

ERRATUM

Please add in the Report on page 4 Aspect responsibilities – ‘Pupils’ attitudes, values and personal development’ - for Phiroze M Daruwala – 9499.

INSPECTION REPORT

CAM EVERLANDS PRIMARY SCHOOL

Dursley

LEA area: Gloucestershire

Unique reference number: 115578

Headteacher: Mr I. Dixon

Reporting inspector: Mr P. Martin
23262

Dates of inspection: 6th - 10th March 2000

Inspection number:

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

© Crown copyright 2000

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

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

INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Primary |
| School category: | Community |
| Age range of pupils: | 4 - 11 years |
| Gender of pupils: | Mixed |
| School address: | Birch Road Dursley Gloucestershire |
| Postcode: | GL11 5SF |
| Telephone number: | 01453 545452 |
| Fax number: | 01453 545452 |
| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Mrs J. Ball |
| Date of previous inspection: | November 1996 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | Subject responsibilities | Aspect responsibilities |
|--------------|----------------------|---|--|
| P. Martin | Registered inspector | Geography, physical education, religious education | What sort of school is it? What should the school do to improve further? How high are standards? How well are pupils taught? How well is the school led and managed? |
| P. Daruwala | Lay inspector | | Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents? |
| M. Presman | Team inspector | Mathematics, information and communications technology, music | How good are curricular and other opportunities offered to pupils? |
| B.P. Buteux | Team inspector | Equal opportunities, English, English as an additional language, history | |
| R. Arora | Team inspector | Under-fives, special educational needs, science, design and technology, art | |

The inspection contractor was:

PkR Educational Consultants Ltd
6 Sherman Road,
Bromley,
Kent
BR1 3JH

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

| | Page |
|---|-----------|
| PART A: SUMMARY OF THE REPORT | 6 |
| Information about the school | |
| How good the school is | |
| What the school does well | |
| What could be improved | |
| How the school has improved since its last inspection | |
| Standards | |
| Pupils' attitudes and values | |
| Teaching and learning | |
| Other aspects of the school | |
| How well the school is led and managed | |
| Parents' and carers' views of the school | |
| | |
| PART B: COMMENTARY | |
| | |
| HOW HIGH ARE STANDARDS? | 10 |
| The school's results and achievements | |
| Pupils' attitudes, values and personal development | |
| | |
| HOW WELL ARE PUPILS TAUGHT? | 14 |
| | |
| HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS? | 16 |
| | |
| HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS? | 17 |
| | |
| HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS? | 19 |
| | |
| HOW WELL IS THE SCHOOL LED AND MANAGED? | 20 |
| | |
| WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER? | 22 |
| | |
| PART C: SCHOOL DATA AND INDICATORS | 23 |
| | |
| PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES | 27 |

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This school is a popular primary school for boys and girls from 4 to 11 years old. It is of an average size for this type of school with 222 full-time pupils. Children's attainment on entry to the Reception class has been below that which might be expected from children of this age nationally over the last few years. However, this year, although there is a wide spread of attainment on entry, overall it is about the same as that which can be expected from this age nationally. Eighty pupils, about 36 per cent, have special educational needs. This is higher than the average number. Three pupils come from an ethnic minority background and have English as an additional language. Since the previous inspection there have been alterations to the school which have resulted in increased space for pupils in the Reception class, a classroom for teaching pupils with special educational needs as well as literacy and numeracy sets and new toilet facilities for pupils with physical disabilities.

At the time of the inspection, one of the four teachers at Key Stage 2 had been absent since November and another since the beginning of the current term. These absences have had an adverse effect on the school's improvement programme.

HOW GOOD THE SCHOOL IS

Cam Everlands Primary School is an effective school that provides an overall sound quality of education. However, standards in English, mathematics and science are below national standards, partly because of the high number of children with special educational needs and because of the difficult circumstances due to staff changes, including absence. The quality of teaching is good for children in the Reception class and the infants and satisfactory for the juniors. Because of good leadership and management, the school recognises most of the areas for development and the impact of staff changes, and is implementing good strategies to overcome these difficulties. The headteacher, governors, staff and parents are working well together to improve standards. The school provides satisfactory value for money.

What the school does well

- There is good provision for children in the Reception class.
- The school works well in partnership with parents.
- There is good provision for pupils' spiritual, social, moral and cultural development.
- The school cares for pupils well.
- Pupils behave well and get on well with each other; they enjoy school and all adults who work and help in the school provide very positive role models.
- There is a very good range of extra-curricular activities.
- The school is led and managed well.
- Pupils make good progress in geography at Key Stage 1 and physical education and history at both key stages.

What could be improved

- Standards in English and science are below the national averages at the end of Key Stage 2.
- The school does not provide a daily act of collective worship for all pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1996. Since that time it has made sound improvement. The plans for the school's improvement now include sufficient detail about what is to be done and the intended results. The financial and other resources needed to meet the targets are fully considered and progress is regularly checked. The English and mathematics coordinators have a greater influence on their subjects, particularly in the light of the successful introduction of the National Strategies for Literacy and Numeracy. Other coordinators check plans for teaching in each subject and offer formal and informal advice to colleagues. There have been satisfactory improvements in standards in mathematics and physical education at Key Stage 2, but there has been too little improvement in science at both key stages. The quality of teaching has improved since the last

inspection and lessons have clear objectives. The successful introduction of the strategies for literacy and numeracy and the adoption of government recommended guidelines for teaching in those subjects for which they have been published mean that the work planned suitably builds on what pupils have previously learned and their existing skills. There is consistently challenging work in mathematics, but less so in English. The school does not yet meet the requirement to provide a daily act of collective worship.

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 |
| | 1997 | 1998 | 1999 | 1999 |
| English | D | B | E | D |
| mathematics | E | E | E | C |
| science | C | E | E | E |

| Key | |
|--------------------|---|
| well above average | A |
| above average | B |
| average | C |
| below average | D |
| well below average | E |

The table shows that results in these tests were well below the national average in English, mathematics and science in 1999. However, the number of pupils with special educational needs was higher than the national average. Over the last four years, results in English rose steadily to a peak in 1998 but fell sharply in 1999. Results in mathematics over the same period fell until 1998 and rose at a greater rate than nationally but were still well below the national average. In science, results were again similar to national figures in 1996 and 1997 but fell in 1998. Results improved slightly in 1999. In comparison to schools with similar intakes, standards are similar in mathematics but below in English. Standards in science are well below the average for similar schools.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---------------|
| Attitudes to the school | Very good. |
| Behaviour, in and out of classrooms | Good overall. |
| Personal development and relationships | Good. |
| Attendance | Good. |

Most pupils like coming to school and this has a positive impact on their work. Most pupils behave well in class, but a few find it difficult to settle down to work and maintain concentration. The school's aim to provide a rounded education is successfully met. Attendance is better than nationally and rates of unauthorised absence are lower.

TEACHING AND LEARNING

| Teaching of pupils: | aged up to 5 years | aged 5-7 years | aged 7-11 years |
|----------------------|--------------------|----------------|-----------------|
| Lessons seen overall | 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.

Teaching is at least satisfactory in 94% of all lessons and very good in 8% of all lessons. There was unsatisfactory teaching seen in 7% of the lessons observed during the inspection¹. Teachers generally have a good subject knowledge and lessons are planned with clear and attainable objectives. However, at times, work for higher attaining pupils is not matched well enough to their prior attainment and questioning in science does not help pupils to extend and organise their thoughts. The quality of teaching in English and mathematics is satisfactory overall. The quality of teaching for the under fives and mathematics at Key Stage 1 is good. Teaching in science is unsatisfactory at Key Stage 2. The school effectively meets the needs of all pupils, except in science.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | Sound. There is due attention to literacy and numeracy, but in the past, there has not been enough work in science on investigative work and physical processes. |
| Provision for pupils with special educational needs | Good. These pupils make good progress in relation to their prior attainment as a result of this provision. |
| Provision for pupils with English as an additional language | Sound. These pupils make similar progress to their classmates. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Good. Provision for pupils' moral and social development is very good. |
| How well the school cares for its pupils | Well. Procedures for monitoring and supporting pupils' personal development are good and those for ensuring pupils' welfare and procedures for child protection are very good. |

The school works very well in partnership with parents. Parents feel very welcome in school and make a very good contribution to school life. They are regularly consulted about their opinions and feelings about aspects of school life. The school's planning covers all the required curriculum areas, including sex education and information about the dangers of substance misuse. It offers a very good range of extra-curricular activities. However, the school does not meet statutory requirements in providing a daily act of collective worship.

¹ Figures do not total 100% because of rounding errors

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | Good overall. The headteacher has a clear vision for the school's ethos and direction. He has established management structures that are beginning to be effective in achieving the school's goals. |
| How well the governors fulfil their responsibilities | Well. Governors are fully involved in the life of the school and are committed to maintaining and improving standards. |
| The school's evaluation of its performance | Good. The school recognises its strengths and areas that need developing and is taking appropriate action to deal with these but this action has been delayed by staff absence. |
| The strategic use of resources | Good. |

There is an appropriate number of teachers and support staff. The accommodation is satisfactory overall but some classrooms are currently overcrowded. The range of learning resources is sound overall. The good leadership and management from the headteacher and key staff make a positive contribution to pupils' quality of learning. This is also well supported by the part that governors play in shaping the direction of the school.

The school carefully considers how to spend available funds to ensure that it receives good value for money when making purchases or committing funds to particular areas.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What some parents would like to see improved |
|---|--|
| <ul style="list-style-type: none"> • Their children like school. • Behaviour is good and pupils are encouraged to become mature and responsible. • There is effective communication between home and school. • The school expects children to work hard and do their best. • The school is well led and managed. • There is a good range of activities outside lessons. | <ul style="list-style-type: none"> • The amount and type of homework. • The progress that their children are making. • The information about how well their children are doing at school. • The quality of teaching. |

The inspection team endorses the parents' positive views of the school. Since the parents' views were requested and analysed, the school has been implementing a new homework policy that was devised in full consultation with parents. As a result, the amount and type of homework is clearly stated. The team also recognises that the concerns about teaching have, in some cases, been justified. Staff absences have meant that some classes, particularly at the lower end of Key Stage 2, have been taught by a number of different teachers in the present term. The headteacher and governors have been fully aware of the situation and have endeavoured, with a good deal of success, to ensure that any potential disruption has been kept to a minimum.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Over the past few years, tests administered when children start school in the Reception class show that their attainment has been below that which can be expected from children of their age nationally. However, this year, the test results show that the full range of abilities is represented, though overall attainment on entry is broadly in line with national averages. Their quality of learning is good in language and literacy and mathematical understanding and they are on target to surpass the desirable learning outcomes in these areas. Good teaching, which is based on a thorough understanding of how children of this age learn, helps them to make good progress. As a result, the children surpass the required desirable learning outcomes in the areas of language and literacy, mathematics and personal and social education. They are on course to achieve the desirable learning outcomes in the areas of knowledge and understanding of the world, physical and creative development.
2. There was a high proportion of pupils with special educational needs in last year's Year 6 class. This means that the results of National Curriculum tests in that year were below that which is found nationally, particularly for those reaching the higher levels. Another factor in low attainment in National Curriculum tests for eleven year olds were staffing difficulties at the time. These particular difficulties have been resolved. However, at the time of the inspection, the permanent teachers in the younger half of the key stage had been absent for some weeks, with adverse effects on pupils' quality of education.
3. The school recognises the low attainment and is implementing strategies to overcome these. For example, the successful setting of pupils into teaching groups in mathematics has been applied to English and the school has analysed the strengths and weaknesses in particular subjects in order to provide classes to boost performance. Achievement in English and mathematics is now better than the results of the National Tests last year imply.
4. In the National Curriculum reading tests in 1999 for pupils at the end of Key Stage 1, pupils' results overall were below the average for similar schools, but well below the average for all schools nationally. The percentage reaching at least the expected level was well below the national average and that reaching the higher Level 3 was below the national average. Over the past four years, pupils' performance in reading has been close to the national average. Over the same period, girls' performance has been better than boys'. In writing at Key Stage 1, the overall results of the National Curriculum tests are below the average for similar schools and well below the average for all schools nationally. The percentage reaching at least the expected level was also well below the national average, but below when compared with similar schools. The percentage reaching the higher Level 3 was close to the national average and to that in similar schools. As in reading, pupils' performance has been close to the national average over the last four years and girls' performance has been better than the boys'.

