

INSPECTION REPORT

FOREST VIEW PRIMARY SCHOOL

Cinderford

LEA area: Gloucestershire

Unique reference number: 115517

Headteacher: Ian Barkley

Reporting inspector: Mrs Lorna Brackstone
21872

Dates of inspection: 22 – 25 January 2001

Inspection number: 189061

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Latimer Rd Cinderford Gloucestershire
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs P Byett
Date of previous inspection:	N/A (School Amalgamation 1997)

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21872	Lorna Brackstone	Registered inspector	Geography History	What sort of school is it? How high are standards? a) the school's results and pupils' achievements. What should the school do to improve further? How well are pupils taught?
9974	Daljit Singh	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with the parents?
24342	Denise Franklin	Team inspector	Areas of learning for children in the Foundation Stage Art and design Design and Technology Religious education	
30243	Anne Heakin	Team inspector	Mathematics Equal opportunities Special educational needs English as an additional language	How good are the curricular and other opportunities offered to the pupils?

18370	Kevin Johnson	Team inspector	English Information and communicatio n technology Physical education	
31201	Angela Crook	Team inspector	Science Music	How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Forest View is a large primary school in the town of Cinderford, situated in the heart of the Forest of Dean. Although Cinderford is surrounded by great beauty, it is one of the most deprived areas in the local authority. This is a new school, formed by the amalgamation of an established infant and junior school. Approximately half of the school has been newly built to accommodate all pupils on one site. In addition there is an Early Years Centre and an 'Opportunity Base' on site. A Family Link 'suite' run by a private charity also operates from the campus. Many parents are in receipt of state benefit, raise families alone and live in overcrowded houses. The school caters for 394 pupils who are divided into 14 classes with two classes per year group. Forty-nine children are in the Foundation Stage. Most pupils are of white United Kingdom heritage but there are also three Chinese children, one Indian and two from other ethnic minority groups. Although 4 pupils are recorded as using English as an additional language, they are not at an early stage of language acquisition and all speak and write English fluently. Levels of children's attainment on entry are well below average. The percentage of pupils' known to be eligible for free school meals is 22 per cent, which is above the national average. There are 106 pupils on the register of special educational needs, which is above the national average. Five pupils have statements of special educational needs and this is broadly in line with the national average. The school has not identified any pupils who are gifted or talented. A very recently appointed headteacher has been in post for one term.

HOW GOOD THE SCHOOL IS

The newly appointed headteacher is providing very good leadership. He has both vision and enthusiasm to provide the very best education for the pupils at Forest View. He is determined to raise standards at the end of Key Stage 2 and to improve numeracy levels throughout the school. Teaching in the Foundation Stage is very good and from a base that is well below average, children in Reception make very good progress and achieve expected levels by the time they start Year 1. The overall quality of teaching is good in Key Stage 1 and pupils broadly maintain satisfactory standards in all subjects, except mathematics. The overall quality of teaching is satisfactory in Key Stage 2 but is good in Years 3 and 5. However, pockets of weak teaching in one Year 4 class and one Year 6 class affect standards at the end of Key Stage 2. Pupils show consistently good attitudes towards learning and their behaviour is consistently good. The school provides satisfactory value for money.

What the school does well

- The headteacher provides very clear educational direction.
- Teaching in the Foundation Stage is of a very high standard and children make very good progress.
- Pupils have positive attitudes towards school and the behaviour of the vast majority is consistently good. They like coming to school and attendance rates are good.
- Personal development and relationships are strong and ethnic minority pupils have settled well in school.
- The provision for moral and social development is good. Pupils are given many opportunities to distinguish between right and wrong and learn to interact positively with each other.
- Both the educational support and guidance for the pupils are good and their welfare is carefully ensured.
- There are good links with parents and their involvement has a good impact on the work of the school.
- The governors have a good understanding of the strengths and weaknesses of the school. There is clear reflection of the school's aims in its work and best value is consistently sought.
- National tests results are being carefully analysed and appropriate action is being swiftly taken.
- Good use is made of links with partner schools.

What could be improved

- The standards in mathematics at the end of both key stages.
- The standards in science at the end of Key Stage 2.
- Standards in design and technology throughout the school.
- Standards in information and communication technology and geography at the end of Key Stage 2.
- The provision for pupils with special educational needs; individual educational plans are not used effectively to plan suitable work that meets the needs of individuals.
- The role of senior management and subject co-ordinators.
- The unsatisfactory and poor teaching in a small number of classes.
- The use of assessment to guide curricular planning.
- The adequacy of learning resources, particularly information and communication technology, geography, design technology and library books.
- The provision in the curriculum for the development of pupils' spiritual development and the preparation for them to live and work in a multi-cultural society.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Forest View Primary School opened in 1997 as a result of the amalgamation between two established Infant and Junior schools. It has not been inspected previously.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	E	E	C	A
Mathematics	E	E	E	E
Science	E	E	E	E

Key

well above average A

above average B

Average C

below average D

well below average E

By the time that pupils leave the school at age 11, overall standards are not high enough. Assessments on entry into the Foundation Stage indicate that standards are well below expected levels and this is confirmed by inspection findings. Children make very good progress in Reception and start Year 1 of the National Curriculum with levels of attainment that are expected for their age. In Key Stage 1 satisfactory progress is made in all subjects, except mathematics, where standards are below the national average at age seven. In English, satisfactory progress is maintained throughout Key Stage 2 and results in National Curriculum tests at age 11 confirm that standards are still in line with the national average. When these results are compared to similar schools they are well above average and this is very good. However, by the end of Key Stage 2, results in mathematics and science are both well below the national average and well below in comparison with similar schools. The results of the Year 2000 cohort at end of Key Stage 2 pupils aged 11, mirror their achievement in their Key Stage 1 tests results and reflects limited progress over time. From 1998 to 2000, the performance of pupils in all core subjects in both key stages fell below the national average. This has been carefully analysed by the newly appointed headteacher who has highlighted some weak teaching in Years 4 and 6, inadequate schemes of work for mathematics and inconsistent development of investigative skills. Standards in art, history, music, physical education and religious education are satisfactory at the end of both key stages. Standards in both geography and information and communication technology are as expected at the age

of seven but are below expectations at the age of 11. At both seven and 11, standards are below national expectations in design and technology. The school is eager to improve standards and has started to make careful analysis of the results of the national tests. Realistic targets have been set in line with national initiatives and the school is well placed to meet them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The vast majority of pupils enjoy their activities and show positive attitudes in school.
Behaviour, in and out of classrooms	Good. Behaviour is consistently good and there are no visible signs of bullying or aggression.
Personal development and relationships	Good. Pupils serve both the school and the community in a responsible and mature manner. Relationships are good throughout the school.
Attendance	Good. Attendance is above the national average and careful checks are kept on unauthorised absences. There is no issue with time keeping.

Pupils engage well in activities and are proud of their achievements. They usually move about the school in an orderly fashion and are polite to visitors. Pupils relate well to all members of the school community and often show a good understanding of the feelings of others.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Good	Satisfactory

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

Overall, the quality of teaching is good and promotes learning well. During the inspection 79 lessons were observed and 93 per cent of these were at least satisfactory or better. The quality of teaching was good in 46 per cent of lessons and, in 22 per cent of the observations made, it was of a very good standard. Six per cent of lessons observed were unsatisfactory and one per cent, which was one lesson, was of poor quality. The quality of teaching is judged to be very good in the Foundation Stage, good in Key Stage 1 and satisfactory in Key Stage 2. Apart from two classes in Key Stage 2, the management of pupils is good and relationships are positive. Subject knowledge is thorough and most lessons are well presented and interesting. Planning is detailed but does not always meet the needs of all pupils. Day-to-day assessment is good. Generally, teachers have introduced the National Literacy and Numeracy Strategies satisfactorily. The well-qualified and experienced learning support assistants provide good support for the teachers. Teaching in English, art and music is consistently good throughout the school. It is good in mathematics, science, history, and physical education at Key Stage 1. In Key Stage 2 teaching is good in religious education but unsatisfactory in information and communication technology. The unsatisfactory teaching was mostly observed in two classes, one in Year 4, where one lesson was poor, and one in Year 6. In these lessons, the pace of lessons was frequently unsatisfactory, no challenge was provided for the pupils and inappropriate and ineffective methods were used to gain the pupils' attention.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The new curriculum framework recently introduced is broad and meets statutory requirements. Extra-curricular activities are satisfactory.
Provision for pupils with special educational needs	Unsatisfactory. Class teachers have only very recently been made aware of their responsibilities. Targets are not sufficiently specific enough to meet the needs of the pupils. Teaching activities do not meet the varying needs of all the pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for moral and social development is good. Provision for the development of their own cultural heritage is good but they are not prepared sufficiently well to live and work in a multi-cultural society. Provision for spiritual development is broadly satisfactory and is appropriately provided for in assemblies.
How well the school cares for its pupils	Good. The school provides both educational and personal support and guidance of good quality.

Not all literacy sets in Year 4 fulfil the requirements of the Literacy Strategy. The school works well with parents and there is strong parental satisfaction. Information given to parents is of good quality and their involvement in school life is effective and has a good impact on pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The new headteacher provides very strong leadership. The Foundation Stage is very well managed but the role of key staff, including senior management, the co-ordination of special needs and teachers with subject responsibilities, need to be developed further.
How well the governors fulfil their responsibilities	Satisfactory. The governors have a good clear understanding of the strengths and weaknesses of the school. They have recently started to become involved in shaping the direction of the school.
The school's evaluation of its performance	Good. National test results are analysed and data prepared by the local authority is used well.
The strategic use of resources	Satisfactory overall. Specific grants are used satisfactorily and funds are being used to raise standards. Support staff are not best used when they withdraw pupils from class for teaching sessions.

The school has an appropriate match of teachers and support staff to the demands of the curriculum. Overall, the internal accommodation is satisfactory but the hall is not large enough to accommodate the whole school. The school is not well resourced to adequately meet the needs of curriculum delivery in design and technology, information and communication technology, geography and library provision. The new headteacher is providing very good leadership and there is a strong commitment to improvement. The school seeks to apply the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school expects their children to work hard and they make good progress. • Their children like school. • The school is well led and managed and the quality of teaching is good. • Behaviour in school is good and pupils are encouraged to become mature and responsible. • Parents feel comfortable approaching the school with problems or queries. 	<ul style="list-style-type: none"> • The amount of homework. • Information about their children's progress. • Closer links with parents. • A wider range of extra-curricular activities.

