

INSPECTION REPORT

DUNALLEY PRIMARY SCHOOL

Cheltenham

LEA area: Gloucestershire

Unique reference number: 115582

Headteacher: Mrs J. Wilson

Reporting inspector: Robert B. Bonner
Ofsted No: 25384

Dates of inspection: 12 – 15 February 2001

Inspection number: 192839

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: West Drive
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Gloucestershire

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Appropriate authority: The Governing Body

Name of chair of governors: Councillor John Rawson

Date of previous inspection: 24 – 28 February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
Ofsted No: 25384	R.B.Bonner	Registered inspector	Areas of learning for children in the foundation stage Science Design and Technology History Information and Communication Technology Physical Education	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
Ofsted No: 9770	J. Baker	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?
Ofsted No: 17828	M. Gallagher	Team inspector	Geography	
Ofsted No: 2741	C. Glynn	Team inspector	English English as an additional language Equal Opportunities	How good are the curricular and other opportunities offered to pupils?
Ofsted No: 26514	A. Tapsfield	Team inspector	Mathematics Art and Design Music Religious Education Special Educational Needs	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
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?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	19
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	21
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	23
HOW WELL IS THE SCHOOL LED AND MANAGED?	24
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	26
PART C: SCHOOL DATA AND INDICATORS	28
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	32

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Dunalley Community Primary School is situated close to the town centre of Cheltenham and serves a diverse social, cultural and religious community. The school is larger than other primary schools but smaller than at the time of the last inspection. Currently 262 pupils between the ages of four and 11 attend: 140 boys and 122 girls. Seventy-three pupils, (28 per cent) are entitled to free school meals, which is above the national average. Over recent years there has been a significant increase in the number of pupils joining the school who have special educational needs and who speak English as an additional language. There are 85 pupils (32 per cent) on the special educational needs' register, which is above the national average. Seventy five per cent of pupils on this register are boys. Six pupils, (2.3 per cent) have statements of need, which is above the national average. Pupils are mostly white; about 11 per cent come from a range of other ethnic and cultural backgrounds. There are 22 pupils, (8.3 per cent) who speak English as an additional language; of these, five are at an early stage of language acquisition. This percentage is higher than at the time of the last inspection and is high in relation to the national average. Children start in the reception classes in the year that they are five, most having had some form of pre-school education. A very wide range of attainment is found on entry but it is well below that expected of children of their age. At the time of the inspection there were 37 children in the reception classes who were under the age of six. The inspection of this school included a detailed inspection of its provision for pupils with special educational needs.

HOW GOOD THE SCHOOL IS

The headteacher provides strong, effective leadership and management, and is well supported by the deputy headteacher, the staff and the governing body. The quality of teaching is good. Although pupils' attainments are below average in English, mathematics and science they work hard and achieve well when their previous attainment levels are taken into account. The school is effective and provides good value for money.

What the school does well

- The school is very well led and managed, and is well supported by staff and governors.
- Teaching and learning are good.
- The attitudes, personal development and relationships of the pupils are very good.
- The provision for pupils with special educational needs is very good.
- The provision for pupils' moral and social development is very good.
- The welfare of all pupils is a high priority; they are well cared for.
- The school works closely with parents and has very good links with the community.

What could be improved

- Standards in English, mathematics and science at the end of both key stages.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the last inspection in February 1997. In relation to the first key issue, there are now schemes of work in place for all subjects including design and technology and information and communications technology. Staff training for these two subjects has been extensive, policies have been reviewed and updated and resources have been improved considerably, particularly in relation to information and communications technology. Teachers have improved their knowledge and skills in both design technology and information and communications technology and as a result standards have risen. At the end of both key stages, pupils are achieving at the levels expected for their age in each of these subjects. In relation to the second key issue the procedures for the induction of new staff, including newly qualified teachers, have improved and these are now very good. In relation to the third key issue, the school's assessment procedures have improved; results of tests in English, mathematics and science are analysed thoroughly and the information is being used to inform planning. There are still issues relating to raising the attainment of boys and the assessment of other subjects. In

relation to the fourth key issue the school prospectus now meets statutory requirements, however, the annual governors' report to parents has omissions relating to the school's provision for pupils with disabilities.

In addition to the above issues, many other areas of work have improved significantly. The quality of leadership and management and teaching has improved, as have pupils' attitudes, relationships and personal development. Attendance has increased and is now good. Provision for pupils with special educational needs is very good, as are the procedures for child protection. Information that is provided for parents has improved and is now very good. The provision of resources, which was adequate, is now good. The school is clear about its priorities for development and is very well placed to make further improvements.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	C	C	D	C	well above average A above average B average C below average D well below average E
Mathematics	D	D	E	E	
Science	C	E	E	D	

The information displayed above indicates that results in last year's tests at the end of Key Stage 2 were below the national average in English and well below the average in mathematics and science. In comparison with similar schools, standards were in line with the national average in English, below average in science and well below average in mathematics. The performance of girls was noticeably better than boys, particularly in English, where it was above the national average. The high number of boys in the year group lowered the overall standard. Taking the three years 1998 to 2000 the performance of pupils in English was in line with the national average but was below the national average in mathematics and science. The trend in the school's average National Curriculum points (where pupils' attainment at all levels is taken into account) for all core subjects was below the national trend. This downward trend is as a result of a significant increase in pupils with special educational needs, and those who speak English as an additional language joining the school.

The findings of the current inspection are that standards in the current Year 6 are below average in English, mathematics and science but pupils are achieving well in relation to their starting point. The school is on line to meet its targets for 2001, which are higher than last year's and are set at a sufficiently challenging level. Standards are typical in all other subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are keen and eager to come to school. They have positive attitudes to their work and are very enthusiastic about all aspects of school life.
Behaviour, in and out of classrooms	Pupils behave well in and around school. They understand rules and show respect for people and property.
Personal development and relationships	Relationships are very good. Pupils form constructive relationships with one another and adults. There are many good opportunities for pupils to take responsibility, use their initiative and develop independence.

Attendance	Good.
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TEACHING AND LEARNING

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

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

Overall, the quality of teaching and learning in the school are good. Teaching is very good in the reception classes and good in Key Stages 1 and 2. It is at least satisfactory in 99 per cent of lessons. A very high percentage of lessons – 78 per cent are good or better. Of these 26 per cent are very good or excellent. Only one per cent of teaching is unsatisfactory. This is a significant improvement since the last inspection when 13 per cent of lessons were judged to be less than satisfactory and the percentage of good and very good teaching was much lower.

The pupils and staff have very good relationships with one another and these add significantly to the quality of the work that the pupils produce and the way in which they learn. The pupils feel their contributions are valued and this appreciation helps to build their self-esteem and encourages them to try harder. Teachers manage the pupils very well and have high expectations of their effort and work. Teachers have good knowledge and understanding of the subjects they teach. Pupils have very good attitudes to their work and achieve well. The teaching of English, including literacy, and mathematics, including numeracy, is good. Teaching for pupils with special educational needs and those who speak English as an additional language is also good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good for pupils of all ages and abilities. The strategies for literacy and numeracy have been evaluated and amended to meet the school's needs. Provision for pupils' personal, social and health education and for extra-curricular activities is good. The school has very good links with the local community and works well with its partner institutions.
Provision for pupils with special educational needs	Very good. Inclusion is fundamental to the aims and values of the school. Pupils make good progress against the targets set within their individual education plans for literacy and numeracy.
Provision for pupils with English as an additional language	The provision for pupils who speak English as an additional language is seen as an integral part of the school's work. It is very effective; the pupils are well supported and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Pupils have a growing awareness of the need to care for others and this has a good effect on their relationships and behaviour. Older pupils are encouraged to act as role models for younger ones. The school is rightly proud of the ethnic and cultural diversity of its pupils, and ensures that the languages, customs and beliefs of all are equally respected.
How well the school cares for its pupils	The school takes good care of its pupils and provides them with good welfare, health and safety. Support and guidance are effective and there are very good procedures for promoting discipline. Procedures for assessing pupils' attainment and progress in English, mathematics and science are good, but not so well developed in other subjects.

There is a good partnership with parents, which is a strength in supporting pupils' learning. Parents are very well informed about the school through the prospectus, very good weekly newsletters and correspondence about specified events or activities.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led and managed by the headteacher with the effective support of the deputy headteacher. The work of subject leaders has had a positive impact on the quality of the curriculum.
How well the governors fulfil their responsibilities	The governing body contributes very well to the effective running of the school. Governors take their responsibilities seriously and are committed to providing the best possible education for all the pupils. They are kept well informed and work hard in their individual and collective roles. They have a clear view of the strengths and weaknesses of the school and where it needs to develop.
The school's evaluation of its performance	The headteacher effectively monitors and evaluates the performance of staff and provides relevant feedback and training opportunities. All data relating to pupils' attainment are analysed; targets set for improvement and progress towards them monitored.
The strategic use of resources	Educational priorities are very well supported through the school's financial planning. Spending is targeted to agreed priorities especially the raising of standards. The school understands and applies well the principles of best value to its work. The governors carefully monitor the effectiveness of the school in terms of the value for money it provides.

The school has a good number of teaching and support staff. Resources are good. Issues relating to the accommodation have been resolved with the school moving into new buildings.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy going to school. • Their children are making good progress. • Staff are approachable and parents are comfortable airing their concerns. • The school expects their children to work hard. • The school is helping their children to become mature. • The quality of teaching. • The leadership and management of the school. 	<ul style="list-style-type: none"> • The amount of homework their children receive.

The inspection team fully supports the positive views of parents. However, the team does not support the parents' views on the provision of homework, which it judges to be good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

National curriculum test results, trends and targets

1. Pupils' results in the 2000 National Curriculum tests at the end of Key Stage 1 were below the national average at the expected level (Level 2 and above) in writing, well below the national average in reading and mathematics and below the average in teacher assessments for science. Very few pupils achieved at the higher level (Level 3) in any of these subjects. Results were below the national average in mathematics and writing and well below the average in reading and science. Looking at the average points score (where pupils' attainment at all levels is taken into account), results in reading and writing were below the national average and those in mathematics were well below the average.
2. Compared with similar schools' results, the results on the average points score were average in reading and writing, and below average in mathematics.
3. Taking the three years 1998 to 2000 the performance of pupils in reading, writing and mathematics fell slightly below the national average for their age group. The significant differences between the attainment of boys and girls in the national tests at the end of Key Stage 2 are not to be seen at the end of this key stage. This is discussed below.
4. Inspection evidence indicates that pupils in Year 2 are achieving standards that are slightly below the national average in reading, writing, mathematics and science but that they are achieving well in relation to their prior attainment. This is discussed below.
5. Pupils' results in the 2000 National Curriculum tests at the end of Key Stage 2 were below the national average at the expected level (Level 4 and above) in English, mathematics and science. At the higher level, (Level 5) results in English were close to the national average and in mathematics and science they were below the average. The average points score shows results in English were below the national average and those in mathematics and science well below the average. The results of all three subjects taken together were well below the national average.
6. Compared with similar schools' results, the school's performance in the English test was average, in science it was below average and in mathematics it was well below average. The results of all three subjects taken together were below the national average.
7. A close analysis of the results at the end of Key Stage 2 shows that girls achieved significantly higher results than the boys. For example, in English girls achieved standards that were above the national average while the boys achieved standards that were well below the national average. The very high number of boys who took the tests, (31), compared to the small number of girls, (11) significantly lowered the overall results.