5. Inspection findings are that standards and achievement in speaking and listening, reading and writing are at a level expected from pupils of that age. They join in discussions and make sensible comments, for example, when talking about how they used a programmable toy. They practise and extend their speaking and listening skills when reading aloud. Pupils enjoy reading. They use a range of strategies for this, including recognising words and the sounds that individual and groups of letters make. They make sound progress overall and there are no differences in the achievement of boys and girls. Standards in writing are now average. Pupils write for different reasons and readers, for example, reporting on Barnaby Bear's visits. However, sometimes there are insufficient opportunities to extend the range of writing, for example, in recording science investigations. Boys and girls make similar progress.
6. The overall English results in the 1999 national tests for eleven-year olds were below the average for schools in similar areas but well below the national average. The percentage reaching the expected level was well below the national average and below that for similar schools. The percentage reaching the higher Level 5 was very low in comparison with similar schools and those nationally. Results over the four years from 1996 to 1999 have been below average overall. Boys have performed better than girls over that time.
7. Standards of attainment in English at the end of Key Stage 2 are now better than the results of the 1999 National Curriculum tests suggest. However, standards remain below the national average. As stated above, there is a high proportion of pupils with special educational needs. These pupils make good progress in relation to their prior attainment but reduce the overall levels reached. Pupils are now placed in sets according to their prior attainment in English so that work can be more closely matched to their prior attainment, although this process is not yet fully refined and the work for some higher attaining pupils is not yet challenging enough. In some cases, pupils working in small groups do not work hard enough. Consequently, they do not make enough progress in those lessons.
8. At Key Stage 1, pupils' overall performance in the National Curriculum mathematics tests in 1999 was below the national average, but similar to that in similar schools. The percentage reaching at least the expected level was below the national average, but similar to that in schools with similar intakes. The percentage reaching the higher level was above the national average and well above the average for similar schools. Over the last four years, pupils' performance has been above the national average for both boys and girls.
9. In the mathematics National Curriculum tests at the end of Key Stage 2 in 1999, pupils' overall performance was below the national average but similar to that found in similar schools. The percentage reaching the expected level was below the national average but in line with that found in similar schools. The number reaching the higher Level 5 was very low in comparison with similar schools and well below that for similar schools. Over the last four years, performance in mathematics has been well below the national average. Boys, whose performance was below the national average over this time, did better than girls, whose performance was well below the national average.

10. By the end of Key Stage 1, attainment in mathematics is in line with national standards and pupils make sound progress overall. Pupils have a sound range of strategies for solving problems mentally and a satisfactory knowledge of numbers and number patterns such as odd and even. Attainment is below national standards by the end of Key Stage 2. Again, there is a high proportion of pupils with special needs pupils. Consequently, the proportion of pupils reaching the expected level is below the national average. Pupils have a sound range of strategies for solving problems but a number do not know enough number facts, such as the multiplication tables well enough. However, the school places pupils in Years 5 and 6 into groups based on prior attainment and this helps them to make sound progress overall and good progress in mental mathematics. The weekly classes aimed at improving test results are having a positive impact on pupils' achievements.
11. There are no National Curriculum tests in science at the end of Key Stage 1, but teachers' judgements in 1999 were that the percentage reaching the expected level was very low in comparison with the national average and that reaching the higher Level 3 was well below. The number of pupils with special educational needs in that year was above average. Comparisons with similar schools are not possible.
12. Attainment in science is now similar to that expected from pupils at the end of the Key Stage. Pupils have a sound knowledge of life and living processes, for example, of parts of the body and healthy eating, and have made simple circuits with batteries, wires and bulbs. However, their achievements in the area of scientific investigation are still too low.
13. The science results for pupils in the National Curriculum tests at the end of Key Stage 2 in 1999 were well below the national average and that for similar schools. However, there has been an improvement since 1998. The percentage reaching at least the expected level was well below the national average and that for similar schools. The percentage reaching the higher level was also well below the national average and that for similar schools. Over the last four years, pupils' performance has been well below the national average for both boys and girls.
14. Attainment in science at the end of Key Stage 2 is now higher than the results of last year's tests. However, standards remain below those expected from pupils of this age nationally and their progress is still too slow. Pupils extend their knowledge of living processes and investigate changes in materials. As at Key Stage 1, their skills in investigative and experimental science are below those that can be expected nationally.
15. Pupils with special educational needs make good progress in relation to their prior attainment. These needs are effectively identified, and pupils are well supported by both teaching and non-teaching staff. Pupils for whom English is an additional language make similar progress to their classmates.
16. Pupils make good progress in history and physical education at both key stages and geography at Key Stage 1. In each of these subjects, the teaching is good and pupils' quality of learning is enhanced. By the end of the key stages, pupils achieve standards that are higher than those expected from pupils of their age in these subjects. Pupils at both key stages make sound progress in information and communications technology and religious education. In both of these subjects,

attainment is in line with that expected from pupils of their age. Pupils make sound progress in other subjects of the National Curriculum, including geography at Key Stage 2, and achieve standards at the end of each key stage that are similar to those expected from pupils of that age.

17. The school has set realistic targets for attainment at the end of Key Stage 2, based on pupils' prior attainment.

Pupils' attitudes, values and personal development

18. This aspect is a strength of the school and makes a good contribution to pupils' quality of learning.
19. Children quickly feel confident and secure in the reception class. They make good progress in learning to take turns and by the age of five, most children attain the expected standards in their personal and social development. They are encouraged to use their initiative in solving problems and work both as part of a group and independently. They develop confidence, knowledge and independence through a variety of learning situations involving first-hand experiences and purposeful play. They are attentive and eager to learn. The children behave well at all times and show consideration and respect for property. They form positive relationships and show respect for adults and each other. They participate enthusiastically in teacher-led and self-initiated activities.
20. Pupils' attitudes to the school are very good. The majority of older pupils manage to concentrate well for acceptable periods of time. Behaviour in classrooms and playgrounds is satisfactory overall. However, in a few cases, particularly at the beginning of Key Stage 2, a few pupils find it difficult to settle to work. These pupils have been somewhat unsettled by changes of teachers due to staff absence. Consequently, their quality of learning is reduced. The school recognises the situation and is taking firm measures to improve it.
21. Pupils relate well to one another. They are friendly to each other, and have respect for one another. Pupils behave well as they move around the school and in playgrounds. They are courteous, polite and have pleasant manners. Relationships between pupils and teachers and other adults are generally good and this creates a friendly atmosphere. Pupils listen to each other and talk freely about their experiences. They cooperate well when taking part in games or carrying out a science investigation, for example, planting seeds in a tray of soil. Pupils learn to share equipment and take turn when playing games. Computers are treated with care and this shows that they have respect for learning resources and school property.
22. Pupils with special educational needs behave well in and around the school. They are well supported in the classroom by their teachers and learning support assistants. These pupils are keen to overcome their difficulty by participating in all subjects and by showing the necessary levels of concentration when carrying out tasks.
23. Pupils willingly take initiatives such as raising money for charities and take on responsibilities in and out of class. They care for equipment and many are keen to tidy up in the classroom at the end of a lesson. Pupils stack chairs in the dining hall towards the end of lunch hour. They are also keen to help put away the equipment

after playtime. However, pupils are not sufficiently encouraged to show their capacity for personal study.

24. Pupils are sensitive to the needs of people in less favourable circumstances than themselves. They have made donations to a range of charities throughout the year, for example, the "Save the Children" fund. They also intend to raise funds for the recent flood victims in Mozambique.
25. Pupils are keen to attend the school and their attendance is good. The rate of attendance is slightly above the national average. The percentage of unauthorised absence is lower than the national norm. Most pupils are punctual in the morning and when returning to classrooms after break and lunch times and lessons begin on time after registration. Pupils' positive attitudes, attendance and punctuality have a good impact on their quality of learning. They are able to learn and develop in an atmosphere that is free from oppressive behaviour such as bullying, sexism and racism.

HOW WELL ARE PUPILS TAUGHT?

26. The quality of teaching is sound overall. This has improved since the previous inspection as there are now fewer lessons in which the teaching is unsatisfactory. During the inspection, the quality of teaching was very good in nearly one in ten lessons, but unsatisfactory in a similar proportion. Teaching was good in nearly one half of all the lessons seen and sound in the rest.
27. The quality of teaching for the under-fives is good overall and never less than satisfactory. Teachers, other staff and helpers have high expectations and plan lessons and activities that cover all the areas of learning for children of this age. They have a good understanding of how these children learn. These factors help to ensure that children have a good grounding in these areas in preparation for Key Stage 1. Teachers provide very good stimuli for children's activities, for example, using a 'Millennium Café' to develop skills in a range of learning areas. Teachers have good relationships with children and use praise and encouragement well. Consequently, children respond positively and try hard to accomplish their work, developing good learning skills.
28. The quality of teaching is good at Key Stage 1 with nearly three quarters of all lessons seen being at least good including one very good lesson. Only one lesson was seen in which the teaching was unsatisfactory. Teachers have a good, sometimes better, knowledge and understanding of the subject and the way in which children learn. They teach the basic skills of literacy and numeracy well, including knowledge of letters and sounds, and learning number bonds and applying them to problems. Teachers' planning is good and results in a consistent approach across year groups and lessons that build on what has gone before. These lessons have clear, relevant and attainable objectives and activities are planned to meet these. Teachers use an effective structure when teaching the literacy and numeracy hours and these are taught well at this key stage. Teachers use effective whole class introductions and discussions, separate group work that is usually well matched to pupils' prior attainment, and useful sessions at the end of lessons to draw the work together and remind pupils of what they have learned. When teaching is less satisfactory, pupils are insufficiently challenged and some work on unrelated activities, so the class makes little progress.
29. The quality of teaching at Key Stage 2 is satisfactory overall. The quality in

teaching was at least good in almost half of the lessons seen, including three lessons in which the teaching was very good. The quality of teaching was unsatisfactory in nearly one twelfth of lessons. Overall, teachers have a satisfactory knowledge and understanding of the subjects they teach and plan appropriate lessons. They suitably plan the literacy and numeracy strategies at this key stage with the result that pupils make satisfactory overall progress in these subjects. Where the teaching was unsatisfactory, pupils were unsure of what they were meant to achieve, for example, in English when finding words missing from a text. In science, there are too few opportunities to carry out investigations and lessons do not always build on what pupils already know and understand. Teachers do not always use questions to encourage pupils to extend and develop their thinking, for example, when introducing balanced forces.

