

# INSPECTION REPORT

## **LAKESIDE PRIMARY SCHOOL**

Cheltenham

LEA area: Gloucestershire

Unique reference number: 115594

Headteacher: Mr Steve Moss

Reporting inspector: Mr Alan Fullwood  
21184

Dates of inspection: 2<sup>nd</sup> – 5<sup>th</sup> July 2001

Inspection number: 193815

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Junior and infant

School category: Community

Age range of pupils: 4 – 11 years

Gender of pupils: Mixed

School address: Hatherley Road  
Cheltenham  
Gloucestershire

Postcode: GL51 6HR

Telephone number: 01242 524756

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Appropriate authority: The governing body

Name of chair of governors: Mr G Parker

Date of previous inspection: April 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21184	Alan Fullwood	Registered inspector	Art and design Music Special educational needs	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?
10965	Pat Edwards	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?
12997	Chris Cheong	Team inspector	English English as an additional language Foundation Stage	
20614	Don Kimber	Team inspector	Religious education Geography History Equal Opportunities	
20007	Trevor Neat	Team inspector	Science Information and communication technology Design and technology	
3942	Keith Sanderson	Team inspector	Mathematics Physical education	How good are the curricular and other opportunities offered to pupils?

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
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	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>12</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>15</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>17</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>19</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>21</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>21</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>24</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>25</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>29</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Lakeside Primary School is an above average sized primary school. There are 376 pupils on roll who are taught in 14 single aged classes. At the time of the inspection there were 59 children in their foundation year. The school mainly serves the immediate area around the school but also admits pupils from a wider geographical area within Cheltenham. Approximately 11 per cent of pupils are on the school's register of special educational needs and three per cent of pupils eligible for free school meals. These percentages are below national averages. There are two pupils from ethnic minority backgrounds or who have English as an additional language. The attainment of the pupils on entry to the school, although wide ranging, is generally average. During the inspection three teachers were absent on maternity leave and one teacher was on sickness leave.

### **HOW GOOD THE SCHOOL IS**

Lakeside Primary is an effective school where many pupils make good progress in relation to their previous attainment. It provides a good education for its pupils. The school successfully encourages pupils to develop good attitudes to learning and to behave well. The leadership and management of the school are satisfactory. The school provides satisfactory value for money.

#### **What the school does well**

- The good standards pupils achieve in English and mathematics by the time they leave the school.
- The good standards pupils achieve in the painting and drawing aspects of art and the singing aspect of music at the end of Key Stage 2 and the range and quality of instrumental tuition available to pupils.
- The overall good quality of teaching pupils receive during the Foundation Stage and Key Stage 2.
- The provision made for pupils' spiritual, moral and social development.

#### **What could be improved**

- Pupils' standards of attainment in information and communication technology at the end of Key Stage 2 are below expectations.
- Teachers' planning to meet the needs of different ability groups within classes and their expectations of what pupils, particularly the more able, can achieve are not good enough.
- School development planning lacks clarity and is not an effective tool.
- The roles and responsibilities of co-ordinators in monitoring the quality of teaching in their subjects are not clear.

*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 sound progress since the time of the last report in April 1997. The quality of teaching has improved and standards of attainment have improved at the end of Key Stage 2 in line with the nationally improving trend. Some progress has been made in raising standards of attainment in information and communication technology, putting in place schemes of work and assessment procedures for all National Curriculum subjects and improving the role of subject co-ordinators and the quality of school development planning. However, the school is aware that more still needs to be done in these areas.

The headteacher and staff work well as a team and the school is 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			
	all schools			similar schools
	1998	1999	2000	2000
English	C	A	C	E
Mathematics	B	A	D	E
Science	D	A	D	E

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

The above table shows that pupils' standards of attainment in the year 2000 national tests were well below average in comparison with similar schools. The school's targets for 2000 were exceeded in English but not reached in mathematics last year. Targets for this year are likely to be achieved. Standards of attainment have varied from year to year but last year's results were not typical of the school. This year group had a much larger number of pupils with special educational needs and a number of pupils joined the school late in the year. Since 1996 the school's results have improved at a similar rate to the nationally improving trend and are better than at the time of the last inspection. Inspection evidence indicates that the attainment at the end of Key Stage 2 in English and mathematics is above expected levels and that pupils make good progress in these subjects. Attainment in science is average and pupils make satisfactory progress. Standards of attainment in information and control technology are below expectations overall. Pupils make satisfactory progress in those elements taught. Attainment in other National Curriculum subjects and religious education is average and pupils make satisfactory progress in these subjects. Good progress is made in pupils' drawing and painting skills in art, and in singing in music. Since the time of the last inspection standards have been maintained in most subjects, except in English and mathematics where they have improved.

National test results at the end of Key Stage 1 in 2000 showed standards of attainment in reading and mathematics to be above average when compared to all schools and average when compared to schools who take their pupils from similar backgrounds. Pupils' standards of attainment in writing were average for all schools and below average when compared to similar schools. Inspection evidence indicates that the current Year 2 pupils are achieving in line with national expectations in writing and mathematics and above this in reading. Attainment in other subjects is average. Pupils make satisfactory progress in relation to their attainment on entry to the school.



Children in the Foundation Stage<sup>1</sup> do better than expected in communication, language, literacy and numeracy. They reach the expectations of the early learning goals<sup>2</sup> in other areas. Pupils with special educational needs make sound progress in relation to the targets set for them and receive good support from teachers and classroom assistants.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils have good attitudes to learning, concentrate well and show interest in their work. They are eager to share ideas with each other and work well together.
Behaviour, in and out of classrooms	Good. Pupils are polite, courteous and welcoming to visitors. They show respect for each other's property and the environment. There were no exclusions in the last reporting year.
Personal development and relationships	Relationships are very good throughout the school. The pupils consider each other's feelings and play well together at breaktimes. Pupils' personal development is good. They accept responsibility willingly and enjoy helping with school routines. Limited opportunities are provided in lessons for pupils to organise their own work.
Attendance	Satisfactory. Attendance is in line with the national average. Pupils arrive at school on time and are punctual for lessons.

## TEACHING AND LEARNING

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

The quality of teaching is good. It was good or better in 55 per cent of lessons, of which six per cent were very good and three per cent excellent. This is an improvement since the time of the last inspection, particularly at Key Stage 2 where seven out of every ten lessons observed were good or better. Significant strengths of teaching are teachers' good subject knowledge, their enthusiastic approach, and the relationships they enjoy with most pupils. Relative weaknesses are the variable skills of pupil management in some classes at Key Stage 1, and the lack of opportunities at both key stages for pupils to organise work for

<sup>1</sup> The Foundation Stage begins when children reach the age of three and finishes at the end of the reception class year. It is a distinct stage in preparing children for later schooling and is based on six areas of learning.

<sup>2</sup> Early Learning Goals - these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with the following six areas of learning: communication language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning, for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

themselves by adopting an enquiry approach to their learning. Across the school there are inconsistencies in the way teachers identify and share learning objectives with pupils so that they know exactly what it is they are learning, and in the ways teachers create opportunities for all ability groups, especially the more able, to be suitably challenged. Throughout the school the teaching of geography, history and religious education is good. The teaching of English and mathematics is good at Key Stage 2 and the National Literacy and Numeracy Strategies have been effectively implemented at both key stages.

Homework is used well to consolidate and extend what pupils have learned at school. Pupils' work is marked regularly but rarely includes information on how pupils could improve their work. Good assessment procedures are in place for English and mathematics.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The national strategies for literacy and numeracy have been implemented effectively. The overall quality of teachers' planning is satisfactory. The school provides a good range of extra-curricular activities for pupils at Key Stage 2.
Provision for pupils with special educational needs	Satisfactory. The co-ordinator works closely with staff to support the effective learning and progress of these pupils. Individual education plans are detailed with suitable achievable targets.
Provision for pupils with English as an additional language	Good. These pupils are well integrated into the school and are well supported.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Pupils' spiritual development has improved through the organisation of good quality acts of collective worship and opportunities within the curriculum for pupils to reflect about fundamental values. The provision for pupils' cultural development is satisfactory and has improved since the last inspection.
How well the school cares for its pupils	Good. The school provides a safe, caring environment where pupils are treated with respect and valued as individuals. There are good procedures for monitoring and promoting good behaviour. Good procedures are in place for tracking pupils' attainment and progress in English and mathematics but are underdeveloped in other subjects.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. Promotes well the positive attitudes and relationships in the school but is not rigorous enough in managing improvements that will raise standards.
How well the governors fulfil their responsibilities	Satisfactory and meet statutory requirements. The governing body is fully involved in the school but not so good at evaluating the work of the school.

The school's evaluation of its performance	Satisfactory. Checks on pupils' progress and the quality of teaching are in place. Action to raise standards is not rigorous enough.
The strategic use of resources	Good. The school makes effective use of the resources at its disposal and takes proper account of the principles of good value. Day-to-day administration is very good.

The school has sufficient staff to meet the demands of the National Curriculum for pupils of this age. The accommodation is good and learning resources satisfactory. The accommodation for the Foundation Stage classes although satisfactory, is cramped for the number of children currently using it.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children enjoy coming to school and are expected to work hard.</li> <li>• The standard of teaching is good.</li> <li>• Staff are approachable.</li> </ul>	<ul style="list-style-type: none"> <li>• There were no significant concerns.</li> </ul>

Inspectors' judgements support parents' positive views. A small minority of parents did not agree that their children got the right amount of homework or that the school provides an interesting range of activities outside of lessons. Inspection evidence indicates that homework is used well to aid pupils' learning and that good provision is made for extra-curricular activities at Key Stage 2.