Inspection findings support the positive views of the parents. Inspectors consider the amount of homework to be good in Key Stage 1 but, although it is inconsistent in Key Stage 2, it is overall satisfactory. Inspectors also judge the range of extra-curricular activities to be satisfactory but are less than those offered in similar schools. Both links with parents and the information received about their children's progress are considered to be of good quality.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. By the time pupils leave the school at the age of 11, standards overall are not high enough. Children enter school at the age of four with attainment well below the national average. By the time they start Key Stage 1, they have made very good progress in the Foundation Stage in all areas of learning and levels of attainment are in line with expected standards at this age. Children achieve well in the Reception classes and this ensures that most children achieve the early learning goals before entering Year 1, with a few exceeding them.
2. In the 2000 National Curriculum tests at the age of seven the performance of pupils in both reading and writing was in line with national average, but in mathematics, it fell below the national average. In comparison with similar schools, results in reading and writing compared favourably and were above average. In the mathematics test, results were close to the average. The performance of pupils over time from 1998 to 2000 in reading, writing, and mathematics fell below the national average. The performance of boys at seven in reading was in line with the national average for this age group during this period. This was better than the girls whose performance in reading fell below the national average for this age group. The performance of both boys and girls in writing and mathematics were similar, falling below the national average for their age group. The school's performance in the teacher assessed science tests was above the national average and in comparison with similar schools a high number achieved the expected level 2 or above.
3. In the 2000 National Curriculum tests at the age of 11, the performance of pupils in English was in line with the national average. However, the performance of pupils fell well below the national average in both mathematics and science. In comparison with similar schools, performance in English was close to national average but well below in both mathematics and science. Over time from 1998 to 2000, the performance of pupils in all core subjects fell below the national average. No differences between boys and girls were noted.
4. Inspection findings confirm that standards in speaking and listening, reading and writing at the end of Key Stage 1 are broadly in line with the national average. Standards at the age of 11 in English are also in line with the national average and, overall, throughout the school satisfactory progress is made in this subject. By the age of seven, pupils listen carefully and make suitable responses although some have a limited vocabulary. Nearly all read simple books enthusiastically, both at home and school. Many write independently in the appropriate tense and spell words accurately. However, the formation of handwriting is not consistent and the quality of work presented varies between classes. By the age of 11, many pupils talk confidently using appropriate technical vocabulary and their listening skills are satisfactory. Most pupils accurately read a range of appropriate texts. Lower achieving pupils read with growing accuracy and enjoy talking about books. However, they often find it hard to work out new words by putting sound and letter patterns together. The most capable readers read accurately and fluently but they are not reading from a sufficiently challenging range of texts and their knowledge of classical authors is limited. Pupils' ability to use reading skills to find out and interpret information is weak. In writing, pupils use their imagination well and handwriting is usually well formed. Spelling is generally accurate but punctuation variable and

presentation sometimes unsatisfactory. Pupils' output is often small and ideas not sustained consistently enough.

5. Inspection findings judge that standards in mathematics at the age of seven are below the national average. Higher achievers are able to count 200 and know their '2' and '10' times-tables. They draw and name two-dimensional shapes. The pupils are starting to solve money problems and most are able to work out when it is 'o'clock'. At Key Stage 2 inspection findings also judge standards to be below the national average. By the age 11 the higher achieving pupils are multiplying and dividing numbers up to 100. They recognise different types of angles, are able to work out perimeters for scaled drawings and confidently use minus numbers. Pupils of average achievement use the four operations to solve money problems appropriately, interpret bar graphs and analyse probability problems using dice. Lower achievers tend to work at the same rate as average achievers but there is clear evidence of support from adults. The school has recently identified the areas of underachievement and the weaknesses in the teaching that are affecting standards in this subject. Teaching in ability groups and placing high emphasis on teaching skills in the numeracy hour has been introduced to begin to raise achievement.
6. Standards in science at the age of seven is above average because teachers in this key stage have consistently high expectations and plan thoroughly in year groups to ensure that all pupils receive full entitlement. The pupils are given a wide range of study and are encouraged to devise their own investigations. For example, they are able to confidently observe, compare, describe, sort and classify a wide variety of materials. The higher achievers are also able to make a graph of the different eye colours in their class. However, inspection findings judge standards at the end of Key Stage 2 to be below average. Pupils are able to use scientific language such as 'fair testing', 'air resistance' and 'gravity'. Some use of charts is made to record results but evidence from a scrutiny of books across the key stage suggests a high level of teacher direction. There is no evidence either to suggest that higher achievers are challenged or those with specific learning needs are provided with appropriate levels of work. The Year 2000 science test results at the age of 11 have prompted an urgent review of the work in this subject. More time is being devoted to science and the pupils' work is being analysed. The information gained is being used to focus on identified weaknesses such as investigative skills. Although pupils engage in a variety of work, there are few opportunities for them to devise their own investigations and experiments. The acquisition of knowledge and the continuing development of their skills are hampered by the lack of independent activities to record and present their work. The use of information and communication technology to support their science work is also limited. Science is now being planned better but inconsistencies in teaching between year groups at both Year 4 and Year 6 had a negative impact on overall achievement in this key stage.
7. At the age of seven, standards in information and communication technology are broadly satisfactory. Standards in information and communication technology, by the age of 11, are below those expected. Progress is too slow because the breadth of learning is restricted. This is largely the result of insufficient resources and limited

access to computers to support work in class lessons. Word processing skills are broadly average, but control technology and the use of the Internet are insufficiently developed.

8. Across both key stages, pupils' achievement is in line with expectations in art, history, music and physical education. Standards in religious education are broadly in line with expected levels of the locally agreed syllabus. Standards in geography are in line with national expectations at the age of seven but are below expectations at the age of 11. In design and technology standards at both seven and 11 are below expectations because knowledge in this subject is not developed consistently through the school and resources are not sufficient enough to support learning in this subject.
9. Pupils who have special educational needs make satisfactory progress in Key Stage 1 and unsatisfactory progress in Key Stage 2. All pupils at Stage 2 or above on the special needs register have individual plans that include their targets. However, the targets are not consistently specific and so it is difficult to assess pupils' achievements against their targets. Though pupils have individual educational plans, class teachers do not apply these to all lessons taught and so pupils' progress is restricted. Arrangements for supporting pupils who have statements of special educational needs are effective and ensure they attain standards that are in line with their prior attainments. When pupils are withdrawn from class to receive additional help in literacy there is insufficient monitoring to make sure that pupils do not regularly miss other aspects of the curriculum.
10. The school is eager to improve standards and has started to make careful analysis of the results of the national tests. Realistic targets have been set in line with national initiatives. The school is well placed to meet these given the very good leadership of the headteacher, the vast majority of conscientious staff, the focus for raising standards and the positive attitudes of the pupils to learning.

Pupils' attitudes, values and personal development

11. Children in the Foundation Stage are happy and eager to learn. Relationships with adults and with each other are very good. Behaviour is very good both in the classroom and around the school.
12. The vast majority of pupils have good attitudes. They are eager to learn and willingly participate in a variety of activities. During lessons they contribute confidentially to discussions and are prepared to listen to their classmates and teachers and to consider the views of others. Pupils show enthusiasm when the topic of the lesson is interesting and informative. For example, in a Year 1 lesson about textures of fabrics, pupils tested to see if the materials were waterproof. They were observed being active, interested, confident and motivated. Most pupils work hard and show pride in their achievements.
13. Pupils who have special educational needs have positive attitudes to school and are well integrated into the school community. They relate well to adults and as a consequence gain in confidence and increase their self-esteem. Pupils who have emotional and behavioural problems respond well to the help the school provides in enabling them to come to terms with their difficulties and build meaningful relationships with adults and their peers.
14. Pupils' behaviour is generally good and this makes a considerable contribution to their progress. They know what is expected of them and respond in a positive manner.

During the inspection a significant number of pupils were polite, respectful, friendly and welcoming. Many were courteous and opened doors for visitors and their peers. Behaviour at playtimes is lively but is mostly good. There are no visible signs of bullying, but a number of pupils are concerned about the aggressiveness of some of their peers. However, most pupils are adamant that bullying is dealt with appropriately. When it is too wet for pupils to play outside, they read, draw and play games in a sensible manner in their classrooms. They understand the school rules and are able to describe what happens if they are broken. There is no evidence of vandalism or litter around the school. There has been one permanent exclusion in the last twelve months. Staff are committed to enabling the small number of individual pupils, who are lacking in self-esteem, to conform to the school routines.

15. Relationships within the school are good. Teachers and support staff set a good example of caring and friendly behaviour and this fosters good relationships between pupils and teachers. This has a positive effect on pupils' learning. The vast majority are courteous and respectful. Pupils from minority ethnic backgrounds are well integrated into the school culture and enjoy friendships with their peers. Occasional racist and sexist name-calling is dealt with appropriately and the headteacher and governors are committed to the concept of 'race equality'. The older pupils show mature behaviour when helping the lunchtime staff to look after the younger pupils. Throughout the school, the good relationships that exist between teachers and pupils promote pupils' confidence and self-esteem. However, there are insufficient and inconsistent opportunities provided for pupils to use their initiative or to develop independence in learning through personal study and research.
16. Pupils' personal development is good. Pupils enjoy coming to school and eager to be involved in all the activities, which has a positive effect on their learning. Almost all parents feel that their children like school and that their behaviour is good.
17. Attendance is consistently good. Most pupils like school and are encouraged to attend regularly and punctually by both parents and teachers. Registers are taken at prescribed times and comply with statutory requirements. The school rigorously pursues absences and both parents and the educational welfare officer work closely with staff to ensure sustained attendance. These arrangements contribute significantly to raising standards and the development of the pupils' social and personal judgements.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. Overall, the quality of teaching is good and promotes learning well. During the inspection 79 lessons were observed and 93 per cent of these were at least satisfactory or better. The quality of teaching was good in 46 per cent of lessons and, in 22 per cent of the observations made, it was of a very good standard. Six per cent of lessons observed were unsatisfactory and one per cent, which was one lesson, was of poor quality.
19. The quality of teaching and learning is very good for children in the Foundation Stage. During the inspection, the quality of teaching was never less than good and was frequently very good. In both Reception classes, relationships are very good and the children feel secure and happy. This promotes their learning well. Presentation of lessons is very good and firmly rooted in the Foundation Stage curriculum. Staff always ensure that the prepared activities are both interesting and exciting and this encourages the acquisition of knowledge and skills. The management of the children is consistently good and often very good. Subject knowledge is thorough and the

teaching of basic skills is effective. Planning is detailed and learning objectives in each lesson are clear. Daily assessments are made through good questioning skills and this good practice supports well the very high quality teaching and learning. Teaching is planned to meet all the needs of children of all abilities, including those with special educational needs. All groups of children are appropriately challenged. Good strategies are employed in teaching, notably the use of first hand experiences and the use of appropriate language. When considering topics such as people who help us in the local community, good links are made with the children's own experiences. For example, references are made to mothers who are nurses or those who may have a grandparent who works in school. There is plenty of purposeful learning involvement with children and use of structured play activities suitable for the age group. Good use is also made of role-play and this is evident when adults support and develop the children's language in make-believe situations, such as 'hospitals', when they use appropriate terminology such as 'bandage' and 'patient'. Imaginative approaches capture the interest of the children and this maintains their motivation. For instance, when celebrating the Chinese New Year, very good learning took place when a parent brought in a typical meal for the children to eat using chopsticks. All areas of learning are well taught with learning support assistants making a very valuable contribution to the quality of children's learning and their progress. Children's learning is good and all ability groups, including those with special educational needs, do well for their capabilities and their previous learning.