8. This same pattern of girls achieving better than boys can be seen in the results of tests over the past three years. During this period, the performance of girls has been significantly better than boys in mathematics and to a lesser extent English and science. This pattern is likely to be repeated due to the fact that of those pupils currently on the register for pupils with special educational needs, 75 per cent are boys. The school recognises that this is a problem and has put into place a range of measures to support boys in their learning, for example 'Booster' classes.
9. Taking the three years 1998 to 2000, the performance of pupils in English was in line with the national average but was below the national average in mathematics and science. The trend in the school's average National Curriculum points for all core subjects was below the national trend. This downward trend is partly as a result of the significant increase in pupils with special educational needs and pupils who speak English as an additional language. For example, since the last inspection the percentage of pupils with special educational needs has risen from 15 per cent to 32 per cent. Of the pupils who have joined the school in the last three years, other than in the reception classes, nearly 40 per cent have been identified as having special educational needs. The percentage of pupils who speak English as an additional language has also risen, from around five per cent in 1997 to over eight per cent.
10. In order to identify key areas of weakness and measure the impact of the teaching on raising standards, the school makes detailed analysis of the results of National Curriculum and optional end-of-year tests in English, mathematics and science. The results of these tests are analysed question by question to see where particular problems lie and also by gender to identify the obvious difference in performance by boys and girls. The school has good plans to use this information in an analytical approach to target setting, to set a target in the tested subjects for each child to achieve by the end of the next year and by the end of the key stage. This will then give them a clear yardstick against which to measure the progress of each pupil.
11. The inspection's findings, which are discussed below, are that, although pupils' attainments are below average in English, mathematics and science at the end of both key stages they are achieving well when their previous attainment levels are taken into account. The targets that have been set for pupils in the end of Key Stage 2 tests in 2001 indicate that standards are expected to rise in English and mathematics and this view is supported by inspection evidence.

The findings of the inspection

12. When the children enter the school a very wide range of attainment is represented but it is well below that expected of children of their age. This indicates a lowering of standards since the last inspection. Many children have limited knowledge of the world around them and a significant minority have very poorly developed speech and language skills. By the time they reach Year 1, they are likely to be achieving standards that are above those expected of children of their age in personal, social and emotional development. In creative and physical development standards will be in line with those expected but they will be slightly below those expected in communication, language and literacy, mathematical understanding and knowledge and understanding of the world.

13. In order to raise standards and more effectively meet the needs of the children coming into the school, two reception classes were formed in 1999 with small numbers of children in each one. This arrangement has enabled the teachers to meet more fully the needs of the children. As a result they are achieving very well in relation to their prior attainment. This view is confirmed by the results of tests that are taken by the children when they enter the school and when they leave the reception classes in July.
14. In English, standards are below average at both key stages. Pupils listen well but the limited vocabulary of a significant minority impedes their ability to speak confidently, and to read and write accurately.
15. Standards in reading are below average in both key stages. By the time they are seven, higher-attaining pupils, including those who speak English as an additional language, display an enthusiasm for reading. They read expressively and accurately, holding the book confidently. Lower attaining pupils are more hesitant, use their fingers to follow the text and are less expressive. By the time they are 11, higher attaining pupils read with expression and talk with confidence about their favourite books. Average and lower attaining pupils still experience difficulties with reading and understanding complex vocabulary.
16. Standards in writing are below average in both key stages. By the time they are seven, writing skills are accurate for higher attaining pupils. Basic spellings are generally accurate but more complex words still present difficulties for many pupils. By the time they are eleven, pupils have a satisfactory understanding of writing for different purposes and audiences. Little of it however is extensive or notable for the inventiveness of the vocabulary used.
17. In mathematics, standards are below average at both key stages. By the time they are seven, pupils' mental calculation is not well developed. It is mostly the higher attaining pupils who recall addition and subtraction facts and work out change from given amounts of money. The use of language of a significant minority is below that usually found for their age and hinders their progress. By the age of 11, pupils use their knowledge of place value to help them work out calculations in their heads. They use a range of written methods of calculation and they understand fractions and the relations between fractions and decimals. Pupils' restricted use of language continues to hamper their mathematical attainment, for example when using and applying mathematics in problem solving situations. Pupils also have limited experience of working with probability and of interpreting data, and this affects their attainment.
18. In science, standards are below average at both key stages. By the age of seven pupils describe how different materials feel using very simple vocabulary. Most can describe household objects and identify what materials they are made from, but a significant minority of pupils find this difficult. Their restricted vocabulary and general knowledge inhibits their progress. By the age of 11, pupils understand the essential differences between solids, liquids and gases. Pupils know that light travels in straight lines and that when it is blocked it creates shadows. Higher-attaining pupils know about germination, dispersal and fertilisation, but average and lower attaining pupils are unsure of these processes. Progress is sometimes inhibited because pupils are not provided with work that is sufficiently tailored to meet their needs.

19. In information and communications technology standards are broadly in line with expectations in both key stages. This is an improvement since the last inspection. By the age of seven pupils use capital letters, the delete key, full stops and the space bar. When word processing labels, pupils change the colour and style of the text. They operate tape recorders independently. By the age of 11 pupils combine pictures and text. They record information on spreadsheets and graphs, draw shapes using a control program and access information from the Internet.
20. In religious education, pupils achieve the levels expected in the locally agreed syllabus in both key stages. By the age of seven show a good understanding of the principle of Christian love and can suggest a variety of ways in which that love can be expressed. By the age of eleven, pupils have a satisfactory understanding of the customs and practices of the world's major religions.
21. Pupils' attainment in art and design, design and technology, geography, history, music and physical education are in line with those expected. Standards have been maintained in all of these subjects since the last inspection apart from design and technology, where they have improved.
22. Children with special educational needs and those who speak English as an additional language are very well supported in their learning and make good progress.

Pupils' attitudes, values and personal development

23. Pupils' attitudes to the school are very good. Virtually all like school, they are eager to attend and take part enthusiastically in all aspects of school life. Their attitudes to learning are very good and these have a positive impact on their progress and attainment. The vast majority are attentive, keen to answer questions and contribute to lessons. They undertake tasks enthusiastically and work hard to complete them.
24. Behaviour is very good in the playground and good overall in all other areas of the school. Pupils are aware of the high standards expected and respond well to discipline which creates an orderly environment conducive to learning. All pupils play harmoniously together in the playgrounds and there were no signs of aggressive behaviour. Pupils in Key Stage 2 organise their own games of football, which are played in a sporting manner. Both key stages make good use of the playground equipment available. There have been six temporary exclusions in the past year involving four pupils, all as a result of unacceptable behaviour. So far this year there has been only one temporary exclusion, indicating an improving situation.
25. Pupils show respect for the staff and are polite and confident when talking to visitors. For example, during informal discussion at lunchtime, they were very keen to talk about their school and the activities in which they were involved. Pupils are courteous and particularly diligent about holding open doors for others. They show respect for other people's property and the environment, for example, keeping the school litter free.
26. Pupils' personal development is very good; they mature as they progress through the school and willingly take on increasing responsibility. From the day they start school, pupils are encouraged to be independent. They tidy up after themselves and carry out simple classroom duties such as taking the register to the office. As they move up through the school pupils take on an increasing range of classroom duties and by the time they are in Years 5 and 6 they have a wide range of responsibilities. These include holding posts such as librarian, house captain or vice-captain and helping

younger pupils. A particularly good example, however, is the peer mediation system. Peer mediators are available each lunchtime to sort out any problem or dispute in the Key Stage 2 playground. They take this responsibility very seriously and one pupil commented, "It makes you feel good when you've helped to sort out someone's problems", a remark indicating an understanding beyond her years.

27. Children with special educational needs are positive in their response to class work and are keen to share and talk about their work. For example, a pupil in Year 1 talked enthusiastically about the class's science display, identifying correctly a range of materials and their uses. They work hard and collaborate well with their classmates. Other children give good support to their peers with special educational needs, for example pupils in Year 6 showed enthusiastic appreciation of their colleagues' efforts when reading aloud to the class.
28. Relationships between pupils are very good. They play together harmoniously, work very well together in the classroom when in pairs or groups. For example, in a Year 5 and 6 personal, social and health education (PSHE) lesson, pupils in pairs discussed and agreed how they were going to control anger. Relationships between pupils and staff are also very good and pupils are happy and confident in their relationships with other adults. Staff give a very positive lead in engendering good relationships, for example, by giving praise and encouragement at every opportunity as well as acting as good role models.
29. Pupils have a good awareness of others' needs; for example they regularly visit St. Vincent's Centre to entertain its severely disabled adults. Pupils respect the views and beliefs of others which was clearly demonstrated in a religious education lesson on the Hajj where they listened attentively to a Muslim pupil talking about her religion and were clearly moved by her prayer.
30. Levels of attendance are good, authorised absence is in line with the national average and most pupils arrive punctually. These factors contribute positively to standards achieved. Registration is carried out in accordance with statutory requirements.
31. Since the last inspection pupils' attitudes, personal development and relationships have all improved and are now very good. Attendance has improved and is now good and good standards of behaviour have been maintained.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

32. Overall the quality of teaching and learning in the school are good. Teaching is very good in the Foundation Stage and good in Key Stages 1 and 2. In 99 per cent lessons it is satisfactory or better, in 78 per cent of lessons it is good or better, in 26 per cent it is very good or better and in 3 per cent it is excellent. In one per cent of lessons teaching is unsatisfactory. This is a significant improvement since the last inspection when 13 per cent of lessons were judged to be less than satisfactory and the percentage of good and very good teaching was much lower.

33. There are two key factors that have been influential in the raising of standards in teaching. There have been significant changes in teaching staff since the last inspection, a new headteacher, deputy headteacher and six class teachers have all been appointed. The process of monitoring and evaluating teaching conducted by the headteacher, deputy headteacher and key subject leaders has had a positive impact on the quality of teaching as has the commitment of the teachers to improve.
34. Weaknesses in teaching identified in the previous inspection have been tackled effectively and there have been significant improvements. The quality of teachers' planning relating to design and technology and information and communications technology has improved and is now good. Teachers' expectations are high and they expect the pupils to work hard. Weaknesses relating to lack of pace and behaviour management have been largely overcome and are only evident in a very small minority of lessons.
35. The teaching of English, and literacy in English lessons is good. Class teachers have a good understanding of all aspects of the literacy strategy and they are confident in teaching the basic skills in all aspects of reading and writing. Planning for the Literacy Hour is effective and has been implemented well. Teachers have high expectations of their pupils and provide work that is well matched to all pupils' needs and interests. The very good relationships between teachers and their pupils motivates and encourages even the most reluctant of readers and writers. On-going assessment through talking to individuals is a constant feature of English lessons. Comments in exercise books, however, rarely show how pupils might improve the quality of their work, although the tone of the comments is usually very affirming. Teachers have high expectations of the pupils but questioning does not always challenge pupils' thinking or develop speaking skills.
36. The teaching of mathematics and numeracy in mathematics lessons is good. Teachers have embraced the structure of the National Numeracy Strategy well in their planning. Planning is good and provides a clear structure to the lesson with the provision of work for three attainment groups. Learning intentions for each lesson are clearly defined in the planning and shared with pupils. Teachers ensure pupils are paying attention, use correct mathematical vocabulary and terminology and provide good opportunities for pupils to explain their methods and practice what they know. Teachers question pupils well to check understanding and develop thinking. They present lessons in a variety of ways which capture pupils' interest, making them enthusiastic about number and giving them confidence in their own abilities. Teachers manage children and resources efficiently and the learning support workers give very effective support.
37. The teaching of science is satisfactory. Teachers have good subject knowledge, emphasising the importance of subject specific vocabulary. Occasionally, the introduction to lessons is too long and a small minority of pupils finds problems in sitting and concentrating for these lengths of time. In most lessons teachers manage the pupils well, however, in one unsatisfactory lesson, the teacher struggled to maintain control and significant numbers of pupils were not concentrating on their work. Occasionally the work set is too difficult and does not take into account the mixed age groups in the classes.