The school enjoys a good partnership with its parents and carers. Generally, parents have positive views about the work of the school and are supportive of it.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. The attainment of the children on entry to the school, although wide ranging, is generally average. Evidence from the inspection indicates that, by the end of Key Stage 2, standards in English and mathematics are above expected levels, and attainment in science, average. Pupils, including those for whom English is not their home language, generally make good progress in English and mathematics and satisfactory progress in science. Those pupils with special educational needs make satisfactory progress.
2. Nearly all children in the reception classes will achieve the majority of the Early Learning Goals before they enter Key Stage 1. In the areas of communication, language and literacy, and mathematical development, many pupils will exceed these expectations, especially in the key skills of reading and writing. Good teaching has a strong impact in these areas due to the high expectations of teachers and the frequent opportunities provided for children to develop these skills. However, teachers' planning does not always cater sufficiently well for children of different abilities as the same task is provided for all pupils. This limits the progress of more able pupils. Children make satisfactory and sometimes good progress in their personal, social and emotional development. They are well-motivated and confident learners who are beginning to co-operate well with each other and show some independence in their learning. Staff provide good role models and have high expectations of how children should behave. Children's mathematical understanding is taught well and they make good progress in this area of learning. All children can count to ten and many can count beyond this. They carry out simple addition and subtract sums and record their results. Children learn to use appropriate mathematical language when counting, measuring or describing shapes. Many of them can describe how they have arrived at their answers. Children make satisfactory progress in their knowledge and understanding of the world and in their physical and creative development.
3. In the year 2000 national tests at the end of Key Stage 1, pupils' attainment in reading was above national averages for all schools and average for schools who take their pupils from similar backgrounds. Standards of attainment in writing were average for all schools and below average for schools who take their pupils from similar backgrounds. Inspection evidence indicates that seven year olds reach average levels<sup>3</sup> in writing and above this in reading, speaking and listening. Pupils generally listen well to instructions and respond well to teachers' questions that encourages them to think about their work and explain their ideas. Pupils make good progress and attain above expected standards in reading. Reading is taught systematically and well and this enables pupils to develop a good knowledge of letter sounds to improve word recognition skills. Pupils make sound progress and achieve satisfactory standards in writing. Much of their writing consists of

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<sup>3</sup> The National Curriculum has been written on the basis that pupils, by the end of Key Stage 1, are expected to reach Level 2. If a pupil is attaining Level 3 then he or she is reaching standards above that expected for a child of his or her age. At Key Stage 2 the nationally expected level for pupils to reach by the end of Year 6 is Level 4. If a pupil is attaining Level 5 then he or she is reaching standards above that expected for a child of his or her age.

completing grammar exercises on work sheets and this limits the progress they make. Handwriting is satisfactory overall, but some pupils form their letters incorrectly or vary the size of their print. Teachers' expectations of pupils' presentation of work are not consistent across the key stage.

4. In mathematics, the results in the year 2000 national tests at the end of Key Stage 1 show pupils' attainment to be above average in comparison with all schools and average when compared to schools who take their pupils from similar backgrounds. Inspection evidence indicates that the attainment of the present group of Year 2 pupils is in line with national expectations and that a significant percentage of pupils attain above this. Pupils make satisfactory progress in all aspects of mathematics, and are proficient when using numbers to calculate mentally. Higher attaining pupils have understanding of place value to 1000 and can total a number of three-digit numbers accurately. Standards have improved since the time of the last inspection.
5. Teacher assessments in science at the end of Key Stage 1 in 2000 show the percentage of pupils reaching Level 2, the expected level, to be above average. The percentage of pupils attaining the higher Level 3 was well below average. Inspection evidence indicates that standards by the age of seven are at expected levels and lower than in the year 2000 teacher assessments. Pupils' knowledge of the properties of different materials, and different animal habitats is not well developed. All pupils make satisfactory progress. Standards have been maintained since the last inspection.
6. By the end of Key Stage 1, pupils' standards of attainment are at expected levels in information and communication technology. This is an improvement from the time of the last inspection when standards were unsatisfactory. Satisfactory teaching ensures that all pupils make appropriate progress. Pupils make good progress in using the Internet to find information. Good questioning by teachers ensures that pupils think for themselves and to grow in confidence when using computers independently.
7. By the end of Key Stage 1, pupils make satisfactory progress and attain average standards in art, design and technology, geography, history, music and physical education. In art, pupils make good progress in their painting and drawing skills.
8. In the end of Key Stage 2 national tests in English in the year 2000, pupils' standards of attainment were in line with national averages for all schools but well below average in comparison with schools who take their pupils from similar backgrounds. Over the last four years standards have varied from year to year but fell sharply in 2000. There is no evidence of significant differences between the performance of boys and girls. The results at the end of Key Stage 2 are usually better, but last year's cohort had a much larger number of pupils with special educational needs, and more pupils joined Year 6 late in the school year, than is usual. Inspection evidence from the current group of Year 6 pupils is that attainment is above expected levels, particularly in speaking, listening and reading. Pupils speaking and listening skills, including those for whom English is not their home language, are developed well by teachers. Most pupils make good progress in listening attentively and speaking well in a range of formal and informal situations. By the end of the key stage, pupils' attainment in reading is above expected levels and they maintain the good progress achieved at Key Stage 1. Standards of attainment in writing are satisfactory. Individual pupil's standards of writing vary

from unsatisfactory to very good, in terms of both content and skills. The vast majority of pupils make satisfactory or better progress but a small number of pupils of different abilities do not make the progress they should and this is not always picked up by teachers when pupils' work is marked. Pupils are given targets for improvement, but pupils are often unsure of what their target is or what they personally need to do in order to improve.

9. In the year 2000 national tests in mathematics and science at the end of Key Stage 2, pupils' attainment was below average for all schools and well below average for schools who take their pupils from similar backgrounds. There was no significant difference between the attainment of boys and girls. Since the time of the last inspection standards of attainment have risen consistently until the year 2000 when they fell sharply. This was due to a higher number of pupils with special educational needs or of low ability, many of whom joined the school less than a year before taking the tests. Inspection evidence indicates that the attainment of the current Year 6 pupils is above national expectations. Pupils' numeracy skills develop well and mental calculation skills are good.
10. The school's targets for English and mathematics are realistic and were exceeded in English in 2000 but not achieved in mathematics. Evidence from the inspection indicates that higher targets for 2001 will be achieved.
11. In science, the results of year 2000 national tests at the end of Key Stage 2 show pupils' attainment to be below the national average for all schools and well below average when compared to schools who take their pupils from similar backgrounds. The results at the end of Key Stage 2 are usually better, but last year's cohort had a much larger number of pupils with special educational needs, and more pupils joined Year 6 late in the school year, than is usual. Since 1996 the school's results have improved at a similar rate to other schools. Inspection evidence indicates that pupils' knowledge and understanding of the different aspects of science are in line with expected levels. All pupils achieve satisfactorily. Higher attaining pupils have limited opportunities provided for them to undertake their own experiments and this limits their achievement. Limited opportunities are also given for pupils to record their own work. Standards have been maintained since the last inspection.
12. Pupils' attainment in information technology is below national expectations at the end of Key Stage 2. Significant improvements have been made to the school's provision for this subject but the standards achieved remain unsatisfactory because pupils still do not experience the full range of learning opportunities, particularly with regard to using computers to sense physical data, such as temperature and light. The satisfactory, and often better teaching that pupils receive, ensures that they make appropriate progress in those aspects of the subject they cover. However, the number of computers is still too small, and limits the extent to which pupils can develop their skills, for example in combining images and sound. Pupils achieve well in using the Internet to find information.
13. By the end of Key Stage 2, pupils make satisfactory progress and attain standards in line with expectations in art, design and technology, geography, history, music and physical education. Pupils attain above standards in the drawing and painting aspects of art and in singing in music. Pupils make good progress in these aspects because of the many varied opportunities they receive and the generally good subject expertise of teaching staff in this key stage.

14. Pupils with special educational needs make satisfactory progress against the targets set within their individual education plans for literacy and numeracy. They make satisfactory progress with their class work and when withdrawn for specific help by the co-ordinator or learning support assistants.

### **Pupils' attitudes, values and personal development**

15. Throughout the school pupils, including children in the Foundation Stage, have maintained their enthusiastic attitudes to learning, constructive relationships and positive behaviour as found at the time of the previous inspection. They enjoy being part of an orderly and pleasant community. This contributes positively to their learning.
16. Pupils concentrate, are interested in and often enthusiastic about their work. This was demonstrated when pupils in a Year 3 class opened the banana boxes they had designed in order to evaluate how well the fruit had kept. Pupils are eager to share their ideas with each other as observed in a Year 5 class who were discussing their objections to a lengthening of the school day.
17. Behaviour in class and in the communal areas of the school is good. Pupils are polite, courteous and welcoming to visitors. Responses from parents to the questionnaire and at the parents' meeting indicate that they are happy with the standards of behaviour in the school. The pupils show respect for each other's property and for the environment as shown by the lack of litter and vandalism in the school. There were no exclusions in the last reporting year. Parents and pupils are happy that bullying is not an issue in the school. They know that staff would not tolerate it.
18. Relationships are very good throughout the school. The pupils consider each other's feelings, they talk and play pleasantly together in groups and respond very well to the teachers and lunchtime staff.
19. The pupils' personal development is good. They accept responsibility willingly and enjoy helping with the routines of class and school. The majority of whole-school responsibilities are given to older pupils who, for example, deliver the internal mail and help to set up the hall for assemblies. Good opportunities for pupils of all ages to develop a sense of communal responsibility are offered in the regular meetings of the school council. However, limited opportunities are provided in lessons when personal initiative is encouraged and this inhibits the ability of pupils to take responsibility for their own learning.
20. The levels of punctuality and attendance are satisfactory and in line with the national average.

### **HOW WELL ARE PUPILS TAUGHT?**

21. The quality of teaching is good, overall, and varies from excellent to satisfactory. It was good or better in 55 per cent of lessons, of which six per cent were very good and three per cent excellent. This is an improvement since the time of the last inspection, particularly at Key Stage 2.

