pupils with special educational needs are given appropriately enhanced provision by access to their own computer and support from the special needs teacher.

#### 149. **Religious education**

39. At the ends of both key stages, standards are in line with the expectations set out in the Gloucestershire agreed syllabus for religious education.
40. Much of the teaching at Key Stage 1 is based on classroom discussions and the small amount of written work available provides limited evidence of standards and progress over time. However, when pupils in Year 1 visit a local church they show a suitably wide knowledge of places of worship and the artefacts and symbols associated with Christian observances. In Year 2, when pupils talk with their teacher about the work they are to cover over the next half term, they show good awareness of how religious practice helps them to understand their responsibilities towards others and the natural world.
41. By the time pupils are due to leave at the end of Year 6, most have a secure knowledge of the main elements of Christian belief. They name and discuss key figures such as saints and martyrs and most

have a detailed knowledge of the history of the early Christian church in Britain. Pupils are familiar with places of worship in their area and appreciate the historical and religious importance of Tewkesbury Abbey. Older pupils also know something of the main tenets of belief and key figures of Islam and Judaism. Pupils at Key Stage 2 make appropriate links between religious practice and moral behaviour, and refer to these in discussions, or as they write prayers for assembly.

42. Progress in lessons varies between good and satisfactory at both key stages. Most teachers lead discussions sensitively and provide opportunities for pupils across the range of ability to make satisfactory or better progress by extending their thinking and apply what they already know to new contexts. Generally, progress over time is satisfactory at Key Stage 1 and lower Key Stage 2 and good at upper Key Stage 2. However, work in pupils' books indicates that pupils across the range of ability are often set the same tasks, such as recording information they have been given or stories they have been told. Pupils make satisfactory progress when their literacy skills enable them to write in sufficient detail, but some lower attaining pupils do not make sufficient progress in religious education when their reading or writing skills are not up to the tasks they are set. This affects pupils with special educational needs in particular, and they do not make sufficient progress when they are not given support. There is some evidence of independent writing by higher attaining pupils that enables them to make good progress, but there are also examples of these pupils not being sufficiently stretched and not progressing at the rate of which they are capable.
43. In most lessons, pupils respond with interest. On rare occasions, the inappropriate behaviour of a small minority of pupils causes difficulty for teachers in establishing an atmosphere in which pupils can discuss sensitive issues with confidence. Pupils' response is good at Key Stage 1 and upper Key Stage 2, and satisfactory at lower Key Stage 2. They listen to their teachers and to each other, and often talk confidently about their values and beliefs. They show respect for the views of others and their contributions in discussion indicate that they reflect on what they hear.
44. The teaching varies between satisfactory and good in roughly equal proportions at both key stages. Teachers have satisfactory, and often good, subject knowledge and understanding. In particular, teachers know their locality and its places of worship well and use their knowledge effectively by using examples that are relevant to pupils' experience. They have appropriately high expectation of their pupils in oral sessions and pitch the level of discussion with sensitivity to meet the needs of pupils of all abilities. However, when setting written tasks, teachers do not always take enough account of pupils' skills of literacy and provide work that is too difficult for lower attaining pupils, or that does not stretch higher attainers sufficiently. Planning is satisfactory at Key Stage 1 and good at Key Stage 2. At Key Stage 1, teachers plan co-operatively, basing their work appropriately on the guidance given by the locally agreed syllabus. A new scheme of work was to have been introduced at the start of the school year, but this has been delayed because of unexpected staff changes. A new scheme of work for Key Stage 2 was introduced at the beginning of the current school year and it is still being evaluated. The scheme is securely based on the locally agreed syllabus and identifies clearly what pupils are expected to learn and the activities pupils are expected to follow in each year. The content is planned to ensure that pupils learn progressively by building on earlier experiences. The guidance offered by the scheme is having a positive influence on teaching overall, and gives clear advice on appropriate methods and organisation to be used to reach objectives. However, the scheme is imperfectly understood by some teachers and two common weaknesses in the teaching are arising as a result. Some lessons follow the planned scheme too rigorously and do not take enough account of pupils' prior attainment in literacy: in others, teachers concentrate on an activity but lose sight of the religious education objectives. The co-ordinator has good arrangements to evaluate and modify the scheme and teachers are contributing effectively to the process by assessing pupils' progress and reporting the strengths and weaknesses of their lessons. At both key stages, teachers manage pupils well. In most lessons, teachers achieve an atmosphere that enables pupils to think and reflect on their personal response to religious ideas with confidence. In a small minority of lessons, teachers have to spend too much time on managing pupils with behaviour difficulties. When this happens, the atmosphere does not promote concentration, the pace of learning is too slow and pupils do not make the progress of which they are capable. A strength of the teaching throughout the school is the effective use of Tewkesbury's rich religious history to provide examples that are relevant to pupils' experience. Pupils visit places of Christian worship and benefit from visits by adult representatives of local religious organisations. There is no evidence of

formal homework being set, but teachers frequently encourage pupils to widen their experience by looking more closely in their own neighbourhood for evidence to support what they learn in school.