38. Teaching is good in information and communications technology, music, physical education and religious education at both key stages, in design and technology and history in Key Stage 1 and in geography in Key Stage 2. Teaching is satisfactory in art in both key stages. During the inspection, no teaching was observed in geography in Key Stage 1 or design and technology and history in Key Stage 2. No judgements can be made for these subjects at these key stages.
39. The teaching of pupils with special educational needs is good. Class teachers know their pupils and their difficulties well and are very patient and caring. They plan work according to the underlying abilities of their pupils and address aspects identified in their individual education plans. Teachers and learning support workers are careful to ensure pupils with special educational needs are fully involved in class activities, actively promoting and planning for this if necessary. For example, a pupil with cerebral palsy was observed taking full part in his class's physical education lesson, attempting all the activities along with his classmates. Teachers are sensitive to the different ways pupils with special educational needs learn and are quick to respond when pupils tire and their concentration flags, adapting class activities well. Pupils respond enthusiastically and are keen to show and talk about their work. Some pupils contribute to setting their own targets, for example a pupil in Key Stage 2 has set herself the target of contributing to class discussion through putting up her hand and waiting to be asked, rather than shouting out. Teachers respond very positively to this sort of initiative from pupils.
40. The teaching of pupils who speak English as an additional language (EAL) is good. These pupils are well supported in class and included in all activities. Work is often tailored to meet their needs and support staff are allocated to individuals and groups in class lessons to ensure that they understand what to do. At other times teachers and learning support workers monitor these pupils carefully and intervene effectively when help is required. For example, during a mathematics lesson in the reception class, the EAL teacher sensitively helped a child find the right colour on the parachute to stand by when she had clearly not understood what to do. All of these pupils have individual education plans through which the teachers effectively monitor their progress.
41. Teachers have a good knowledge and understanding of the subjects they teach. They use the correct technical terms and subject specific language to develop pupils' knowledge of each subject. In a mathematics lesson in a Year 6 class, for example, pupils developed an understanding of the terms 'vertices', 'faces', 'regular' and 'equilateral' as they sought to classify three-dimensional shapes. In a history lesson in a Year 1 and 2 class the teacher's good subject knowledge about toys that children have played with in the recent past, the high level of challenge and very good management skills contributed to the pupils' high level of achievement.
42. Planning in all classes clearly indicates what has gone before and builds upon previous learning well. Work in most subjects is carefully planned to meet the individual needs of the pupils, with both the lower-attaining and higher-attaining pupils being given good support in their tasks. This is not always the case in science, where sometimes insufficient care is taken in adapting the work to meet the needs of the individual.

43. Teachers identify learning objectives and share these with pupils. Much planning identifies the skills to be taught and targets to be used to assess pupils' acquisition of these skills and learning. This is seen in the precise planning for the development of skills in key parts of the curriculum, for example, in literacy and numeracy. The skills of literacy and numeracy are taught and used across the curriculum, especially in science, religious education, history and geography. The school is effective in teaching literacy skills to enable pupils to access this wider curriculum. Likewise pupils use number in other subjects, for example, in geography when looking at maps and co-ordinates, in science when measuring and recording the results of experiments and in design and technology when planning and constructing models.
44. The pupils and staff have very good relationships with one another and these add significantly to the quality of the work that the pupils produce and the way in which they learn. The pupils feel their contributions are valued and this appreciation helps to build their self-esteem and encourages them to try harder. Teachers generally manage pupils very well and have high expectations of their effort and work. A good example of very high expectations of behaviour resulting in very good levels of self-control was seen in a literacy lesson in a reception class. The caring relationships that the teacher had developed with the children ensured that they listened attentively and were fully engaged in their learning. When asked to go to their group activities they did this without fuss. In one lesson that was taken by a teacher who is not the class teacher, the management and control of pupils was unsatisfactory resulting in pupils making insufficient progress.
45. The quality of day-to-day assessment is satisfactory. The teachers monitor the pupils' work well in the class giving encouragement and advice, as needed. In the very good lessons, the teachers thoroughly assess the pupils' knowledge and understanding at the outset and then assess what they have learnt at the end of the lesson. In these lessons, teachers question pupils very well to gain insights into their levels of understanding and to challenge their thinking. In a design and technology lesson in a Year 1 and 2 class, for example, the teacher asked challenging questions of pupils of different levels of attainment to gauge the level of their understanding. This effective practice, however, is not seen in all lessons. In a number of lessons teachers ask questions that require simple answers and do not ask supplementary questions to assess the understanding of a wider group of pupils or to develop oral skills. The teachers review their lessons well and use this information effectively to plan their future work. The quality of marking is satisfactory but variable. At its best it is effective in supporting pupils' learning and providing them with areas for development. In other cases, pupils' work is marked up to date and teachers' comments are encouraging, but no reference is made to how pupils should improve their work.
46. The provision of homework is good. It is used well particularly in English and mathematics. In other subjects it is used effectively to consolidate and extend the pupils' learning in class.

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

47. The school provides a good curriculum for pupils of all ages and abilities. This is an improvement since the previous inspection when there was a lack of balance in the Key Stage 1 and 2 curriculum and several subjects did not have a policy or scheme of work. Now the curriculum is balanced and all subjects have satisfactory policies and schemes of work. The school has worked hard to revise these schemes and drawn heavily on the latest guidance from the Qualifications and Curriculum Authority (QCA) to incorporate the most up-to-date practice in each subject. This guidance has been well adapted to suit the particular circumstances of the school.
48. The school has successfully introduced the national strategies for literacy and numeracy. Teachers have gained in confidence in the use of the National Literacy and Numeracy Strategies and adapted them to suit the pupils' needs as in the additional 'booster' sessions to raise the test scores for Year 6 pupils.
49. The curriculum for children with special educational needs and for those who speak English as an additional language is very good. The work undertaken by the teachers and learning support workers addresses elements detailed in their individual education plans, and general class work is tailored to promote their understanding of the work addressed. The school has recently identified that pupils with special needs are not as involved in extra-curricular clubs as expected, and they are trying to promote their involvement more.
50. Good provision is made through extra-curricular activities to enrich the pupils' learning experiences. Many staff are involved and provision is wide-ranging, including a comprehensive programme of sporting activities, including football, netball, hockey and rugby and others such as art, recorder playing, science, French and computers. Sporting activities include inter-school competitions and coaching schemes. The school makes good provision for pupils to visit a range of places of interest to support their learning in the curriculum. For example, the school makes good use of the local area and benefits from easy access to the local art gallery where pupils' work is exhibited, the town museum, the Holst museum and Pittville Park, as well as making visits further afield. Residential visits for Year 5 to the Wilderness Centre in the Forest of Dean support the very good provision for the personal, social and health education (PSHE) of the pupils.
51. This provision is based on a detailed policy and programme of work covering health and sex education including raising pupils' awareness of the dangers of addiction and substance misuse. These messages are reinforced in assemblies. The contacts the school has with the local community are strong and used very well to benefit the pupils and the development of the school. Plans to develop the school's grounds have generated considerable local support and the school draws on the advice and help of officers in the police, fire and road safety services. These contacts are used well in the citizenship part of the PSHE programme. The school is used by a local dance club, which many pupils attend and musical tuition is provided by instrumental teachers for individual pupils.

52. The overall experience the school offers for the development of pupils' spiritual, moral, social and cultural development is good. The school provides a satisfactory range of experiences for pupils' spiritual development. In religious education lessons, pupils gain an understanding and appreciation of the main beliefs and principles of the major world religions. There is a daily act of collective worship. During assemblies, which are often led by local clergy and lay church workers, pupils are encouraged to reflect on a variety of themes such as 'real values' and 'caring for animals'. Although not totally absent, there are few opportunities for spiritual development identified in curriculum planning.
53. Provision for pupils' moral development is very good and has improved significantly since the last report. Pupils know right from wrong. From their first days in school they learn to take turns and to be fair in their dealings with others. Teachers are good role models and ensure all pupils are aware of the standards expected.
54. The provision for pupils' social development has also improved since the last inspection and is now very good. In the classroom pupils are expected to treat each other and their teachers with courtesy and to co-operate well in their work. School rules are uncomplicated, readily available and enforced with sensitivity, fairness and respect for each child's dignity. In the playground 'peer mentors' trained in interpersonal skills arbitrate in disputes. Older pupils are encouraged to play with younger ones and the paired reading also brings older and younger pupils together. Pupils' success is recognised in the 'Celebration' Assemblies each week.
55. The provision for pupils' cultural development is satisfactory. There are opportunities for pupils to learn to play several musical instruments but there is no school band or choir, although concerts are held at Christmas and end of year. Each year the school has a book week, during which authors visit the school, pupils and staff dress up as characters from famous books and visits are made to the Cheltenham 'Festival of Literature' events. The school tries to celebrate the background of all the children. A Bengali parent has helped with bi-lingual notices and school literature is available in ethnic languages in the school reception. Key Stage 1 pupils enjoyed an 'Indian Day' with the help of the support teacher who works with children for whom English is an additional language. Opportunities are provided in religious education lessons for pupils to talk about their culture and religion. There is a section of the school library for books with a multi-cultural theme.
56. The school has very good links with the community, which help to enrich the curriculum and make a significant contribution to pupils' learning. There are good links with the church, which include the clergy leading assembly regularly, the school holding services in the church and using the church as an educational resource. The school takes every opportunity to widen pupils' horizons by involvement in the Cheltenham Arts Festivals, visits to local museums and involvement in the local community. This includes links with local businesses through the Education and Business Partnership and entertaining residents at St. Vincent's and other centres, all of which teaches the pupils the worth of helping in the community.
57. The partnership with business is particularly strong. Pupils in Year 5/6 worked with local businesses on problem solving and team work activities and won a Gold Pathfinder Award for this work in 1999. During 'World of Work Week' there are opportunities for parents and local business people to talk to pupils about their work and hobbies. The school receives valued sponsorship from local organisations. There are close links with the Pittville Area Residents Association, which is helping to develop the environmental garden.

58. Relationships with partner institutions are good. The school visits and has good relationships with all feeder playgroups, which helps to ensure that children transfer happily into the school. There are close relationships with local secondary schools including a comprehensive transfer of information both written and verbal, which ensures a smooth transition to the next stage of education. There are good links with other primary schools through sport and through the Primary Liaison Group. Also there are close links with local colleges who send many students to the school as part of their training and this contributes positively to the quality of education provided by the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

59. This is a very caring school which provides good support for pupils' personal development as well as good provision overall to ensure pupils' welfare, health and safety. This provision includes very good child protection procedures, very good procedures for promoting good behaviour and eliminating bullying, very good procedures for promoting regular attendance and satisfactory health and safety procedures.
60. The good personal support and guidance pupils receive makes a significant contribution to their personal development. Looking after pupils' personal and emotional needs is the responsibility of class teachers who know their pupils well, are sensitive to these needs and thus able to provide good personal support and guidance. The very good relationships between pupils and staff encourage pupils to raise any concerns they may have knowing that they will be dealt with sympathetically.
61. Child protection procedures are very good. This is a significant improvement since the last inspection. The designated person, the headteacher, is suitably trained and very experienced in this area and all staff are fully aware of the procedures and their importance. Also there is very good liaison with other agencies.
62. Procedures for ensuring a safe working environment are satisfactory with all issues being resolved. The caretaker is very diligent in his duties and checks the school regularly before the pupils arrive to ensure a safe environment. However, although the current practice is satisfactory, more formal procedures are required to clarify how frequently inspections are to be carried out and to formally record the outcome of these inspections. A full risk assessment exercise has not yet been carried out or documented. The school is aware of these shortcomings.
63. First aid and medical care arrangements are good. Two members of staff are fully first aid trained and specialist training is undertaken as necessary, for example, Epipen training. Also a number of other staff have received some first aid training. Arrangements for looking after children who are unwell are satisfactory. Pupils' personal safety, personal hygiene and general well being are covered very well through the PSHE curriculum. The school also makes good use of outside speakers, such as the community police officer and the school nurse.
64. The support and care for children with special educational needs is very good. The monitoring of their personal and academic progress and development is good and staff are quick to identify needs as they arise. Pupils are given opportunities to discuss with their learning support worker their own perceptions of their progress and success. Regular reviews are held and the school's reports to these are very good, giving a clear picture of the pupils' difficulties and progress. Individual educational plans focus on

spoken language, literacy and numeracy, with targets identified for improvement. Sometimes elements of pupils' behaviour are also identified within the targets, but this is not consistent. A few individual education plans show little change in the targets from one term to the next.