22. Significant strengths of teaching are teachers' good subject knowledge, their enthusiastic approach, and the relationships they enjoy with most pupils. Relative weaknesses are the variable skills of pupil management in some classes at Key Stage 1, and the lack of opportunities for pupils to organise work for themselves by adopting an enquiry approach to their learning. Across the school there are inconsistencies in the way teachers identify and share learning objectives with pupils so that they know exactly what it is they are learning, and in the ways teachers create opportunities for all ability groups, especially the more able, to be more rigorously challenged.
23. The overall quality of the teaching for the Foundation Stage is good, with an almost equal amount of good and satisfactory teaching seen. Teaching and teaching assistants collaborate well together. Teaching assistants make a valuable contribution to children's learning and the smooth running of the classrooms, although they play little part in whole-class teaching sessions and this limits their impact on children's learning. Teachers' subject knowledge is satisfactory, and sometimes good, but not always with appropriately high expectations for the full range of abilities of the pupils. Planning is satisfactory. Teachers use the Early Learning Goals appropriately for children of this age group. Planning does not always take sufficient account of the different knowledge and understanding that groups of children have.
24. The quality of teaching in Key Stage 1 is satisfactory overall, and varies from good to satisfactory. It was good in 28 per cent of the lessons observed. Teachers have satisfactory subject knowledge and are enthusiastic in their approach and this encourages most pupils to concentrate well and give of their best. However, teachers do not always manage pupils' behaviour well and this slows the pace of some lessons. Teachers' attention to achieving the learning objectives of the lesson is diverted by having to deal with the inappropriate behaviour of a few pupils. The pace of lessons is generally satisfactory but teachers' expectations of what pupils are able to achieve is not always sufficiently high.
25. The quality of teaching at Key Stage 2 is good overall, and varies from excellent to satisfactory. It was good or better in 70 per cent of lessons, of which nine per cent were very good, and six per cent excellent. Teachers are confident in their subject knowledge and manage pupils very well. A wide range of appropriate teaching strategies are used to provide stimulating activities which successfully engage pupils in their learning and motivate them to give of their best. In the better quality lessons, teachers make good use of a tight time structure to keep up the pace of the lesson and ensure that pupils make good or better progress.
26. The National Literacy Strategy has been effectively introduced and literacy is used well to support pupils' work in other subjects, except where worksheets are overly used. Teachers have a secure knowledge and understanding of the National Literacy Strategy and lessons are planned in appropriate detail. There is a good balance of whole-class, group and individual activities in most lessons. Literacy hour sessions are well taught but what it is pupils are to have achieved by the end of sessions is not often referred to, particularly with written work. These aspects are better at Key Stage 2. Sometimes at Key Stage 1 the weaker management of pupils prevents good learning taking place.
27. The National Numeracy Strategy has been effectively introduced and is used to teach pupils' basic skills. The quality of teaching is generally satisfactory at Key



- Stage 1 and good at Key Stage 2. Lively mental arithmetic sessions at the start of lessons are a regular feature. Lessons are planned satisfactorily to meet the needs of lower ability pupils and those with special educational needs but some teachers are not demanding enough of higher attaining pupils. Good questions encourage pupils to explain how they have arrived at their answers is used more by some teachers than others. Teachers make good use of resources to aid pupils' learning. Sometimes teachers do not make clear to pupils what it is they are to have achieved by the end of the lesson and occasionally an over reliance on worksheets restricts pupils' opportunities to organise and set out their work for themselves.
28. The quality of teaching in geography, history and religious education is good across the school. In these subjects teachers have good subject knowledge and provide interesting work that is appropriately matched to pupils' varying individual needs. Lessons are exciting and pupils fully involved in their own learning. The teaching of information and communication technology is satisfactory at Key Stage 1 and at least satisfactory, but often better, at Key Stage 2.
29. Homework is used well to aid pupils' learning. Pupils' work is marked regularly but rarely includes information on how pupils could improve their work. Good assessment procedures are in place for English and mathematics and are being developed in other subject areas. Pupils are given targets for improvement, but pupils are often unsure of what their target is or what they personally need to do in order to improve. As yet there are no established assessment procedures for effectively planning future work in design and technology, religious education, history and geography. Good use is made of assessment by the Foundation Stage teachers but target setting has not been clearly developed.
30. The teaching of pupils with special educational needs is satisfactory. Teachers provide suitably adapted work to meet the needs of these pupils or increased adult support to help them complete the same work as other pupils. Good support is given to pupils withdrawn for short sessions to provide work to meet their specific needs by the co-ordinator or learning support staff. Pupils with English as an additional language are well supported by teachers and classroom assistants. All support staff work well with teaching staff and contribute well to the quality and extent of pupils' learning.

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

31. The curriculum is broad and balanced and meets the requirements of the National Curriculum. Statutory requirements are met. At the time of the previous inspection key issues relating to the curriculum concerned the need to ensure that all subjects and aspects were given appropriate time and emphasis. The school has made satisfactory progress in addressing these concerns. However, inspection evidence shows that science and design and technology are still receiving below average amounts of curriculum time, thus making the task of raising standards more difficult.
32. The curriculum provided for children in the Foundation Stage ensures that prior attainment is being built on, and a sound range of experiences is provided across all areas of learning. Good opportunities are provided for children to develop their reading and writing skills. However, in some lessons observed tasks do not take long to complete, and pupils are not always given another, more challenging, task, so time is wasted.

33. The school has responded effectively to implementing the national strategies for literacy and numeracy, and this is helping to improve pupils' basic skills. The overall quality of teachers' planning is satisfactory. The school has developed a useful common format for teachers' long and medium-term planning. However, there are still inconsistencies in the way teachers identify and share learning objectives with pupils so that they know exactly what it is they are learning. Also in the ways teachers create opportunities for all ability groups, especially the more able, to be more rigorously challenged.
34. The school makes satisfactory provision for the development of pupils' personal, social and health education through the daily life and routines of the school. Sex education is addressed through science lessons and the use of teaching videos, with professional support from the school nurse. The school nurse has also supported a recent initiative whereby Year 5 girls and their mothers are invited to a meeting in school to receive guidance and re-assurance about menstruation. This is a successful initiative and indicative of the school's caring approach. Awareness of drug misuse is addressed through 'circle time' and through initiatives supported by the police.
35. The school provides a good range of extra-curricular activities for older pupils and this has a positive effect on their learning and personal development. However, little is provided for other pupils. There are also opportunities for residential visits for the older pupils, trips to the theatre and the ballet, and the school regularly welcomes visits from musicians and theatre groups. These have a positive effect on all pupils' knowledge and understanding of the arts.
36. Links with the local community are satisfactory. Pupils pay visits to a residential home for the elderly and put on musical performances and harvest parcels are distributed locally increasing pupils' understanding of the elderly and those less fortunate than themselves. The after school Care Club, Keep Fit Class, Girl Guides, Brownies and an Evangelical Church meet in the school ensuring close links are forged with parents and other members of the local community.
37. Links with local secondary schools are sound and pupils are able to visit on a number of occasions before transfer. This increases pupils' confidence. Teachers from the main receiving school have visited and supported art and mathematics lessons. Students on work experience and teacher training at Cheltenham and Gloucester College are made welcome in the school.
38. The school aims to provide equality of opportunity for all pupils, and observations suggest that this aim is generally met. All pupils are encouraged to develop confidence and self esteem, so that they can benefit more fully from the learning opportunities and other experiences which the school offers. Although gender differences in attainment have been analysed at Key Stage 1, they do not appear to be an issue. Nevertheless, in the light of research about boys 'naturally' being several months less mature than girls, the school has boosted resources to support boys learning. Teachers know their pupils well, and generally enjoy a mutually good relationship and understanding. The music timetable for instrumentalists, and learning support times, are changed periodically so that pupils, including those with special educational needs, are not missing the same activities or subjects.
39. The school makes good provision for pupils' spiritual, moral, social and cultural development. There is good provision for pupils' spiritual development and this

represents an improvement since the last inspection. There are well-structured acts of worship, and pupils have time for quiet reflection. In a lower junior class pupils have made 'Our Grace' plates, recording their individual prayers of thanks. Year 2 pupils, contributing to a class book on special things, are able to reflect upon, and to share thoughts about what was special to them. A Key Stage 2 hymn practice successfully combined elements of worship, enthusiastic singing of lively hymns from staff as well as pupils, and a sense of fun. Also some staff shared their thoughts and feelings about the singing, and the meaning of some of the words which were being sung.

40. The provision for moral development is good. Pupils are helped to distinguish right from wrong in various ways. In addition to the school rules, some classes have their own agreed code of classroom behaviour and these successfully encourage pupils to consider their behaviour and take responsibility for their own actions. Staff are encouraged to enhance pupils' self esteem and self worth, and this has a positive effect upon pupils. The Golden Book Assembly, at the start of each week, gives recognition to achievements which can include good behaviour, or qualities of kindness, being helpful, sharing or working well together. Year 4 pupils, in a geography lesson about housing development, were invited to reflect for a moment or two on the fairness of providing homes for those people who are unable to buy their own.
41. Provision for social development is good. All staff, teaching and non-teaching, work hard to promote this. In the playground before school, teachers meet with pupils and help to establish a calm and secure environment. In lessons such as geography and history, pupils are often organised to work in pairs, or small groups. The school council, with pupils from Year 1 to Year 6, meets fortnightly and is effectively involved in making decisions about school routines and rules. Residential visits are organised in Years 5 and 6 and promote effectively pupils' personal development. Older pupils help to organise music in assembly, and have other responsibilities around the school such as watering plants. However, opportunities to give responsibilities to younger pupils, such as returning the register to the office, are missed.
42. Overall the cultural development of pupils is satisfactory. They are developing an understanding of the beliefs and cultures of other people through work in religious education, and some topics in geography. In recent years there has been special activity weeks about European cultures and the Caribbean. This is an improvement since the last report. Pupils' appreciation of their own cultural traditions is developed through visits to places of interest, including museums and the theatre.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

43. The school provides a caring environment where pupils are treated with respect and valued as individuals as found at the previous inspection.
44. The procedures for introducing the children and their parents to the school effectively ensure that new children settle quickly into the routines of school life. Pupils' personal development is closely but informally monitored by teachers who know them well. Emphasis is placed on raising pupils' self esteem and making

them aware of their individual achievements through activities such as 'circle time'<sup>4</sup>. This gives pupils confidence in their own ability and encourages them to respond positively to new challenges.