1. The curriculum for religious education meets the requirements of the Gloucestershire agreed syllabus for religious education. Key Stage 1 and both lower and upper Key Stage 2 have their own two-year rolling programmes of topics studied. These are drawn from the locally agreed syllabus for religious education and are well planned to meet its objectives. The curriculum reflects the Christian affiliations of the school by placing emphasis on the history, traditions and customs of Christianity and there is less study of other major religions than in many schools. However, by the time pupils leave at the end of Key Stage 2, they have studied the key beliefs and figures of Islam and Judaism in sufficient detail to make comparisons with Christianity. Evidence from pupils' work and teachers' records indicates that, until the present term, there has not been enough attention to the assessment of pupils' work and the use of results to inform planning. This was a weaknesses noted by the last inspection. The new scheme of work and teachers' practice this half-term, indicates that this weakness is now being satisfactorily addressed, but it is too early to make secure judgement on the effectiveness of the new assessment arrangements. Teachers usually take care to involve pupils with special educational needs in discussion sessions, but they are sometimes set work involving reading and writing that proves too difficult for them.
2. Religious education makes a good contribution to pupils' spiritual, moral and social development. It makes a very good contribution to pupils' understanding of the predominant local culture, and a satisfactory contribution to pupils' understanding of cultures beyond Tewkesbury. Together, the proposed revision of policy for religious education and the new policy for promoting spirituality across the curriculum indicate a good capacity to improve provision to develop pupils' spiritual development.

3. Most pupils across the range of ability, including those with special educational needs, are making at least satisfactory and frequently good progress in relation to their prior attainment. As a result standards in some aspects of art at both key stages are above those found in similar schools. At Key Stage 1, pupils are given good opportunities to experience a range of activities in making two- and three-dimensional art. At Key Stage 2, pupils extend their experience of art making and begin to develop greater knowledge and understanding of art as they study the work of significant adult artists or the art typical of historical periods. They use ideas and techniques from such studies effectively in their own work. For example, the study of Tudor portraits and Roman and Celtic pottery in history lessons has led to pupils making their own historical portraits, pots using Roman and Celtic decorative techniques and computer generated Roman mosaic designs. All this work is of a good standard. However, the study of art is drawn from too narrow a range of artistic traditions. By the time they reach Year 6, pupils do not know as much as they should about the richness and variety of art from cultures outside Europe or about the breadth of artistic traditions represented by modern British society.
4. The last inspection found that pupils at Key Stage 2 did not always sustain concentration sufficiently, but there was no evidence of this during the present inspection. Pupils at both key stages enjoy their work and sustain concentration well. For example, in a lesson in Year 3 on making and decorating pots, pupils listened carefully to their teacher and learning support assistants, followed their instructions and advice fully and behaved very well. Pupils made very good progress in learning a new technique and all produced work of an above average standard for their age.
5. It is not possible to make a judgement about the overall quality of teaching, as only two lessons were observed. Some teachers and learning support assistants have good subject knowledge and, because of teachers' effective organisation, they are able to use it to good effect to help pupils to make very good progress in some lessons. The school's scheme of work has a significant, positive impact on the quality of teaching. It identifies key skills and when they are to be taught and provides a secure framework on which teachers can base their planning for lessons by suggesting suitable and stimulating activities through which pupils can make progress by building on previous experience as they move up through the school. This attention to providing progressive experience is planned well into lessons. For example, in Year 2, pupils were making snails with coils using a modelling material in the first of a series of lessons leading to making coil pots from clay. Teachers often make efficient use of time by combining objectives from different subjects when planning work. For example, in computer generated 'Roman' mosaic designs teachers use and extend pupils' learning in history and information technology while teaching an art technique. However, teachers also miss opportunities. Planning does not place enough emphasis on the study of art from traditions outside Europe and does not to promote pupils' understanding of other cultures as it should. For example, a study of Islamic patterns would combine religious education, mathematics and art with provision for pupils' spiritual and cultural development.
6. The strong influence of the art co-ordinators on how pupils' work is presented in classrooms and public areas results in regularly changing, high quality displays that celebrate and give value to pupils' work, provide a stimulating visual environment and clearly signal a commitment to striving for high standards.