65. The school has satisfactory procedures for monitoring and supporting pupils' academic progress. The procedures for monitoring and supporting pupils' personal development are good. The school undertakes all statutory assessments of its pupils in English, mathematics and science at the end of Key Stages 1 and 2. The school also carries out a range of additional non-statutory tests and assessments, including optional tests in English and mathematics at the end of Year 3, 4 and 5, reading tests and a range of spelling, multiplication tables and 'end of topic' tests. The information gained from testing is used effectively to identify and support pupils with special educational needs and higher-attaining pupils and to provide 'booster' lessons for pupils in English, mathematics and science.
66. The subject leaders for English, mathematics and science analyse the results of national tests carefully, looking at the way pupils answer test questions, identifying weaknesses that need to be tackled and improvements that need to be made. The school also carefully monitors results by gender and ethnicity, and has identified that boys are achieving lower standards than girls, particularly at the end of Key Stage 2. In response to this the school has introduced a raft of initiatives to seek to rectify this situation. There are good systems in place for passing on information at the end of each year concerning the standards being achieved by individual pupils in English, mathematics and science. However, the system for assessing pupils' attainment and monitoring their progress in the other subjects, including religious education is less well developed. The school sees the need to further develop its system of assessment as a priority and this work is clearly identified in the school improvement plan.
67. There are good behaviour and anti-bullying policies in place and all parents receive a positive behaviour booklet to ensure that they are fully aware of the school's expectation and procedures. Behaviour expectations and the message that bullying will not be tolerated are promoted very strongly through PSHE lessons and teachers discuss and agree class rules with their pupils. Recognition of good behaviour is given through the award of merits and house points and through celebration assemblies. Teachers also have their own rewards system within their classroom such as 'best table' and 'pupil of the week'. There are also effective classroom and school sanctions in place.
68. Procedures for monitoring and promoting regular attendance are very good. Attendance is carefully monitored by the Attendance Officer who follows up any absence, for which the school has not been given a reason, the same morning. This ensures that the school knows of pupils' whereabouts and that they are safe. The Attendance Officer or the Education Welfare Officer follows up persistent absence or lateness via home visits. Ensuring regular attendance and punctuality are part of the Home/School Agreement and there is clear guidance on attendance procedures in the school's prospectus.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

69. There is a good partnership with parents, which is a strength in supporting pupils' successful learning. Parents are very satisfied with all aspects of the school, except the provision of homework. Nearly all confirm that their children like school and also consider that their children are making good progress, the school expects their children to work hard and is helping them to become mature. The inspection team fully supports these positive views. However the team does not support the parents' views on the provision of homework which it judges to be good.
70. Parents are very well informed about the school through the prospectus, very good weekly newsletters and correspondence relative to specified events or activities. Information to parents about the curriculum is also very good. In addition to the good curriculum outlined in the prospectus, they receive detailed information on the work to be covered by their children each term and have the opportunity to attend occasional curriculum evenings. Also they are given guidance on how to help their children through the school's "Starting School" booklet and a wide range of government publications.
71. Information to parents on their children's progress is good and is provided through termly consultation evenings and good annual reports. The reports provide useful assessments; descriptions of the areas of work covered and comments on pupils' personal development. This information about their children can also be broadened by their discussions with staff throughout the year. Parents very much appreciate the formal meetings each year to discuss pupils' progress, and also the informal feedback of the progress of their children by teachers at the beginning or end of the school day.
72. The involvement of parents in the provision for special educational needs is very good. Individual education plans are shared with parents, who contribute to the review of targets and the setting of new ones. Parents feel that their children are cared for well, that their difficulties are identified quickly and effective action is taken.
73. There is very good parental help in the classroom, which makes a very significant contribution to pupils' learning. Parents also provide good support on trips and visits and raise considerable funds for the school through the 'Friends of Dunalley School Association'. In addition, parents are involved in 'World of Work Week' and 'Book Week' and are helping to develop the environmental garden, all of which helps to enrich the curriculum.
74. Parents are encouraged to help with their children's learning at home and clear guidelines in the prospectus, together with full detail in the homework policy, give a clear message about homework expectations. The good use of homework through the school enables parents to make a positive contribution to their children's learning and homework diaries keep them in touch with what their children are doing at school.
75. The vast majority of parents have endorsed their support for the school and its aims by signing the Home/School agreement. The school values parents' views, seeking them on a regular basis and responding positively to their suggestions. For example, following consultation about the setting up of breakfast and after school clubs, these and year round holiday provision are to be provided.

76. Induction arrangements for children entering school are good and these help the children make a happy start to their school life. The team leader in the Foundation Stage visits all feeder playgroups and some new intake children receive a home visit. Also children have the opportunity to visit the school several times in the summer term before they start.
77. Since the last inspection information to parents and their involvement in the life of the school have both improved and these are now very good.

HOW WELL IS THE SCHOOL LED AND MANAGED?

78. The leadership and management of the school are very good. The headteacher provides strong, effective leadership and, with the support of the deputy headteacher and key management staff gives a very clear direction for the development and improvement of the school. The improvement in the quality of education owes much to her leadership and the effective support of a hard working and committed team of staff and governors. The aims of the school that focus on the educational, social and personal development of the individual are shared by all and underpin its work. The school is committed to raising standards with equality of opportunity for all pupils. The school is clear about where it needs to improve and there is a shared sense of determination to succeed and move forward. It is in a very good position to make further improvements and has the capacity to achieve these.
79. The headteacher has led the school successfully through an exciting, but nevertheless, challenging time in its history. She tackled very successfully the formidable task of preparing for and moving a school into new premises in January 1999. In addition, there have been many changes in staff, including the long-term absence of the deputy headteacher, who has since retired. The headteacher has managed the school very well through these difficult times and has created a united staff team. She communicates effectively with the staff and the governors to ensure that everyone understands the school's priorities for development and works successfully as a team. She maintains a good balance between the strategic, administrative and monitoring elements of her role. In all of these she is well informed. Working with the deputy headteacher and subject leaders for English and mathematics she monitors the work of teachers in the classroom and has a good understanding of the strengths and weaknesses of all staff. As a result of this monitoring, standards of teaching have improved significantly since the last inspection. Procedures for appraisal and performance management are well developed with targets being set in three key areas; improving personal performance, raising standards, and developing the role of curriculum leader. The headteacher formally scrutinises pupils' work twice yearly and is well informed, through informal day-to-day monitoring, about the standards pupils achieve.
80. The deputy headteacher, who was appointed in September 2000, works very closely with the headteacher and already takes a leading role in several areas of its work. She has been instrumental in the development of the curriculum in response to Curriculum 2000 and monitors teachers' medium term and weekly plans. The role of subject leaders is at various stages of development, reflecting significant staff changes. In English, and mathematics, for example, subject leaders monitor standards and to some degree evaluate the effectiveness of pupils' learning. All subject leaders are budget holders and monitor planning in their subject areas. They are influential in their support of colleagues, providing guidance on a day-to-day basis. However, in the other subjects there is little formal monitoring and evaluation of pupils' performance or the

standards being achieved.

81. The management of the provision for children with special educational needs is very good. The co-ordinator is knowledgeable and all the paperwork is detailed clear and meets the requirements of the Code of Practice for children with special educational needs. The co-ordinator gives good support to the mainstream class teachers, supporting them during pupil review meetings and advising on the writing of individual education plans and on effective methods for addressing children's needs.
82. The governing body fulfils most of its statutory duties and is effective in its work. However, there are omissions in the governors' annual report to parents, relating to the provision of pupils with disabilities. There are good procedures to ensure that individual governors are kept well informed and play a vital role in shaping the direction of the school. Governors are very clear about the strengths and weaknesses of the school and how the school needs to move forward. The chair of governors works closely with the headteacher and is influential in the work of the school. Individual governors take their responsibilities seriously and are committed to raising standards in the school. For example, they attend governors' training, monitor classroom practice and contribute significantly to the school development plan. A particularly good feature of their work is the links that have been made between individual governors and curriculum leaders. The governor for information and communications technology, for example, is working with pupils in developing the school's web site. The governors have appraised the headteacher and targets have been set.
83. The school improvement plan is an effective working document of high quality and is based on a thorough audit of the school's present position. The school has set itself a manageable number of clearly defined measurable targets that focus on the raising of standards. All new initiatives are carefully appraised in relation to likely costs. The school has established effective and efficient working practices to plan, manage and monitor its finances. Budget setting is firmly linked to development planning and reflects well the educational needs of the pupils. Financial control and administration are very good. There are close links between planning and resourcing. Records of financial decisions are accurate and clear. All the minor recommendations in the last audit report have already been implemented. The finance officer carefully monitors the budget monthly and, with the headteacher, reports to the finance committee of the governing body.
84. Specific grants received by the school are used for the purposes for which they are intended and there is a detailed record of how the money has been spent. The specific grant for special educational needs is used very effectively for its designated purpose. Although there appears to be a large carry forward from the last financial year it has been earmarked to maintain low class sizes and provide additional staff for 'booster' classes. The school applies the principles of best value well. It analyses its performance using both national and local data and uses this to evaluate the standards that its pupils are achieving and where improvements are needed. Parents are provided with a range of opportunities to voice their opinions. For administrative purposes, the school makes very good use of its technological capacity. Many of the administrative records are computerised and are well kept. The school seeks to obtain good value for money when purchasing goods and services.

85. The school has a good number of teachers to teach the subjects of the curriculum. The teaching staff have a range of qualifications and experience and they work very well together as a team. There are very good procedures for the induction of new staff into the school. This is a considerable improvement since the last inspection. The learning support staff are experienced and knowledgeable; they have a good level of expertise and give the pupils in their care good support and guidance.
86. The accommodation provided by the new school buildings is very good. Resources are good for the Foundation Stage, special educational needs, and for all subjects except information and communications technology, history and geography, where they are satisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

87. The school has made good progress since the previous inspection but in order to further improve the quality of education in the school, the headteacher, governing body and staff should:
- 1) * Raise standards in English by:
 - a) exploring ways of developing pupils' speaking skills to enable them to explore meaning through talking, for example through drama,
 - b) improving teachers' questioning skills to better promote pupils' speaking skills,
 - c) focusing on the development of higher reading skills such as inference and deduction,
 - d) improving the accuracy of pupils' grammar, spelling and punctuation
 - e) improving the quality of teachers' marking ensuring that they provide guidance on how pupils can improve their work.

(see paragraphs:1-9, 11, 14-16,45,109-118)
 - 2) * Raise standards in mathematics by:
 - a) continuing to focus on the development of pupils' numeracy skills,
 - b) further developing pupils' ability to read questions and solve problems,
 - c) providing pupils with more opportunities to work with probability and interpreting data.

(see paragraphs:1-9,11,17,120-124)
 - 3) * Raise standards in science by:
 - a) continuing to focus on the development of pupils' subject specific vocabulary,
 - b) continuing to provide a good range of activities through which pupils can further develop their skills of experimentation and investigation,
 - c) ensuring teachers plan work matched more closely to individuals' needs,
 - d) improving teachers' questioning skills to better promote pupils' speaking skills,
 - e) ensuring that pupils are well managed and that introductory sessions are not over-long,
 - f) improving the quality of teacher's marking ensuring that they provide guidance on how pupils can improve their work.