45. Current procedures promoting good behaviour are used consistently and effectively by most staff. There are very few incidents of bullying but staff deal promptly and effectively with any reported incidents. Parents and pupils support the school and class rules.
46. The monitoring of attendance is satisfactory. Not all registers contain the required information and care needs to be taken that registers are marked at the beginning of each session. The education welfare officer contacts the school fortnightly but is always available if the need arises. Administration is efficient and reasons are always sought when absence occurs.
47. The procedures for child protection comply with those of the area child protection committee and staff are fully aware of these procedures. However, as found at the time of the previous inspection, the school has not formally adopted these guidelines as a school child protection policy. No recent training in child protection has been undertaken by the member of staff with responsibility for child protection issues.
48. Pupils' health, safety and general well-being are effectively looked after. Lessons in sex education and drug awareness form part of the school's personal, social and health education programme which is well supported by the links with the community police and school nurse. Effective procedures are followed regarding accidents and first aid. First aid boxes are appropriately stocked and sited and parents are informed promptly of any accident involving their child. There is a detailed and useful health and safety policy which has been agreed by the governing body, and risk assessments are regularly undertaken.
49. The arrangements the school makes for assessing and recording how well pupils learn, and for using that information to help teachers to plan, are satisfactory overall. Since the last inspection suitable improvement has been made in ensuring the more consistent use of assessment information. Checks made each half term on the attainment and progress of pupils in English, mathematics and science are employed effectively to adapt medium-term planning, if necessary. The use of assessment information to monitor the achievements of boys and girls, and pupils who join the school part way through the school year has developed well. This information makes a very effective contribution to the school's understanding of how well it performs. Very good measures are taken to track the progress of gifted and talented pupils. A 'matrix' is used to record their achievements, including those relating to their personal development.
50. Teachers do not have a full picture of how well pupils are doing in the non-core subjects, such as design and technology, since records to show this are not kept consistently or well enough. As a result, they do not always match the difficulty of the tasks they set to the learning needs of as many pupils as possible. Also, not

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<sup>4</sup> During circle time pupils discuss a wide range of personal and general issues. All pupils agree that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference or interruption from other children.

enough written guidance is given to teachers or checks made to make sure that their marking of pupils' work contributes effectively to the standards they achieve. In English and mathematics, teachers use their knowledge of how well pupils perform to set targets for them to attain over the course of a few weeks or sometimes less. This helps pupils understand the progress expected of them.

51. The Foundation Stage teachers use the school's assessment system, and undertake additional assessments. This system is working well. Teachers also undertake baseline assessment, which is used to help plan work early in the year for both classes. However, as target setting has not been clearly developed, teaching opportunities are sometimes missed.
52. Assessment procedures for pupils with special educational needs are satisfactory. Individual education plans are detailed and contain clear short-term achievable targets which effectively enable teachers to monitor the progress pupils make. However, the school's record keeping systems do not allow the tracking of pupils progress over time as they do not show movement up and down the school's register of special educational needs. Regular reviews of pupils' progress are made, and statutory requirements for the provision outlined in formal Statements of Special Educational Need are met.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

53. The school has maintained its effective partnership with parents who are supportive and who make a significant contribution to school life. This has a positive effect on pupils' learning at school.
54. The quality of information provided by the school is good. Regular high quality newsletters keep the parents well informed about developments. Pupils' annual progress reports are informative and contain information on areas covered, the progress made and areas for improvement. The quality of annual reports to parents is now better than at the time of the last inspection. Parents are happy with the amount of information they receive about the curriculum and feel staff are approachable and willing to talk to them at any reasonable time.
55. Levels of involvement of parents in the life of the school are very good. All parents are encouraged to be directly involved in school and a significant number respond. For instance, helping in class and after-school clubs and on trips. Staff are appreciative of this assistance. Training is provided for helpers and there is a useful booklet provided to aid them in their role. The majority of parents are happy with the amount of homework their children receive and pupils in Year 5 and Year 6 have details of homework in their planners. The Parent Teacher Association organises fund raising and social events which are well supported by parents and the community enabling considerable funds to be raised to support the school.
56. Arrangements for starting school are good and very much appreciated by parents. The written information given to parents when their child starts school lacks information about the curriculum for this age group. Parents assist well with reading in the reception classes. Reports to parents and carers are good.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

57. The school is led and managed satisfactorily. The headteacher supports pupils and staff and has ensured that they feel safe and are valued within the school. The headteacher's monitoring of the quality of teaching is satisfactory with the aim of observing teacher colleagues at least once each term. Through discussion it is evident that this has led to improvements in curriculum provision, such as increased opportunities for structured play at Key Stage 1, and more time given to pupils to compose extended pieces of writing at both key stages. There is little evidence that this monitoring identifies strengths and weaknesses in teaching skills in order to spread elements of good practice throughout the school, or provide professional development to overcome individual weaknesses.
58. The headteacher is ably assisted by his deputy and the other member of the senior management team. The role of co-ordinators in managing their subject responsibilities has been considerably changed during the last 12 months. A new initiative has been set up, in which the subject co-ordinators are not only given the money for buying equipment, but also for training staff and monitoring the quality of teaching in their subjects. There are signs that the monitoring aspect of this scheme is not working as well as it should, since most co-ordinators have done relatively little checking of the quality of teaching and learning. Discussions with some co-ordinators also reveal some confusion of responsibilities over the monitoring of standards and whether this is the duty of the co-ordinator or the senior management team.
59. School development planning is detailed but the school improvement plan is very complex. It does not clearly state the school's priorities for development, particularly with regard to raising standards, but does list the developments needed in each subject of the National Curriculum and religious education. Success criteria do not clearly state what gains in standards of attainment and pupils' achievements it is hoped to achieve.
60. The governing body is supportive of staff, parents and pupils. There is an appropriate committee structure. Governors are involved in directly monitoring the work of the school by visiting classes, observing lessons and talking to subject co-ordinators. Written reports are then submitted to the governing body to inform them of the result of these visits. However, these procedures do not involve the monitoring of standards. Governors are effectively informed about the work of the school through regular headteacher reports but these tend to be very detailed and not easily understood by the lay person. Procedures for performance management have been established and all relevant staff appraised. Governors fulfil their statutory duties.
61. The school's aims and values are reflected in all its work, and there is a strong and positive ethos that promotes care for all. Pupils, staff and parents are valued, and parents in their turn clearly support the school and appreciate what it has achieved. Pupils are encouraged to work hard and behave well, and their achievement is celebrated. Much is done to ensure a calm, happy and well-ordered environment for the pupils.
62. The provision for special educational needs is managed satisfactorily by the co-ordinator, who has only been in post for a short while. She is enthusiastic and diligent in her co-ordinating role, and ensures that all pupils have access to any necessary support and that their needs are met in lessons and when withdrawn for specific help. The role of learning support assistants and who they are responsible

to, is currently managed by the headteacher and it is planned that the special educational needs co-ordinator will take over this role in the near future so that their role in providing for pupils with special educational needs is more clearly defined. The co-ordinator liaises well with fellow teachers and maintains regular contact with external support agencies where appropriate. Parents are made aware of any concerns about their children and there is evidence of effective parental involvement in all stages of the Code of Practice.

63. The school has a satisfactory number of teaching staff with a range of teaching experience and qualifications, and this enables the curriculum to be taught effectively. There are sound procedures in place for the induction and support of both newly qualified and new but experienced staff. This support is particularly strong from year group and key stage colleagues, but other aspects of the induction process are less consistently applied and not all newly qualified teaching staff feel well supported. Arrangements for the professional development of staff are satisfactory. The administrative staff, lunchtime support staff and site manager and cleaning staff work effectively to assist in the smooth running of the school. They are an important part of the school team.
64. The accommodation overall is good. As a result of the school's transformation to full primary school status a new teaching block has been completed. A computer suite, containing ten PCs has been created, and the opening of the 'Millennium Garden' has improved the spacious school grounds. Both of these projects have been largely self-funded. Security arrangements have been improved through the use of close circuit television, intercom and alarm systems. Although the school has no library, plans are well advanced, with confirmed funding in place, to build a new classroom block, thus releasing existing space for a library and enlarged computer suite. As a result of 'self help' projects and judicious bidding for funds, the learning environment for pupils has been radically improved and made safer. However, the accommodation for the Foundation Stage classes is cramped for the number of children currently using it.
65. Learning resources are satisfactory overall. In English, mathematics, physical education and the Foundation Stage they are good. Resources for science are unsatisfactory, with too narrow a range of equipment, and despite recent improvements in the provision of hardware for information and communication technology, the ratio of pupils to computers is still too high.
66. The school makes effective use of the resources at its disposal. Good financial control and careful budgeting have been maintained since the time of the last inspection. The last auditors' report made very few recommendations. These were all of a minor nature and have been implemented successfully. The costs of achieving the educational objectives identified in the 'Priorities for Expenditure' analysis, which also acts as the summary for the school's improvement plan, are identified clearly and carefully. Overall, money is used prudently and well to pursue these targets. Specific grants given to the school, such as those for training, are used well.
67. The governors are appropriately involved in setting the budget and in monitoring spending. The school does not yet make effective use of new technologies such as information and communication technology. For example, junior pupils do not yet get access to the full range of experience they should have, because the school

needs to buy reliable equipment for teaching some aspects of the National Curriculum Programme of Study.