7. Pupils at Key Stage 1 are making good progress in developing key design and technology skills. For example, as pupils in Year 1 make Teddy Bears, they draw round templates under a teacher's supervision before cutting shapes accurately from thin card; they use appropriate methods as they assemble and join the parts to achieve a finished result. They work carefully to follow instructions and pupils across the range of ability are beginning to develop their own variations while keeping to the teacher's design brief. Pupils are aware of health and safety requirements and are developing awareness of their own responsibility for safe working practices, such as the correct use of tools. Finished work on display shows that pupils make effective use of construction kits to experiment and produce their own

original designs, and that they can keep to a design brief when required.

8. By the upper end of Key Stage 2, pupils are making good and frequently very good progress. Pupils understand and apply the basics of the designing and making process. They are well aware of health and safety issues and use tools such as saws and bench-hooks correctly. During the inspection, pupils in Year 5 were cutting square section wooden dowel and joining part of the frames for model Tudor houses as part of a project on Tudor technology. They had made their own designs following a specification laid down by their teachers in a previous lesson and had used numeracy skills effectively to prepare accurate scale drawings. Before cutting, they measure carefully and cut accurately. They understand that a suitably rigid frame depends upon careful construction of right-angled joints and work carefully to achieve this. When joining, they use suitable methods and adhesives. Pupils make very good progress in Year 6. For example, as they design fairground rides, pupils make preliminary drawings, discuss ideas thoroughly to evaluate and modify their designs before preparing final design drawings. Their discussion shows full understanding of the design process and eliminates the commonly found 'trial and error' process by considering alternative solutions to design problems. In Year 6, pupils are beginning to understand how control technology can be used to make working models and how adult designers solve real-life technological problems.
9. Pupils respond well to lessons at both key stages. At Key Stage 1 they listen carefully, follow instructions or advice and work carefully and safely. They co-operate well to share tools, materials and teachers' attention. At Key Stage 2, pupils become deeply involved with their work. They collaborate very effectively to achieve a group result as they make Tudor house frames or design fairground rides, for example. There are examples of efficient sharing of tasks and helpful checking of each others' work, such as measurements before cutting. Pupils' discussion is very well focussed on the job in hand and examples of very full and detailed criticisms of preliminary designs were noted in Year 6. When this happens, pupils respond by giving full consideration to the ideas expressed positively and without resentment. At both key stages, pupils persevere when they encounter difficulties.
10. The teaching is good at Key Stage 1. It is very good at Key Stage 2 and leads to good progress and high standards. At both key stages, teachers show good knowledge and understanding of the subject appropriate to the ages of their pupils. Teachers start all sessions with reminders of health and safety considerations and give clear instructions for tasks and working practices. They identify the key skills to be taught and use suitable teaching methods and lesson organisation to meet their objective and the needs of their pupils. For example, in a Year 1 lesson, tasks are carefully varied in complexity to take account of the prior attainment and progress of pupils, and at Key Stage 2, teachers sensitively assign pupils to mixed or equal ability groups depending on personalities so that all pupils value each others' contributions. Teachers ensure that all pupils have equal access to activities. At both key stages, teachers manage and motivate pupils well by setting objectives and tasks clearly and by maintaining a brisk pace of learning that promotes pupils' full concentration. They encourage pupils by publicly celebrating success and by providing unobtrusive support when pupils encounter difficulty. A strength of the teaching at both key stages is the use of pupils' success to reinforce the teaching of key skills, such as when a teachers says, " look at the way John has found to make the eyes of his Teddy move". A particular strength of the teaching at Key Stage 2 is how teachers relate work in lessons to real-life contexts and use and extend the skills pupils learn in other subjects. For example, they build on work in history to help pupils in Year 5 to understand why the many Tudor buildings in Tewkesbury look as they do, the design problems their builders faced, how present day builders make rigid structures and the importance of numeracy skills in technology. In Year 6, the very effective links teachers have made with a local engineering design firm demonstrate how important the subject is to the world of work. For example, in a lesson in a Year 6 class, professional design engineers were working with pupils using construction kits to show the problems associated with designing fairground rides and how they solve them. A woman team member acted as valuable role model for the girls and counteracted potential stereotyping of engineering as a male activity. In Year 4, lessons do not always take place as planned, pupils miss opportunities to learn and do not make progress: this is unsatisfactory.
11. The last inspection found that policy and the scheme of work for the subject did not provide pupils with a course of study through which they built progressively on skills learned earlier. This is no longer the case. Because of the good quality of teachers' planning, pupils are making good and often very good