20. The quality of teaching and learning is good overall in Key Stage 1. During the inspection 77 per cent of the lessons observed in this key stage were good or better and 27 per cent were judged to be of very good quality. Only one unsatisfactory lesson was observed in this key stage. Teachers show a good knowledge of the subjects they teach and resources are skilfully used to ensure that the pupils enjoy their learning. For example, in two history lessons observed in Year 1, pupils quickly acquired an appropriate understanding of the difference between old and new when a collection of a wide range of suitable toys were used as a vehicle for discussion. Teachers' planning is thorough and includes areas of focus for their learning support assistants. Most lessons begin with carefully directed whole class teaching sessions and well-focused questions enable them to check the level of the pupils' understanding. This is followed by small group work, particularly in literacy and numeracy lessons, that checks pupils have learnt basic skills effectively. This method was observed in a Year 1 literacy lesson where the story of 'The Three Billy Goats Gruff' was used in the introductory session as a means of identifying key features of story language. Pupils enthusiastically talked about the use of the word 'once' and then divided into smaller groups for differing levels of work. Pupils are generally required to work at a brisk pace. Discipline is managed well in Key Stage 1 and there are high expectations of behaviour in these classes. Effective use is made of praise to encourage pupils who have potential behaviour problems and relationships are positive. Good use is made of learning support assistants to assist pupils in small group activities or support individual pupils during whole class sessions. Both the teachers and learning support assistants provide the pupils with ongoing feedback and guidance during the sessions and this has a good impact on the quality of learning. A particular strength is the use of homework diaries that are signed on a regular basis by the class teachers. Only one unsatisfactory lesson was observed in Key Stage 1 when the teacher's delivery and lesson objective was not clear, strategies were weak and not sufficiently well organised.
21. The overall quality of teaching and learning in Key Stage 2 is satisfactory. However, the quality of lessons observed during the inspection ranged from very good to poor and was judged to be inconsistent between year groups and parallel classes. Fifty-

six per cent of lessons observed were good or better and 15 per cent were considered very good. However, 10 per cent of the teaching observed in this key stage was unsatisfactory or even poor. The best teaching is found in Years 3 and 5 but good lessons are frequently taught in one class in Year 4 and one class in Year 6. The vast majority of teachers have good subject knowledge and this ensures that pupils acquire appropriate skills and understanding. Planning is generally good throughout the key stage and lessons are taught using a good variety of strategies that include whole class discussions, group work and individual sessions. Lesson objectives are frequently shared with the pupils. This happened in a Year 4 numeracy set where pupils had been selected as higher achievers. A clear learning objective was set and this was constantly referred to. However, in a Year 6 geography lesson a clear learning focus had not been set and this was obvious through the uninspiring teaching and boredom of the pupils. Positive methods are used to manage the pupils and effective relationships ensure that good control is kept over behaviour. For example, in a very good Year 6 religious education lesson, there was a very positive rapport between the teacher and her pupils, which had a very powerful impact on their learning. The teacher gave a personal account of a situation that had happened to her as a child and the class responded in reflective discussion about the qualities of love, respect and care. However, class management is not consistent throughout Key Stage 2 and is at times weak. For instance, in another Year 6 class, the teacher continued to talk over the noise of the class and allowed pupils to call out. This teacher read out a sheet of information, which the pupils had to follow, but no opportunities for involvement were given. The pace of the lesson became unsatisfactory and deteriorated further when no challenge was provided for the pupils who became restless and finally disengaged their interest. Inappropriate and ineffective methods were used to gain the pupils' attention, but were unsuccessful. Time is not always used well with lessons starting late after assembly or break times. This is particularly evident when pupils are required to move around the school for their literacy and numeracy sets in both Years 4 and 6. Support staff are generally used well but at times the withdrawal of pupils in this key stage from class lessons distracts from its purpose and this is unsatisfactory. Teachers use a number of interesting resources to promote learning, particularly in literacy but there is a tendency for the overuse of worksheets. This was clearly evident from the scrutiny of previous work in subjects such as history and geography.

22. Teachers have gained expertise of the National Literacy and Numeracy Strategies through in-service training and some high quality teaching and learning of both literacy and numeracy was observed in both key stages. They use technical language appropriately and successfully promote new learning through well-planned and challenging tasks. For example, in a high quality literacy lesson in Year 3 where pupils were learning how to use adjectives, the teacher taught this skill through the use of specific examples and this had a positive impact on their learning. Teachers prepare their literacy and numeracy work thoroughly and the vast majority of teachers identify precise learning targets that are clearly conveyed to their pupils. However, when lessons are not consistently planned across specific year groups, the pupils learning varies. For example, work for the Year 4 lower literacy set is not planned in consultation with the coverage in the other two groups. As a result, the quality of learning is vastly different in this set and does not actually constitute a proper literacy session. There are also variations within the quality of teaching in this year group and this also has an impact on the quality of learning. For example, a numeracy lesson planned for an average group of achievers in Year 4 was judged to be unsatisfactory. Although the teacher concerned had satisfactory subject knowledge and the lesson had been planned appropriately, there was weak management of pupils. They were also left unchallenged and unsatisfactory progress was made with their learning.

Literacy skills are not taught sufficiently through other areas of the curriculum. For example, evidence from a scrutiny of books from science, geography, history and religious education indicate that much is copied from the blackboard and pupils are not taught to independently research for information in books and using information and communication technology. Although geography studies in Year 5 require the use of numeracy to illustrate findings in graph form, the use of this skill is also underdeveloped.

23. Support in whole class lessons for pupils who have special educational needs is good. It is effective in enabling pupils to participate fully and with confidence in learning tasks. Teachers are familiar with the process of identifying pupils who have special educational needs and follow correct procedures. However targets are not specific and teachers do not make satisfactory use of individual educational plans to inform their planning or match the work they provide to the pupils' individual educational needs. The learning support assistants who work with pupils who have special educational needs have good relationships with the pupils and teachers. Learning support assistants are usually well informed about the expectations of teachers but this practice is inconsistent so pupils do not always gain full benefit from their lessons.
24. Pupils' work is regularly assessed but results are not always used to inform future planning. The marking of pupils work is not always consistent throughout the school. However, most teachers make good use of comments to provide challenge and to give encouragement to their pupils. Prior to the inspection a significant number of parents expressed concerns over homework. Inspectors found it to be used well in both the Foundation Stage and Key Stage 1 where relevant activities were given to do at home. Although homework is broadly satisfactory in Key Stage 2, it is inconsistent and does not always support and extend what is being learnt in school.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?

25. The quality and range of learning opportunities for children in the Foundation Stage is very good. The curriculum is planned very effectively in accordance with the Early Learning Goals. The school provides a broad and balanced curriculum in both Key Stages 1 and 2 and statutory requirements are met. The National Literacy and Numeracy Strategies have been implemented throughout the school and are beginning to impact positively in raising standards in these subjects. The school meets the requirements for the Code of Practice for pupils who have special educational needs but the provision is unsatisfactory. Although teachers have copies of pupils' individual educational plans they are not used effectively to plan suitable work to meet the needs of individuals. The school places pupils from Years 4 and 6 into ability groups for maths and English, this allows more individual attention but the activities are insufficiently challenging and, at times, pupils miss out on their entitlement to the literacy strategy. The school ensures that the provision outlined in pupils' statements is in place and reviewed annually in line with the Code of Practice guidance.
26. There is a satisfactory range of extra-curricular activities that enhance the quality of education. The curriculum is supported by visits to places of local interest such as Gloucester Folk Museum, Raglan Castle and Cinderford Fire Station. Residential visits by pupils in Year 6 at the residential centre at South Cerney take pupils further afield and deepen their awareness of other environments. Opportunities are provided

for pupils to play football, netball and to join the recorder group or choir. Photographs on display show pupils enjoying the chance to take part in country dancing.

27. The school ensures that all pupils have equality of access to the curriculum by checking that pupils who are withdrawn from class for individual work are not disadvantaged. An identified discrepancy between the attainment of boys and girls in numeracy has promoted an action plan to review curriculum in an attempt to rectify this imbalance.
28. The programme for personal, health, social and emotional education being offered to pupils is satisfactory. The school has a policy for sex and drugs education but this is due for review. The police have provided supportive material for the school to use in the drug education programme and the school nurse comes in to talk to older pupils in Key Stage 2 about personal hygiene and growing up.
29. The community makes a satisfactory contribution to pupils' learning. Parents visit the school to hear pupils read and recently a group of parents have given up their own time to classify books in the school library. Links are developing well with the Early Years Centre, the Opportunity Base and the Family suite, all of whom are based on the same site as the school. Pupils in the school are aware of the needs of others and take part in the Romanian Shoebox Appeal and actively support the National Children's Home. Links with the community are increasing. Contact has been made with local sports clubs and discussion is ongoing about future links with the school. Links with partner institutions are good. Teachers from the high school attend transfer reviews for pupils who have special educational needs and there is a collaborative approach from the two schools in meeting the needs of the pupils attending the school. The school has good links with local colleges including Cheltenham and Gloucester College, with student teachers working in the school.
30. Overall provision for pupils' personal development is good, particularly the opportunities provided for moral and social development. Provision for both spiritual and cultural development is broadly satisfactory.
31. The provision for pupils' spiritual development is broadly satisfactory. It is embedded in the ethos of the school and opportunities are taken to reflect on events and circumstances. For example, pupils in Year 6 have studied the effects of the holocaust. Assemblies are daily and provide opportunities for a collective act of worship. Statutory requirements are met. Prayer is a regular feature and is of broadly Christian character. The children enjoy being together and most sing hymns with enthusiasm. In some assemblies pupils celebrate one another's achievements. There are also some opportunities for reflection and sensitive approach during lessons and provision for pupils to develop an awareness and an understanding of other faiths and cultures. However, curriculum planning does not specifically identify provision for the spiritual development using other faiths and cultures and this results in missed opportunities.
32. Provision for pupils' moral development is good. The school helps pupils to develop an understanding of what is appropriate behaviour through the implementation of good policies and procedures, including the anti-bullying policy. Pupils are aware of how they should behave and they are appropriately praised and rewarded for their good behaviour and positive attitudes to work. Values are fostered through the caring, supportive and good relationships that exist between the staff and pupils and the good examples set by those who work in the school. In both discussions and in 'circle time', pupils discuss and reflect on issues such as bullying and the value of

friendships. All pupils, including ethnic minority groups, work together co-operatively and amicably. Moral values are emphasised in assemblies and, in this way, pupils develop a sense of right and wrong. In many classrooms, including Reception, rules for appropriate behaviour are displayed.

33. The school's provision for pupils' social development is good. Teachers, and particularly the headteacher, provide good models of tolerance and understanding. Their relationships with pupils are good. Similarly, relationships between the vast majority of pupils are good. This has a positive effect on pupils' quality of learning, as well as of their personal development. Positive relationships are also successfully promoted when pupils are encouraged to show consideration and sensitivity to the needs of others in the school and throughout the world. They collect money for charities, which support the refugees in Romania, and also for children and animals in need. In most lessons, teachers provide opportunities for pupils to co-operate as they work in the classroom. A number of pupils participate in the range of extra-curricula activities, which also helps to promote their social development and residential visits develop and enhance their independence and team skills.
34. The provision for pupils' cultural development is broadly satisfactory. In some subjects pupils increase their knowledge of their heritage. For example, in history they learn about local industry in the Forest of Dean. Some opportunities are provided for pupils to extend their creative learning through art, poetry, design technology and music. In history they also learn about Greek art and historical traditions. Through English and religious education they learn about some aspects of other faiths and cultures. For instance, during the inspection pupils in Reception celebrated the Chinese New Year. There are regular opportunities for visiting places of interest, such as local factories, and museums. Pupils, particularly girls in Year 6, have recorder lessons and perform for the school and community. The school occasionally provides opportunities for pupils to visit other places of worship, for example, the Sikh and Hindu Temples. However, there is insufficient emphasis on developing understanding of the cultures represented in Britain. There are few planned opportunities to learn about and become familiar with other cultures embedded in the Asian, the Caribbean and African culture and provision to ensure an understanding of the issues affecting minority ethnic communities, such as gypsies, who reside in both Gloucestershire and the wider community.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The pastoral provision is good and ensures that the school community learns in a safe, secure and caring environment.
36. Arrangements for child protection are sound with the existing programme implemented by a sensitive and well-informed designated teacher. It is further complemented by policies and procedures for health and safety, which are in place to ensure the safety and well being of the school community. During the inspection, all members of the team observed the care and sensitive approach of support staff. This helped to reassure pupils and create trusting and supportive relationships.
37. Inspection evidence indicates that teachers and pupils enjoy constructive relationships; teachers listen to their pupils and respond in an objective, purposeful and sensitive manner. Circle time is used effectively to address pupils' concerns and celebrate their achievements. Assemblies provide support and guidance, which enhances pupils' personal development. This enables them to follow the school's

code of conduct and interact positively with others, respecting the environment in which they work. The provision also ensures that the pupils are provided with good levels of individual support and guidance and learn in a stimulating, caring, friendly and constructive environment.