68. The school secretary works very well in co-operation with the headteacher and staff. Day-to-day administration is very good. The school takes proper account of the principles of good value.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

69. The governors, headteacher and staff, with the support of outside agencies as appropriate, should:
- (1) Raise pupils' standards of attainment in information and communication technology by:
    - i. ensuring that all aspects of the Programme of Study of the National Curriculum are taught and that pupils have sufficient opportunities to develop their skills to achieve national expectations for the subject; (paragraphs 131,132)
    - ii. increasing teachers' knowledge of how computers can be used in other subjects such as design and technology, music and science. (paragraph 133)
  - (2) Improve the overall quality of teaching by:
    - i. consistently planning work to meet the needs of different ability groups within classes, particularly the more able; (paragraphs 23, 33, 91, 99, 105)
    - ii. raising teachers' expectations of what pupils can achieve and involving pupils more in their own learning by making better use of individual target setting, and sharing with them what it is they are to have learned during lessons; (paragraphs 29, 91, 93, 99)
    - iii. providing more opportunities for pupils to organise their own scientific investigations. (paragraph 105)
  - (3) Improve school improvement planning by:
    - i. clearly prioritising targets for development and giving a suitable emphasis to how these targets will raise pupils' standards of attainment; (paragraph 59)
    - ii. involving the governing body more closely in monitoring standards and acting as a 'critical friend'. (paragraph 60)
  - (4) Clarify the role of subject co-ordinators in monitoring teaching and learning in their subjects; (paragraph 58, 95, 133, 140))
70. In addition to the key issues above, the following areas should be considered for inclusion in the action plan:
- continue to further develop the school's schemes of work by the adaptation of the Qualifications and Curriculum Agency's guidelines so as to ensure appropriate progression in pupils' subject skills;
  - improve the consistency of teachers' expectations for pupils' presentation of work and the use made of the school's marking policy.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	95
Number of discussions with staff, governors, other adults and pupils	44

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	6	46	45	0	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

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	376
Number of full-time pupils known to be eligible for free school meals	13
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	43
Number of pupils on the school's special educational needs register	2
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	2
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	28

### Attendance

#### Authorised absence

	%
School data	5.0
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	21	20	41

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	21	20
	Girls	19	16	19
	Total	39	37	39
Percentage of pupils at NC level 2 or above	School	95 (94)	90 (94)	95 (94)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	20	20
	Girls	18	18	20
	Total	38	38	40
Percentage of pupils at NC level 2 or above	School	93 (88)	93 (98)	98 (96)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	24	10	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	15	21
	Girls	9	8	10
	Total	28	23	31
Percentage of pupils at NC level 4 or above	School	82 (86)	68 (83)	91 (91)
	National	75 (70)	72 (68)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	18	21
	Girls	9	9	9
	Total	26	27	30
Percentage of pupils at NC level 4 or above	School	76 (77)	79 (80)	88 (91)
	National	70 (68)	72 (69)	79 (75)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	310
Any other minority ethnic group	0

*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	0	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)	16
Number of pupils per qualified teacher	23.5
Average class size	26.9

#### **Education support staff: YR - Y6**

Total number of education support staff	7
Total aggregate hours worked per week	76

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2000 – 2001
	£
Total income	594,273
Total expenditure	588,437
Expenditure per pupil	1,574
Balance brought forward from previous year	15,835
Balance carried forward to next year	21,671

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	376
Number of questionnaires returned	141

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	31	1	0	0
My child is making good progress in school.	42	56	1	0	1
Behaviour in the school is good.	39	59	1	0	1
My child gets the right amount of work to do at home.	29	54	12	4	1
The teaching is good.	50	48	1	0	1
I am kept well informed about how my child is getting on.	38	51	9	2	0
I would feel comfortable about approaching the school with questions or a problem.	60	39	1	0	0
The school expects my child to work hard and achieve his or her best.	55	40	1	0	3
The school works closely with parents.	35	52	11	1	0
The school is well led and managed.	47	50	1	1	1
The school is helping my child become mature and responsible.	45	53	1	0	1
The school provides an interesting range of activities outside lessons.	35	43	10	3	9

### Other issues raised by parents

Parents were very pleased with the 'Cygnets Club' whereby children visited the school for a number of afternoons in the summer prior to their starting at the school. They felt that the school worked hard to ensure that the effect of staff absence through maternity leave was minimised.

## **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**

71. At the time of the last inspection provision was found to be good. The school has maintained this strength. Good teaching and careful assessment ensure that the needs of the youngest children in the school are met well. The reception classes are housed in a separate block with a secure outdoor play area, which helps the development of physical skills with large wheeled toys. The team of four adults provides a stimulating, happy, caring environment for children in their first year at school.
72. The children in the reception classes are drawn from over twenty different pre-school groups and nurseries. Children enter the classes at the beginning of the year, with an overall level of attainment similar to that found nationally, but within this there is a very wide band of attainment. This is confirmed by an initial assessment of what children can do. They are offered a sound range of experiences within a broad and balanced curriculum. This effectively covers the 'stepping stones', the sequential steps of progress in the six areas of learning expected for children of this age. Relationships with adults are good.
73. Teaching is good overall. In both classes, teaching and learning range from satisfactory to good, with the majority of lessons seen being good. Teachers plan together effectively. Teaching assistants work satisfactorily with children during individual tasks. However, they play no part in whole class teaching, where their support and role modelling would be beneficial.
74. Nearly all children in the reception classes will achieve the majority of the Early Learning Goals, the targets for pupils in this age group, before they enter Key Stage 1. This is in line with national expectations. In the subjects of communication, language and literacy, and mathematical development, many pupils exceed these expectations, especially in the key skills of reading and writing. Good teaching has a strong impact in these areas.

### **Personal, social and emotional development**

75. Children join the reception classes with a wide range of personal and social development. By the time they leave the reception class they have achieved the Early Learning Goals in this area. The teachers are developing children satisfactorily into motivated and confident learners. In both classes children are beginning to learn to co-operate well with each other when given opportunities to do so; for example, when children play with construction toys. When they are 'being vets', they share the work of recording appointments without being asked by an adult. Children are developing self-confidence, which is demonstrated in answering questions or reporting back about activities they have chosen.
76. Children demonstrate independence in personal hygiene, and in selecting outdoor play equipment. Indoors, they select toys and activities from a range chosen by the teachers. Sometimes, in subjects such as creative development, the range provided by the staff is too narrow, and this limits independence. Most children carry out instructions, working well without an adult. For example, when they have

- to grab a handful of small objects and practise counting them and comparing their results, they do so with a high level of independence and commitment to the task.
77. The adults, both teachers and teaching assistants, provide good role models for the children, which in turn leads the children generally to treat both adults and other children with respect and friendship. Relationships are good. The awareness of right and wrong is well promoted by staff. The children's behaviour is good. Teachers make their expectations clear; for example, of children taking turns when wanting to speak. Children usually treat their own and other people's property with care and consideration, picking up toys from the floor and clearing away when asked.

### **Communication, language and literacy**

78. Attainment in language and literacy development is good by the time children enter Year 1. Nearly all have achieved the Early Learning Goals. In reading and writing, some children are working at Level 1 of the National Curriculum, and a few at Level 2. Staff promote listening skills satisfactorily. Many children listen attentively to stories and rhymes. They usually listen to each other with interest in large and small groups; for instance, when explaining what they have done. They are willing to talk, using a growing vocabulary with increasing fluency, to express their thoughts. A good example of this was children talking about tastes as part of their letter 'Y' work with 'yummy' or 'yucky' tastes. Adults usually use talk to good effect and are good active listeners, but sometimes staff miss opportunities to get children to contribute fully by asking questions with only one possible answer. Staff show children that they value their contributions in communicating by praising their efforts well. Adults provide a good range of role-play situations to promote this area of development.
79. Elements of the National Literacy Strategy framework are used well by teachers in both reception classes. Staff effectively promote good knowledge of phonics, and reading skills are established quickly. Good standards are achieved. The system for parents to support reading at home is working well. Most children are confident writers, willing to have a try at spelling and writing; for instance, when writing their own stories about a picnic on a day out. Staff ensure that many pupils are able to spell a good range of words correctly, and many children exceed the expected level of attainment in this area of learning. Supplies of paper, pens, crayons and pencils are readily available and children often use them independently, such as in "The Vet's". Sometimes teachers limit children's writing by the materials provided, and sometimes tasks given are too limited for the time allotted. In these instances, progress is hampered and children are not challenged enough. Planning in both classes sometimes does not cater sufficiently well for the whole range of ability. For example, sometimes each ability group does the same phonics task in turn, even when some groups have already gained that piece of knowledge. Planning lacks sufficient guidance for teaching assistants on how they can support whole-class sessions effectively.

### **Mathematical development**

80. This area of the curriculum is well taught. By the end of the reception year pupils will have achieved the Early Learning Goals, and a considerable minority will have exceeded them. Pupils are learning to use mathematical language appropriately to describe measures, positions and shapes. By the end of the time in reception, they are able to join in number songs and counting, sort objects such as farm animals

and say which field holds more, and take part in the wide range of number games and activities provided for them.

81. Children are able to count objects to ten, and most can count well beyond. Most can write numerals accurately. Children are beginning to show an awareness of number operations such as 'one more' or 'two more', and many can perform simple additions and subtractions and record the results. Teachers provide good opportunities to challenge and inspire pupils mathematically. For instance, when playing a dice game with farm animals, some pupils could identify the difference between two amounts, and explain clearly how they worked it out.

### **Knowledge and understanding of the world**

82. Children enter the school with average levels of knowledge and understanding of the world. Staff build on this knowledge satisfactorily. By the end of the reception year the vast majority of children attain the Early Learning Goals in this area and a minority of children exceed them. For example, most children can identify characteristics for the different seasons of the year with adult support. A few confidently talk about the difference between trees that drop their leaves in the autumn and those that do not. Some of these even know the word "deciduous".
83. Children identify foods that they like and dislike when tasting things, and order the stages of making jelly. They draw their homes and families confidently, and show good awareness of the school environment as a result of the effective map-work they have undertaken. They explain which parts of the school site they like best and why. They expressed delight at the tiny frogs in the pond, adding to their spiritual development. Children are involved in a sound range of activities, such as making jelly, or cutting and sticking materials onto an umbrella shape as part of their work on waterproof materials.
84. Children are able to select resources when given opportunities to do so, and they use tools safely. They explain how they are making and joining objects. However, staff give them little choice, even to the extent of demonstrating the decorations on the yo-yos they are making, so children are unaware of how their design might be improved.