(see paragraphs:1,5-9,11,18,37.45,128-134)

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

- * Improve the systems already in place for assessing and recording pupils' attainment in the foundation subjects.
(see paragraphs: 66, 146, 151, 155, 174)
- Include in the annual governors' report to parents the school's provision for pupils with disabilities.
(see paragraph: 82)

** denotes an issue already highlighted as a priority in the school's improvement plan.
(Numbers in brackets indicate a reference to the main paragraphs where the weaknesses are discussed.)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	69
Number of discussions with staff, governors, other adults and pupils	42

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	23	52	20	1	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

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	262
Number of full-time pupils known to be eligible for free school meals	0	73

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	0	85

English as an additional language

	No of pupils
Number of pupils with English as an additional language	22

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	35

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.2

Unauthorised absence

	%
School data	0.5
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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	24	18	42

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	18	18
	Girls	15	16	16
	Total	31	34	34
Percentage of pupils at NC level 2 or above	School	74 (74)	81 (77)	81 (72)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	18	20
	Girls	16	16	16
	Total	32	34	36
Percentage of pupils at NC level 2 or above	School	76 (74)	81 (74)	86 (74)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	29	13	42

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	15	21
	Girls	12	7	9
	Total	28	22	30
Percentage of pupils at NC level 4 or above	School	67 (69)	52 (51)	71 (56)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	14	15
	Girls	11	7	8
	Total	26	21	23
Percentage of pupils at NC level 4 or above	School	62 (60)	50 (64)	55 (53)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	5
Pakistani	0
Bangladeshi	8
Chinese	1
White	200
Any other minority ethnic group	11

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	6	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	13.7
Number of pupils per qualified teacher	23.6:1
Average class size	23.8

Education support staff: YR – Y6

Total number of education support staff	12.0
Total aggregate hours worked per week	161

Financial information

Financial year	1999 -2000
	£
Total income	534,159
Total expenditure	501,698
Expenditure per pupil	1,780
Balance brought forward from previous year	32,461
Balance carried forward to next year	55,909

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	262
Number of questionnaires returned	72

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	40	4	1	0
My child is making good progress in school.	49	44	6	0	0
Behaviour in the school is good.	32	53	12	0	3
My child gets the right amount of work to do at home.	34	42	18	5	1
The teaching is good.	45	47	5	1	1
I am kept well informed about how my child is getting on.	43	42	8	4	4
I would feel comfortable about approaching the school with questions or a problem.	62	29	6	1	1
The school expects my child to work hard and achieve his or her best.	57	38	4	0	1
The school works closely with parents.	39	51	8	1	1
The school is well led and managed.	44	48	3	3	3
The school is helping my child become mature and responsible.	47	48	4	0	1
The school provides an interesting range of activities outside lessons.	39	51	6	0	4

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

88. This section of the report focuses on the children under six years of age who are in the reception classes. At the time of the inspection there were 37 children in the reception classes who were under the age of six. When the children enter the school a very wide range of attainment is represented but it is well below that expected of children of their age. These standards are lower than at the time of the last inspection. Within this group, some children have poorly developed speech and language skills. They have limited knowledge of the world around them and a number of children have a range of special educational needs. By the time they reach Year 1, children are achieving standards that are above those expected in personal, social and emotional development. In creative and physical development, standards are in line with those expected but they are slightly below those expected in communication, language and literacy, mathematical understanding and knowledge and understanding of the world.
89. Provision for the children in the reception classes is good. Children join the reception classes at the beginning of the academic year in which they will be five. Current arrangements provide for them to attend on a part-time basis in September during which time the teachers assess the needs of each child. After this initial period of a month all of the children attend the school on a full time basis. The curriculum is broad and balanced and meets the needs of the children. There is a strong emphasis on the development of communication, language and literacy and mathematical skills. The school has identified these as being key areas of weakness and significant amounts of time are allocated to the teaching of these subjects.
90. Formal assessment procedures are good. On entry to school, children are assessed and this provides information on individual attainment levels and areas for development. At the end of the foundation year children are assessed again and teachers have a clear view of the progress that the children have made. Each child is set targets for literacy and numeracy and teachers carefully monitor their progress towards these. On a day-to-day basis, teachers keep detailed records of children's progress in their knowledge and understanding of all aspects of the early learning goals, for example reading development, letter sounds, colours, shapes and numbers. These records are easily accessed and are used effectively to inform future planning.

Personal, social and emotional development

91. Children are on course to exceed the nationally agreed standard for children who are aged six with regard to their personal and social development as a result of the very good opportunities that are offered to them. The quality of teaching and learning are very good. Strengths of the teaching relate to the high expectations of the children's behaviour and the very effective role models that teachers provide. They are consistently positive with pupils and this builds pupils' self-esteem and helps them to persevere with challenging tasks.

92. From the time that they first enter the reception classes, children are encouraged to make independent choices from a wide range of activities. The teachers help children to feel safe and confident. As a result, they settle well, work and play independently and most are willing to take turns and share equipment. The children have caring attitudes towards each other, and those with special educational needs are very well integrated. The children respond positively to new challenges and enjoy their work. They are attentive and interested in all that they do. Many are able to sustain interest in their activities. They are polite, very friendly and very well behaved and have a good understanding of what is right and wrong. The children build effective relationships with adults and with each other. When pretending to be visitors at 'Dunalley Vets Surgery', for example, they work co-operatively together. In group mathematics activities in the hall they wait patiently for their turn and enjoy the successes of others. They show high levels of support and sensitivity when discussing their work with each other. They attend acts of worship and try their best to join in with the singing and the prayers. Individuals are pleased to be chosen for jobs or to be rewarded with stickers for their efforts. They show maturity when tackling jobs such as clearing away, getting out equipment, helping someone else to dress after physical activities and join in willingly with the teachers' suggestions.

Communication, language and literacy

93. Children in the reception classes make very good progress but as a significant minority of children demonstrate particularly low attainment levels on entry to the school in speaking and listening skills, their attainment remains below the recommended goals by the time that they are six.
94. The quality of teaching and learning are very good. Lessons are well planned with tasks that are well targeted to develop specific language and vocabulary. Teachers provide an extensive range of opportunities for children to develop communication and literacy skills. There is a strong focus on the development of the skills of speaking and listening in lessons and in other activities. In one lesson the teacher read 'Scaredy Cat' effectively capturing the children's imagination as she used different voices to reflect the content of the text. A few children are reticent when speaking in front of others but they are given good encouragement, for example, when a girl who speaks English as an additional language spoke briefly about the words she had formed in play dough. A significant minority of children often find difficulty in trying to explain to an adult, answer a question or to describe what they see. On the whole, they have limited vocabularies.
95. The children know that print gives meaning and that they read from left to right. They handle books well. Consistent strategies used by the teachers based on a commercial scheme enable children of all abilities to recognise the letters of the alphabet and most can say the sound of the initial letter of a word, even if they may not be able to read the word itself. Higher attaining children read sentences using initial and other letter sounds and picture clues to help them. With play dough they try to spell words with 'at' in them and then confidently 'read' these out to their friends.

96. Children are given good opportunities to write for different purposes for example, what they did in the Christmas play or when describing various types of wild animals. Higher attaining children spell words recognisably. The lower attaining children are encouraged to write and share their efforts with the class. A few children show that they can produce a consistent type of script while others struggle to control their pencils when forming letter shapes.

Mathematical development

97. The quality of teaching and learning are very good. The teachers seize every opportunity to enable children to apply their developing knowledge and understanding to practical situations. By the end of the reception class most children are on course to achieve early learning goals for mathematics. Most children can count and match to ten, but a significant minority lack confidence in their use of mathematical language.
98. Number songs such as 'Five speckled frogs' enable the children to become familiar with counting both forwards and backwards. Higher attaining children independently recognise numbers up to ten, place them in order of size and identify a number that is one less than. They add two single digit numbers together mentally by counting the spots on a dice that they have thrown. Average and lower attaining children count and match accurately to six and use this knowledge when solving practical problems, for example, calculating how many beanbags they have managed to throw into a bucket, or how many skittles they have knocked down. Many children are at an early stage in recognising the value of coins, identifying a 1p and a 2p whilst others identify all the coins up to a pound. There are good opportunities for children to consolidate these mathematical skills when they buy pet food from 'Dunalley Pet Shop'. Children recognise and name simple geometric shapes and develop their early understanding of area as they count the number of coloured squares on 'Elmer the Elephant'.
99. Teachers provide a very good range of exciting and challenging activities that effectively promote children's mathematical development. For example, children play a range of games and engage in role-play activities which require them to add up and take away, for example, counting the number of people getting on and off a bus and calculating how many are left at the bus stop. Teachers organise these activities particularly well, displaying a high degree of management skills. The children enjoy these opportunities, behaving very well as they wait their turn and saying 'excuse me' when they get off the bus. Teachers effectively use the period at the end of lessons to assess the learning that has taken place and to promote the children's speaking and listening skills.

Knowledge and understanding of the world

100. On entry to the school many children's knowledge and understanding of the world are limited and they are well below average in this respect. A good effort is made to provide the children with a breadth of experience and as a result, effective progress is made. Several are on course to meet the learning goals, but the standard will still be below the expected levels by the time the children reach Year 1.
101. The children are aware of the routine of a morning at school and work effectively within this organisational structure. They know the names of different parts of a plant such as flower and leaf, and learn the names of parts of their body when they sing songs like 'heads and shoulders, knees and toes'. Programs on the computer reinforce pupils' learning in this and other areas of the curriculum. For example, children click and drag symbols into position on a map and can identify what each of the symbols represents. Children learn the names of the technology they are using by referring to the monitor,

mouse, and keyboard. They are adept at operating story tapes and headphones in the 'listening centre'. However, they are not confident about the names of some household electrical appliances or the rooms in which they might be found. There are weaknesses relating to their technical vocabulary.

102. The quality of teaching is good and there is a sense of purpose in the work that children are given to do. Teachers' planning effectively draws links between different subject areas so that for example, work in science on the names of different parts of the human body is reinforced in physical development lessons as children balance bean bags on different parts of their bodies. The introductions to the lessons are efficient and focus on the development of concepts and subject specific language.

Physical development

103. The quality of teaching and the quality of learning are good. Teachers plan well for children's physical development and by the end of the reception class the children are on course to achieve standards at the expected level.
104. Manual dexterity is developing well, and children use small tools with precision. For example, children place animals in accurate positions in a model zoo, and click with the computer mouse on a particular icon. They are taught to hold pencils, to cut with scissors, spread glue and paint with different sizes of brushes. Children generally achieve the expected standards, but the pencil control skills of a significant minority are not well developed. There are good opportunities for the children to mould materials, such as play dough and wet sand. Undressing and dressing skills are well developed. In physical education lessons, children make good use of the space available to them in the hall. There is good provision for the development of children's physical co-ordination through these lessons and through free physical play activities where they push and pull toys, ride wheeled vehicles and work on climbing apparatus.
105. Teachers manage the children particularly well during physical activity. They emphasise the need to warm up at the beginning of these lessons and to take care when moving around the hall. Teachers organise the children very well setting very high expectations of their attention and effort. Children respond well by working hard, behaving well and trying hard. The pace of the lesson sometimes slows when too much time is taken moving the children onto a new activity.

Creative development

106. The quality of teaching and learning are good. By the time that they are six, overall standards are on course to be in line with those expected.
107. Children enjoy learning new songs and rhymes, and sing with great enthusiasm. They study the works of such artists as Jackson Pollock and Henri Rousseau. They consider the line and tone in the painting of a tiger, for example, and then construct their own collages using strips of black, orange and yellow paper. Children mix paints and enjoy painting cats of different colours. In some lessons however, children are provided with ready mixed paints and are not encouraged to experiment in making colours of their own.

108. There is constructive support for children and techniques and skills are well taught. Keen intervention by adults keeps the children well on task. Displays around the room indicate that children have been allowed to make their own interpretations with the materials that they are given but there are a few collages that are a little prescriptive. There are few paintings that the children have produced from their own imagination or memory during free choice sessions.

ENGLISH

109. Since the previous inspection many of the characteristics of the school have changed. Most significant is the increased number of pupils who enter the school with low levels of skills in speaking and listening. This impacts seriously on the standards achieved at the end of the infant and the junior stages when pupils are tested on the national standard attainment tests for seven and eleven year olds. Equally significant is the large number of pupils who have identified special educational needs. They represent around 30 per cent of the school and of these pupils 75 per cent are boys. The national picture of underachievement by boys is mirrored in the school. The increasing number of pupils on the roll who speak English as an additional language has also changed the make up of the school. The effect of these characteristics is seen in the results in the tests at seven and 11.
110. In the 2000 tests at the end of the infant stage (Key Stage 1) pupils' results in speaking and listening tests were below the expected level (level 2) for pupils of this age. The number reaching the higher level 3 was well below. In reading when compared with all schools nationally results were well below for each level. Writing was below for both level 2 and level 3. Overall the results placed the school well below the expected levels for seven-year-olds.
111. The picture is better when comparing the school's results with those of similar schools. There, reading and writing are in line with those achieved by similar schools. The fact that few children achieve the higher level in reading and none achieved it in writing is the cause of the general picture of underachievement at seven. Over the three years from 1998 to 2000 the trend in the results for the school is below the national trend of improvement, but it is in line with the trend for similar schools.
112. At 11, the number of pupils achieving the expected level (Level 4) in the tests was well below the national average. The number achieving the higher Level 5 was, however, in line with the national average. This indicates that the school's provision for higher attaining, more able pupils is at least satisfactory. This is an improvement on the situation reported in the previous inspection when the achievement of such pupils was an issue requiring action. Taking the average of the points scored in English, pupils' achievements are below those of all schools but are in line with those of pupils in similar schools.
113. The girls do significantly better than the boys. They achieve well above the national average point score whereas the boys' score is very low. The girls' achievement represents about a year's difference in that achieved by the boys who were a very high proportion of the year group, 31 boys to 11 girls. The good results are skewed markedly by the poorer ones and raising boys' achievement remains a major challenge to the school. This low attainment of boys is acknowledged by the school and is in the priorities identified in the school's improvement plan. The provision of 'booster' classes is one among many other strategies being undertaken to tackle the problem. The school has set challenging targets to improve test results in 2001. However, optional

tests taken last year indicate that the current Year 6 pupils are not likely to achieve these targets even with the significant addition in time and support the school is currently providing.