30. Teachers at both key stages generally make appropriate use of resources, for example, different foods in a science lesson in Year 2. These stimulated pupils' interest and encouraged them to think about why they needed food. A new homework policy sets out the amount and type of homework that pupils in each year group are expected to do. This makes a good contribution to the quality of education for children who are under five, and a sound contribution to that of the pupils in the infants and juniors.
31. Pupils with special educational needs are offered work well matched to their needs both inside the classroom and when they work with the special educational needs staff. These staff are well trained and offer good and committed support. Classroom teachers know their pupils well. The Individual Education Plans are regularly reviewed by the special needs coordinator, in consultation with the teachers, and are kept readily available. Teaching in most class lessons is suitably modified to meet the individual plans. Teachers usually set appropriate tasks for those pupils with special educational needs. Consequently, pupils with these needs make good progress in relation to their prior attainment. Pupils for whom English is an additional language are well integrated and receive the same quality teaching as their classmates.
32. The overall quality of teaching is good at both key stages in geography, history, mathematics and physical education. It is satisfactory in other subjects of the National Curriculum and religious education, except science at Key Stage 2. There was insufficient evidence to make an overall judgement on the quality of teaching in design and technology.
33. Pupils at both key stages soundly learn new ideas and concepts because of the quality of teaching. For the most part, they apply a good amount of intellectual, creative and, particularly, physical effort in all activities they take part in and usually work at a good pace. However, there are some shortcomings in English when a few pupils do not apply themselves sufficiently and, as a result, make too little progress in those lessons. The teachers share the purposes of lessons with pupils. This helps pupils to understand what they are learning and the purpose of the activity. This, coupled with a discussion of these objectives, helps pupils to understand what they are doing.

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

34. The quality and range of learning opportunities are good. The curriculum provision for the under fives is good. These children cover the recommended areas of learning well. For the older pupils, the school provides a broad and balanced curriculum that meets statutory requirements in all subjects of the National Curriculum and religious education. This includes appropriate provision for health and sex education and for learning about the dangers of substance misuse. The school provides a good range of curricular and extra curricular activities. Year 6 pupils have an afternoon a week on a “booster” mathematics class designed to improve their mathematics before the national tests, and gives pupils a good opportunity to concentrate on a mathematical problem or investigation. This is a valuable bonus to their mathematics lessons.
35. Curriculum provision for pupils with special educational needs is good and supports the learning targets identified in individual education plans. There are good procedures in place for identifying special needs. A comprehensive policy provides guidance for staff. There has been suitable training for teachers to write effective individual educational plans. Class teachers and support staff work together to provide satisfactory support. Withdrawal arrangements are well planned to provide equal opportunities. The school’s systems and planning help to ensure that the provision for pupils with special educational needs meets statutory requirements.
36. The numeracy and literacy strategies are being soundly implemented. In English there is a good balance of studies of classical literature, such as *Oliver Twist* and *Pride and Prejudice*, with grammar, punctuation, spelling, reading and writing. The numeracy strategy has been well introduced and has a positive effect on the pupils’ achievements, particularly in mental mathematics, which is good.
37. The provision for extra-curricular activities is very good. A few parents who responded to a questionnaire sent out before the inspection felt that there were insufficient extra-curricular activities for their children. The inspection found that the extra-curricular opportunities offered to pupils were very good and supported pupils’ physical, social and academic development well. This provision includes sports such as athletics, cricket, cross-country running, boys’ football, girls’ football, netball, rounders and rugby. The school regards sport as very important particularly for the non-academic pupil. Extra-curricular sport is for mass participation, and not just for those who come first and there is a cup given for effort. A successful environmental club, run by a parent, helps pupils learn to care for the Planet Earth. Pupils plant trees, care for the wild life pond and promote recycling. The work of The Web, an Internet club, is evident through the school and makes a valuable contribution to pupils’ education in citizenship. There are also clubs such as the chess club, a recorder group and gymnastics. Pupils visit the Forest of Dean to conduct an environmental project. They visit Weston-super-Mare to trace how the Victorians spent their leisure time. Visits to places of historical interest also enrich the history provision.
38. The school provides equality of access and opportunity for all its pupils. The provision made for pupils’ personal, social and health education is good, including sex education and attention to drug misuse. The twice-weekly whole school assembly contributes well to pupils’ social education.

39. The school's provision for the spiritual, moral, social and cultural development of its pupils is good overall. The school does not yet comply with its statutory obligation to hold a collective act of worship for all every day. However, both religious education and assemblies contribute well to pupils' spiritual development, which is good.
40. There is very good provision for both social and moral education. The school fosters an emphasis on loving one another and caring for one another. The organisation of the dining room encourages the older pupils to look after and care for the younger ones on their table. There is also a strong link with caring for the Planet Earth. Assembly emphasises being kind to each other and caring. From as early as the reception class pupils are encouraged to work together and to share. The school journey to the Forest of Dean also contributes to pupils' personal and social education. In a number of lessons pupils work in small groups or pairs, often mixed in gender, and this organisation helps to develop a range of social skills. Pupils learn to work together, listen to each other and to consider each other's points of view.
41. The provision of pupils' cultural development is good. Pupils have regular concerts from visiting players, who play a range of music. Pupils visit different places of worship. There is a time-line in the hall, which includes the lives of both Buddha and Mohammed. A post-Millennium topic focuses on the lives of children from different countries and cultures, comparing the life styles of children in other countries with their own experiences.
42. There are good links with the community that help to improve and enhance pupils' quality of learning. These include sporting links, such as contributions from a ladies' football club and the assistance of parents in lessons and extra-curricular activities. Recently, the school was involved in a project studying the changing pattern of orchards in the region. The school has useful links with local industry and makes visits to watch the industrial process at first hand.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The school's procedures for child protection and ensuring their health and safety are very good. The school serves the educational needs of the local community well. It is a happy and well-organised community, providing a safe, secure and caring environment for its pupils. It provides effective support and guidance for all its pupils.
44. The main focus of the school is to promote the academic, physical, spiritual, moral, social, cultural and creative dimensions in the life of pupils under its care. These objectives, for pupils' development, are sustained by positive statements made in the school's Code of Behaviour policy and its endeavour to promote awareness of equality of opportunities. These objectives are met well. Pupils participate enthusiastically in the very good range of extra-curricular activities. These activities greatly enhance their social development and help pupils become more self-assured and positive. This, in turn, raises their self-esteem and self-awareness.
45. The school's code of behaviour and discipline is effective, and most pupils behave well. They are also courteous and friendly to visitors. A policy of rewarding pupils for good, positive behaviour and applying sanctions for unsatisfactory behaviour is consistently applied through the whole school. The school is particular in ensuring

that the incidents of all unacceptable behaviour, such as bullying and any kind of mistreatment and other kind of similar incidents are dealt with effectively, promptly and with sensitivity. Pupils' positive behaviour and attitudes to school generally make a good contribution to their quality of learning. The staff and other adults in school provide good role models for pupils by demonstrating ways of working in harmony in classrooms, welcoming visitors and being consistently courteous in their working relationships. Registers are marked efficiently; teachers adhere to the guidelines and procedures for marking registers. Appropriate action is followed up in the case of absences that have not been explained by parents or carers.

46. The school measures what children starting school in the Reception class know, understand and can do and their progress is carefully monitored. The results of these assessments are used well in helping each pupil to make good progress. Pupils in the Reception class who do not reach the average in baseline assessment are effectively identified for additional support.
47. At Key Stage 1, teachers make satisfactory use of assessment information based on standardised reading and spelling tests in English, and in mathematics, assessment based on key objectives linked to mental arithmetic is used for planning lessons. However, the practice of evaluating pupils' learning in lessons is less consistent and any such information is not fully utilised in all subsequent planning of lessons.
48. Individual pupil's progress through Key Stage 1 is usefully tracked by using pupils' acquisition of literacy and numeracy skills. A portfolio containing a pupil's assessed work is kept and is continuously updated. Towards the end of the academic year, the whole portfolio is passed on to the next teacher of the pupil concerned. A similar procedure is adopted in respect of Key Stage 2 pupils. The school is taking steps to review the marking and assessment policy of the whole curriculum. Assessment procedures for literacy and numeracy have recently been revised in order to maintain consistency. Portfolios of pupils' work from Reception year to Year 6 show a sound development of academic progress. The school, however, does not carry out any assessment or analysis in non-statutory areas.
49. Annual reports include aspects of personal qualities of pupils and teachers' judgements on the academic progress and achievements. However, the reports do not provide enough explanation to parents about the way in which the judgements about their children's attainment have been made. The school has been in consultation with parents to identify more satisfactory ways of providing this information.
50. During the spring term of 1999, two teachers conducted a series of supplementary classes for Year 6 pupils before taking their Key Stage 2 tests in English and Mathematics. These "Springboard" booster classes have given increased confidence to pupils at the end of the key stage.
51. The school has established good procedures for identifying and assessing pupils with special educational needs. Good liaison exists between the class teachers and specialist support staff. Groups of pupils are withdrawn from the classroom for specialist teaching and this enables such pupils to make good progress. Individual needs are identified and learning targets are set after each assessment. Progress of each pupil is reviewed at regular intervals. Annual reviews are carried out in keeping with the Code of Practice, thus fulfilling the statutory requirements.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. There is a strong, positive and purposeful partnership with parents. The majority of parents welcome the school's "Open Door" policy. The school listens to parents, invites and considers their views and responds promptly to their concerns. This is a strength of the school. It shows the parents' confidence and trust in the headteacher and staff.
53. Parents are always welcome to consult the head teacher and teacher regarding any issue about their children which causes concern. Parents attending the pre-inspection meeting indicated that they were made to feel welcome from the first day. Responding to the questionnaire, a large majority of parents indicated that they would feel comfortable about approaching the school with a question or a problem.
54. Parents and volunteers from the local community are welcome in the school and examples of their good support in different subject areas, including the use of a computer during the daily numeracy lesson in Year 1, were observed during the period of inspection. At the beginning of each half term, the school provides parents with details about the curriculum matters to be covered by each class. This helps parents to support their children at home.
55. The school recently introduced a Home School Agreement and a Homework Policy. Parents were consulted on both occasions, and their valuable input was incorporated in the final approved version of these whole school policy documents. These policies are now implemented in the school and are well received by the parents. Parents generally play an important part in supporting children's work at home and this commitment on the part of parents has a positive impact on pupils' progress overall.
56. Although a small number of parents expressed concern about levels of information received, the inspection team found that the school maintains good communication with parents. Parents are kept well informed about the school's work through newsletters, formal and informal meetings. They also receive written reports, which they are able to discuss with teachers at the consultation evening in the summer term.
57. The School Association has a dedicated group of parents who work together to raise funds for the school and organise social events for the school community. It provides a good range of resources for the school and the social events develop positive relationships among parents. One or two local businesses are involved in the school for the benefit of the pupils' learning. The School Association has provided an engraved plate for use as a "Citizenship Award". It is awarded to pupils, who make outstanding contributions to the school community as "Good Citizen" over a period of time.
58. The school continues to develop a variety of links with the local community that make a positive contribution to pupils' quality of learning. Three times a week, after school hours, local clubs use the school hall. Gloucestershire Dyslexia Association workshops are held on Saturday mornings. Local sports clubs have also used the school's grounds for their activities. Cam Parish Council gave a donation of £1000 towards a Millennium project for the pupils of the school.