38. The policies and procedures for monitoring and improving attendance are good. They ensure pupils attend regularly and on time. The procedures in place assist staff to systematically monitor attendance, which ensures that the school community understands the importance of regular attendance and time keeping. Staff rigorously pursue all absences by contacting parents, carers and if required, the educational welfare officer. Strategies are in place to reward the pupils' good attendance and ensure the support of parents. This helps the school to consistently record good levels of attendance.
39. The procedures for monitoring are sound and promote good behaviour. Pupils are consistently encouraged to follow the school's code of conduct and behave in a disciplined and mature manner. Teachers and many of the lunchtime support staff deploy strategies, which enable pupils to behave, and care for others in the school community. Pupils value the reward system, which is used by teachers to ensure pupils' attitudes and behaviour are constructive and purposeful. Their good behaviour and positive attitudes to work are recorded and celebrated in assemblies. Pupil's work is displayed and this creates a purposeful environment and helps pupils to take pride in their work and raises their confidence and self esteem. These values support and reinforce good behaviour.
40. Procedures for monitoring and eliminating oppressive behaviour are satisfactory. The anti-bullying policy and the behaviour and discipline policy provide a solid foundation for good practice. Strategies are in place to discourage bullying, racism and sexist attitudes and behaviour. They are implemented to a satisfactory standard to ensure pupils learn in a tolerant environment. All reported incidents of anti-social behaviour are investigated, recorded and monitored to reassure parents and pupils of the value the school places on learning in a safe, secure, friendly and happy environment.
41. The assessment of pupils overall is unsatisfactory. Although systems of assessment in English and mathematics are satisfactory, they are unsatisfactory in science and there is no formal assessment or consistent record keeping in place in other subjects. As a result teachers do not have a clear picture of pupils' attainment or progress. Pupils are regularly tested in English, mathematics and science. The assessments in English and mathematics are effectively analysed by the subject co-ordinators and consequently indicate what pupils know, understand and can do. However, the school is in the early stages of developing rigorous assessment procedures and at the time of inspection the assessment results are not used effectively to plan future work for individual pupils. The school effectively carries out the end of key stage assessments and does some analysis of these results to identify areas for improvement, for example, in higher order reading skills and data handling. However, this good practice is insufficiently developed and not evident in other subjects. Samples of pupils' work is kept to help teachers make reliable assessments of their pupils' attainment in several subjects, for example, in English, mathematics and science.
42. Arrangements for monitoring pupils' personal development are satisfactory. Though praise is often used effectively to encourage effort, all teachers do not always consistently apply this practice. Significant achievements are celebrated each week in assembly.

43. The school has developed good links with other agencies to ensure the provision outlined in statements of special educational needs is implemented. The special educational needs co-ordinator is responsible for liaising with a wide range of other professionals and parents. The school has recently started to implement appropriate assessment procedures to identify pupils who have special educational needs and comply with the Code of Practice. A positive feature of the school provision is the recently developed Behaviour Support programme which is a preventative measure focusing on the development of pupils' social skills and raising their self-esteem so that they can take better advantage of the broad curriculum provided by the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The majority of parents and carers who contributed their views to the inspection indicated that they value their purposeful relationship with the school and made positive comments about the school on the questionnaire. They were supportive of the school and were pleased that their children liked it and were expected to work hard. Parents are also pleased with the good behaviour of the children and the good standards of teaching. Most rightly believe the school is well led and managed. They feel that their children make appropriate levels of progress and are helped to become mature. However, inspectors have noted a variable picture with regard to pupil progress. Some parents expressed concerns about the consistency and quality of homework provided by the school. Inspection evidence indicates that provision is satisfactory overall but, although the amount of homework increases as the pupils become older, there are inconsistencies between classes.
45. Most parents appreciate the good quality of information they receive from formal and informal channels, including the information provided in the school newsletter, prospectus, governors' annual report and parents' evenings. This is complimented by the pupils' annual report that is written in user-friendly language and enables parents to follow effectively their children's progress and personal development. Parents are actively encouraged to support their children's learning. Some parents help in the classroom with reading, information technology and help to develop oral and listening skills. They have then used this experience to enhance their own learning through National Vocational Qualification courses. Teachers and governors appreciate parent's efforts and this constructively enhances the self-esteem and confidence of parents and children. Parents are appropriately involved and well informed about those children who have special educational needs and they are encouraged to attend reviews.
46. Most parents actively support the Friends of Forest View. An enthusiastic committee who work closely with other parents and teachers as well as governors leads this association. They ensure that there are frequent opportunities for parents to meet socially and to support the school's fundraising. The association hosts the Christmas and summer fairs, as well as discos for pupils and their families. The money raised from these events enables the school to purchase learning resources and support standards of learning.
47. The relationship between parents and the school have been strengthened further by the home-school agreement, which all parents have signed.
48. Parents of pupils who have special educational needs are properly involved with the special needs process. Parents are asked to attend review meetings and kept fully informed about their child's progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The leadership of the recently appointed headteacher is very good, and demonstrates an enthusiastic commitment to excellence. He has a very clear sense of the educational direction of the school derived from analysing assessment and attainment information, and by monitoring teaching and its impact on learning. All staff have been involved in a thorough analysis of all aspects of the school. As a result, all have a clear understanding of the action that is needed to raise standards. Support staff feel valued as members of a team, and teaching staff feel empowered to take the school forward. The headteacher's high commitment to improvement is reflected in the enthusiasm, and motivation of staff. The headteacher is an effective manager who is competent in the strategic, administrative, and monitoring elements of his role. Targets have been set to raise standards in the core subjects at the end of Key Stage 2. Procedures to raise standards in all curriculum subjects are being introduced. These include extending the role of the subject co-ordinators to include the monitoring and evaluation of teaching and learning. The leadership and management role of the deputy headteacher's and co-ordinators is at an early stage of development. Co-ordinators will have a delegated budget from April, which is linked to the School Development Plan. There is no formal system in place for co-ordinators to monitor and evaluate teaching and its impact on pupils' performance. Training in performance and strategic management skills has been identified as a priority for curriculum co-ordinators.
50. The special needs co-ordinator is experienced and has good administrative arrangements to make sure that reviews are held regularly and that pupils' stated needs are met. Pupils who have statements of special educational needs receive their entitlement to extra support. There is a satisfactory policy for special educational needs and this is to be reviewed in light of impending new legislation. The school provides a satisfactory level of staffing to meet the needs of this group of pupils but learning resources are inadequate for the number of pupils who have special needs.
51. The governing body is kept well informed about the school. The members use their individual skills and knowledge to work together for the benefit of the school. The chair of governors is very experienced and knowledgeable. She is committed to the development of the role of the governing body. She works closely with the headteacher and is well informed about the work of the school. All governors' committees have appropriate terms of reference, and meet regularly. The statutory requirements of the governing body are all carried out efficiently.
52. Governors have been appointed to support initiatives in literacy and numeracy. Individual governors take their responsibilities seriously and are committed to raising standards in the school. For example, they attend both training in the school and training provided by the Local Education Authority. Governors are aware of the strengths and weaknesses of the school and of how it needs to develop. There is a shared sense of determination to succeed and to move the school forward.
53. Financial administration and control are good. Records of financial decisions are accurate and clear. Governors have access to the Local Education Authority audit reports and to advice that may help them understand the effectiveness of their decisions. All recommendations in the most recent audit report have been implemented. Links between development planning and financial planning have been initiated. The School Development Plan is in draft form. Major areas of development

have been identified and prioritised. All new initiatives have been carefully appraised in relation to likely costs so that budget setting and development planning will, from April 2001, be linked. The school is now applying the principle of best value.

54. The school is adequately staffed. All teachers have relevant qualifications. Teacher performance management is in place, and there is an effective induction process. A mentor supports a newly qualified teacher during the induction year. Provision to assist teachers in the classroom is adequate. The Local Education Authority provides staff to support the needs of pupils with Statements of Special Educational Need. Many of the non-teaching staff have qualifications that enhance their skills in the classroom. The secretary and school bursar are both very efficient with administrative and financial aspects and support the school very well by working very closely with all staff to aid its smooth running.
55. The resource of books and equipment is not adequate in some subjects and means that although statutory requirements are met, resource deficiencies are in some subjects undermining full implementation of the National Curriculum. For example, there are insufficient books for use in geography; pupils do not have access to the Internet, electronic mail, or data loggers; and tools for design and technology are inadequate. Overall provision of books in the library is poor and does not facilitate independent learning and enquiry.
56. The accommodation provided for the school is adequate. Issues relating to the new building are now resolved. Plans are in hand to provide a library and information and communications technology suite within the school. The library, which serves the whole school, is merely a few shelves in a small area off a corridor. The design of the building leads to slippage of time as pupils move around the school for some lessons and activities. The school is kept clean and in good repair. The governing body monitors health and safety issues.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. To improve the quality of education, the headteacher, staff and governing body should:
- a) Raise standards in mathematics at the end of both key stages by:
 - ensuring that the Numeracy Strategy is used consistently, with all teachers implementing both oral and mental starters and using relevant plenary sessions to review pupils' learning. (Paragraphs 75-82)
 - b) Raise standards in science at the end of Key Stage 2 by:
 - providing wider opportunities for the pupils to take responsibility for their own work during investigations. (Paragraphs 83-87)
 - c) Raise standards in design and technology in both key stages by:
 - devising a scheme of work to support teachers in planning lessons to enable pupils to develop the skills consistently across the school;
 - providing appropriate resources to teach the subject. (Paragraphs 92-95)
 - d) Raise standards in information and communication technology at the end of Key Stage 2 by:
 - developing the use of information and communication technology across the curriculum;
 - ensuring that the skills are taught progressively throughout the school;
 - using the new suite of resources to develop information and communication technology. (Paragraphs 106-111)
 - e) Raise standards in geography at the end of Key Stage 2 by:
 - improving the resources to support both the teaching and learning;
 - providing opportunities for the pupils to be involved in their own research. (Paragraphs 96-100)
 - f) Improve the provision for special educational needs by:
 - ensuring that teachers use the individual education plans to provide suitable work to meet the needs of individuals;
 - providing suitable resources to support teaching and learning. (Paragraphs 23,55)
 - g) Further develop the role of the senior management team and continue to empower subject co-ordinators with responsibilities for monitoring and evaluating the quality of teaching and learning in their subjects. (Paragraphs 49)

- h) Take action to eliminate the pockets of weak teaching by:
- improving classroom management where inappropriate and ineffective methods are used.
 - maintaining pace and challenge to ensure that all pupils are motivated and interested in lessons.
(Paragraphs 20-22)
- i) Ensure that assessment is used to inform curriculum planning to enable pupils to build on previous knowledge and understanding and improve the provision for pupils of different abilities by:
- monitoring teachers' planning to ensure that provision is made for all pupils;
 - develop further independent learning skills and the pupil's ability to evaluate their own performance and to set targets for learning.
(Paragraph 41)

In addition to the key issues above the following should be considered for inclusion in the action plan:

- improve the provision of books in the library to facilitate independent learning;
(Paragraph 55)
- extend the provision for the development of pupils' spiritual development within the curriculum; (Paragraph 31)
- ensure that pupils are sufficiently prepared to live and work in a multi-cultural society; (Paragraph 34)
- ensure that all pupils receive their full entitlement of the Literacy Strategy.
(Paragraph 25)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	79
Number of discussions with staff, governors, other adults and pupils	40

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	22	46	25	6	1	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	394
Number of full-time pupils known to be eligible for free school meals	-	56

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	5
Number of pupils on the school's special educational needs register	-	106

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence	%
School data	4.6
National comparative data	5.2

Unauthorised absence	%
School data	0.2
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	33	26	59

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	31	32	29
	Girls	23	23	25
	Total	54	55	54
Percentage of pupils at NC level 2 or above	School	92 (86)	93 (86)	92 (87)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	31	28	32
	Girls	23	23	24
	Total	54	51	56
Percentage of pupils at NC level 2 or above	School	92 (85)	86 (73)	95 (90)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	26	29	55