progress by developing and extending skills effectively as they move up through the school. The links between subjects to apply skills are identified well. In particular, the use of numeracy makes significant, positive contribution to standards of design and technology and mathematics.

12. No teaching in geography was seen in either key stage, so judgements are made from scrutinising pupils work and teachers' planning, talking with pupils and looking at work on display. Pupils' progress in geography is similar to that seen at the previous inspection.
13. The majority of pupils make satisfactory progress in geography. As they move through the school they acquire a range of geographical knowledge and skills. Pupils in Year 2 talk confidently about their local environment and can explain how to reach various well-known landmarks from the school gate. They can compare Weston-super-Mare with Tewkesbury identifying the key physical features. In Year 5, pupils use their geographical skills well in a religious education lesson when they located the various churches in Tewkesbury.
14. In Key Stage 2 pupils extend their knowledge of places by comparing village life in India and Tewkesbury. The work scrutiny indicated that older pupils in Key Stage 2 understand the stages of a river and use appropriate vocabulary to describe the various features such as meander, and understand the effects of erosion and deposition. Presentation of work and talking with pupils indicates that pupils enjoy learning about other places. Pupils are beginning to pose questions and then undertake research to find the answers.
15. The recently revised policy and scheme of work gives clear guidance on how geography should be taught, stressing the importance of it being enquiry-based. Guidance is given to help teachers provide appropriate opportunities for investigation. The Year 6 residential trip makes a positive contribution to the knowledge and skills of the oldest pupils.

16. Over both key stages pupils' progress is satisfactory. However within this judgement there is consistent, very good progress in Years 5 and 6 and evidence of some unsatisfactory progress and differences in progress between parallel classes in the lower part of the key stage. The previous report stated history was satisfactory or better in each area.
17. Older Key Stage 1 pupils make satisfactory progress in learning about how holidays and beach clothing have changed during this century through comparing family photographs and postcards. Pupils in the lower part of Key Stage 2 make satisfactory progress in developing the ability to gain information about the past from books, worksheets and CD-Roms, for example to discover the difference in lifestyles of the Romans and Celts. In both Years 3 and 4 there are classes where unsatisfactory progress is made in all or part of the lesson in contrast with parallel classes. This is where the lessons have been prepared in insufficient detail or the pace of the lesson is too slow, causing unsatisfactory behaviour. Years 5 and 6 make very good progress in studying the Tudors, gaining an in depth knowledge of the important dates, people and events. Very good progress is made when pupils walk around Tewkesbury, making observational sketches of Tudor architecture, gathering information from other sources and making models of Tudor buildings in technology. They make very good progress as historical thinkers through discussing the reason events happen, such as why Henry VIII needed six wives, understanding the difference between opinion and fact. The well thought out points made in discussions about whether pupils feel decisions, such as Henry's break with Rome, or to discard his wife in order to provide an heir are morally correct, make a very good contribution to pupils' moral and social development.
18. Pupils' attitudes to history are good. They respond well to the many first hand experiences offered such as visiting a Roman Villa, taking part in a Greek banquet and gaining information about the childhood and experiences of World War II from older visitors from the neighbouring day centre. In lower junior classes where teaching is insufficiently stimulating, pupils' attitudes and behaviour are less good and the converse is true in Years 5 and 6.

19. The quality of teaching is good overall with very good teaching seen in Years 5 and 6. Here the teachers have a clear sense of direction and plan in detail for their lessons. They have a very good knowledge of the period being studied and therefore can give extra information when pupils ask, and enliven the lesson with amusing snippets. They ensure pupils with differing prior attainments make similar progress, either through making the wording of worksheets simpler for the poorer readers, or by setting different tasks for each group. They make pupils think by asking challenging questions and expect answers to be informed by knowledge gained from studying the period. The methods they employ stimulate and inform. For example, Year 6 pupils role-play various scenes from the life of Henry VIII with pupils required to articulate how the characters feel about decisions being made, and the audience invited to question them. There is a small amount of unsatisfactory teaching in the lower part of the key stage. Questions are imprecise and do not extend pupils thinking; pupils sit too long listening and lose interest. Occasionally, lower attaining pupils are unable to make satisfactory progress when reading and writing tasks are too difficult. All teachers use information technology and topic books very well to support historical enquiry. They make it meaningful by linking other subjects to it well, such as learning about the lives and inventions of famous Victorian engineers and industrialists when studying biographies in English.