59. The school's prospectus is a clear and concise document. It includes the school's aims, rules and brief accounts of its policies and the curriculum. There are well-established links with local secondary schools for students coming in for relevant work experience. This is seen by the school to be beneficial in giving pupils opportunities to interact with a wider society in the classroom environment.

HOW WELL IS THE SCHOOL LED AND MANAGED?

60. The headteacher provides very good leadership and management and has a clear vision for the school's progress. There is a senior management team consisting of the head and team leaders for each key stage. Together, they have effectively identified the key areas for the school's improvement and the raising of standards. The staff and governors are working hard together to redress these areas and to identify areas for further development, while sustaining the very good commitment to relationships and equality of access and opportunity for pupils. These are outlined in the school's plan for development and improvement that contains relevant targets. The financial implications of meeting these targets have been fully taken into account and they have been set in a realistic time scale. This represents good improvement since the previous inspection when such systems were not in operation. Consequently, the identification and evaluation of the areas of most pressing need and pupils' quality of education has improved. However, the school has lately found itself in difficult circumstances because of staff changes. These include the deputy headteacher leaving and two teachers, half of the Key Stage 2 complement, being on sick leave for some weeks. This has meant that progress towards the targets has been impeded. Staff and governors are fully aware of the resulting difficulties and are taking firm and effective steps to reduce their effect.
61. The management of the special educational needs systems and the pupils' educational plans is good. The management of the support assistants is effective. These capable and willing assistants are of good quality and very useful to the school, having a positive impact on the quality of education of those pupils they work with. The school makes sound use of the money allocated to support pupils with special educational needs. As a result, pupils with these needs make good progress.
62. The governing body fulfils its statutory responsibilities well and takes a good strategic view of the school's development. There are governors' committees that deal well with aspects of the school's management, for example, finance. Spending decisions are firmly linked to the school's improvement plan and are made with the aim of improving standards and quality for the pupils in school. When making these decisions, governors consider different alternatives and take a long-term view of best value for money. The school's secretary keeps good records of spending and provides the headteacher and governors with the information needed to enable them to manage the school's budget effectively. Governors work closely and successfully with the headteacher in order to improve standards and the quality of learning for all pupils, and to build an effective team of hard-working members of staff, both teaching and non-teaching. Together, they have effectively identified the strengths of the school, for example, in teaching, and areas for development, including the need to raise standards and to extend the monitoring of teaching to all subjects. Having identified these areas, they are taking appropriate action to develop them.

63. At present, the headteacher and senior management team effectively monitor the teaching of literacy and numeracy. These subjects are among the main focuses of the school's work at this time, and monitoring systems are being successfully introduced and are useful in identifying what is done well and what needs development. For example, the successful policy of grouping pupils in prior attainment groups in mathematics has been extended to English. In general, subject coordinators are involved in reviewing planning but, except in English and mathematics, do not yet monitor teaching in their subjects.
64. There is a sound match of teachers and support staff to the demands of the curriculum and the needs of pupils. However, some classes are large, particularly those in the upper part of Key Stage 2. This sometimes has an adverse effect on pupils' progress, for example, in science investigations. The school has recently reduced its admission number in order to reduce class sizes to a more manageable number. As reported in the previous inspection report, classroom support is effectively used in the larger classes, helping to maintain pupils' quality of learning.
65. The school's programme for developing teachers' expertise is sound and linked to the school improvement plan as well as their own needs. As a result of the programme, teachers' expertise has improved in design and technology and gymnastics, particularly for older pupils. This was an improvement since the previous inspection when these were areas of concern. However, there has not yet been the same improvement in science. There is a sound policy for introducing teachers new to the school, including temporary teachers. They are well supported and quickly adapt to the routines and values of the school. These are key factors in reducing the adverse effects of staff absence.
66. The school's accommodation has improved since the last inspection. The area for children in the Reception classes has been extended. The school has also created a small classroom for teaching pupils with special educational needs and smaller groups of pupils for English and mathematics. This is an improvement since the previous inspection when this work had been planned but not carried out. The school is also creating a computer suite that is intended to have a positive impact on standards of teaching and learning in information and communications technology. The school and grounds are kept clean, well maintained and tidy. There are fair-sized playgrounds and areas for pupils to play or engage in quieter pursuits. A part of the playing fields has been developed as an environmental area. This makes a good contribution to pupils' quality of learning. At the time of the inspection, there was no secure play area for children who are under five years old although there are definite plans to make one.
67. The quality of resources is sound overall. The recent purchase of a commercial reading scheme has been useful in improving the teaching of reading and enhancing pupils' quality of learning. The library is well stocked with fiction and non-fiction books and is a useful resource. Resources are well deployed and used effectively to support pupils' learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

68. In order to improve standards the headteacher, governors and staff should:

- 1 Improve standards in English at the end of Key Stage 2 by:
 - a. providing challenging tasks for all pupils that match their prior attainment. (paragraph 91)
 - b. improving aspects of teaching so that pupils stay on task and complete their work, particularly during group activities. (paragraph 91)
- 2 Improve standards in science at the end of Key Stage 2 by:
 - a. planning and implementing lessons to ensure that all aspects of the science curriculum are covered, particularly investigative science and physical processes. (paragraph 105, 107, 109)
 - b. monitoring pupils' progress in science and using the information to plan lessons that build on prior attainment. (paragraph 111)
 - c. improving teachers' subject knowledge and questioning skills.² (paragraph 110)

The school should also consider the following minor weaknesses for inclusion in its action plan:

- 1 Standards in mathematics are below national expectations at the end of Key Stage 2³. (paragraph 100)
- 2 The school does not meet statutory requirements for collective worship⁴. (paragraph 39)
- 3 Improving the use of large and small activity toys for the under-fives in outdoor use. (paragraph 80)
- 4 Ensuring that all pupils are fully involved during information technology lessons. (paragraph 136)

² This is already part of the curriculum coordinator's action plan for improving the subject.

³ The school's programme for identifying and supporting learning in mathematics is already having a positive impact on pupils' progress.

⁴ The current provision makes a positive contribution to pupils' spiritual development, which is good.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 64 |
| Number of discussions with staff, governors, other adults and pupils | 52 |

Summary of teaching observed during the inspection

| | | | | | | |
|-----------|-----------|------|--------------|----------------|------|-----------|
| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
| 0 | 8 | 48 | 38 | 7 | 0 | 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 | YR - Y6 |
| Number of pupils on the school's roll (FTE for part-time pupils) | 222 |
| Number of full-time pupils eligible for free school meals | 36 |
| Special educational needs | YR - Y6 |
| Number of pupils with statements of special educational needs | 4 |
| Number of pupils on the school's special educational needs register | 80 |
| English as an additional language | No of pupils |
| Number of pupils with English as an additional language | 3 |
| Pupil mobility in the last school year | No of pupils |
| Pupils who joined the school other than at the usual time of first admission | 2 |
| Pupils who left the school other than at the usual time of leaving | 13 |

Attendance

Authorised absence

| | |
|---------------------------|-----|
| | % |
| School data | 5.1 |
| National comparative data | 5.4 |

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 |
|--|------|------|-------|-------|
| | 1999 | 19 | 13 | 32 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 13 | 14 | 15 |
| | Girls | 11 | 10 | 12 |
| | Total | 24 | 24 | 27 |
| Percentage of pupils at NC level 2 or above | School | 75 (79) | 75 (87) | 84 (97) |
| | National | 82 (80) | 83 (80) | 87 (83) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 14 | 15 | 14 |
| | Girls | 11 | 11 | 7 |
| | Total | 25 | 26 | 21 |
| Percentage of pupils at NC level 2 or above | School | 78 (79) | 81 (95) | 66 (90) |
| | National | 82 (80) | 86 (83) | 87 (85) |

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 |
|--|------|------|-------|-------|
| | 1999 | 13 | 16 | 29 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 6 | 9 | 6 |
| | Girls | 10 | 9 | 10 |
| | Total | 16 | 18 | 16 |
| Percentage of pupils at NC level 4 or above | School | 55 (56) | 62 (40) | 55 (52) |
| | National | 70 (63) | 69 (62) | 78 (68) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 6 | 9 | 6 |
| | Girls | 10 | 9 | 10 |
| | Total | 16 | 18 | 16 |
| Percentage of pupils at NC level 4 or above | School | 55 (56) | 62 (40) | 55 (52) |
| | National | 68 (65) | 69 (65) | 75 (72) |

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

Ethnic background of pupils

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

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

| | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage | | |
| Black – African heritage | | |
| Black – other | 2 | |
| Indian | | |
| Pakistani | | |
| Bangladeshi | | |
| Chinese | | |
| White | 2 | |
| Other minority ethnic groups | | |

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) | 8.706 |
| Number of pupils per qualified teacher | 25 |
| Average class size | 32 |

Education support staff: YR - Y6

| | |
|---|-----|
| Total number of education support staff | 7 |
| Total aggregate hours worked per week | 121 |

Financial information

| | |
|----------------|-------------|
| Financial year | 1998 - 1999 |
|----------------|-------------|

| | £ |
|--|---------|
| Total income | 352 000 |
| Total expenditure | 357 346 |
| Expenditure per pupil | 1567 |
| Balance brought forward from previous year | 15 003 |
| Balance carried forward to next year | 9 657 |

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

154

Number of questionnaires returned

51

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 65 | 29 | 6 | 0 | 0 |
| My child is making good progress in school. | 47 | 41 | 10 | 0 | 2 |
| Behaviour in the school is good. | 39 | 59 | 2 | 0 | 0 |
| My child gets the right amount of work to do at home. | 29 | 49 | 14 | 6 | 2 |
| The teaching is good. | 53 | 35 | 8 | 2 | 2 |
| I am kept well informed about how my child is getting on. | 33 | 57 | 10 | 0 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 67 | 29 | 2 | 2 | 0 |
| The school expects my child to work hard and achieve his or her best. | 55 | 41 | 4 | 0 | 0 |
| The school works closely with parents. | 53 | 37 | 6 | 0 | 2 |
| The school is well led and managed. | 63 | 35 | 0 | 0 | 2 |
| The school is helping my child become mature and responsible. | 41 | 55 | 4 | 0 | 0 |
| The school provides an interesting range of activities outside lessons. | 61 | 29 | 6 | 2 | 2 |