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	14	16
	Girls	27	18	24
	Total	43	32	40
Percentage of pupils at NC level 4 or above	School	78 (58)	58 (60)	73 (75)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	16	18
	Girls	26	19	24
	Total	42	35	42
Percentage of pupils at NC level 4 or above	School	78 (53)	65 (66)	76 (79)
	National	70 (68)	72 (69)	80 (75)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	3
White	334
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	1
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	15.83
Number of pupils per qualified teacher	27.4:1
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	259

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/a
Number of pupils per qualified teacher	N/a

Total number of education support staff	N/a
Total aggregate hours worked per week	N/a

Number of pupils per FTE adult	N/a
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	659,525
Total expenditure	671,507
Expenditure per pupil	1,671
Balance brought forward from previous year	101,630
Balance carried forward to next year	89,648

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	394
Number of questionnaires returned	58

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	40	5	0	0
My child is making good progress in school.	41	52	7	0	0
Behaviour in the school is good.	33	60	5	0	2
My child gets the right amount of work to do at home.	41	28	24	3	3
The teaching is good.	50	43	7	0	0
I am kept well informed about how my child is getting on.	28	50	19	2	2
I would feel comfortable about approaching the school with questions or a problem.	57	36	5	0	2
The school expects my child to work hard and achieve his or her best.	59	38	0	0	3
The school works closely with parents.	41	38	16	2	3
The school is well led and managed.	53	40	2	0	5
The school is helping my child become mature and responsible.	45	48	3	0	3
The school provides an interesting range of activities outside lessons.	24	45	14	2	16

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

58. Children are admitted to the Reception classes in the September following their fourth birthday. There are currently forty-nine children in two Reception classes. The quality of learning opportunities provided for the children is very good and teaching overall is very good. Careful questioning challenges the children's thinking and extends their learning very well. Clear explanations are given to the children about what they are going to learn and the pace of lessons is very good. Behaviour management is very good. This has a very positive impact on the children's learning. All children, including those with special educational needs make very good progress in their learning because of the very good teaching they receive in the Foundation Stage.

Personal, social and emotional development

59. By the end of the Foundation Stage most of the children have made very good progress in their personal, social and emotional development and are achieving the early learning goals in this area. This shows very good achievement and reflects the very good teaching in both classes. Children are happy to talk to adults and each other. Boys and girls work well together as was evident when observing a group of children playing together in the 'hospital'. Relationships are very good and children work well together, particularly in physical education lessons when children organised themselves to work in pairs and happily shared hoops, quoits and balls. They are interested and keen to learn because of the very good learning environment created for them by their teachers. There are good opportunities for children to talk about their feelings and they know what makes them happy and what makes them sad. The high expectations of the teachers to say 'please' and 'thank-you' and their positive reinforcement of acceptable behaviour have a positive impact on their personal and social development. The adults are very good role-models for the children, always treating each other with courtesy and respect.

Communication, language and literacy

60. Children enter the Reception class with skills well below average and by the time they leave the Foundation Stage their attainment is as expected in the early learning goals in all areas except in spoken language, which remains below. Some speak clearly and confidently but many still use a limited range of vocabulary, speaking in short phrases rather than complete sentences. The teachers give plenty of opportunities for the children to develop their speaking skills in a range of situations. They encourage them to talk about their activities and to take part in role-play activities such as in the 'hospital'. The teachers are also very skilful at involving children who are reluctant to answer questions and join in discussions. During the inspection good observations were being made of children communicating with each other in the 'Post Office' area. Elements of the Literacy Strategy are used very well and children really enjoy sharing a big book together. They are developing their reading and spelling skills very well through using a structured programme for learning sounds and are beginning to use a range of strategies very effectively to learn 'tricky words'. These include looking at picture clues, building up letter sounds and, as one child suggested, 'just going for it' and trying the word. Higher attaining children can read simple sentences confidently and use their knowledge of phonemes to read unfamiliar words. Average pupils are reasonably confident to read key words and repeated

sentences in their text. Lower attaining children point to pictures and talk confidently about them. They are beginning to read repeated phrases with support. The teachers are both enthusiastic and very effectively share their love of books with the children. This impacts well on their learning. The children have very good opportunities to develop their writing skills and many can write their name unaided. They are beginning to use emergent writing effectively to convey meaning. One group of children used their knowledge of phonemes very well to help the teacher to write a sentence on the board. They make very good progress in their learning as is evident from the children's writing books. Many arrive with poor pencil control and very quickly begin to form letters correctly. A good range of strategies is used effectively by the teachers, including writing the letters in the air, on the floor and in their books.

Mathematical development

61. In mathematics attainment in all areas is in line with the early learning goals and the children make very good progress in their learning. The teaching is good and this has a positive impact on their learning. Most children can count to ten and back and many count accurately beyond ten to twenty. They put the numbers in the correct order on the number line and are beginning to explain why they put the numbers in a particular order. All join in singing number rhymes, such as 'Five Little Fire-fighters', and after throwing a die can take the corresponding number of spots off the face. They understand the terms 'more' and 'less' and can name shapes triangle, square and rectangle. Other opportunities to develop their number skills include putting the days of the week in order, looking for number signs in their local area and counting the number of children requiring hot dinners. The teachers use every opportunity effectively to develop their mathematical skills, which has a positive impact on their learning.

Knowledge and understanding of the world

62. Attainment in this area of learning is in line with standards expected in the early learning goals and children make very good progress in knowledge and understanding of the world around them. The children understand the importance of their families and the composition of the school community. They talk about how people in their school and local community help them. They recall the visits from some fire fighters, a nurse and policeman. They respond verbally to photographs of people who work in the community, for example, the milkman, postman and school cook. They know what they can buy in the post office. The children begin to understand the cultures of others by taking part in celebrations of the Chinese New Year. One of the children was dressed in his traditional costume for the others to see and all the children were able to taste traditional Chinese food, very kindly prepared for them by a parent. The children participated in a traditional dance of the Dragon and could see their names written in Cantonese. All children know that this is the 'Year of the Snake' in the Chinese calendar. This celebration had a very positive impact on the children's learning. Most children have a sound understanding of basic computer skills and can use information technology well to support their learning. They can fasten pieces of construction materials together to make models. The teachers provide a very stimulating environment to enable children to learn about the world around them and have made very good use of visitors to school to enhance their learning. They have good knowledge of the needs of young children.

Physical development

63. By the end of the Foundation Stage children exceed the expected levels of attainment in physical development. Children are well provided with opportunities to handle small tools such as pencils, paintbrushes and scissors, which they do with increasing skill. In the courtyard they ride their bikes and cars confidently, showing a good awareness of each other and can park them in parking spaces both forwards and backwards. They respond to stop signs, zebra crossings and traffic lights. Two children confidently rock forwards and backwards on a seesaw. In physical education lessons the children move with confidence and safety in the hall. Most can bounce a ball on the floor and catch it. They can use quoits and hoops in a range of ways and can balance quoits on their heads while walking around the room. These skills are taught very well in carefully planned lessons. Behaviour management is very good and the learning support worker supports those children with special educational needs very well.

Creative development

64. The children's attainment is in line with standards expected when they join Year 1 and they make very good progress in their learning. They explore colour in painting, for example, they paint pictures of people who help them in the community and contribute to classroom displays well. They experience a range of techniques and use media with increasing skill and confidence; for example, they make attractive snakes in tissue paper. In dance they express themselves creatively when performing a dragon dance as part of their celebrations of the Chinese New Year. In music they use body percussion well to keep a steady beat when singing simple songs from memory. They respond appropriately to musical sounds. The quality of teaching is very good and there is a good choice and variety of songs used by the teacher to aid the objective of the lesson. In role-play activities in the 'post office' and 'hospital' they use their imagination well. This is largely due to the very good support by both teachers and learning support workers.
65. The teachers in the Foundation Stage work very much as a team and are very well supported by a team of Learning Support workers. The team is well led by the Early Years Co-ordinator. Parent helpers also provide very good support. Teachers plan very thoroughly together to ensure all children have the same access to a very well organised and stimulating curriculum. Children are assessed on entry into the reception class and this information is used well. Good records are kept of half term assessments and observations, which are used effectively to track individual children's progress and to enable them to achieve very well. There are good links with the Early Years Centre. Parents and carers are kept well informed about their child's progress through regular contact and the link book. They are very welcome to spend a short time each morning in the classroom with their child and a series of activities are set up by the teachers to help parents to support their children with their learning. Parents also support their children's learning well through sharing books and helping them to learn phonemes. All this provision has a very positive impact on the children's learning in the Foundation Stage.

ENGLISH

66. Standards in English at Key Stage 1 have been maintained over the past three years and meet those expected for seven year olds. At Key Stage 2 standards show a marked improvement from being well below average in 1999 to average in the Year 2000 national curriculum tests. Standards seen during the inspection indicate that pupils continue to meet the expectations for their age. When compared with similar schools only, the performance of the seven year olds is above average, whilst that of eleven year olds is well above. Teachers use the National Literacy Strategy effectively in Key Stage 1 to build solidly on what pupils achieve in the Foundation classes. The good quality of teaching overall continues in Key Stage 2, and combined with ability setting in Year 6 has a positive impact on standards at the end of the key stage. There is no significant difference in standards achieved by girls and boys at seven years but girls do perform better than boys at 11. This has been recognised by the school, and action has already been taken to improve reading resources in order to raise the achievement of boys.
67. By the age of seven, pupils' speaking and listening skills are typical of that age group. They listen attentively in lessons and do not call out. Pupils answer questions appropriately and sometimes speak with great confidence as seen in a Year 2 lesson, when a pupil described clearly to the class how to use a dictionary. Satisfactory standards are also achieved at Key Stage 2. Pupils are encouraged to contribute ideas about their work and do so with clarity and assurance. Their diction is clear when reading aloud as demonstrated by Year 4 pupils during an assembly. A Year 6 pupil spoke confidently about his personal writing targets and read his own work to demonstrate how they were being met. Pupils are polite generally and engage sensibly in conversation about things that interest them.
68. Pupils achieve satisfactory standards in reading. The recent introduction to the school of a structured programme to teach phonics is proving to be beneficial to the youngest pupils because they learn letter sounds quickly. The use of the literacy strategy also helps with reading skills, as Year 1 pupils know the meaning of 'author' and 'illustrator' and read familiar phrases such as 'once upon a time'. In Year 2 pupils become accurate and enthusiastic readers. They retell their favourite stories and know where to find the 'contents' and the 'index' in non-fiction books and how to find words in simple dictionaries.
69. Pupils in Key Stage 2 continue to enjoy reading so that by the time they are eleven, only the lower attaining pupils show signs of hesitancy. Most are confident and fluent when reading a range of favourite authors such as Jacqueline Wilson, Roald Dahl or JK Rowlings. They discuss the characters and plots of the books they have read but are unable to gain understanding by 'reading between the lines' and they sometimes stumble over unfamiliar words such as 'pneumatic'. The quality and range of both fiction and non-fiction books is unsatisfactory at present and this stifles pupils' capacity to improve reading skills.
70. Although a higher than expected proportion of seven year olds attain average standards in writing, too few achieve beyond that. This is because not enough time is spent on extended writing, by which pupils can practise the skills they are taught. Pupils know that use of adjectives improves sentences and are aware of simple spelling patterns, but much of their writing is in the form of short statements rather than, for example, extended narrative. Basic writing skills are consolidated well by Year 3. Pupils learn spelling patterns, punctuation and sentence structure, and apply

these to imaginative tasks such as creating a 'wanted' poster. Events from history, such as the gunpowder plot, stimulate some writing, but its use in other subjects is generally not a strong feature in the school. Pupils in Year 4 achieve lower than expected standards. Vocabulary is limited and they are not skilled in the use of descriptive language. For example, they often string several adjectives together when describing something, or use descriptive words that do not fit the context of the sentence. In Year 5 pupils are more challenged by the teaching and write for an increasing range of purposes, including clearly structured instructions about 'how to make a pot of tea'. Narrative is well structured showing pupils' awareness of how to link ideas in more complete sentences. Handwriting shows a clearer style than in lower junior classes. Spelling and punctuation are satisfactory. By Year 6 most pupils express ideas clearly, writing in different styles. For example, they take different points of view, and put arguments for and against capital punishment. Narrative such as 'ghostly' happenings resulting from taking a wrong turning, demonstrate a good use of more adventurous and interesting language in order to heighten suspense. Less able pupils express ideas simply in poetry, showing increasing skills in the use of simile and metaphor. Standards of spelling and handwriting are satisfactory overall, though some grammatical errors occur such as 'You've took the wrong turning' or inaccuracies in the use of punctuation.