174.

### **Music**

20. Music plays an important and highly valued part in the life of the school. The pupils follow a broad and balanced music curriculum which builds systematically on what they already know and understand, enabling them to make good progress in their learning. Pupils benefit from many opportunities to compose and perform and to listen to and appreciate a wide range of music.
21. Pupils in Year 1 sing a repertoire of songs from memory. They show good understanding of how a pause is used in music both in singing and playing instruments. Pupils can clap a steady beat to a rap. Pupils in Year 2 can name instruments that would produce metallic sounds and listen carefully to identify high and low sounds produced by these instruments. They learn a new song by listening attentively and copying the tune. In Year 3 pupils sing in two parts. They work well together to play an ostinato. Pupils in Year 5 sing in harmony and play percussion instruments to accompany the song. They are able to maintain their own part showing awareness of other pupils. Pupils in both key stages listen to music, sing songs and play instruments from a variety of cultures and traditions, making a positive contribution to their cultural development.
22. Pupils behave well in lessons, making it possible for the teacher to include a range of activities in each lesson. They listen carefully, enabling them to distinguish differences in rhythm and pitch and to build on their knowledge of the sounds a range of different instruments make. The pupils' capacity to listen and concentrate enables them to make consistent progress in lessons. Music makes a significant contribution to the arts provision in this school. The music used in assemblies provides further valuable opportunities to extend pupils' experiences.
23. Teaching is at least satisfactory, frequently good and sometimes very good. All teachers have the confidence to teach music and this makes a positive contribution to the pupils' progress. Other teachers, apart from the specialists, lead extra-curricular groups, for example, recorder clubs. Most lessons move briskly through a range of activities, typically a pattern of formal work on pitch and rhythm, singing and listening to a musical extract. Work is linked well to previous lessons and this enables pupils to make progress from lesson to lesson. Instrumental tuition for violin, clarinet, flute and trumpet involves about thirty pupils who show a high level of commitment. The wide range of extra-curricular activities held before school, during the lunch break and after school provide good opportunities for pupils to enjoy making music.

**Physical education**

24. The progress of all pupils, including those with special educational needs, is good in both key stages and occasionally very good, at Key Stage 2. Pupils have well-planned opportunities to develop their skills in dance, gymnastics, games and swimming. Swimming is a particular strength of the school.
25. Pupils in Key Stage 1 work together safely and use space well. They transfer shapes they have practised on the floor to the apparatus. Many pupils can perform a well-controlled forward roll. Pupils in Key Stage 2 are developing their co-ordination and increasing their skills in a range of gymnastic floor movements. The majority move with control and are able to devise a sequence of movements, working individually or in pairs, which bring together patterns of movement varying in pace, height and direction. Previous work is refined, consolidated and improved. The well-planned lessons sustain a brisk pace making demands on the pupils and causing them to exert themselves.
26. Most pupils listen carefully in physical education lessons, follow instructions and work hard to achieve the task set. They enjoy being chosen to demonstrate their skills. Pupils in upper Key Stage 2 work particularly well in pairs when performing symmetrical and asymmetrical shapes and are beginning to evaluate each others performance, which leads to further improvement.
27. The good quality of teaching in physical education in both key stages has been maintained since the last inspection despite some changes in staff. The expertise of teachers is used well to provide a rich learning experience for the pupils. Lessons in physical education are generally well planned, contain variety of activities and appropriate challenge. They proceed at a brisk pace. Teachers make good use of pupils' demonstrations to illustrate important features and to enable pupils to develop skills of evaluation. Due attention is paid to issues of health and safety, particularly in moving equipment and the safe use of available space. Good examples of appropriate warming and cooling activities were observed, and pupils clearly know why these routines are important. Resources are good and used efficiently.
28. The range of additional opportunities to play sport with other schools is a particular strength. The commitment of many teachers to extra-curricular activities for dance and games throughout the year provides good opportunities for pupils to develop and improve their skills. The opportunities for pupils to take part in inter-school matches, tournaments and festivals makes a significant contribution to social development as well as physical development.
29. The inspection of this school included a focussed view of swimming which is reported below.
30. Nearly all the pupils (99%) leaving this school are able to swim unaided, competently and safely for at least 25 metres when they leave the school. Many pupils reach this level early in Key Stage 2 and by the time they are in Y6 they swim much greater distances using a medley of strokes including front crawl, backstroke and breast stroke.
31. Pupils are tested in June of each year for a Water Safety Awareness Award. Pupils begin swimming lessons in the Reception Class and by the time they enter Key Stage 1 they are happy and confident in the water. In Key Stage 1 they develop the ability to float and practise various strokes holding a float. Pupils in Key Stage 2 can propel themselves efficiently through the water and are developing effective and efficient stroke action in front crawl, breast stroke and backstroke. To gain the Water Safety Awareness Award they must demonstrate the skills of water safety and survival.
32. Pupils behave very well during swimming lessons. They listen attentively, watch teachers' demonstrations carefully and work with concentration and perseverance to improve their performance.