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

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

69. The four year-olds are admitted to the reception class at the start of the academic year. Most have had pre-school experience in the local playgroup or a nursery class. At the time of inspection, fourteen children in the reception class were under five.
70. This year, children's level of attainment on entry is about that which is expected for their age although there is a wide spread within the group. Over the last few years, attainment on entry has been, on average, below that which could be expected from children of this age. Children's overall standards of attainment by the age of five are above the national expectations of the Desirable Learning Outcomes. They are developing a broad range of learning experiences within the nationally recommended areas of learning. Most of the children have reached above the expected standards in the areas of language and literacy and mathematics. Children's attainment in the knowledge and understanding of the world, the creative area of learning, personal and social development and physical development is similar to that expected by the age of five. All children including ones with special educational needs make consistently good progress. The quality of provision and the good standards reported in the last inspection are well maintained.
71. The quality of teaching in the reception class is consistently good. The teacher, the learning support worker and the nursery nurse help each other well and work effectively as a team. Extra support by parents is well organised and used to good effect on children's progress. The programme of work in place is effectively based on the advancement of children's skills, knowledge and understanding related to the key areas of learning by the age of five and effectively linked to the National Curriculum Key Stage 1 work including the literacy and numeracy hours. The teachers have high expectations of children in most areas of learning. Their planning based on long, medium and short-term is systematically linked to the required programme for children of varying needs and abilities. Assessments take place on entry to the reception classes and there are consistent procedures for assessing children in literacy and numeracy on a day to day basis to check their progress and plan what they need to do next. The on-going assessment in other areas of learning is also well developed and used effectively for planning.
72. Resources for the under-five are generally good and accessible. The available resources are well organised and used effectively to support progress in all areas of learning. Currently the outdoor provision is inadequate for the under fives. The school has plans to develop resources for the outdoor area in the near future. The reception unit is spacious and imaginatively organised into logically defined and visually attractive areas to enhance children's learning. The displays are interactive and stimulating, and used as a good learning resource.

Language & literacy

73. By the age of five, most children achieve above the expected standards in language and literacy. They listen attentively and respond very well to stories, songs and instructions. Pupils willingly talk about their experiences speaking clearly and fluently, and fast develop new vocabulary. Most children are gaining satisfactory

control in developing early writing skills. They recognise the letters of the alphabet by shape, name and sound and use them in writing. They draw and paint with increasing control and form most of their letters correctly when they write their own names and a few words unaided. A few higher attaining children successfully produce short meaningful sentences without support, for example, when writing short messages to the class clown independently as part of role-play in the class post office. Very good progress is made when adults work in small groups or on one-to-one basis to give children individual attention. The introduction of the literacy strategy is making a significant impact. The children enjoy using storybooks such as 'The Selfish Crocodile', and many know the sequence of events in the story and use the key words confidently. Most children demonstrate a very good level of phonological awareness and associate sounds with words and letters with ease. This is mainly due to the structured programme skilfully taught by the class teacher. Pupils are fast developing a very good sight vocabulary for reading. Children handle books carefully and treat them with respect. They listen to stories regularly and enjoy them.

74. Standards of teaching in this area of learning are good. Teachers effectively familiarise children with written vocabulary through stimulating activities to focus on key words. Children are encouraged to undertake a range of activities related to literacy, such as listening to taped stories and using word games. The lessons effectively promote the development of early reading, writing and spelling skills. The assessment procedures and the recording of children's day to day progress are used consistently to build on what has already been achieved. All children regularly take home the new words and reading books accompanied with relevant guidance for parents and receive good support in reading.

Mathematics

75. Children's progress in mathematics is good overall, and most have attained standards above those expected by the time they are five. Children confidently match, sort and count using everyday objects. Most of the children count accurately up to 10 and beyond. Opportunities for practical activities are well planned for children to make representations and write the number symbols correctly. In one session of numeracy hour, they understand the use of 'between', 'before' and 'after'; learn to count in ones to 20 forwards and backwards with developing understanding. Most children demonstrate good understanding of number bonds to 5 when they attend to the story of number 5. The purposeful activities set in imaginative contexts with a clear focus enhance children's progress, for example, the class 'Millennium Café' and 'the Post Office'. Most under-fives recognise basic shapes and gain some knowledge of capacity and weight from practical experiences with sand and water. They describe objects by position, shape, size, colour and quantity. Children enjoy working with large and small construction equipment and jigsaws. They recognise and use mathematical phrases of comparisons such as, bigger, smaller and middle size, as well as, taller than and shorter than. Children demonstrate good knowledge and understanding of how to solve simple problems involving addition and subtraction, and use vocabulary such as, 'add one more' or 'take one more away', 'how many altogether?' and 'how many left?'
76. Learning is enhanced by the good quality, enthusiastic teaching. There is effective adult involvement in children's activities, and useful assessments made of the individual children's progress help with the planning of suitable activities. High expectations of pupils' work in lessons mean that pupils are constantly challenged

and helped to move forward. Teachers plan a variety of activities to consolidate the correct use of language involved. An effective use of number rhymes and songs further enhances pupils' learning.

Knowledge and understanding of the world

77. Most children are making satisfactory progress and attaining average standards in knowledge and understanding of the world by the time they are five. Children are interested in the world in which they live and explore their senses. They carefully record their observations by drawing and painting. Children benefit from good opportunities for role-play in the dressing up corner to support their understanding of self and the family. They learn about different jobs people do through imaginatively participating in the class Café, the post office and the hospital. Children are developing knowledge about living and non-living through their topic on 'birds' and planting sunflowers, green beans, potatoes and carrots in the classroom. Most children demonstrate increasing understanding of conditions needed for growth as they plant cress seeds and carefully observe them grow. Children work well with play-dough and freely explore properties of malleable materials. Regular cooking sessions stimulate learning further. There are opportunities for children to explore with everyday objects of interest; as well as select from a variety of reclaimed materials to make imaginative models and develop skills, such as cutting, joining, folding and building. Children demonstrate sound skills in asking questions to find out how things work. Most under-fives demonstrate good progress in developing computer skills expected for their age. They show increasing control in the use of the mouse, to move items on the screen.
78. There is effective adult involvement in children's activities and encouragement to explore new ideas. The science element of this area is suitably emphasised. Children are effectively supported in their understanding through stimulating nature displays and walks in the local environment. Staff respond positively to pupils' responses and provide sufficient support to all through timely interventions and appropriate explanations to reinforce understanding.

Physical development

79. The overall progress in the physical development of all the under-fives is sound and children attain average standards by the time they are five. They use construction toys and demonstrate satisfactory hand and eye co-ordination and manipulative skills. They use scissors with appropriate accuracy and gain increasing control with their pencil when writing or chalk when drawing on the playground. The children are provided with suitable opportunities to develop confidence and co-ordination in the use of small floor apparatus in the school hall. They demonstrate increasing body control and awareness of space during free play in the playground. Children use their imagination in moving their bodies in different ways to signals, for example, a baby chick hatching or a seed growing, in dance sessions.
80. The teacher and nursery nurse plan effectively to match tasks to their own expectations and children's level of functioning and skill. They provide calm and sensitive support and show a good understanding of how young children learn. A child with special needs is well integrated and suitably supported in these sessions by her key worker. The outdoor provision to enhance children's gross motor skills in the use of a range of large and small community toys and riding equipment such as bikes is insufficiently emphasised.

Creative development

81. Most children show sound progress in all areas of creative learning, and they are on course to attain expected standards by the time they are five. They experiment with paint and create pleasing results. They are given opportunities to explore colour, texture, shape and form, through working with a wide range of materials to create collage and make models. Suitable activities such as printing with sponge shapes to create farm scenes are well enjoyed by pupils. There are opportunities for children to sing enthusiastically, clap rhythms and express enjoyment.
82. The teaching of all creative learning is good. Children are praised and encouraged to good effect in their progress. Staff provide children with experiences in a sufficiently stimulating environment. Art activities are sufficiently adapted to children's interests and abilities. However, children are sometimes over-directed and not sufficiently encouraged to use their own initiative and independence, to express feelings and depict ideas and feelings through art and music.
83. Teaching of children's personal and social learning is good. The staff share consistently high expectations of work and behaviour and follow a well-structured programme of topics in this area. For example, helping people and the story of the Good Samaritan. They manage children very skilfully and keep them purposefully occupied. The learning areas are always well prepared and organised with a good range of interesting activities. Children's play and responses are supported and extended sensitively. All children willingly take responsibility to tidy up the classroom.

ENGLISH

84. In the 1999 National Curriculum tests pupils' attainment at the end of both Key Stages was well below the average results achieved nationally and below the results achieved by similar schools. Over the last four years results in English improved steadily to a peak in 1998 but fell sharply in 1999. This may be partly due to the number of pupils with special educational needs in that year. Inspection findings are that standards of attainment in English are in line with national standards at the end of Key Stage 1 but below at the end of Key Stage 2.
85. Literacy skills are developing well in the Reception Class. The enthusiastic teacher builds on children's early skills effectively to ensure that good progress is made. Children have a clear understanding of initial sounds such as 'man', 'ran', 'pan'. The teaching of these is linked to the children's own experiences. For example, the sound 'pan' was linked to discussing the making of pancakes for Shrove Tuesday. In Year 1 the development of skills in reading, spelling and writing is effectively linked. This helps to ensure that pupils make sound progress at all levels of ability. Pupils are beginning to form letters of a consistent size and to write simple words. They tell about exciting events in their lives and listen well to their teachers especially at story times. They recognise familiar words and use phonic clues to read simple texts. An analysis of pupils' written work indicates a wide range of levels of achievement, but all pupils progress well according to their prior attainment. For example, a Year 2 class experimenting with writing in different forms developed their own flow chart showing how milk is produced. Some children managed to write a sentence under each picture showing the sequence of milk production. Others

managed to write a few words only and some did not write anything but all understood the principle of sequencing events to depict a flow of action.