### **Physical development**

85. In the area of physical development, children demonstrate attainment levels in line with those found in schools generally. Staff give the children many opportunities to handle pencils, crayons and glue-sticks. The outdoor play area, with its good range of wheeled and other play equipment, helps the children's physical development well. Modelling tools and malleable materials are used satisfactorily to develop manipulative skills. The school hall is used regularly for physical education and dance. Children make up dances on their own, using space well, and they respond to the music with some imagination. They try to mirror each other's movements in pairs, but find this hard. They enjoy the lessons, but not all children listen carefully enough to instructions. Consequently, the management of classes sometimes takes up too much teaching time. When using taped dance sessions, teachers do not always stop the tape often enough to reinforce important learning points.

### **Creative development**



86. Children make satisfactory progress in creative and aesthetic skills, and attain the Early Learning Goals in this area by the end of the Foundation Stage. There is a satisfactory range of activities including art, craft, music, and imaginative play. Children sing to a satisfactory standard and get suitably involved, at times singing with great vigour. Overall, an appropriate range of opportunities is provided for the children to develop their music skills, such as through listening to, and joining in with, music tapes. Children express their ideas effectively in drawing, painting and modelling. However, too few opportunities are provided for pupils to explore colour, shape and texture freely. Classroom displays, such as three-dimensional houses hanging from the ceiling, enliven the classroom and contribute to children's learning.

## ENGLISH

87. Standards in English have improved since the last inspection and continue to be broadly similar to the national average for seven and 11 year olds. Results in the year 2000 national tests showed that standards in reading for seven year olds were above the national average for all schools but average when compared to schools who admit pupils from similar backgrounds. In writing, the attainment of seven year olds was average when compared to all schools but below average when compared to similar schools. Results in the year 2000 national tests for 11 year olds, were in line with the national average for all schools but well below average when compared to similar schools. Over time, standards have risen at a similar rate to the national trend. Inspection evidence indicates that standards of attainment in the present group of Year 2 pupils are at expected levels and the attainment of pupils at the end of Key Stage 2 is above expectations. At both key stages, a higher number of pupils are achieving above expected levels.
88. Pupils' speaking and listening skills are good, and sometimes very good, across the school. They make good progress. They generally listen well to instructions and stories; for example, when Year 2 pupils listened to a story about a ghost that lived next door. Most pupils respond promptly to questions and their answers are relevant, indicating good listening and understanding. Teachers use questioning well to encourage pupils to think and talk. The pupils' ability to listen well is strongly helped by the teachers' choice of good texts and the lively instruction methods they use. Pupils generally listen carefully to the contributions of others, especially at Key Stage 2, where pupils enjoy debating well-selected issues, such as an article in a local paper about extending the school day. Their contributions in such debates are often thoughtful and mature. In the older age groups pupils are given some good opportunities to talk, firstly with just one or two other pupils to clarify their own ideas. They then report back to the whole class. This happens not only in English, but also in other subjects, such as science and history. Younger pupils rarely have this opportunity. A good example of this type of discussion was observed in a Year 5 science class where a pupil thoughtfully reported that sound is 'trapped' by insulating materials. Drama is also effectively used in each age group to promote speaking and listening.
89. Pupils' attitudes to reading are positive and standards of reading are good across the school. Reading is taught systematically and well, as teachers use the guidance of the National Literacy Strategy. By the age of seven, attainment in reading is above the national average and pupils make good progress. They use appropriate phonic knowledge and have good word recognition, but few are aware of other strategies. Most pupils are able to read simple texts with appropriate accuracy and

understanding, taking due note of punctuation such as exclamation marks. Teachers give pupils good opportunities to discuss the characters and the plot of stories. Many higher attaining pupils read fluently and with good understanding from a young age. By the age of 11, pupils' attainment in reading is also above average. Throughout Key Stage 2, pupils continue to develop their skills as they read more demanding texts, and they maintain good progress. Teachers introduce pupils to a good range of fiction and non-fiction texts, including poetry, myths and legends, as well as non-fiction texts associated with their learning in other subjects. Many pupils are able to read out loud clearly and talk well about the meaning of the text, drawing out key points and using inference and deduction appropriately; for example, when Year 6 pupils compared two poems by Jackie Kay. Pupils know how to locate relevant books and find information quickly by using contents and index pages. Homework is used well, particularly with Key Stage 1 pupils to support reading development.

90. Standards of writing meet the expected levels at both key stages. Attainment in writing is lower than in reading, reflecting the national picture. Seven year olds are beginning to write for different purposes, including writing their own versions of familiar stories, such as Goldilocks, stories of their own, and newspaper reports on the story they have read as a class. An overly large proportion of their writing consists of grammar exercises from work sheets. Pupils are able to spell a satisfactory range of simple words and have a solid understanding of letter sound relationships, but they are less sure of letter names as teachers do not refer to them often enough. Many pupils have a sound understanding of full stops and capital letters but do not use them consistently. Handwriting is satisfactory overall, but some pupils form their letters incorrectly and they are inconsistent in size.
91. At Key Stage 2, the conventions of grammar, spelling and punctuation continue to be taught effectively, and pupils have good opportunities to write for a wide range of purposes. Standards in writing are rising. The younger pupils in the junior department develop their skills of writing audience-catching beginnings to pirate stories very well. Pupils in Year 6 write in persuasive prose, for example, when writing adverts to swell the ranks of the Roman army by promising to improve people's physiques by carrying packs of 20 kilograms every day without the need to pay expensive gym subscriptions. People are promised the chance to develop skills of building roads and houses, as well as the opportunity to get away from home! Pupils are also given some good opportunities to extend their creative use of vocabulary through writing poetry, with good results. For example, Year 4 pupils write "Guess what I am" type poems, and one pupil described a pet's fur as "Softer than the softest cloud". Pupils use information technology appropriately to support their learning. Whilst overall attainment is satisfactory, individual pupil's standards of writing vary from unsatisfactory to very good, in terms of both content and skills. The vast majority of pupils make satisfactory or better progress but a small minority of pupils' writing has incorrect spelling, inconsistent punctuation and unsatisfactory handwriting. This lack of progress is not always picked up by teachers when pupils' work is marked. Pupils are given targets for improvement, but pupils are often unsure of what their target is or what they personally need to do in order to improve.
92. Pupils with special educational needs make satisfactory progress towards the targets set in their individual education plans, as do pupils with English as an additional language. The progress of higher attaining pupils is generally in line with what would be expected. The achievement of boys and girls is similar.

93. The quality of teaching at Key Stage 1 is sound. At Key Stage 2, teaching is predominantly good, with some very good and some excellent teaching seen. The strength in the two excellent lessons lay in the subject knowledge and the excellent planning, preparation and use of resources that really fired pupils' imaginations. In one case, a cutting from a local newspaper; in the other, an island map and well-designed proforma on which pupils could draft their ideas. The consistently good teaching at Key Stage 2 is beginning to make an impact on raising standards in writing. Teachers have a good knowledge and understanding of teaching English. There is a good balance in most lessons in terms of whole-class, group and individual activities. For example, in a Year 5 class the teacher discussed connectives before getting the pupils to use them in their letter writing. The lesson concluded with the whole class working together to improve one pupil's writing by using connectives imaginatively. The literacy hour sessions are generally well conducted, with a good concentration on the continuing development of skills. However, the learning objectives are not often clearly shared with pupils, or returned to at the end of the lesson. The learning aims are rarely emphasised in written work, so when work comes to be marked it is against general criteria rather than whether the pupil has or has not achieved the objectives of that piece of work. This also makes it harder for pupils to assess their own work and to see where they need to improve. There are few opportunities created for pupils to reflect on what they have written in terms of its quality and clarity, or to start to respond to the writing of their peers. At Key Stage 1 the weaker management of pupils in some lessons slows the pace of learning.
94. The contribution of other areas of the curriculum to the enhancement of literacy skills is good. Pupils listen well in physical education, and follow instructions carefully and safely. Reading skills are adequately developed across other subjects, and any technical vocabulary being learnt is stressed. Subjects such as history and geography are very well used to develop writing skills.
95. The introduction of the National Literacy Strategy has been successfully led by the co-ordinator. Since the last inspection standards have been raised. The school has strengthened the role of the co-ordinator. Staff have been trained in the use of the strategy and this has supported the development of the subject well. The staff have implemented a new straightforward assessment and record-keeping system which is working satisfactorily. The co-ordinator monitors planning, but does not observe teaching. The school management team undertakes some analysis of pupils' performance. Staff meet regularly to look at pupils' work in each year, and they confidently and competently identify the levels at which pupils in their classes are working. Individual teachers have identified talented pupils and challenge them appropriately, although this practice is not consistent. Resources for English are good and the school has plans to build a new library soon.

## **MATHEMATICS**

96. In the national tests in 2000 for seven year olds, pupils' attainment was above average compared to national figures. For 11 year olds the school's performance was below average when compared to all schools. When compared to similar schools, the performance of pupils was average at the end of Key Stage 1 and well below average at the end of Key Stage 2. Since the time of the previous inspection in 1997 there has been an upward trend in attainment in line with the national trends but attainment fell in 2000. Last year's cohort had a much larger number of pupils

with special educational needs, and more pupils joined Year 6 late in the school year than is usual. There were no marked differences in the performance of boys and girls.