71. There are occasional examples of pupils' word processing their work, but overall computers are not used sufficiently to support or extend writing skills.
72. The quality of teaching and learning is good overall. Although teaching at Key Stage 1 is strong there is a very small proportion of unsatisfactory teaching, which results in some pupils making slower progress in one Year 2 class. At Key Stage 2 teaching is at least satisfactory with good or better teaching in about seventy per cent of lessons. The unsatisfactory teaching is in Year 4 and accounts for the lower achievement seen in that year group. In the most effective lessons pupils are challenged continuously by rigorous questioning, which engages them in thinking about and discussing their work. As a result of such an approach, Year 5 pupils developed a good understanding and knowledge of extended sentences, which was reflected in their written work. In a Year 3 lesson the strength of the teacher's relationship with the class meant that pupils were willing learners, eager to test their reading and writing skills by planning a 'wanted' poster containing information selected from their stories.
73. Teachers have a good subject knowledge and understanding of the literacy framework, which enables them to plan effectively so pupils learn skills systematically. They use effective strategies to motivate pupils and clarify their learning. A good example was the use of role-play in a Year 6 lesson, which helped pupils link 'feelings' with 'actions', a strategy which they later used in their writing. All teachers manage pupils well, consequently behaviour is generally good in lessons, and this creates an effective learning environment. Teachers use resources satisfactorily to support pupils' learning. In one lesson, good imaginative resources, prepared specially by the teacher, had a positive impact on learning, because the pupils found them interesting and fun to use. As a result they worked hard using the resources well to plan their work. On-going assessment is good overall. Marking is helpful to pupils because it often shows what they should do to improve their work. Good use is made of time at the end of lessons for pupils to share and evaluate their work.
74. Subject management is satisfactory. The recently appointed head teacher has initiated a more pro-active role for the subject co-ordinators. This has improved teamwork and generated a renewed commitment to better standards. The subject

co-ordinators have conducted a thorough analysis of the results and prioritised the areas for development within the subject. However, this action is too recent to have informed curriculum changes in order to bring further improvements in standards. The co-ordinator role does not extend to the monitoring of teaching quality, though this strategy is identified in the school's improvement plan. Resources for literacy lessons are adequate but there are too few books available to pupils to test their reading and independent learning skills.

MATHEMATICS

75. The 2000 National Curriculum test results show that by the end of Key Stage 1 the proportion of pupils achieving the expected level and above was close to the national average. The proportion of pupils attaining a higher level was below the national average. By the end of Key Stage 2 the proportion of pupils achieving the expected level and above was well below the national average and the proportion of pupils achieving a higher level was well below the national average. When compared with schools in similar contexts the results are below in Key Stage 1 and well below in Key Stage 2. In Key Stage 1, trends over time indicate that standards decreased between 1996 and 1998 but have increased significantly between 1998 and 2000. In Key Stage 2 there is no information prior to 1998 when standards started rising, but this was not sustained and in 2000 there was a decrease in standards of achievement. Evidence gathered during the week of the inspection reflects the results of the 2000 statutory test results for both key stages.
76. The school has introduced the National Numeracy Strategy and this is beginning to make a positive impact on teaching though it was inconsistent at the time of the inspection.
77. At Key Stage 1, pupils in Year 1 enthusiastically describe the features of different three-dimensional shapes. Higher attaining pupils show their curiosity as they pose interesting questions when they use models of different shapes. Pupils in Year 2 successfully explain how they make a total. They use their knowledge of addition and with the help of coins they find different ways of making amounts of money up to a pound. Pupils in Year 2 can order and round numbers. They collect data to produce a bar chart showing birthdays of the class and favourite crisps. They increase their knowledge of mathematical vocabulary by matching words and numbers. This extends further when they work with fractions using halves, time and measurement. The majority can draw and name two-dimensional shapes and can estimate distances using cubes, spans or strides.
78. At Key Stage 2, pupils in a Year 3 class can write numbers as words or figures and place them correctly in decreasing order. They know how to record amounts of money on a cheque and they develop their measuring skills by estimating and then checking capacity in millilitres. They confidently use money and explain how to make given amounts of money with the least number of coins. In Year 4, pupils successfully add three digit numbers and use their knowledge of addition effectively to check their subtraction sums. They use their knowledge of money well to work out budgets for weekend activities. Lower attaining pupils can partition simple numbers and higher achieving pupils recognise equivalent fractions and shapes. In Year 5, pupils build well on their previous learning and successfully identify and classify the differences between different types of angles. They develop their understanding of symmetry so that they know what is meant by quadrants and co-ordinates and use this knowledge well to plot 'mystery pictures'. By the end of Key Stage 2 most pupils can interpret information from graphs and tally charts and have a basic understanding

of the principles of probability. They understand the relationship between square roots and squared numbers and are familiar with mathematical vocabulary such as multiple and factor. Most pupils know the relationship between multiplication and division and use their knowledge of partitioning to successfully calculate fifty percent of a three-digit number. Lower attaining pupils use their increasing knowledge of tables to correctly answer simple division questions. In problem solving, pupils are beginning to increase their own strategies and explain their reasoning.

79. Most pupils throughout the school have good attitudes towards their mathematical work. They enjoy taking part in the oral and mental parts of the lesson and in practical activities. Most pupils work with enthusiasm and when pupils find lessons interesting they are able to sustain their concentration over long periods. Overall there are limited opportunities for independent work but pupils in Years 3 and 5 prove they can respond to this challenge when they work with ordinal numbers, figures and words, or read and plot co-ordinates. Behaviour in lessons is consistently good throughout the school and pupils show interest and positive attitudes to learning when they join in oral activities with enthusiasm and work with partners to solve mathematical problems.
80. Overall teaching and learning is good in Key Stage 1 and ranges in Key Stage 2 from very good to unsatisfactory. Where teaching is good the mental sessions are lively, have a sense of urgency and all pupils participate fully. This is evident when pupils in Year 5 make very good progress in drawing reflections of simple shapes and enthusiastically move on to the extension activities their teacher has provided. In Year 3 pupils make good progress in their understanding of place value as a result of their teacher using percussion instruments as a practical way of teaching numeracy. In Year 2 clear instructions from the teacher and good use of resources mean pupils start their work promptly and make very good progress in making their 'money spiders'. Teachers generally have sound knowledge of the subject and an understanding of the National Numeracy Strategy. However, use of the strategy is inconsistent and some teachers have not yet implemented effective oral and mental starters or relevant plenary sessions to review pupils' learning. This inconsistency impacts directly on the varied progress pupils make in understanding and enjoying mathematics. It is also reflected in the teacher expectations of behaviour and achievement and in the variation of teachers' questioning techniques. Where there is good questioning teachers are able to assess pupils' progress and meet their individual needs. Where teacher questioning is poor, pupils can be confused and the teacher is unable to gain sound information about pupils' understanding of the lesson. In Years 4 and 6, the pupils are set into three ability groups. This allows more focused teaching for pupils who have special educational needs. Some very good teaching was seen in the lower set of Year 6 pupils where the teacher used a very appropriate and practical method of modelling division so that the pupils fully understood the concept of sharing. The pupils in this class were particularly enthusiastic and pleased with their new learning. Learning support assistants work well to encourage pupils who have special educational needs and to help them consolidate their mathematical skills. In all the mathematics lessons teachers are positive with pupils and those teachers who establish good relationships and have clear expectations of behaviour also boost the confidence and self esteem of the pupils as they attempt new mathematical topics.
81. There is a satisfactory curriculum for mathematics based on the National Numeracy Strategy. Across the school, work was seen that related to number, shape and space, the measures and the handling of data. In Years 3 and 5, computer programmes are used well in mathematics lessons to support learning of symmetry

and number notation. Pupils co-operate well in showing each other how to use the programmes.

82. There are two co-ordinators with responsibility for developing mathematics in the school. They are both committed to raising the standards of numeracy in the school and have worked with the local authority to devise an action plan to help the school realise this objective. Both co-ordinators have undertaken detailed analysis of end of year test results including the statutory national tests. The analysis reveals the particular parts of the mathematics curriculum that pupils find difficult and the school is starting to use this information so teachers can plan their teaching to remedy this. In Key Stage 2 pupils have started to analyse their own attitudes and achievements in mathematics and this is a positive start in making pupils aware of their own learning. Analysis of test results shows that there is a significant difference in the attainment of boys and girls and the Key Stage 1 co-ordinator has plans to work on this information and correct this imbalance. The management role of the co-ordinators is underdeveloped. Monitoring of teaching is in the early stages, and the subject policy is in draft form. Resources for teaching the subject are adequate.

SCIENCE

83. Teacher assessments at the end of Key Stage 1 in 2000 show the standards in science to be above the national average for all schools. Attainment was highest in investigative and physical science. In comparison with similar schools, pupils' performance was well above the national average. An analysis of pupils' work and talks with pupils show that high standards are being maintained. In Year 2, all pupils are working at the level expected of seven-year-olds. Some pupils who are capable of higher attainment are working within higher levels. Throughout Key Stage 1, pupils develop a good scientific knowledge and skills in investigation. For example, they know the difference between living and non-living things. They are able to sort materials by property, and know that heating and cooling or applying different forces can change materials. Pupils are able to construct a simple electrical circuit to make a light bulb work and to recognise the difference in use of mains electricity and battery power. Pupils devise their own simple investigations knowing how to plan, obtain evidence, and evaluate.
84. By the end of Key Stage 2, National Curriculum tests and teacher assessments show that the standard of attainment is well below the national average. When comparing the results with those of similar schools, the standard remains well below the national average. Attainment in science at the end of Key Stage 2 has been below the national average for the three years for which data exists. When comparing the results of boys with that of girls over three years, girls consistently achieve higher standards than boys although they too are below the national average. From evidence seen during the inspection, the standard of attainment of many Year 6 pupils is below that of the expected level for eleven-year-olds. For example, when investigating the relationship between the length of a spring and the weight it held, few can verbalise the results. Many are unable to draw an accurate line graph to record their findings. Most know about different forces acting on objects, but few can apply this knowledge to different situations. Evidence from analysis of pupils work and from talking to pupils throughout Key Stage 2 shows that the level of attainment differs significantly between year groups and between the same year group. In Year 3, the standard of work and attainment is good. For example, pupils plan and carry out their own investigations to test ideas. They investigate what happens when light is reflected and accurately record the results. They are able to classify different materials by what happens when a light is shone on the material. They know the different sources

of light and can explain how light travels. In Year 4, investigations are led by the teacher with little opportunity to develop individual pupil skills and understanding. Recording seen in books is usually identical for each pupil with only slight variations under the heading 'what I learnt'. The work of some pupils is incomplete. Lower attaining pupils are withdrawn from some science lessons and have no opportunity to do the work at other times. Almost all pupils in one Year 4 class are able to talk about the function of the skeleton using the names of bones. In a parallel class, many pupils do not know any of the functions of a skeleton nor the names of the bones. A few did not know what a skeleton was.