114. The inspection findings reveal a similar picture to the test results. The weak language skills of the youngest children are found in older pupils but, despite the difficulties, all pupils, particularly the girls, make good progress as they move up the school.
115. Reading skills are well developed. By Year 2 the most able pupils including those who speak English as an additional language have developed an enthusiasm for reading. They read expressively and accurately, holding the book confidently. They recall incidents in the story, locate parts of the text and use a good range of skills such as checking the illustrations for clues or reading on, to find the meaning of difficult or unfamiliar words. Lower attaining pupils are more hesitant, use their fingers to follow the text and are less expressive. However, they are confident in tackling difficult vocabulary. One pupil made several guesses at "float" but recognised it in the word "floated" on the following page. His speaking skills support his reading, being able to use and understand the word 'waterproof' accurately.
116. Pupils have good skills in recognising the sound and names of letters and use these phonic skills to make sense of words they do not know. This skill is still used in Year 6 but the earlier lack of richness in pupils' vocabulary means that often they do not understand the words they can decode. One average attaining pupil did not recognise 'primitive' or 'gorged' although he read fluently and enthusiastically. The lack of vocabulary impedes pupils' ability to read and write at the higher levels of language use. Their skill at inferring or deducing meanings from what they have read is very limited. The school needs to explore ways of developing speaking skills to enable pupils to explore meaning through talking. These drama-related skills are currently under provided for in the English and wider curriculum.
117. Writing suffers from this lack of language experience. Pupils work hard at the presentation of their work. They are taught to develop a cursive style of handwriting and most achieve it well. They are particularly good at the use of information and communication technology (ICT) to present their work. This is a strength of the school and many examples of high quality word-processing and desk-top publication is seen. Every pupil has an individual computer 'file'. Basic spellings are generally accurate but more complex words still present difficulties for many pupils. Compositional skills vary widely. By the end of Key Stage 2, pupils have a satisfactory understanding of writing for different purposes and audiences. Little of it however is extensive or notable for the inventiveness of vocabulary used. Occasionally pupils can produce very creative, complex and mature images such as in one lesson in a Year 5 and 6 class. "If the wolf were to starve, it would be a devastation for the company of wolves, so the wolf ate the pigs", or another in a Year 3 and 4 class describing the colour red as "a man crying to let out his anger". Teachers work hard to raise the general quality of the use of language and the appreciation of literature. The teaching of English is good. The very good relationships between teachers and their pupils motivates and encourages even the most reluctant of readers and writers. Work is thoroughly planned and well resourced. The range of abilities in every class is addressed through work chosen to match all pupils' needs and interests. On-going assessment through talking to individuals is a constant feature of English lessons. Comments in exercise books, however, rarely show how pupils might improve the quality of their work, although the tone of the comments is usually very affirming. Teachers expect a lot of pupils. They insist on the use of technical, grammatical language so pupils easily talk about subordinate and main clauses, synonyms, metaphors and conjunctions. Teachers'

use of questioning, however, does not always encourage the development of inferential and deductive skills that are lacking in so many pupils.

118. The provision for SEN pupils and EAL pupils is very good and these pupils make good progress. They are effectively included in mainstream activities and benefit from effective additional, often individual support. Detailed individual educational plans are followed rigorously and appropriate levels of work and methods of teaching are devised. Pupils in a Year 2 class reinterpreted their understanding of the story 'Handa's Surprise' using stick puppets. Their 'performance' was notable for their enthusiasm and their good understanding of the plot, as a result of their activity. Their efforts were received with generous approval, typical of the way pupils throughout the school relate to each other.
119. The management of the subject is good. The recently appointed co-ordinator has produced, with staff consultation and governors' approval, a good, revised scheme of work. With the senior management team, she monitors both planning of lessons and the teaching in classes. Very rigorous analysis of results is undertaken and there is a very real determination among the staff to use the information gained from this analysis to plan and deliver high quality teaching programmes to combat the very significant weaknesses in pupils' skills. The energetic leadership of the subject, the strong support of the headteacher and the co-operative approach of the staff are strengths of the subject. This places the school in a good position to improve results in the future.

MATHEMATICS

120. Pupils in Year 2 and Year 6 attain below the standards expected for their age in numeracy and all areas of mathematics (number, algebra, shape, space and measure and data handling). The 2000 national test results showed pupils at the end of both key stages attaining standards well below the national average, and below those attained by pupils in similar schools. These results are not as good as those from four years ago when the school was last inspected. This is because there has been a significant increase in pupils with special educational needs, and those who speak English as an additional language joining the school.
121. There are marked differences between the performances of boys and girls at the end of Key Stage 2, with girls attaining significantly better results, both at the expected Level 4 and at the higher Level 5 in the national tests in 2000. However, the very high proportion of low attaining boys in the year group lowered the good results that were achieved by the girls.
122. By the age of seven, pupils know place value to 100 and are beginning to make use of 'sets of numbers' (i.e. early tables work) to aid calculations. For example, pupils in Year 2 were observed counting up in fives and tens with a few pupils beginning to make use of this knowledge in work with money. They can identify simple flat and solid shapes and sort and classify data according to given criteria, presenting their findings in simple block graphs and pictograms. Their use of language within mathematics is below that usual for their age and hinders their progress. Teachers work hard to develop and expand pupils' use of language, for example pupils in Year 2 were observed revising and extending their use of positional language (in front, behind, above, below, left, right) – an essential building block to later work on symmetry, angles and translations.
123. By the age of 11, pupils use their knowledge of place value to help them work out calculations in their heads. They use a range of written methods of calculation and

they understand fractions and the relations between fractions and decimals. They develop their measuring skills and use and interpret a range of diagrams and charts, many using co-ordinates in four quadrants effectively. Pupils have experience of problem solving and older pupils regularly undertake mathematical investigations such as in designing nets to make closed cubes. Pupils' use of language continues to hamper their mathematics attainment, for example when deciding which mathematical operation applies to a given problem, and their ability to use words to express simple formulae is below that expected for their age. Pupils have limited experience of working with probability and of interpreting the data they have analysed statistically. Their skills in handling data, for example in drawing conclusions from a graph, are under-developed, although scrutiny of teachers' plans shows that this unit is to be addressed soon.

124. Teaching is good. Teachers question pupils well to check their understanding and develop their thinking. They present lessons in a variety of ways which capture pupils' interest, making them enthusiastic about number and giving them confidence in their own abilities. One lesson with a very high proportion of pupils with learning difficulties demonstrated exemplary teaching of pupils with special educational needs, leading to Year 6 pupils showing very positive attitudes to their learning even when they were struggling. Pupils with special educational needs are supported well and teachers are careful to ensure the full involvement of these pupils in mathematics lessons. Specific mathematics targets are identified on pupils' individual education plans and they make good progress overall.
125. The National Numeracy Strategy has been adopted successfully. Teachers are familiar with the three-part lesson structure and planning is good, with clear questions at the end of sessions used effectively to assess what pupils have understood. Learning intentions for each lesson are clearly defined in the planning and displayed on the whiteboard to be shared with pupils. In the best lessons these lesson objectives are reviewed at the end of lessons, but this is not consistent throughout the school which limits opportunities for pupils to evaluate how successful they have been for themselves. The teachers use a good range of mathematical vocabulary and encourage their pupils to explain their work using the correct terminology, for example pupils with special educational needs were observed using such terms as 'vertex', 'horizontal', 'vertical' and 'diagonal' correctly within work on co-ordinates. The oral and mental sessions are delivered carefully, with a range of methods used in developing pupils' strategies. Pupils are encouraged to solve problems in their own way and are given opportunities to describe and explain their thinking processes to each other. Teachers manage pupils and resources efficiently and the learning support workers give very effective support. They know the pupils well and are quick to notice when individuals need extra help. Teachers plan work effectively for pupils with differing levels of understanding in most lessons and this promotes the learning both of the more able and of those who need a little extra practice or support. The very good relationships between staff and pupils make nearly all mathematics lessons a fun place to be and this enhances pupils' enthusiasm and learning.

126. Throughout the school, pupils are beginning to make use of information and communications technology effectively to support their work in data handling. Pupils make some use of mathematics to help learning in other subjects. For example, they use accurate measuring skills in realising their designs in design and technology projects and tabulate findings of their experiments and generate graphs in science. The school's plans for developing a wildlife garden have extended this, with elements of mathematics supporting the design. Teachers use a range of strategies to assess pupils' attainment in mathematics. The results from the annual non-statutory tests are beginning to be used to track pupils' progress from year to year and are also used to guide the school's target setting. Rigorous analysis of these papers has been undertaken to identify which aspects of mathematics cause pupils most difficulty. Each half term teachers evaluate pupils' progress against 'key objective' statements for the elements of mathematics covered. Their findings aid the setting of individual and group targets. However, these are very new and have yet to be applied consistently across the school and their value reviewed.
127. The school has made satisfactory progress since the last inspection. Standards are now beginning to rise. Standards of teaching have risen since the last inspection and good strategies have been put in place to maintain this improvement, including successful implementation of the Numeracy Strategy. The subject leader is effective in supporting and advising colleagues and in managing resources. She takes an active role in monitoring teaching, using her findings to better support colleagues, evaluate the standards of attainment in the school at the time and to identify ways in which to raise the standards of learning further. She has a clear vision for the future development of the school's provision for mathematics over the next few years.

SCIENCE

128. The findings of the inspection are that standards of attainment at the end of Key Stages 1 and 2 are below the national average. This indicates a slight decline in standards since the last inspection which is accounted for by the significant increase in the number of pupils with special educational needs and those who speak English as an additional language.
129. The school's results at the end of Key Stage 1 were below the national average but were average for similar schools. The proportion reaching the higher level (Level 3) was well below the national average and below the similar schools' average. In the tests in 2000 at the end of Key Stage 2, the results were well below both the national average and the average for similar schools. The proportion of pupils reaching the expected level however, showed an increase of 15 per cent from the previous year.
130. By the time they are seven, pupils explore the use of their senses, and learn to describe how different materials feel. Most describe household objects and identify what materials they are made from, but a significant minority of pupils finds this difficult. In a lesson in a Year 1 and 2 class for example, most pupils recognised that some household products were made of wood, plastic and metal. However, the limited vocabulary of about a quarter of the class prevented any detailed description of the objects and their lack of general knowledge impeded their progress. The pupils conduct experiments to find out what conditions seeds need to grow. They draw comparisons between seeds that have been grown in a dark cupboard with those grown on the windowsill. As a result of these experiments pupils know that plants need light and water to grow. Pupils have some understanding of the forces that are in operation to make something move and an insight into how human beings change and grow as they

get older.