33. The teaching of swimming is very good. The teachers and the pool staff are well qualified and motivate the pupils to achieve high standards. The planning of lessons is very good; clear specific learning objectives are identified so that the pupils know what it is they are trying to achieve. Teachers observe pupils closely and target their teaching to help individual pupils improve. The teaching is very focussed – pupils are always split into ability groups with one adult to each group. All staff involved in teaching swimming hold a minimum Water Safety Certificate but many hold higher qualifications.
34. Pupils make very good progress in swimming as they move through the school. The youngest pupils have their lesson in the learner pool and respond very well to the very good teaching they receive. Most of the children were confident to put their face in the water and blow bubbles in only their second lesson. Pupils in Key Stage 1 have armbands for as long as they need them. Many pupils in Year 2 travel across the pool competently holding a float and kicking their legs vigorously. As pupils move through Key Stage 2 they develop style and stamina in front crawl, breast stroke and backstroke.

189.  
**INSPECTION DATA**

**PART C:**

189.  
**INSPECTION EVIDENCE**

**SUMMARY OF**

35. The inspection of Tewkesbury Church of England Primary School was undertaken by a team of six inspectors who spent a total of 25 inspector days in the school. Evidence is based on:-

- the observation of 87 lessons over 66 hours;
- interviews with teachers, ancillary staff, governors, and outside agencies;
- the scrutiny of pupils' work from each class, over 15 hours, representing the full range of attainment and including the work and individual education plans of pupils with special educational needs;
- 6 hours spent talking to pupils about aspects of their work and hearing them read;
- a focussed observation of swimming;
- the observation of extra-curricular activities;
- analysing test and assessment data;
- noting the responses of 86 parents who replied to the questionnaire and the 20 parents who attended the parents' meeting;
- observing pupils at play, eating their lunch and participating in the daily act of worship;
- the scrutiny of documents provided before and during the inspection.

• **DATA AND INDICATORS**

191. **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
YR - Y6	386	3	113	34

192. **Teachers and classes**

192. **Qualified teachers (YR - Y6)**

Total number of qualified teachers (full-time equivalent):	15
Number of pupils per qualified teacher:	23.98 : 1

192. **Education support staff (YR - Y6)**

Total number of education support staff:	8
Total aggregate hours worked each week:	152

Average class size:	27.6
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### 193. Financial data

Financial year:	1999
	£
Total Income	513,007
Total Expenditure	512,454
Expenditure per pupil	1,373.87
Balance brought forward from previous year	15,000
Balance carried forward to next year	15,553

### 194. PARENTAL SURVEY

Number of questionnaires sent out:	360
Number of questionnaires returned:	86

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	40	52	3	5	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	48	44	5	3	0
The school handles complaints from parents well	23	43	26	7	1
The school gives me a clear understanding of what is taught	20	55	14	10	1
The school keeps me well informed about my child(ren)'s progress	28	49	15	7	1
The school enables my child(ren) to achieve a good standard of work	32	57	8	1	1
The school encourages children to get involved in more than just their daily lessons	39	52	8	1	0
I am satisfied with the work that my child(ren) is/are expected to do at home	26	56	8	7	2
The school's values and attitudes have a positive effect on my child(ren)	38	52	10	0	0
The school achieves high standards of good behaviour	41	46	11	1	0
My child(ren) like(s) school	48	45	6	1	0