85. The quality of teaching and learning is good in Key Stage 1. Teachers have a good subject knowledge and understanding. Lessons are well planned and managed. Challenging tasks with clear learning objectives are given to the pupils. Expectation is high and the teachers have a positive approach to pupils who are given responsibility for their learning. Teachers use praise to encourage pupils and to recognise their achievement. Assessment of pupil progress is used to plan future lessons. In a Year 2 class, pupils were grouping objects according to whether they were powered by battery or mains electricity. The teacher challenged the pupils to light a torch bulb using a battery and two pieces of wire. Pupils worked on the investigation in groups of three. No information was given other than that which related to safety. All groups were successful and very pleased with their achievements. As they explained to the class how they had achieved the result, they spoke with confidence using scientific terms that had been learned in previous lessons. The teacher extended their thinking by asking open questions, 'Why did the bulb light?' 'How could you make a buzzer work?' The enthusiasm of the teacher was reflected in how well the pupils learnt. Recording was kept simple and did not involve writing.
86. The quality of teaching and learning in Key Stage 2 is unsatisfactory overall. When teaching is less than satisfactory, it is based on an insecure subject knowledge that does not enable teachers to ask probing questions to make pupils think. Planning is not based on previous learning so that pupils can progress and objectives are not clear to the pupils. In three of the lessons observed, some of the pupils sat quietly and did nothing because they either did not understand the task or, if they did, they were unable to carry it out. Other pupils resorted to poor behaviour in order to seek attention from the teacher. Reprimands from the teacher were ineffective. Tasks that required little or no challenge resulted in poor behaviour and no scientific progress. For example, pupils in most classes copy the teacher's writing, sometimes filling in blank spaces, when writing reports. Not only is time being wasted but also the teacher lost an assessment opportunity. When teaching is unsatisfactory, investigations are teacher led with insufficient opportunities for pupils to plan, carry out and record investigations for themselves. For example, when learning about the skeleton, pupils were told to measure and compare the difference in the length of a named bone in boys and in girls. The activity did little to promote scientific knowledge and as an investigation it became confusing when pupils were told to make the test 'fair' by finding an average. A teaching opportunity was lost when the teacher rather than the pupils entered the data on spreadsheets. The low expectations of some teachers results in a lack of progress, loss of interest and poor behaviour. Written assessment tests at the end of each unit of science are an indication of literacy skills rather than scientific knowledge and understanding. Results are not used when planning lessons.
87. The role of the co-ordinator is under developed. Standards of teaching science are not monitored and strengths and weaknesses not identified. Results of national tests are analysed by the co-ordinators but are not used to inform development or planning.

Co-ordinators understand their role in raising standards and have written an action plan. Teachers plan together in year groups using the curriculum authority 2000 scheme. Planning is effective when ideas are shared and lessons evaluated. Teachers use a wide range of resources and the provision of equipment is satisfactory. However, information and communications technology in science is limited by poor provision.

ART AND DESIGN

88. Standards in art at the end of Key Stage 1 and Key Stage 2 are in line with expectations for pupils of this age. They make satisfactory progress in the development of skills, knowledge and understanding in both key stages.
89. By the age of seven, pupils in this key stage have satisfactory opportunities to work effectively with a range of media. In Year 1 pupils satisfactorily explore and use natural and man-made materials to communicate ideas and meaning. Some pupils sew around the edges of a small piece of plastic with holes, using running stitches. Another group can roll and mould plasticine satisfactorily to make a model of a troll. This is linked effectively to their literacy work about 'The Three Billy Goats Gruff'. A group of pupils can use a range of materials satisfactorily to make a picture or pattern. They talk about which materials will make the best effect. In Year 2, pupils look closely at pattern, shape and decoration. They make good viewfinders and discuss the patterns and shapes they see through them of objects in the classroom. During a very good demonstration by the teacher she questions very skilfully to develop the pupils' observation skills. This has a very positive impact on their attainment.
90. By the age of 11, pupils can use a similar technique to that of Arthur Rackham to make drawings of people, either running or celebrating. They look closely at how movement and detail can be represented in silhouette and satisfactorily complete sketches of people moving, in preparation for drawing silhouettes. Pupils in Year 3 satisfactorily discuss the style work 'The Scream' by Edvard Munch and can re-create the image in a different medium. They use newspaper and magazine print effectively to create an image of a face. They look at the works of a range of artists and compare their work with that of Edvard Munch satisfactorily. Pupils in Year 5 link their work effectively with their history topic and make a border design using small clay bricks. They use the technique of silk painting to make attractive Egyptian pictures and produce pictures of Egyptian pots in the style of Faience using shades of blue and green.
91. The quality of teaching and learning in art is good overall in both key stages and this has a positive impact on pupils' learning. Lessons are well planned and have good introductions, which tell the pupils what they are going to learn during the lesson. Teachers have high expectations of behaviour and value all contributions. This impacts well on learning. Teachers question skilfully to develop ideas and they give good support to individual pupils to develop their skills and close observations. Sketchbooks are used satisfactorily in Year 5 but are not used consistently in other years. Resources are appropriately organised and used effectively, which supports learning well. The co-ordinators are keen to develop their roles and have ensured that an appropriate curriculum is in place.

DESIGN AND TECHNOLOGY

92. Standards in design technology are below those expected nationally at the end of both Key Stage 1 and Key Stage 2. Progress in developing skills of planning, making and evaluating is unsatisfactory in both key stages. This is because the school does not have a scheme of work to support teachers in planning lessons to enable pupils to develop these skills and design technology has not consistently been taught across the school. However, the co-ordinators have a clear action plan to develop this area of the curriculum.
93. No lessons were observed in Key Stage 1 but from looking at samples of pupil's work pupils know how to weave using coloured pieces of wool in a circular pattern. They can talk about what they are doing. They have made a frame using plasticine and straws. However, the design is prescriptive and all have the same pattern. Some pupils use clay effectively to make 'Diwali lights'. There is no other evidence of design technology in this key stage.
94. By the age of eleven, pupils in Year 6 work collaboratively to make a package, which could take an egg safely through the post. They make brief designs, which they label to indicate what materials they need to make the package. With good support from the teacher they make a variety of boxes and understand that the best way to make a box is by making a net. They know this will make some of the sides stronger. Some pupils use the skill of scoring the card accurately after the teacher demonstrates it effectively. Most use a variety of materials such as cotton wool and bubble wrap to protect their egg and use cello tape satisfactorily to join and strengthen the sides and edges. During the evaluation session, pupils begin to distinguish between what works well and what could be improved. However, they are inhibited by a combination of lack of a skills and understanding of how to evaluate effectively and by limited vocabulary to explain themselves. Pupils also design and make a vehicle, which will travel across the playground powered by wind. Although the end result overall is satisfactory it is below the standard expected of pupils in Year 6. In Year 3, pupils satisfactorily design and make a musical instrument, which can make two sounds. These are appropriately displayed in a corridor and are of a satisfactory standard. However, they have little experience of working with a range of tools and equipment because of a lack of teaching skills across in the school.
95. As no lessons were observed in Key Stage 1 it is not possible to make a judgement on the quality of teaching and learning in this key stage. The quality of teaching and learning in design technology in Key Stage 2 is judged to be satisfactory overall but the two lessons observed during the inspection were of good quality. The teacher had good subject knowledge, clear explanations of tasks and demonstration of new skills were made and this impacted positively on pupils' learning. Relationships were good and the teacher was sensitive to the needs of the pupils. In turn the pupils were enthusiastic, eager to experiment and this had a positive impact on their learning. However, the lack of a scheme of work and sufficient resources to teach design technology effectively impedes learning and progression of skills throughout this key stage.

GEOGRAPHY

96. The standards achieved by pupils are satisfactory in Key Stage 1 but they are not high enough in geography. Coverage is weak, expectations are not sufficiently demanding enough and there are insufficient resources to support both the teaching and learning in this subject.

97. Most pupils in Year 2 are confidently able to use a basic key to recognise features in simple maps. They satisfactorily compare their own local environment to differing locations and are able to describe their likes and dislikes of the particular areas. For example, they have studied the details of the 'Isle of Struary' from one of their popular storybooks and compared it to their hometown of Cinderford. They appreciate that ferries are an important form of transport in the Isle of Struary and understand that the only shop available to the islanders is the Post Office. They compare this to Cinderford and note that cars and buses are used frequently and supermarkets provide many different types of goods to purchase. The pupils know that the people on this island are employed in different types of jobs than those found in Cinderford although both locations require a postman. They have also started to use appropriate geographical vocabulary such as mountains, lakes and rivers.
98. Pupils in Key Stage 2 are not making sufficient progress in geography. Pupils in Year 3 recognise a map of the United Kingdom satisfactorily and are able to accurately label Scotland, England, Northern Ireland, and Wales. They have an appropriate knowledge of the climates of the world and understand what is to be taken when holidaying in a hot country. By Year 4, pupils are successfully using keys to communicate geographical facts and use this knowledge to carry out school environment surveys. For example, they have been involved in a litter survey around the school building, analysing where the most rubbish is to be found. They confidently consider the advantages and disadvantages of living in Cinderford and offer appropriate solutions to the weaknesses in their town. They also successfully know that people in different places live according to their climate. Year 5 pupils know where the Sahara desert is, understand the specific strategies for survival in this region and compare this with living in the polar-regions. By Year 6, pupils identify features of a river and describe its journey using technical terminology. They clearly identify different mountainous regions on a map of the United Kingdom but not all are clear about the features of this type of region. For example, in a geography lesson pupils were required to locate the world's highest mountain and put the United Kingdom's mountains in rank order but not all pupils understood the task. The work was not organised to meet the differing needs of the pupils and the pace of the lesson was slow. Throughout Key Stage 2 insufficient opportunities are provided for pupils to research independently and resources for the subject are insufficient to cover the needs of the scheme being used by the school.
99. The quality of teaching and learning in both key stages is judged to be satisfactory overall. Teachers plan interesting activities that encourage the interest of the pupils. For instance, a 'Treasure Island Map' was used in Year 2 to develop the pupils' awareness of both human and physical features. Work is carefully marked and provides positive feedback for pupils. However, at times there is an over-reliance on photocopied worksheets and limited opportunities for pupils to be independently involved in their own research. Teaching is judged to be unsatisfactory when learning objectives are not clear, pupil management is weak and lessons lack interest and pace. This happened in a Year 6 lesson when the teacher provided no challenge and the work was not organised to meet the differing needs of the pupils.
100. There is a very new subject co-ordinator who has quickly identified the weaknesses in resources and appreciates the need for more consistency in teaching.