86. Achievement in Year 3 and Year 4 fluctuates depending on the quality and continuity of the teaching. Several changes of teacher in Year 3 and Year 4 have had a negative impact on the quality of learning in these years, leaving some areas of English work not covered sufficiently well and causing attainment to fall. The headteacher and staff have devised effective strategies to redress the balance in learning. This has been achieved by supporting supply teachers well and sometimes through the headteacher taking the class, for example, in helping a Year 3 class to write more interesting stories based on the opening 'Once upon a time'. As a strategy to help pupils to catch up by the end of Key Stage 2, target groups have been identified. This strategy is working well because now pupils are making suitable progress towards their targets. Booster classes have been set up to provide opportunities for the average learners to achieve standards in line with national expectations. Pupils understand the purpose of their groups and are motivated by the targets set for them to achieve. For example, in a Year 6 lesson, the teacher provided effective guidance towards progress in extended writing. He suggested pupils use adverbial phrases to make their writing more interesting, for example, 'he crept downstairs like stealthy soldier'.
87. The targets set for 1999 were not met so these have been reviewed and fresh targets set. These are sufficiently challenging for most of the Year 6 pupils but the higher attainers are not stretched enough.
88. The quality of teaching is good at Key Stage 1. Pupils are keen to learn and tackle the tasks set enthusiastically. Teachers prepare their lessons carefully using the National Literacy Strategy as the framework for their planning. This provides purposeful objectives for learning, which the teachers share with their pupils. Pupils with special educational needs are well supported in their learning by the inspired teaching of an enthusiastic coordinator.
89. Teachers soundly integrate the practice of literacy skills into other subject areas, for example this cross-curricular linking was seen in a Year 2 class. In an information technology lesson, pupils mapped routes to find hidden treasure using a programmable floor device to locate the pirates' treasure box. After the lesson, pupils explained coherently the purpose of their activity, and the strategies they had used to locate the treasure finishing with an enthusiastic account of what they had found in the treasure box, thus enhancing their speaking and listening skills.
90. In a Year 1 lesson, the very good teaching enabled pupils to take control of their own learning as they read aloud the play of 'The Three Little Pigs'. Pupils demonstrated that they understood the correct terms for dramatic prose by speaking in character as the narrator, the three little pigs and the fierce wolf. Skills in speaking and listening were enhanced by their expressive shared reading of this story. Drama skills were developed through speaking and listening at a whole school assembly. The teacher told the story of 'The Good Samaritan' and the pupils acted this out developing their spiritual and moral awareness of the need to be kind and gentle towards others.
91. Teaching at Key Stage 2 is satisfactory overall. The quality of the teaching varies which influences the behaviour of the pupils in class and the progress of their learning. All lessons were planned to meet the requirements of the National

Literacy Strategy so the learning product was clear and defined in all classes. The quality of the learning process varied according to teachers' skills and the effectiveness of the strategies used. In the best lessons seen teachers set a brisk pace built on previous knowledge, asked open ended questions to encourage pupils to think for themselves and set challenging tasks which required pupils to make a positive effort to solve the problems set. However, in a few cases, the work is insufficiently challenging for higher attaining pupils. The school has identified a number of pupils in Year 6 who need additional support to reach the required level at the end of the key stage and they are well taught in lessons planned to extend their writing skills. All books are marked regularly and high standards are set for written work. However, several books were seen in which the exercises set had not been completed and only a few words or phrases had been written. Pupils set about their tasks enthusiastically but sometimes lack the concentration to sustain their efforts. The outcome is that slow progress results in lower attainment. In several classes seen some pupils were using computer programs to advantage which supplements their learning.

92. Literacy skills were exploited well in a religious education lesson in which Year 3 pupils were studying pilgrimages. They consolidated their language skills by writing a sentence under each picture on a prepared booklet to comment on the stages of the pilgrimage.
93. Good provision is made for pupils with special educational needs at both key stages and pupils make good progress towards the targets set for them. The three pupils with English as an additional language are making sound progress. The teacher's lively style elicits an enthusiastic surge of learning from the pupils. For example, in a Year 3 class the topic of the days of the week formed the basis to teaching skills of spelling, identifying syllabic patterns, finding meanings of words and their opposites and sequencing the order of the days. The brisk pace set and the skilful questions asked kept the pupils on their tasks so that they enjoyed the challenge, learned well and made very good progress.
94. Overall, pupils' attitudes to learning are good but in the less successful lessons seen pupils chatted to each other and did not focus on the central learning objective. Opportunities for learning were missed, time was wasted, and pupils were frustrated and learned very little.
95. The curriculum for English is broad and well balanced. The attainment targets for speaking and listening, reading and writing form the basis for target setting in English. Assessment is rigorous and informs all the planning for the development of literacy throughout the school. The headteacher has taken over the role of coordinator for literacy as the teacher in charge is on extended sick leave. The subject is well led and well managed. The English policy needs updating and school will address this when the coordinator returns or a new coordinator is appointed.
96. The partnership established with parents is a strength of the school. Several parent volunteers were assisting in lessons seen and parent helpers regularly hear children read in school. The Home Reading Scheme works well because the pupils are enthusiastic readers and the standards of reading are improving.
97. The key issues from the 1996 report have been addressed but due to the frequent changes of staff and the large proportion of pupils with special educational needs

some of the issues remain unresolved. The school is aware of the need to improve the consistency of teaching, raise the standards overall especially at Key Stage 2 and to offer more challenging tasks for the higher attaining pupils.

MATHEMATICS

98. Attainment at the end of Key Stage 1 in 1999, for pupils reaching Level 2 and above in the national tests was below the national average. However, for pupils reaching Level 3 and above it is above national averages. Pupils' results are broadly in line with the average for similar schools reaching Level 2 and above, and are well above the average for similar school for pupils reaching Level 3 and above. Over the four years between 1996 and 1999, pupils' performance has been above the national average. Attainment in the national tests for pupils at the end of Key Stage 2 for pupils reaching Level 4 and above is well below national averages and it is very low in comparison to the national average for pupils reaching Level 5 and above. However, pupils' results are broadly in line with the average for similar schools reaching Level 4 and above, but are well below the average for similar schools for pupils reaching level 5 and above. There has been a marked improvement in girls' results at the end of Key Stage 2 in the past few years, whereas boys' results have deteriorated. Pupils at the end of Key Stage 2 in 1999 made satisfactory progress between the end of Key Stage 1 and the end of Key Stage 2. However, progress for the higher attainers was insufficient.
99. Inspection findings are that attainment is in line with national standards for pupils at the end of Key Stage 1. Pupils' achievements are sound and they make satisfactory progress through the key stage as a result of effective teaching. All pupils in Year 1 are able to read numbers to 100, and most pupils count in twos, starting at different points. Pupils make good progress in mental mathematics as they develop their understanding of odd and even numbers. In Year 2, most pupils tell the time on both analogue and digital clocks. Higher attaining pupils solve time problems and use their knowledge to work out the time one needs to leave a house if given the journey time and the necessary arrival time. Pupils use their mathematical skills to work on grids, graphs, routes and mapping for use in geography. Key Stage 1 pupils receive "mathematics challenge" homework, including games that need to be played with another person. This homework makes a sound contribution to pupils' quality of learning.
100. By the end of Key Stage 2, pupils' attainment is below national standards overall. However, there is a high number of pupils with special educational needs who are making good progress. Pupils become more confident with number and with mental mathematics but there is still a significant number of pupils who do not know the multiplication tables well enough. Year 3 pupils are learning to find simple fractions of a number such as three quarters of twenty-four. They enjoy the challenge that mathematics offers them. Usually pupils are being well challenged in mathematics lessons and rise well to these challenges. Higher attaining pupils describe in words why and how they perform certain number questions, using a decimal point. They understand place value well and are working at the level expected for their age. In the Year 6 "booster mathematics class" pupils are well challenged and use mathematics to solve everyday problems. They work through stimulating problems on how to spend their large "winnings" using holiday brochures and catalogues. This is a valuable way of using and applying their mathematics knowledge. Pupils estimate the answer when multiplying two large numbers together. By the end of Key Stage 2, pupils know the names and properties of two-dimensional shapes and

some three-dimensional shapes. Pupils can represent data on bar and pie charts and tally their results.

101. Pupils' progress from the beginning of Key Stage 1 to the end of Key Stage 1 is satisfactory. However, although progress is satisfactory overall at Key Stage 2, it is more variable, and the quality of pupils' learning is very dependent on the quality of teaching. The provision of the extra booster class in Year 6 benefits all pupils well. Progress made in mental mathematics is good. The provision for pupils with special educational needs is good. In Key Stage 1 and the lower sets in Key Stage 2, pupils receive adequate extra support from Learning Support Workers, as well as often receiving extra help from volunteers in lessons. Pupils enjoy their mathematics lessons. Some good links are being created between mathematics and other subjects, particularly geography.
102. The quality of teaching in mathematics is good overall. In the inspection, it was good in all mathematics lessons in Key Stage 1 and good or better in two thirds of lessons in Key Stage 2. It was unsatisfactory in one lesson. Teachers plan their lessons well in accordance with the National Numeracy Strategy. They challenge and inspire pupils, expecting the most of them, to deepen their understanding of the topic being studied. Most teachers insist on high standards of behaviour and this supports pupils' learning well. Teachers are helping pupils to develop the use of mathematics language and displays of keywords and number lines are a feature of many of the classrooms. Pupils' confidence in mental mathematics is helping them to overcome some previously held weaknesses. They usually enjoy the mental mathematics sessions and they make good progress. Where pupils made insufficient progress the teacher did not put over the teaching points clearly enough to the pupils, although the objectives given to the pupils at the start of the lesson were clear.
103. The implementation of the National Numeracy Strategy is having a positive effect on the quality of teaching. The school's policy of placing pupils in teaching groups according to their prior attainment has also had a positive effect on the quality of teaching. The setting of work that matches this attainment is helping to ensure that pupils carry out suitably challenging work at all times. The leadership and management of mathematics are sound, and are well encouraged by the headteacher. The procedures include effective monitoring of teaching in mathematics. Good training for teachers has been organised by the coordinator together with good links to a neighbouring school, which shares the work of organising training days. There are good resources for mathematics, including new guidelines for teaching that enhance the quality of pupils' learning.

SCIENCE

104. At the end of Key Stage 1 in 1999, the teachers' judgement was that attainment in science was well below the national average in terms of the number of pupils achieving Level 2 or above. The proportion of pupils who reach the higher levels was below the national average. These results show a decline over the last two years and below those recorded in the previous inspection report. However, by the end of Key Stage 1, pupils' attainment is now in line with national expectations overall.
105. In the 1999 Key Stage 2 tests, the percentages of pupils achieving Level 4 and above was well below the national average and below average when compared with

similar schools. The proportion of pupils reaching standards higher than those expected for pupils age eleven was also well below the national average and below average for similar schools. Standards of pupils' attainment in 1999 tests show a very slight improvement over the previous years' results. The results of inspection findings reflect those recorded in the last inspection report and confirm that overall standards are still below average. The weaknesses outlined in the previous report have not been rectified. Pupils' achievements, particularly in the experimental and investigative aspect of science, as well as the physical processes relating to electricity, light and sound remain an area of weakness. The lack of improvement in the standards is largely due to weaknesses in planning the science curriculum and the quality of teaching especially the teachers' knowledge and understanding of the subject.