131. Pupils build satisfactorily on their prior learning as they move through Key Stage 2. By the age of 11, pupils understand the essential differences between solids, liquids and gases, and know that some substances change their state when heat is applied. They examine the effects of dissolving substances in water, and how these behave differently when stirred or heated. Pupils know that light travels in straight lines and that when it is blocked it creates shadows. They have some understanding of the functions of different parts of a plant and some knowledge of the life cycle of a flowering plant. In a lesson in a Year 5 and 6 class, for example, pupils accurately sequenced the stages of the life cycle of a flowering plant, higher attainers knew about germination, dispersal and fertilisation, but some average and lower attaining pupils were unsure of these processes. Pupils of different attainment make equally satisfactory progress in their learning.
132. The quality of teaching and learning are satisfactory at both key stages, this is a similar situation to that recorded in the last inspection. While it is uniformly satisfactory at Key Stage 1, there is greater variation at Key Stage 2 where good and unsatisfactory teaching was observed. The judgement is based, not only on the lessons observed during the inspection but also on the evidence of work in pupils' books that demonstrates that pupils achieve satisfactory standards in relation to their prior attainment. Teachers have good subject knowledge, and emphasise the importance of subject specific vocabulary. At the beginning of lessons teachers share the learning objectives so pupils understand what they are expected to achieve. In the best lessons teachers make good links with previous learning and ensure that lessons carefully build upon pupils' previous knowledge and understanding. For example in a lesson in a Year 5 and 6 class the teacher effectively drew upon the pupils' understanding of the stages that a plant passes through to highlight its life cycle. Occasionally, the introduction to lessons is too long and a small minority of pupils find problems in sitting and concentrating for these lengths of time. For example, in a lesson in a Year 1 and 2 class the introduction was too slow and pupils became restless and called out answers rather than waiting to be asked. In most lessons teachers manage the pupils well, however, in one unsatisfactory lesson, in a Year 3 and 4 class the teacher struggled to maintain control and significant numbers of pupils did not concentrate on their work and as a result made insufficient gains in their learning.
133. Pupils have satisfactory attitudes towards their learning, most settle to their tasks quickly and work hard. Pupils take a pride in their work and present their work neatly. Teachers' questioning of pupils at the beginning and end of lessons is good at times, but in a minority of lessons it is not used sufficiently well to assess what pupils understand or have learned. Teachers' planning is satisfactory but does not always clearly identify what is expected of pupils with different attainment levels in mixed year classes. As a result of work not always being sufficiently tailored to meet the needs of all pupils, some average and lower attaining pupils are given work that they find too difficult. Teachers mark pupils' work well, supporting them in their achievements and in the best examples showing how they might improve their work. Ancillary staff support pupils well, using initiative and questioning effectively to clarify the understanding of lower attaining pupils and pupils who speak English as an additional language.

134. The curriculum is based on the Qualification and Curriculum Authority scheme of work. There have been significant improvements since the last inspection. Medium and short-term planning provides a clear structure for teachers to follow but it does not clearly identify work for pupils with special educational needs or additional work for higher-attaining pupils. There is satisfactory provision for pupils to apply their literacy and numeracy skills in this subject. Opportunities in Key Stage 2 are generally better than those provided in Key Stage 1. For example, pupils write their own accounts of what equipment they used in their experiments and the outcomes of their tests. They frequently use instruments such as force meters and capacity cylinders for measuring and display their findings on block graphs, sometimes using computer databases. In Key Stage 1, however, pupils often record what they have learnt in pictorial form or on worksheets, but have insufficient opportunities to clarify their thinking or to demonstrate their understanding by recording what they know in their own words. Average pupils in Year 2, for example, are not always encouraged to write a simple explanation of what they have understood. Satisfactory provision is made for the teaching of sex education and drugs misuse. There are satisfactory assessment procedures to record and chart the pupils' progress in their learning and to inform teachers' planning.
135. The school has a new subject leader who was appointed in September 2000. She has already made an accurate assessment of the strengths and weaknesses of the subject, including a thorough analysis of pupils' performance in National Curriculum tests. The view that there are weaknesses in pupils' investigative and questioning skills is strongly supported by inspection evidence. The subject leader has consulted with staff and purchased resources to support the curriculum. She monitors teachers' planning and liaises with staff on an informal basis. The named governor for science willingly shares his expertise and works alongside staff and pupils in the school. He is well informed and is keen to develop this subject further.

ART AND DESIGN

136. It was not possible to observe many art lessons during the inspection. Those seen and evidence from the analysis of sketch books, folios of work, photographs and displays indicate that pupils' attainment is similar to that expected for their age.
137. Pupils use sketch books from the infant stage onward. Basic techniques of colour mixing, brush and pencil control, line, tone and shading are taught in Key Stage 1. The best work seen in them shows pupils exploring a wide range of work and materials used. Much of it is in pencil but charcoal, pastels and paint are also used. The subject covers aboriginal art, Clarice Cliff Art Deco style designs, observational drawing of buildings in the local park, banner and T-shirt designs and Christmas card designs. The work of other artists such as Matisse is used to develop pupils' ideas. In a Year 5 and 6 class studying Matisse's "The Sky" pupils could explain his technique of using painted backgrounds often with blocks of different shaded colour and within straight lines onto which abstract features are painted. The pupils produced accurate and imaginative pieces following these techniques. They know the difference between abstract and representational art.
138. Pupils are enthusiastic about their work and keen to start producing sketches and paintings after the teachers have explained the task to be completed. These introductions are good elements of the teaching. Pupils are given good guidance on what is expected of them and the materials to stimulate their work. The resources to achieve it are well planned for and provided. Year 3 and 4 pupils enjoyed exploring the way patterns are created on cloth and quickly set to work identifying and then

representing motifs from the examples given them. One boy used the computer to complete his work making a very good copy of a complex circle and dot motif from an African design.

139. Not all teachers have particular strengths in this subject but the school benefits from the expertise of the co-ordinator who is a specialist in design and who has produced a good policy and scheme of work to assist colleagues in teaching the subject. Teachers' planning is monitored regularly but no opportunities exist for the co-ordinator to observe and support colleagues teaching in their classrooms. This impedes the development of pupils' skills. The scheme of work enables access for all pupils to create art and pupils with special educational needs are fully included in the activities. They are enthusiastic about their work. One pupil who had been identified as having special educational needs produced a very carefully painted design of the exterior of the Pittville pump room and like most pupils was keen to show and discuss his work.
140. The school has a long tradition of involvement in local art festivals and exhibitions. Several prizes have been won by individual pupils in competitions. Good use is made of visiting artists and the local area to develop pupils' skills. The design for the new school included the work of a professional artist who, with the help and ideas of the pupils, created the "Secret Garden" space which is an outstanding feature of the building and which is enjoyed by pupils, parents and staff. The school's priorities include greater emphasis on the aesthetic elements of the curriculum to enrich pupils' experience and to raise levels of language development. It is well placed to do this successfully.

DESIGN AND TECHNOLOGY

141. Only one lesson was observed during the inspection, making reliable judgements on the overall quality of teaching and learning in the subject impossible. An analysis of the samples of work on display, and discussions with teachers indicate that pupils undertake a satisfactory range of activities in which they design, make and evaluate products. By the end of both key stages pupils attain standards that are in line with those expected nationally. This constitutes a good improvement since the last inspection when pupils' attainment was below average.
142. By the age of seven, pupils have had opportunities to design and make and to work with a range of recycled materials, card, textiles and food. They use construction kits and recycled materials, developing their skills of cutting, sticking and joining. Pupils create Christmas cards and show how a slider can facilitate the movement of the 'Star of Bethlehem' across the sky. Pupils evaluate their work, considering what they like best and the improvements that they would want to make. For example in a lesson in a Year 1 and 2 class, pupils evaluated how well the winding mechanism had worked on the toy that they had made. They noted whether the finished article resembled the initial design, whether it was possible to recognise the nursery rhyme on which it was based and how well the winding mechanism worked.

143. By the age of 11, pupils design and make structures from a variety of materials, considering how they can make their structure stronger. Pupils in Years 5 and 6 designed shelters, identifying the different types of materials that they want to use, focusing particularly on the need for them to be waterproof. When making the shelters pupils measured and cut the lengths of wood to size, joined them together using glue and triangular card corners. They covered their shelters in plastic and then tested them to be sure that they worked.
144. The lesson observed in Key Stage 1 was good. The teacher introduced the lesson well and gained the pupils' interest. She recapped on the work that had been done, effectively linking what pupils had done already with the objectives for the current lesson. Her good organisation enabled the lesson to move along at a good pace and all pupils to be involved. Learning support staff were allocated to individuals and groups and this arrangement enabled all pupils to achieve well. Good questioning challenged pupils' thinking and took their learning forward. However, on a few occasions the questions that were asked required only a simple answer and did not effectively promote language development. Pupils were keen to talk about their models and show how they worked. They enjoyed what they were doing, took a pride in the presentation of their designs and the quality of their finished products. They were well behaved and the relationships amongst them and with their teacher were very good. They co-operated and collaborated well sharing ideas, and cleared up well at the end of lesson.
145. Since the last inspection the policy document has been updated and the school has adopted the Qualification and Curriculum Authority scheme of work. The staff has participated in training to help improve their skills, knowledge and understanding of the subject. Last year a group of Year 3 and 4 pupils took part in a science and technology challenge, where they were commended for their working models.
146. The school has made good improvements since the last inspection and the new subject leader is continuing the good work. He monitors teachers' planning and is looking to develop resource packs to help teachers to further improve their expertise. The subject leader is making a collection of photographic evidence to exemplify pupils' attainment, but the assessment of pupils' work is inconsistent. Resources for the teaching of this subject are good.

GEOGRAPHY

147. Geography and history are taught in blocks. As geography was not the focus during the inspection week for Key Stage 1, judgements are based on the scrutiny of earlier work of pupils and discussion with pupils and staff.
148. Standards of attainment are in line with national expectations at the end of both key stages. Pupils make satisfactory progress in the development of geographical knowledge, understanding and skills. Pupils with special educational needs and those with English as an additional language are well supported to enable them to make good progress. Standards have been maintained since the last inspection.

149. Pupils in Key Stage 1 know the names of the world's continents and can compare the homes and the clothes worn by the people of India with those in this country. By the end of Key Stage 2, pupils have developed a good understanding of the effects of flooding on people's lives. They carry out an experiment to gauge the effect of water on a variety of materials and describe the problems faced by victims of flooding in newspaper articles.
150. No lessons could be observed in Key Stage 1, but in Key Stage 2 the quality of teaching and learning is good. Lessons are well planned with clear objectives and sequenced activities. The use of information technology is well integrated into the lesson and teachers have a good command of the subject matter and engage pupils' interest through clear explanations and the high degree of challenge in the tasks set. Pupils are very well managed in the classroom. For their part, pupils respond very well to their teachers. They listen carefully and are attentive. They come to order quickly when called upon to do so. They co-operate well in pairs and group-work. Behaviour in the classroom is good and the relationships between pupils and with their teachers are very good. Day-to-day assessment of pupils' work is satisfactory but the quality of marking in pupils' exercise and topic books is inconsistent and not helpful to pupils seeking to improve their work.
151. The leadership of the subject co-ordinator is satisfactory. The curriculum is satisfactory and meets the National Curriculum requirements. Assessment is insufficiently rigorous or consistent across classes to give meaningful results sufficient to track pupils' progress. Resources for teaching the subject are satisfactory.

HISTORY

152. History is taught in blocks, alternating with geography, so during the inspection there were no history lessons in Key Stage 2. Based on the scrutiny of earlier work of pupils and discussion with pupils and staff, standards are in line with the national expectation at the end of both key stages. Standards have been maintained since the last inspection.
153. In Key Stage 1 pupils develop enquiry skills and an understanding of the differences between then and now when, for example, they examine old and modern children's toys and place them on a time line by considering the materials from which they are made. In Key Stage 2 pupils learn about the very different lifestyles of children in Victorian times and, by writing diary entries as if they were a chimney sweep or a flower seller, gain insights into lives far removed from their own, whilst enhancing their literacy skills at the same time.
154. In the lessons observed in Key Stage 1 the overall quality of teaching was good. Teachers organised pupils well in their movement around the classroom. Good use was made of artefacts which had been collected using the school's own resources and the Museum's loan service. Lessons are well planned and have clear objectives. Pupils' interest is engaged through sequenced and challenging activities and the relationships in the classroom, between pupils and teacher and between the pupils themselves, are very good. Pupils respond well to their teachers and are confident learners, willing to play a full part in lessons by asking and answering questions. They are interested in and enthusiastic about their work and they are well behaved. Pupils with special educational needs and those with English as an additional language are well supported to enable them to make good progress. In the lessons observed in Key Stage 1, the assessment of on-going work was good but in Key Stage 2, marking of

pupils' work is inconsistent and there are few indicators as to how pupils can improve.