97. Current inspection evidence indicates that standards overall for seven year olds are in line with national expectations, with a significant percentage above this. Standards for 11 year olds are above national expectations. The recent trend of improving standards has been re-established after the 'blip' of last year. The school is on line to reach or exceed its targets. Pupils with special educational needs are supported well and make sound progress.
98. By the age of seven pupils have made sound progress in acquiring basic numeracy skills, with most pupils having a secure grasp of place value, and more able pupils adding and subtracting three-digit numbers. Pupils know something of the properties of two and three-dimensional shapes and use measuring instruments accurately, for example when using pan scales and a spring balance. Pupils are able to create block graphs about favourite party foods and can make an appropriate scale. By the age of 11 pupils are quicker at working out calculations mentally. They understand and interchange a variety of fractions, work securely with 'products' and 'prime numbers' and show good understanding of a variety of mathematical symbols and language, such as 'median', 'mode' and 'parallel'. They interpret a range of diagrams and charts, for example, when drawing and explaining time and distance line graphs. Pupils are becoming more confident about estimating, checking results and re-drafting work. This is because the school is placing a greater emphasis on this approach. Teachers are more frequently encouraging pupils throughout the school to apply their mathematical knowledge to tasks involving real-life problems.
99. The overall quality of teaching and learning is good at Key Stage 2 and satisfactory at Key Stage 1 but with some good practice in some classes. There was no unsatisfactory teaching seen. This is an improvement since the previous inspection. From Year 2 the school organises pupils into maths sets where pupils are grouped according to mathematical ability. This enables teachers to bring a sharper focus to the work for each set. However, analysis of teachers' planning and of pupils' work, reveals inconsistencies both in the clarity of learning objectives for lessons and in planning different activities for different ability groups. Pupils with special educational needs make sound progress and lower attaining pupils are well supported by teachers and learning support assistants. Work presented to them is well matched to their abilities and previous experience. However, some teachers are not demanding enough of the higher attaining pupils. When teachers have the perception and confidence to do this, the pace of learning accelerates. For example, when younger pupils were working out the number of coins needed to make a set amount, some pupils were content to find an answer to the problem. The teacher challenged them to find the most coins they could use and similarly the least. This was a good further step. It provoked lots of discussion and thinking and learning quickened. In a lesson with the oldest pupils, what could have been a fairly routine lesson, looking at symmetry and mosaic grids, was developed into something altogether more challenging by a teacher with confidence and good subject knowledge. Sharp, incessant questioning constantly challenged pupils to explain reasons for their decisions, and by the end of the lesson pupils were very animated and looking forward to accepting the next challenge the teacher had devised.

100. Teachers are familiar with the National Numeracy Strategy, which they apply effectively. The lively mental sessions introducing the numeracy hour are enjoyed by pupils and teachers alike and this is a key factor in generating the good positive attitudes pupils consistently show towards mathematics. The main part of the lesson involves pupils practising their skills, and many teachers devise interesting practical activities using a variety of resources. However, sometimes the learning objectives are not shared clearly enough, and on occasions, an over reliance on worksheets restricts pupils' opportunities to learn to organise and set out their work purposefully. The use of clear questions at the end of a session, to assess what pupils have understood, is a regular feature of lessons.
101. Teachers use informal observations, assessments at the end of a topic and a range of statutory and non-statutory tests, in order to assess pupils' attainment and monitor progress. Targets are set and constantly revised and the school is generally accurate in making predictions about pupils' performance.
102. In all areas of the school, the pupils' abilities to use information and communication technology to develop their work in mathematics is developing in line with the school's efforts to improve information and communication technology provision and teaching. Pupils make use of their developing mathematical skills in science when measuring and recording results in tables and charts, in history when looking at time lines and chronology, in design and technology when measuring and when using co-ordinates in geography.
103. The school has made satisfactory improvement since the previous inspection. The curriculum has been reviewed and the National Numeracy Strategy has been successfully implemented. The role of the co-ordinator has been extended through the use of devolved budgets and she has had opportunities to monitor the quality of teaching and learning in mathematics.

## **SCIENCE**

104. The statutory assessments made by teachers last year as part of the national testing programme showed that compared with all other schools, the percentage of seven year old pupils achieving the expected Level 2 was above average, but the percentage reaching the higher Level 3 was well below average. The standards achieved by pupils aged 11 that year were below average compared with all schools, and well below average in comparison with schools having a similar proportion of pupils eligible for free school meals. Using the same measure, the percentage reaching the expected Level 4 was below average, and the proportion achieving the higher Level 5 was well below average. The results for 11 year olds are usually better, but last year's cohort had a much larger number of pupils with special educational needs, and more pupils joined Year 6 late in the school year, than is usual. Since 1996 the school's results have improved at a similar rate to others. There is no significant difference in the performance of boys and girls.
105. The school's results vary from well above average one year to below the next according to the strength of different cohorts, but, overall, pupils' achievements are satisfactory. An analysis of pupils' work shows that most pupils make suitable progress as they pass through the school. This includes those with special educational needs, those for whom English is not their home language and those who are gifted or talented. However, there is evidence to show that Key Stage 2

pupils do not make as much progress as they should in the investigative aspects of science, because not all teachers give pupils enough experience of undertaking experiments and investigating for themselves. This slows the progress made by pupils, especially those capable of higher attainment. Also, too much reliance is placed on using a commercially produced scheme of work. The overuse of the worksheets associated with this scheme, takes away responsibility from pupils for recording investigations in their own way; does not allow teachers to monitor the development of pupils' scientific thinking about experimenting effectively and, restricts the contribution that work in science makes to improving pupils' writing skills.

106. Standards have been maintained since the last inspection. Although the quality of teaching has improved, teachers' short-term planning does not show how the needs of different groups such as higher attaining pupils and those with special educational needs will be met.
107. Pupils in the current Year 2 achieve average standards. They do challenging work about syringes in which they begin to link cause and effect. They show good understanding of conductors and insulators when they make electrical circuits. However, when studying living things, they do not recognise well enough that different creatures live in different surroundings. Their knowledge of the way in which some changes to materials, such as making popcorn, cannot be reversed is good for their age, but overall they do not understand enough about the properties of different substances.
108. Standards in the present Year 6 are broadly average. Pupils can describe how to do experiments, but do not decide questions to answer in their own investigations. They do some relatively advanced work in studying the structure of cells, and use scientific terms such as 'nucleus' and 'membrane'. Although they draw diagrams of the heart, they do not label them to show how it works. Pupils draw different types of electrical circuits, but in their work about forces they do not explain their ideas well.
109. The quality of teaching is satisfactory, overall. No unsatisfactory lessons were seen. This consistency gives rise to the satisfactory progress that pupils make. Teachers use good strategies to help pupils learn. This was particularly effective in the inspirational teaching seen in a Year 4 lesson, in which pupils were called to a board meeting of the Lakeside Food Company. The role play in this lesson served as a good means of teaching pupils about separating mixtures. The good attitudes and behaviour seen in lessons throughout the school have a positive effect on pupils' learning.
110. The range, quality and quantity of learning resources for science are unsatisfactory. This detracts from the progress that pupils make. The new co-ordinator's hard work in producing good quality guidance to colleagues, changing the science curriculum and devising ways of checking that the Programme of Study is followed, have yet to be reflected in the results that pupils achieve.

## **ART AND DESIGN**

111. By the end of both key stages, standards of attainment are at expected levels for pupils of this age. Standards of painting and drawing are good. Standards have been maintained since the time of the last inspection.
112. Pupils in Years 1 and 2 develop their drawing skills well as they make detailed observational drawings of fruit or medieval costumes associated with their visit to Berkeley Castle. Most pupils make good use of colour when painting and show above average control when using a range of different sized brushes to add colour to their detailed drawings. Recent work involving painting medieval shield designs is displayed well in the corridor outside their classrooms. Pupils are given a range of mediums to experiment with and produce prints, collages and paintings of sound quality.
113. Between the ages of seven and 11 the pupils are given many opportunities to develop the skills they have learned. Pupils in Years 3 and 4 demonstrate good drafting skills as they develop perspective within their drawings. Pupils' printing skills are developed well as they produce good quality fabric prints about the circus, or good quality ink prints using designs from ancient Greece and presenting them in the style of William Morris. Pupils in Year 5 show good detail in their observational drawings of buildings and make good use of shading to add depth to their work. Most pupils understand that objects get smaller the further they are away and use this well to add further depth to their work. Their paintings show good use of colour mixing, for example when painting seascapes based on the work of Turner. Much of the recent art work of Year 6 pupils has been based on their work in English. Pupils use their skills well to create backdrops for plays such as 'Macbeth' or 'A Midsummers Night's Dream'. They show good detail in their drawings of characters from 'Macbeth' and the landscape outside their classroom. By the end of the key stage pupils have made good progress in their painting and drawing skills and satisfactory progress in other areas of work, such as collage, printing and three-dimensional work.
114. The quality of teaching is satisfactory overall. No art lessons were observed at Key Stage 1 but the scrutiny of teachers' planning and pupils' previously completed work shows that pupils are given a wide variety of stimuli to encourage imaginative responses and a range of materials to use when completing their work. No unsatisfactory teaching was observed, which is an improvement since the last report when teaching was very variable and often unsatisfactory. Teachers plan good opportunities for pupils to develop their skills progressively in a wide range of contexts through their work in other curriculum subjects. Pupils of all aptitudes and abilities enjoy the same experiences. They show an interest and enjoyment in the subject which has a positive impact on their learning, ensuring they all achieve appropriately. Sound use is made of art information technology programs.
115. The subject is satisfactorily managed. The co-ordinator is presently on maternity leave but her deputy ensures that sufficient resources are available to support teachers in their planning. There is a good standard of expertise amongst the staff and this has ensured that the National Curriculum Programmes of Study are well covered. There are good quality displays of pupils' work throughout the school.