106. By the end of Key Stage 1, pupils show a sound understanding of a range of scientific skills, knowledge and understanding. In their study of living things they understand the main parts of the human body and record their findings by labelling the outline of a body with appropriate names such as 'head', 'arm' and 'leg'. Younger pupils demonstrate some knowledge of what plants need in order to grow. Year 2 pupils describe the need for food for the body to stay alive and healthy. Pupils have some opportunities to carry out investigations to develop use and awareness of senses. However, some pupils show limited understanding of fair testing, prediction and need for accuracy and precision in their investigative work to produce meaningful results.
107. By the end of Key Stage 2, pupils know about seed germination, name the parts of plants and where to locate stamen or stigma of a flower. They describe the effect of 'change', for example, of heating or cooling, on a range of materials. They develop awareness of the processes of separating materials, for example, filtering. They can participate in guided experiments to carry out a fair test on substances and use simple equipment. However, they do not always make predictions, understand cause and effect and record their observations in a variety of ways. Independent recording skills are generally weak. Often, work is recorded on prepared worksheets using missing word exercises, which limit progress and provide insufficient challenge.
108. Little use is made of information technology to present data in a more interesting way or to record results of experiments. Some good use is made of numeracy skills, when pupils record and analyse data in experiments, for example, when investigating how to keep warm and deciding on the best insulator in Year 4. Pupils' literacy skills are not sufficiently developed in science. Accounts are often not well written, reflecting pupils' difficulties with spelling correctly and using grammar accurately. Pupils make limited progress in developing and using scientific vocabulary. There are insufficient opportunities for pupils to develop research skills and be involved in independent scientific enquiry.
109. Overall, progress at Key Stage 1 is satisfactory. The majority of pupils make satisfactory progress in learning about living things and studying different materials. Pupils in Year 1 make sound progress as they sort materials into groups according to their properties. Year 2 pupils begin to understand the need for a balanced diet, prepare menus and draw items of food for own meal. They learn to sort food into different groups, such as, fruits, vegetables, meats, bread and cereals. Progress is unsatisfactory at Key Stage 2. As at Key Stage 1, pupils make sound progress in learning about living things and about materials. But, their progress in other aspects

of science, for example electricity, forces and motions, light and sound and the earth and beyond is unsatisfactory. The curriculum is not taught in sufficient depth or in a sufficiently logical sequence. Many pupils in Key Stage 2 do not confidently represent their findings with drawings, graphs, charts and tables, making valid scientific conclusions based on observed evidence. Pupils' ability to seek patterns and evaluate results in investigations is also under-developed. In most lessons observed pupils do not have sufficient opportunities to correctly use simple apparatus and equipment or observe and measure carefully. At both key stages, pupils with special needs make similar progress to their classmates.

110. The quality of teaching is unsatisfactory overall. Teachers do not sufficiently use probing and open-ended questions to elicit fuller response prompt further enquiry and provide challenge. Some teachers' own knowledge of the subject and scientific understanding is limited and affects the quality of planning and the quality of pupils' learning. Sometimes however, the content of lesson is not sufficiently linked to pupils' previous learning and opportunities for practical investigations are limited. There is often a lack of challenge in the tasks provided and low expectations of pupils' quality and quantity of work. Information technology is not effectively used to stimulate pupils' curiosity and encourage enquiry. In most lessons, teachers employ effective strategies for dealing with inappropriate behaviour. The organisation and use of time and resources to support learning is generally satisfactory.
111. The coordinator has clear direction for the subject and plans to raise its profile within the school. The recent changes to the curriculum include adoption of a scheme from the Qualifications and Curriculum Authority. The science policy is currently in draft form. Arrangements for assessing pupils' work are unsatisfactory. The quality of marking is variable. Not all teachers provide useful comments for pupils to improve and record keeping does track pupils' progress effectively. The coordinator does not undertake monitoring of the quality of teaching or standards at present as the main focus for such activity is in English and mathematics. Resources are organised centrally for ease of access. But these are insufficient especially for classes with large numbers of pupils. The school effectively uses a well-developed conservation area as a resource to enhance pupils' progress.

ART

112. During the time of the inspection only one lesson in art was observed. Judgement on pupils' standards of work and progress across the school have been made by scrutinising samples of work and the displays around the school, as well as talking to pupils and members of staff.
113. Most pupils, including those with special educational needs, show satisfactory progress across both key stages in the basic skills of drawing and painting. The school has maintained the satisfactory standards reported in the last inspection. Pupils in both key stages are confidently developing an understanding of some of the aesthetic elements of art. They mix colours carefully and use different shades in their work. However, there is insufficient three-dimensional work when pupils devise and make artefacts and images, using a range of modelling materials such as clay, papier-mâché, wire, and applying different approaches to art. Consequently, pupils' skills and knowledge of shape, texture and form in art are limited.
114. The youngest pupils at Key Stage 1 have some opportunity to make imaginative models out of constructional materials and handle clay and play-dough. Year 2 pupils sketch and paint often with careful attention to detail. Their models of pirates

and collage work of cutting folding and curling paper for 'treasure island' collage is of sound quality. At Key Stage 2, Year 6 pupils are given opportunities to explore the work of famous artists, for example, Van Gogh and Piet Mondrian. In a Year 3 lesson involving discussion and following techniques of painting in short strokes, most pupils demonstrate good powers of observation, accuracy of detail, shape form and size in drawing and colouring with different mediums such as pastels, oil based paints, pencil colours and felt-tips.

115. Pupils' attitudes to learning are satisfactory. In the lessons observed, most pupils show enjoyment, application and involvement. They listen intently, follow instructions well, and are considerate towards others. Pupils are enthusiastic about artwork and sustain concentration. They show pride in their efforts and react well to praise.
116. The evidence suggests that teachers generally have sound subject knowledge. They plan and prepare effectively, and provide suitable challenge to develop pupils' skills and ability to explore with imagination and feeling and appreciate an artist's work creatively. There is a policy and guidelines for teaching prepared by the coordinator. However, the required skills are not taught systematically. The school is awaiting national guidance in reviewing the schemes of work. There is insufficient emphasis in developing computer-aided art and design at both key stages.
117. An art component planned into topic work successfully supports other subjects, such as history and geography. There are bright displays of work around the school. There are sufficient resources of range and quality especially relating to the work of famous artists. The available resources are suitably organised for ease of access centrally and in classrooms.

DESIGN AND TECHNOLOGY

118. During the time of the inspection only one lesson in design and technology was timetabled. Judgement on pupils' standards of work and progress across the school has been made by scrutinising samples of work and talking to pupils and members of staff. Pupils at both key stages generally make satisfactory progress. The overall standards and quality of pupils' work shows satisfactory improvement since the last inspection. However, there is more emphasis on making of the product while the design aspect of the subject is not fully developed. This was also noted in the previous inspection. Pupils' ability to assess and improve the quality of their completed products has improved but most evaluations form part of a group or individual discussions only. Pupils do not record evaluations of finished products against their designs.
119. At Key Stage 1, younger pupils learn to use simple tools to cut paper and shape salt dough and clay. Most pupils handle scissors with increased skill and use paper, glue and stapler to join and make three-dimensional models. They work with a range of construction equipment to develop early making skills. As part of their project, Year 2 pupils make cranes out of milk cartons and straws. There is insufficient emphasis on younger pupils in Key Stage 1 developing their knowledge and skills in the planning and design aspect of the subject. Some use is made of food technology for the youngest in Key Stage 1.
120. At Key Stage 2, pupils confidently generate ideas but do not always produce more than one design. An example of a design for 'shelter' project shows accuracy and detail. There are good examples of designing and making models of shelters with

work well linked to the use of mathematical skills of measuring. In the models examined, pupils successfully use plans to ensure quality products that look like their own design, for example the 'slippers' to keep warm in winter. Through this project, Year 6 pupils effectively learn to shape the fabric of their choice and apply sewing techniques for joining materials. Most pupils are sufficiently developing the making skills, such as measuring and marking out accurately and independently choosing from a range and variety of building and joining materials. They consider appropriateness of size, power and strength of the product. There are no examples of using computers in the design process. Pupils with special educational needs make progress similar to the others.

121. There is insufficient evidence to make an overall judgement about the quality of teaching. Examination of models on display shows that some teachers take sufficient time to teach correct techniques and appropriate vocabulary. Pupils are guided effectively in their choice of materials and techniques and they make sound progress in acquiring craft skills.
122. The coordinator for the subject has an action plan as part of the whole school curriculum development and wants to raise the profile of design and technology. The school has recently adopted the national guidance in the subject. Resources are limited in range and quality to meet the demands of the curriculum. The available resources are centralised and also made available in the classrooms.

GEOGRAPHY

123. Only two geography lessons were seen during the inspection, one at each key stage. Judgements are also based on a scrutiny of pupils' work, an examination of teachers' planning and discussions with teachers.
124. Pupils make good progress during Key Stage 1 and their achievements are better than those found in most schools across the country. They develop a good understanding of geographical knowledge and understanding through a range of interesting and relevant lessons. These are based on the government's recommended guidelines for teaching. The subject has a high profile at this Key Stage. Classroom displays show the wide range of work that children meet and the good quality of education that is provided for them. For example, pupils in Year 1 follow the travels of Barnaby Bear and learn about the places and countries he visits. Year 2 pupils extend their skills when studying islands. They draw imaginary maps, using and extending their skills in information and communications when doing so. Pupils give series of instructions to a floor 'turtle' to find the treasure buried on the island.
125. The quality of pupils' learning in geography is sound at Key Stage 2. They steadily increase their knowledge and understanding of geography as they study weather reports for different parts of the country, thus increasing their knowledge of weather as well as locating places on the map. Pupils learn about river systems starting with studies of their local river, the Severn. They compare similar locations in different parts of the world such as mountainous regions in Ecuador and the Lake District. Pupils write to pupils in Wastwater in the Lake District, effectively practising their literacy skills. They produce an attractive three-dimensional map of their environmental area. Overall, pupils' achievements are similar to those expected from pupils of the same age.

126. The quality of teaching in the two lessons seen during the inspection was good. Teachers plan effective lessons with clear objectives linked to the recommended guidelines. The pace of the lesson is brisk and helps to keep pupils alert and enthusiastic, for example, when identifying European countries using an Atlas. This fosters positive attitudes and behaviour and enhances the pupils' quality of learning. At Key Stage 1, the teacher encourages the use of appropriate vocabulary such as 'key' and 'route' that help pupils to ask sensible questions about their work.
127. The school has successfully introduced the recommended guidelines for teaching and these are effective in helping to ensure that teachers plan work that is suitable for each year group and builds on what they already know. This is an improvement since the previous inspection.

HISTORY

128. By the end of both key stages, standards in history are better than those that might be expected from pupils of those ages. By the end of Key Stage 1 pupils are able to compare past and present. They are beginning to understand about keeping a time line to record special events in the past in a sequential order. Pupils explain some of the differences in their lives and those of people living several hundred years ago. Pupils in Year 2 were fascinated by accounts of what it was like being ill 100 years ago. They enjoyed handling resources from that time. These included a series of old medicine bottles with the marking in spoonfuls down the side of the bottle and a range of dessert spoons of different sizes. Through this clever teaching strategy, pupils deduced the inaccuracies of old style medical treatment comparing this with medicine bottles used today and measuring spoons of a consistent size. They also considered the advantages of safety 'child proof' bottles comparing these with the old style cork in the top.
129. Pupils use the skills learned in literacy well. They wrote some lively accounts of the Great Fire of London in 1666. Pupils explored the reasons that the fire had broken out and spread so quickly, giving Samuel Pepys' comments on this.
130. Pupils enjoy recalling stories about 'when we were young' told by their parents and grandparents. As part of an integrated cross-curricular topic based on the study of islands one grandmother gave a talk about life on an island comparing the island community with the community in which the pupils live today.
131. At Key Stage 2, pupils soundly extend their range of historical knowledge through identifying the ways in which the past is represented. They learn which sources can be trusted and which sources to question because they are based on fiction as much as fact, for example, films about the lives of famous people. Pupils in Year 3 enliven their studies of the Romans by a visit to the legionary fortress at Caerleon. The pupils research from primary sources as they explore the Roman amphitheatre with a blood curdling curiosity in the archway through which the lions may have come! Pupils successfully extend their understanding of a chronological framework. For example, a Year 6 class enjoyed an historical quiz game when they placed events in history both national and international in order of sequence. This provided a valuable overview of those historical events that have a significant influence on our lives today, for example, the outcome of the Second World War.
132. The quality of teaching is good overall. Teachers have a good subject knowledge. Lessons are taken at a brisk pace and pupils' enthusiasm is fired by them being

allowed to conduct their own enquiries and to research factual information for themselves. For example in a study of medicine in Victorian times one boy in Year 2 found an encyclopaedia and recorded in his notebook 'Diseases such as typhus and smallpox killed many thousands of Victorians'. In this same lesson pupils working on the computer identified foods for healthy eating, for example they considered the properties of grapes, oranges and apples that keep us healthy.