155. The subject co-ordinator is newly appointed and, though much needs to be done to make the QCA scheme of work more personal to the school, there is already clear direction for the teaching of the subject. The curriculum is satisfactory and meets the National Curriculum requirements. The system of annual assessment varies from class to class and gives little indication of pupils' attainment or progress. The monitoring role of the co-ordinator is underdeveloped and there are few opportunities for monitoring of standards. Resources are satisfactory and visits to historical sites in Cheltenham enhance the provision.

INFORMATION AND COMMUNICATION TECHNOLOGY

156. The attainment of pupils at the end of both key stages is broadly in line with that expected for their age. This is an improvement since the last inspection when standards were below those expected nationally. Pupils have a satisfactory knowledge and understanding of this subject, and their skills are well developed. Significant progress has been made in the subject with the provision of two computers in each classroom and one in the library, all connected to the network and Internet through a filtered service. Staff training has been extensive. Most staff have attended some form of training either with the local education authority or 'in-house', with the subject leader providing individual help for staff who need it. Pupils are currently making rapid progress in their learning and standards are rising.
157. By the time they are seven, pupils have developed satisfactory levels of mouse control and keyboard skills. They know the main function keys on the keyboard and use the keyboard and the mouse to control a program. They can load, save and print using a range of programs. They use subject specific vocabulary, such as 'mouse' and 'keyboard'. They have a range of opportunities to develop word processing skills, for example, by typing out their spelling lists and then using the 'return' or 'enter' key to create line breaks. They use capital letters, the delete key, full stops and the space bar. When word processing labels, pupils change the colour and style of the text. They develop their mouse skills as they create calendars using a paint program, selecting different sized paint brushes and using tools such as 'flood fill'. Pupils independently use music centres, putting in story cassette tapes, and operating the start, stop and eject buttons. Pupils in this key stage are beginning to use the Internet to find out information about such topics as road safety and Hinduism.
158. By the time they are 11, pupils save, retrieve and print using a range of programs and use subject specific vocabulary, such as 'log on' and 'enter'. They know the main function keys on the keyboard and effectively use the keyboard and the mouse to control a program. When using computers for word processing, pupils readily change the font style, size and colour and combine pictures with the text. For their poems on the theme of 'Our World', pupils in Year 6 used an art program to create elaborate lettering and then imported relevant pictures from clip art. They draft and redraft work such as poems and stories onto the computer, using the skills they have learned. For example, following a literacy lesson pupils in Year 6 drafted a modern day version of 'The Big Bad Wolf' onto the computer. They used the scroll bar confidently to move quickly around the text and a spell check to ensure that they had spelt words correctly. Pupils use spreadsheets and graph programs to record the results of investigations and surveys they have undertaken, for example, the price of different types of drinks or the cost of hiring a taxi. Pupils control a screen robot by entering a series of commands and make decisions using a simulation program. They access 'web sites' to gather information on such topics as rivers and floods and copy pictures and create

stamps to produce a repeating symmetrical design.

159. The quality of teaching and learning are good. This is an improvement since the last inspection. At the beginning of the best lessons, teachers share the learning objectives of the lesson so pupils understand what they are expected to achieve. Teachers generally display good knowledge of the programs they are using, however, some are more confident than others. The school recognises this and has put into place a range of effective measures including the provision of individual support and additional training. Teachers give clear demonstrations with well-sequenced instructions that enable pupils to make at least good progress in the lessons. A good example of this was seen in a lesson with Year 1 and 2 pupils where the teacher's step by step instructions led to the pupils making good progress in their understanding of how to use the 'back space', 'shift' and 'space bar' keys. Teachers develop basic skills effectively by breaking down the learning into its different parts and then providing time for all pupils to consolidate their skills. Teachers and support staff have a very supportive approach to the pupils and their learning which promotes confidence and self-esteem. Teachers set high expectations of the pupils' attitudes and behaviour and pupils respond well. They are enthusiastic and interested in their tasks. They work well together in pairs and take turns fairly when using the computers.
160. There is a good policy and comprehensive scheme of work to secure the development of pupils' skills, knowledge and understanding. The school has adopted the QCA scheme of work with directions for preparatory use in the Foundation Stage. There are good procedures to assess pupils' attainment and monitor their progress as they move through the school. The subject leader is very well qualified and has a clear view for the development of this subject. She monitors teachers' planning, collects samples of pupils' work from each year group and checks assessments to ensure intended outcomes are being realised. She has undertaken classroom observations, provides training for the staff and acts as a consultant in meetings and on a daily basis. As a result of her work, pupils are making at least good progress in their learning. The school has spent significant amounts of money to provide well-equipped classrooms. Good use is being made of the digital camera to create a record of pupils' achievements, for example, 'Munchy Monsters' in Years 1 and 2. The school is currently involved in establishing a web site. Pupils from each year group are working with the subject leader and the designated governor on this project during an after-school computer club.

MUSIC

161. It was only possible to see a small number of lessons in music during the inspection but from these and from observations in assembly, the pupils attain the standards expected for their age.
162. By the age of seven pupils remember both the words and melodies of a good range of familiar songs, and are beginning to use percussion well. For example, working on the theme of 'weather' a Year 1 and 2 class carefully chose instruments to devise a musical sequence depicting rain, sunshine, wind and thunder. Skilful teaching engendered both enthusiasm for the task, and very serious commitment to achieve it. In this lesson, pupils demonstrated a good understanding of the names of the instruments and the sounds they can produce on them. In class and in assemblies they sing enthusiastically and usually in tune. The singing of songs with a spiritual theme in assembly as with "Think of a World without any Flowers" is tuneful and spirited and a good example of how music is used to reinforce other learning and

develop pupils' spiritual awareness.

163. By the age of 11 pupils have extended their understanding of rhythm and adopt musical sequences well for different purposes. In a Year 5 and 6 class the singing of songs by favourite pop groups such as "S Club 7" and "the Beatles" were used to analyse musical form and the rhythmic pattern of songs. Pupils showed a good understanding of this when asked to use headlines randomly selected from newspaper clipping to compose a sequence in the same pattern and to the same melody as the pop songs. Enthusiastic teaching ensured pupils' satisfactory success in this activity.
164. The school has recently produced a revised policy and scheme of work reflecting the best practice in teaching music. It covers the National Curriculum requirements well and enables pupils to perform and compose as well as appreciate the work of famous musicians. In one assembly, the pupils recognised the music from Gustav Holst's 'Planet Suite', and knew that the composer had lived very close to the school.
165. The headteacher and staff are anxious to revitalise choral and instrumental work and to use this, with other arts subjects, to enrich pupils' experiences and so support their language and social skills. Not all teachers have musical expertise but the scheme of work and the support of the headteacher, who is currently acting as co-ordinator for the subject, help them. The school participates in local festivals and several pupils learn instruments. The school has a good stock of tuned and untuned percussion instruments which are used to good effect.

PHYSICAL EDUCATION

166. By the age of seven and 11 the pupils achieve standards similar to those in most schools. This is a similar position to that at the time of the previous inspection. Issues relating to use of time and long journeys to playing fields have been tackled with the school moving to its new premises. Weaknesses in teaching have also been effectively tackled.
167. In dance lessons, pupils in Year 2 respond well to the music as they travel in different directions following straight, curving and twisting pathways. They use the space in the hall well, as they create floating, coiling and spiralling movements. They try hard to improve their work and listen carefully to the suggestions of the class teacher and other pupils in the class. Pupils work effectively in pairs and small groups creating sequences of movements, gliding in and out of each other, separating and then coming together. In games lessons, pupils display satisfactory levels of hand and eye co-ordination as they throw and catch a ball with a partner.

168. In games lessons, pupils in Year 6 display a satisfactory understanding of the effects of exercise on the body. They know the importance of a warm up; the effect it has in quickening the heartbeat and pumping blood around the body. They know the names of different muscle groups, for example the quadriceps. When they are playing hockey they display satisfactory levels of stick and ball control and have a clear understanding of the principles of attack and defence. In line dancing lessons, pupils display satisfactory levels of co-ordination as they follow the instructions and demonstration provided by the class teacher. There is good provision for pupils to learn how to swim. Last year all pupils could swim 25 metres before they left the school, and the pupils in the current Year 6 group are attaining at the expected standard.
169. The quality of teaching and learning is good. This is an improvement since the last inspection when teaching was satisfactory overall but with some lessons judged as unsatisfactory and others poor. The teachers ensure that the pupils are fully warmed up at the start of lessons and cooled down at the end. Lessons are well planned and structured to include all pupils. Pupils with special educational needs and those who speak English as an additional language are well catered for in their lessons and are well supported by teachers and the learning support assistants. For example, a boy in Year 2 who has cerebral palsy was fully involved in the class dance lesson and achieved well. Teachers display good subject knowledge through their explanations and directions to pupils at the beginning of lessons. They intervene as the lesson proceeds providing good guidance on how pupils might improve their performances.
170. Teachers use the pupils well to demonstrate good movements and ideas, and this enables others to see how they might improve their work. Teachers have a very supportive approach to the pupils and their learning; this promotes confidence and self-esteem. Pupils are constructive in their criticism as they talk about each other's performances and make positive suggestions on how they might improve. The teachers manage and organise the pupils well and set high expectations of concentration and effort. This was seen in a dance lesson in a Year 5 and 6 class. As a result of the teacher's high level of management skills the pupils worked hard, at a good pace and progressed very well in their learning. Pupils have positive attitudes to this subject and enjoy working individually and in groups. For example, in a lesson with a Year 5 and 6 class, pupils organised themselves into positions within a team and co-operated well during the hockey games.
171. The school has an up to date policy and commercial scheme of work to guide teachers' planning. There is generally good provision for the teaching of all elements of the National Curriculum. However, the school recognises that there is more work to be done on the development of the gymnastics element of the curriculum, including further staff training. The school provides a good range of extra-curricular activities of a sporting nature and the pupils support these activities well. This is a significant improvement since the last inspection. The school competes against other schools in athletics, swimming, football, rugby and netball. It also participates in contemporary and country dance festivals. The subject leader is knowledgeable and effective in her role. She is influential in raising the profile of sporting activities in the school, supporting colleagues with their planning and providing guidance on a day-to-day basis. Teachers have attended a range of courses to update and extend their knowledge, which is evidenced in the improvement in teaching since the last inspection. Resources in the school to support the curriculum are good.

RELIGIOUS EDUCATION

172. Attainment at the end of both key stages is in line with expectations of the locally agreed syllabus. The school has maintained the standards achieved in the last inspection. In Key Stage 1 pupils show a good understanding of the principle of Christian love and can suggest a variety of ways in which that love can be expressed. In Key Stage 2 pupils know the customs and practices of the world's major religions well, but their understanding of the purpose and meaning is more limited. For example, pupils know which food is permissible to Jews and can accurately judge whether a combination food, such as a cheeseburger, is Kosher or not. However, their understanding of the cultural and social importance of such practice is more limited.
173. The quality of teaching and learning is good. This is an improvement since the last inspection, when it was judged to be satisfactory. Teachers have a good command of their subject matter and lessons are well planned and sequenced with specific objectives made clear to pupils at the start of the lesson. The pace of lessons is steady, rather than dynamic, with pupil movement controlled and orderly. Pupils are well behaved and attentive to their teachers and tackle the tasks set with interest and enthusiasm. Sometimes over-enthusiasm can lead to chattering, but they invariably come to order quickly when called upon to do so by their teacher.
174. The co-ordinator for religious education is committed to the subject and leadership is good, with clear direction and a determination that pupils will 'learn about' and 'learn from' religion. The curriculum accords with the Locally Agreed Syllabus but assessment is insufficiently rigorous or consistent across classes to give meaningful results sufficient to track pupils' progress.
175. Opportunities to enhance pupils' spiritual development are not always sought, but good use was made of two Muslim pupils who were able to describe the pilgrimage to Mecca (the Hajj) undertaken by their family members. The other pupils showed great respect for, and interest in, their story and gained greatly from the experience.
176. The previous report described the resources available for teaching as "barely adequate". There has been a great improvement since then and resources are now good with a wide range of artefacts relating to all the world's major religions.