HISTORY

101. Standards are average at the end of both key stages. All pupils, including those with special educational needs, make appropriate progress but more should be expected of higher achievers who are not given enough opportunities for independent research.
102. By the age of seven, the pupils have developed an appropriate knowledge and understanding of the lives of people in the past. They are able to re-tell the story of Florence Nightingale, the Great Fire of London and know about the part Guy Fawkes played in the Gunpowder plot. These standards in Key Stage 1 result from good teaching. Teachers show good subject knowledge and use resources well to facilitate discussion. They promote and encourage pupils to think about differences between old and new. This was evident in a Year 1 class when pupils enthusiastically sorted out a variety of different toys into two sets, one for old and the other for new. They were very interested in the toys and showed good levels of concentration. Their eagerness to participate in the activity enabled them to have full involvement in discussion. For example, the pupils were able to recognise that old toys may have scratched paint and terms such as 'scruffy' were used. Good links were also made with science when the different types of materials used were considered. For example, an old child's china teapot was compared to a plastic one. Teachers get the best from their pupils through good management and careful questioning. All the pupils know that they must listen to each other when involved in a discussion and they treat the objects with respect. This also provides good opportunities for social development.
103. At age 11, pupils have a good knowledge of the passage of time and show a satisfactory understanding of some of the differences in the past. For example, pupils in Year 3 compare the difference between Roman soldiers and Celtic warriors. In Year 4 they are able to identify different types of Greek architecture. By Year 5, they are successfully describing the processes involved in mummification and appreciate the important role played by wealthy women in Ancient Greece. By Year 6, they know why the Second World War started and identify the main areas of Britain affected by the Blitz. They understand the importance of rationing and confidently describe the limited articles that could be bought with the allowances. Overall, the teaching at Key Stage 2 is satisfactory but has a number of strengths. Marking in both Years 3 and 6 are good and provide positive feedbacks for the pupils. Pupils are encouraged to empathise with people in different historical contexts. For example, they write imaginary letters about what it must have been like to be an evacuee.
104. Very good use is made of the rich local heritage to promote historical concepts and develop their sense of time. Pupils in Key Stage 1 visit the local heritage centre whilst older pupils travel to Bristol to take full advantage of the Egyptian exhibits at a museum. Year 6 pupils interview individuals who were involved in the mine at nearby Hopewell and gain valuable insight into the history of the local community.
105. The newly appointed headteacher has very recently taken over the role as co-ordinator and has a very clear vision for the future. Some use is made of original sources such as the logbook from one of the old schools which records evacuees for Birmingham. However, the co-ordinator envisages a curriculum that is linked closer to original documents and to make further use of the local community as a resource for the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

106. By the age of seven, standards of attainment are broadly in line with expectations, but they do not meet expectations of eleven year olds by the end of Key Stage 2.

107. Since the publication of national guidance for the teaching of information and communication technology, the school has planned a more systematic approach. This has had a greater impact in Key Stage 1. Pupils in Year 6 have not learned the necessary skills to achieve what is expected of them under the new guidance.
108. By the end of Key Stage 1 pupils use computers to organise information they have gathered, and present it in different ways. For example, they find out the different methods pupils use to travel to school to organise the data printed out in the form of a block graph or pie chart. They are beginning to enter text when writing poetry, for example, or when compiling a dictionary for the class. They control the movements of programmable toys by planning and entering procedures and know some of the every day uses of technology in the home.
109. At Key Stage 2 there is generally too little use of information and communication technology. During the inspection some activity using the computers was seen. Year 5, for example, used a programme to support work on shape, while Year 3 pupils entered the results of a pocket-money survey. In a Year 4 lesson a pupil was copying text, but was unable to edit the work because of poor word processing skills. On several occasions it was observed that computers were switched on but not in use. Year 6 pupils previously visited the local secondary school for information and communication technology lessons and began to improve word processing skills and to use the Internet. However, these visits are no longer possible and skills have not developed further.
110. Very little direct teaching and learning of information and communication technology was seen during the inspection. However, the evidence of pupils' work and the standards seen, indicate that teaching is satisfactory at Key Stage 1 but unsatisfactory at Key Stage 2. Although plans for a new information and communication technology suite are nearing fruition, the resources currently available in Key Stage 2 are not used effectively enough to promote the development of skills; consequently pupils' achievements fall short of expectations for their age. Information and communication technology is not a planned feature of many lessons.
111. Two co-ordinators share the role of subject manager but neither has a clear overview of the subject throughout the school. The Key Stage 1 co-ordinator has had recent training, and has also been identified as 'trainer' for the whole staff, but this has as yet to take place. The teacher's subject knowledge and expertise accounts for the stronger picture in Key Stage 1.

MUSIC

112. Pupils throughout the school enjoy music making activities. The quality of music making and the standards attained by pupils throughout both Key Stages are those that would be expected for their age. Pupils with special educational needs make good progress. By the age of seven, pupils sing well in class, and in corporate worship. Singing is tuneful with clarity and a sense of rhythm. Most pupils play untuned percussion instruments during lessons and show good control and knowledge of the instruments. They can sustain a steady beat and use musical elements in composition. By the age of eleven, pupils listen carefully to each other and to recordings. They appraise sensibly different instruments, artists, styles and composers showing a satisfactory technical vocabulary and musical knowledge. For example, in a Year 3 lesson, pupils were listening to a piece from 'The Carnival of the Animals' and most pupils were able to recognise how musical elements had been

used by Saint-Saens to describe each animal. Most pupils in a Year 5 class had begun to understand notation and were using their knowledge to compose short pieces for others in the class to listen to and repeat. A scheme of work which gives good support and guidance to teachers has given the staff confidence to deliver the subject and build systematically on the pupils' prior knowledge.

113. The quality of teaching and learning throughout the school is good. Pupils enjoy this subject and their positive attitudes and good behaviour contribute significantly to achievement. This is particularly very good in classes where teachers have very high expectations of the pupils' work and behaviour and where the pace of the lesson is lively. For example, in a Year 1 class, a range of short activities was planned to sustain interest. Pupils sat in a circle passing a tabor round while singing, and then repeating the activity but stopping on musical cues to play the instrument. They used their hands to make long and short sounds and then the tabor. At the end of the lesson pupils made their own patterns of long and short for the class to copy. Pupils respond to challenge from teachers and to praise when challenges are met. This approach also raises self-esteem. In a Year 5 class, individual pupils were challenged to read musical 'sentences' and then to make up their own using given notation. Both the teacher and pupils gave encouragement and all were genuinely pleased on success. Lessons are well planned and include a good balance of musical activities. Learning activities are often linked to other curriculum areas. For example, pupils were able to use their knowledge of Greek myth and speak confidently after listening to Offenbach's 'Orpheus in the Underworld'.
114. The Local Education Authority music service provides support for pupils to learn to play the violin or flute. The school has recorder clubs and a choir. The choir has represented the school at many local events and gives performances for parents. Music makes a valuable contribution to pupils' spiritual, moral, social and cultural education although it is not identified in planning. The co-ordinators for music are competent and enthusiastic. They have ideas about future development but need the opportunity to monitor and evaluate teaching so that they can be specific about where to target development. Assessment is informal and there is no whole school system. There are satisfactory resources for music including information technology although the quantity and range of software is limited.

PHYSICAL EDUCATION

115. Standards seen in physical education at ages seven and 11 are typical of those seen in most schools.
116. The focus of physical education lessons during the inspection was mainly gymnastics and games skills. There was some good provision for the teaching of games' skills in a Year 3 through the 'Tops' programme. Pupils attend a local community sports centre for the weekly session and benefit greatly from the extra space, equipment and special tuition. During the session pupils in Year 3 class demonstrated good levels of ball control when using either hands. Balance and co-ordination of movement were also good and the activities had pace and energy.
117. In gymnastics pupils at Key Stage 1 use different parts of their bodies to balance, transferring weight from one part to another. These skills are taught well and pupils work with growing confidence. In a Year 1 lesson pupils were able to hold stillness in balance at the end of the lesson much better than they could at the beginning. In Year 2 pupils' work imaginatively when exploring ways of moving across space while supported by different areas of their bodies. At Key Stage 2, pupils develop

satisfactory skills. For example, in 'unihoc', Year 5 pupils show satisfactory control and accuracy of passes when developing attack and defence skills. In gymnastics they work confidently, showing appropriate strength and balance when performing sequences of movement. In the Years 4 and 5 lessons freedom of movement in the hall was restricted by the lack of space, due to the numbers of pupils in the classes, this affected the quality of their movement and of their achievement.

118. The quality of teaching and learning is at least satisfactory but stronger at Key Stage 1 because teachers are more specific about what pupils should learn and expectations are higher. Teachers have secure subject knowledge, so lessons begin and end appropriately with 'warm up' and 'warm down'. Sometimes opportunities to link areas of learning such as explaining the effects of physical activity on pupils' heart rate are missed. Teachers manage pupils well and lessons are suitably rigorous and challenging so pupils work enthusiastically. Teachers use individual pupil's performances effectively to evaluate work and to encourage others.
119. Weekly swimming lessons are provided for pupils in Year 3 in the summer term and carried on into Year 4. Pupils make satisfactory progress and most swim unaided by the end of Year 4.
120. Subject management is satisfactory. Two co-ordinators currently share the role. The school policy and published scheme of work are supportive and help teachers plan a systematic development of gymnastics' skills. Some infant and junior teachers have received 'Tops' training but regular in-service to support the skills and confidence of all teachers is lacking. The co-ordinators' role is developing and the action taken so far, through new initiatives, shows encouraging signs. There is sufficient small games equipment to help pupils practice skills but larger gymnastics apparatus does not effectively challenge the skills of the oldest pupils in the school.

RELIGIOUS EDUCATION

121. Standards of attainment in religious education are in line with the expectations of the locally agreed syllabus at the end of both key stages and pupils are making satisfactory progress in their learning.
122. By the age of seven, pupils are beginning to compare the significant features of places of worship for Christians, Hindus and Jews. They describe their own special place. Most have an understanding of 'Diwali', The Hindu festival of Light and the Hindu's version of 'The Creation Story'. They begin to look at the practices associated with Judaism and know that Jewish people worship in a synagogue. An attractive display of artefacts and books makes a positive impact on their learning and pupils are using them effectively to extend their knowledge and understanding of Judaism. In Year 1 pupils know some of the important festivals in the Christian calendar such as Christmas and Easter.
123. By the age of 11 pupils know and understand, in some more detail, the practices and customs of people of other faiths as well as Christianity. They can identify some similarities and differences between religions. In Year 3 they know some of the stories in the New Testament about the life of Jesus and discuss moral issues surrounding their environment. During an interview with the headteacher, pupils raised questions about improving the school environment. The teachers ensured that the pupils had prepared their questions well, which impacts positively on their learning. Pupils in Year 4 understand the significance of certain features of a church such as the pulpit and lectern. They also know the importance of the 'torah' and 'menorah' lamp to those of Jewish faith. They also know about the lives of some

people who were committed to their religious beliefs. For example, Mother Teresa, Saint Francis and Martin Luther King. In Year 5 the pupils know some of the important stories recorded in the Old Testament such as the life of Moses. They investigate the work of some of the present day Charities, such as support for the Homeless and think about their role in the community. Pupils in Year 6 begin to understand the purpose of prayer. They also know some of the special books used by people following the Islamic faith, Judaism and Christianity.

124. The quality of teaching and learning is good overall in Key Stage 2. No judgement can be made on the quality of teaching and learning in Key Stage 1 because no lessons were observed during the inspection. However, from looking at pupils' work and teachers' planning it is possible to judge that teachers in Key Stage 1 are following the locally agreed syllabus of work and are developing pupils' knowledge and understanding of Christianity, Hinduism and Judaism appropriately. In Key Stage 2 lessons are well planned and teachers use a sensitive approach, which has a positive impact on learning. They use skilful questioning techniques to encourage discussions and ensure that all pupils are fully involved. Plenary sessions are used effectively to review learning. Where teaching is very good the teacher gives a personal account, which the pupils find very moving and gives them plenty of opportunities to reflect on their thoughts. Praise is used very well and in turn the pupils are completely absorbed in their work. There is a very positive rapport between teacher and class and this has a very positive impact on their understanding and learning.
125. The recently appointed subject co-ordinators are enthusiastic and are eager to develop their roles in the school. They are completing an audit of what is being taught in the school to ensure continuity and progression of skills and have plans to raise the profile of religious education in the school. This is beginning to impact satisfactorily on pupils' learning. Resources are just adequate and the school is beginning to use resources from the county appropriately to support learning. Satisfactory use is made of visits to the local churches and Year 2 has planned a visit to a synagogue as part of their topic on Judaism. However, the use of this type of resource is underdeveloped across the school.