133. The policy for the teaching of history has been reviewed and the Qualifications Curriculum Authority guidelines have been adapted for use by all teachers. These help to ensure that lessons build effectively on what has already been taught and learned. Schemes of work reflect local history and provide pupils with good opportunities for investigation and historical enquiry from primary and secondary sources. The teaching aims are being fulfilled because the pupils are developing an understanding of chronology by focusing their studies on the influence that events in the past had on the lives of the people. The subject coordinator is on sick leave but the headteacher provides very positive leadership. The subject is coordinated well across the curriculum and all groups of pupils participate equally in the activities offered. Visits to castles in the area provide opportunities for pupils to compare the style of living at other periods in history and the many changes that have occurred in the past that influence our lives today.

INFORMATION AND COMMUNICATIONS TECHNOLOGY

134. Attainment at the end of Key Stage 1 and at the end of Key Stage 2 is broadly in line with that expected for similar aged pupils.
135. The quality of teaching is satisfactory overall. In half the lessons seen the quality of teaching was good and in the rest of the lessons it was satisfactory. Teachers' knowledge and understanding of the programs they are teaching are good. Teachers prepare their lessons well. They usually share the lesson objectives with the pupils. Some teachers have very good classroom management, which keeps pupils focused and learning throughout the lesson. In some lessons the teacher is very enthusiastic, which is catching and pupils become very enthusiastic. Some teachers involve all the class well. Information and communications technology whole-class lessons are short and teachers usually make very good use of the short amount of time to introduce pupils to the new program they will be using over the coming few weeks. In a lesson with Year 1 pupils, the teacher gave the pupils lots of encouragement, and at the end of the afternoon showed the class the finished tartan prints made by some of the pupils during the afternoon. This spurs pupils to use the program in the next week or so. During the teaching of a new program, pupils usually sit around one computer, while the teacher demonstrates. Occasionally the teacher does not involve pupils who are sitting further away from the computer, and those pupils become fidgety and lose concentration, and this hampers their learning.
136. Pupils are given good opportunities to develop their information and communications technology skills. These opportunities will be much improved with the opening of the information and communications technology suite of networked computers. The skills of the pupils will be maintained as each classroom will continue to have a computer. Thus pupils will also have the opportunity to practise their information and communications technology skills in their own classrooms. Information and communications technology is used well for special needs pupils to support them in their number work.

137. Pupils also use information and communications technology to support their work in other subjects. It is used well in geography when pupils program floor devices to reach a certain point, and use painting programs as part of their work on islands, enhancing their skills in information and communications technology as well as geography. In science pupils found out about healthy foods using a CD-ROM but information and communications technology is underused in this subject.
138. There is good support for the subject from the senior management team, as well as good governor and parental support. The school is fortunate in having a very knowledgeable and enthusiastic coordinator who has organised staff training and has been instrumental in planning and implementing the creation of the information and communications technology suite. Resources are satisfactory overall, and once the information and communications technology suite is installed, they will be good.

MUSIC

139. Attainment at the end of both key stages is broadly in line with that expected for similarly aged pupils. At Key Stage 1, pupils have the opportunity to sing a variety of songs and play simple pieces and accompaniments. Pupils listen to music and describe what they have heard. At Key Stage 2 pupils have the opportunity to listen and appraise. Pupils particularly like to sing, which enhances the quality of the assemblies. Standards of performance are satisfactory, with many opportunities offered to pupils to use instruments and develop their skills. This is an improvement since the last inspection.
140. The quality of teaching is satisfactory overall. Teaching was good in half the lessons seen. Teachers plan their lessons well. In one lesson, pupils explored and compared the sounds different instruments make and explore different rhythms. Pupils use percussion instruments, which they find fun. Year 1 pupils, when chanting and singing the story of "The Three Pigs", enjoy themselves and learn well to sing and chant in unison. Pupils are able to choose appropriate sounds for the fox and the pigs and understand about pitch. Teachers coach pupils well at playing different percussion instruments. In a Year 4 class, pupils sing a good variety of songs, such as "In Dublin's Fair City", and a rap version of "The Pied Piper". Pupils learn to use dynamics to bring out the meanings of the songs. Pupils participate well in lessons. Teachers give pupils good opportunities to sing, and as pupils progress up the school they sing in two parts, and by Year 6 they effectively sing a round in four parts.

141. Pupils have the opportunity to learn to play the violin or the recorder in school. Pupils benefit from the very good stock of music to resources.

PHYSICAL EDUCATION

142. Five lessons were seen during the inspection, two of which were Key Stage 1 lessons. The lessons were gymnastics at Key Stage 1 and gymnastics and games at Key Stage 2 so it is not possible to judge standards of attainment in other areas of physical education.
143. By the time pupils are seven years of age, their achievements are better than those found in most schools. Key Stage 1 pupils make good progress as the result of effective teaching that covers the appropriate skills and understanding. Pupils develop physical control and coordination through a series of well planned lessons that develop their gymnastics skills using a range of apparatus. Younger pupils enjoy the activities that have been planned for them. Consequently, most are enthusiastic and try hard during the lesson. They have good attitudes and values. Older pupils in the key stage are sometimes over-enthusiastic particularly at the start of the lesson, but settle to make sound progress in the lesson. They know the importance of warming up before physical exercise and that exercise causes changes to their bodies, such as increased heart rate. They find ways of transferring weight as they use the apparatus and evaluate other pupils' work.
144. At Key Stage 2, pupils continue to make good progress. They achieve standards that are higher than those found in most schools in relation to their age. Because of a series of well-planned lessons, they develop a good level of skills in gymnastics and games. Pupils develop a range of skills in games such as football, netball, hockey and rugby that are appropriate for their age. They pass and receive balls of different shapes and sizes with a good deal of coordination and understand the use of different types of passing at different times. They understand the importance of appropriate positioning, marking and dodging. Pupils use their skills well to practise techniques in small and larger groups. They develop good team skills as they do so and enjoy playing the games and improving their own performance as well as winning. Pupils find different ways of moving around and on apparatus and solve problems such as passing each other on a narrow beam, using their understanding of balance. By the time pupils are eleven, most are able to swim at least 25 metres.
145. The standards of achievement are an improvement since the last inspection when standards at the end of Key Stage 2 were not as good as they are now.
146. The quality of teaching is good overall and an important factor in pupils' achievements. Teachers understand the subject and have the confidence to teach it well. Their enthusiasm fires the pupils. As a result, the pupils have very positive attitudes to lessons and they put in a good deal of physical activity. The teacher's excellent understanding of the rules and techniques of 'New-Image Rugby', coupled with a good knowledge of the pupils level of skill helped him to prepare and teach a very good lesson that built well on these skills. Teachers plan lessons with clear and relevant objectives and teach activities that help to reach those objectives. Teachers organise pupils well. This means that they are able to teach the appropriate skills during lessons and develop particular skills. Teachers use praise and encouragement well. This spurs pupils on to improving their work, for example,

in a Year 2 gymnastics lesson when pupils were transferring their weight from one part of their bodies to another. Teachers make good use of expert volunteer help, for example, in Year 6 gymnastics.

147. Physical education is led and managed well. There are sound guidelines for teaching that the school hopes to review when the new government guidelines are produced. All areas of the required curriculum are covered. The school has good quality resources for the subject, for example, enough balls of different types. There is ample space outside including playing fields and hard surfaces. The school is reducing the number of pupils in each class which means that there will be more space in the future for the older and larger pupils in lessons in the hall. There is a very good range of sporting extra-curricular activities and the school meets a good deal of success in these. The school is also successful in fostering positive attitudes to sport including sportsmanship and the enjoyment of participation. All pupils have good opportunities to benefit from the wide range of curricular and extra-curricular opportunities provided. As well as success in sporting competitions, school teams and pupils regularly receive awards for these. The subject makes a good contribution towards pupils' moral and social development.

RELIGIOUS EDUCATION

148. Pupils' attainment in religious education is in line with the expectations laid down in the Locally Agreed Syllabus at the end of both key stages. This is a similar picture to that noted in the previous report.
149. By the end of Key Stage 1, pupils' achievements are sound. They learn that the main religion of this country is Christianity and that the Bible contains details of Jesus' life and teaching. They know some stories from the Bible and that they have meanings which are important in their lives. For example, they learned that it is important to be kind and helpful, through acting out the story of 'The Good Samaritan'. They also know that there are other religions such as Hinduism and that there are festivals and celebrations associated with these, such as Diwali.
150. Key Stage 2 pupils achieve satisfactorily. They make sound progress as they extend their knowledge of world faiths to include aspects of Islam and Judaism as well as their understanding of Christianity. Younger pupils in the key stage know the importance of the pilgrimage to Mecca for Muslims. Older pupils find out about the ceremonies that mark people's passage into adulthood, such as Bar Mitzvahs. They make sound progress finding out about churches as places of Christian worship, but have few opportunities to visit the places of worship in other religions. An important part and successful aspect of the school's programme of religious education is how they link their understanding of religious practice to their own lives. Pupils in Year 6 think about the religious aspects of major life events such as birth and marriage, and draw their own conclusions founded on their developing understanding. At Key Stage 1, pupils compare the way different people feel about the same event, for example, the father and a brother in the story of the prodigal son.

151. The subject makes a significant contribution to pupils' spiritual and cultural development at both key stages.
152. The quality of teaching in religious education is sound at both key stages. At Key Stage 1, aspects of religious education are effectively introduced in assemblies and developed in class lessons. For example, the teacher retold the story of the Good Samaritan as pupils acted it out in a way that was easily understandable to the pupils. The ideas introduced were to be extended later in lessons. This helps to improve the quality of pupils' learning. Teachers make the subject relevant to pupils' own experiences and use effective strategies, such as acting out stories, to maintain their interest. This helps to ensure that pupils' attitudes and responses to the subject are positive and enhance their quality of learning.
153. The subject is effectively managed and the lessons that are planned and taught are soundly based on the Gloucestershire Agreed Syllabus for religious education.