## **DESIGN AND TECHNOLOGY**

116. Pupils achieve satisfactory standards by the time they are seven and 11. Although the time given to teaching this subject is less than in most other schools, the very good attention paid to getting pupils to evaluate what they do ensures that both all pupils make suitable progress.
117. Better written guidance for teachers has been produced since the last inspection, the provision of learning resources has improved and the work done in design and technology is now checked more effectively. A successful exhibition has been held to celebrate the achievements of all pupils and to raise the profile of the subject.
118. Teachers are clearly aware of the need for pupils to understand the whole design process. The good work of the co-ordinator has brought this about. Although the school makes proper overall provision for teaching design and technology, it was only possible to see one lesson during the inspection. This was of the highest quality, due in part to the guidance given by the co-ordinator about getting pupils to consider how well they had worked. The Year 3 lesson fitted in well with the work the pupils were doing in studying St Lucia in geography. They had been asked to design and make a container to protect bananas in transit. The teacher's very good subject knowledge, excellent management skills, very good questioning, and his commitment and enthusiasm led pupils to be intensely interested and work very hard. As a result, their level of understanding of how their designs had to meet different requirements was better than most pupils of their age.
119. Since only one lesson was seen it is not possible to judge the overall quality of teaching and learning. The scrutiny of teachers' planning and photographic evidence and the outcomes of discussions with pupils showed that they cover a wide variety of activities and use an appropriate range of materials and tools. For instance, Year 2 pupils design and make siege machines to complement the work they do in history. They try to decide how they could improve them. One girl wrote: "The stick was a bit wobbly, next time I will glue it on." Pupils in Year 6 carry out research before designing and making helmets for Roman centurions. Older pupils are used to appraising their own products and those of their peers. For example, pupils in the two Year 6 classes come together to evaluate each other's products. However, pupils do not make enough use of computers to develop and share design ideas. Junior pupils do not use computers to create and control the movement of mechanisms.
120. The co-ordinator manages the subject well and works well in a number of ways to raise standards. Her methods include discussions with pupils, in-service training for colleagues, working alongside teachers and making action plans every term if necessary. She is aware of the need to refine the programme of work for pupils in Years 5 and 6, and to ensure that assessment is used more effectively to plan work.

## **GEOGRAPHY**

121. Lessons were observed in geography in Key Stage 2. From these lessons, and from looking at pupils' work and at teachers' planning, as well as talking with both pupils and teachers, it is evident that overall standards of attainment are in line with those expected at the end of both key stages. Standards have been maintained since the time of the last inspection. Pupils make sound progress as they develop their knowledge of places, and of the use of the environment, as they progress through the school.



122. Year 1 pupils increase their knowledge of places as they record 'Eddie the Bear visits', and visit Weston-super-Mare as part of their work on 'Seaside Places'. Mapping skills are developed when drawing maps of the route from school to the church. Year 2 pupils demonstrate their understanding of environmental issues as they present arguments for retaining, or knocking down, Hatherley Road School. Many want to save the school – 'not many old buildings left', 'more noise for families who live there', and 'teacher no work – will have to walk further to another school'. Pupils extend their map using skills, and increase their knowledge and understanding of places and of environmental changes in Key Stage 2. Year 3 pupils, in their work on the island of St Lucia, develop an understanding of links between conservation, rainforest, and pollution problems. Increasing knowledge of the physical environment is shown by Year 5 pupils as they can identify parts of a river system, and describe how ox-bow lakes are formed. Map reading skills, and the ability to make judgements about the environment on a local scale, are shown by Year 4 pupils as they investigate the plans for a local housing development. They understand the need for different types of houses, and the need for housing association homes for those not in a position to buy their own homes. Year 6 pupils enjoy their topic on mountains, and successfully use the Internet to research for information. They can use atlases effectively, and show their understanding of how the environment affects the nature of human activity.
123. There is satisfactory provision for pupils with special educational needs and they make sound progress in relation to their prior learning.
124. The quality of teaching is good. Strengths include the good management of classes and of resources, and the use of various methods including fieldwork. In lessons pupils are well motivated and consistently show high levels of interest and enthusiasm. Geography makes a good contribution to the pupils' social and cultural development. There is some use of enquiry approaches in geography and it will be helpful to extend these to further enrich pupils' learning. Good use is made of fieldwork and of visits, including the residential visits as well as working in the local area. Learning is also enriched by good cross-curricular links, including those with information and control technology.
125. The school is currently adapting curriculum guidelines from the Qualifications and Curriculum Authority. The school recognises the need to build on this to develop a program of work which will ensure pupils' geographical skills are progressively developed as they move through the school. Resources are generally satisfactory and there are globes in each classroom. Some additions to maps will be helpful to support teaching and learning.

## **HISTORY**

126. Two lessons were observed in history. From these lessons, from looking at pupils' work and at teachers' planning, and from discussions with pupils, it is evident that overall standards of attainment are in line with those expected at the end of both key stages. Standards have been maintained since the time of the last inspection. Overall pupils make satisfactory progress in their knowledge and understanding of people and events in the past, and of change over time.

127. In their work on seaside holidays, Year 1 pupils compare postcards and pictures and are able to make distinctions between 'now' and 'then'. Their historical vocabulary and imagination are extended in Year 2. Pupils record in pictures and writing their knowledge of Florence Nightingale, her family, and her contribution to nursing. 'Castle Life', including a visit to Berkeley Castle, further extends their knowledge of people in the past.
128. Pupils in Key Stage 2 continue to build their chronological understanding, and their knowledge of features characteristic of periods and societies studied. When asked 'What is history?' responses from Year 6 pupils included 'different periods of time', 'learning about the past', and 'how things got to be like they are today'. In their work on ancient Greece in Year 3 and Victorian times in Year 4, pupils develop their understanding that the past can be divided into periods, and can recognise some of the similarities and differences between these periods. Skills of empathetic writing are built as Year 5 pupils present imaginative accounts of life as a Greek soldier, experiences in a Victorian schoolroom or life as a Tudor 'grandee'. Year 6 pupils enjoy their work on 'What was it like to be a child in the Second World War?' and on the Romans. Their ability to describe characteristics of a past periods and societies was demonstrated when talking and writing about life in the Roman army, as well as during the Second World War. By the end of Key Stage 2 many pupils appreciate that history involves seeking evidence about the past from different sources. Although use is made of artefacts, and other sources, such as census returns in Year 4, limited opportunities are provided for pupils to carry out their own historical enquiries or work with primary sources of information. Pupils have had limited experience in realising how the past has been interpreted in different ways.
129. The quality of teaching was good in the lessons observed at Key Stage 2. Features of strong teaching include good subject knowledge, good management of pupils and of resources, and the use of varied teaching methods, including drama. Through the school, good use is made of cross-curricular links between history and other subjects. These links are especially effective with work in English. Pupils' learning is also enriched by school visits to various places of interest, some local and some further afield.
130. The school is in the process of adapting topics from the Qualifications and Curriculum Authority's guidelines to support teaching and learning through the school. The school recognises the need, when evaluating these topics, to develop schemes of work which will set out progression in the understanding and skills as pupils progress through the school. History resources are satisfactory overall. However, it will be helpful to build up the school's collection of artefacts, and of books including those reflecting aspects of multicultural societies, when opportunities occur.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

131. Since the time of the last inspection the standards achieved by seven year olds have improved and are now in line with national expectations. Although significant improvements have been made to the school's provision for this subject, the standards achieved by 11 year old pupils remain unsatisfactory because they still do not experience the full range of learning opportunities. The equipment needed for teaching the pupils that computers can monitor events, for example, through the use of temperature probes or light sensors, is unreliable and needs replacing.

132. Consistently satisfactory teaching ensures that infant pupils make appropriate progress. The teaching of junior pupils is at least satisfactory; often it is better. As a result, pupils make appropriate progress in those aspects of the subject they cover. However, the number of computers is still too small. The headteacher, co-ordinator and other members of staff have worked hard to increase the number of machines and to create a 'suite' containing most of the equipment for pupils to use. The co-ordinator has been particularly skilful in acquiring as many machines of suitable quality as possible for the money available. However, there are still not enough computers in the 'suite' to allow all the pupils in the bigger classes to take part at the same time. In addition, classes other than Year 6 get only one lesson each week in this computer room, and many pupils do not have a machine in their own classrooms to use during the rest of the week. This reduces the progress that most pupils make. The situation should be improved now that the school has been successful in getting money to build a better-equipped 'suite' in a larger room.
133. Discussions with pupils show the effect of the present unsatisfactory provision on their progress. For example, the extent to which individuals work on some skills, such as word processing varies, and they lack experience in other activities such as combining images and sound. The work done in other subjects, such as science and design and technology, does not contribute appropriately to developing pupils' computer skills. No agreement has been made about exactly how this should happen. The co-ordinator has worked hard in successfully improving the provision for the subject but little monitoring of the quality of teaching has taken place.
134. Pupils at both key stages achieve well in using the Internet to find information. In a lesson for Year 2, the teacher's confidence in working with computers was passed on to the pupils who showed good levels of independence in answering questions about castles. The pupils observed in Year 6 collaborated well, and showed great interest and skill in solving an imaginatively presented problem about finding information on the World Wide Web about mountainous areas in a variety of countries. The teachers are skilful in explaining things clearly and in using questions. This ensures that pupils know what to do. In the case of a Year 2 lesson seen, in which the teacher sometimes answered a pupils' question with one of her own, it led to better understanding and self-reliance. Occasionally, though, teachers go too quickly when explaining things, or they have not set up effective routines to make sure that pupils stop and listen when necessary. These shortcomings reduce the progress that pupils make.
135. Pupils are keen to learn about computers and behave well. Many have computers at home. These factors enhance the standards that pupils achieve.

## **MUSIC**

136. Pupils throughout the school attain the standards expected for their age and enjoy their music making activities. All pupils make satisfactory progress. By the end of Key Stage 2 pupils make good progress in developing their skills in singing.
137. By the end of Key Stage 1, the majority of pupils sing a range of songs from memory. They sing enthusiastically and generally with good pitch. Pupils are able to play a range of musical instruments and follow the notation directions given to play high or low notes or use their voices to slide from one to the other. They listen carefully to different types of music, including the work of famous composers, and

are aware of when the mood of the music changes. By the end of the key stage, most pupils are able to keep a steady beat when clapping or playing untuned percussion instruments. Pupils show interest when experimenting in their music making and make satisfactory progress.

138. By the end of Key Stage 2, pupils are aware of the need to control their breathing when singing to phrase their words to the music. The majority of pupils sing well a range of songs and the full involvement of all pupils is enhanced by the contribution made to hymn practice singing by male, as well as female, teachers. In music lessons, teachers' own enthusiasm for the subject is successfully passed onto the pupils, who work well together and enjoy the activities provided. By the end of the key stage, most pupils clap or play a musical pattern, including playing on the off-beat, while other groups of pupils play a different rhythm. They follow simple graphic scores when playing a range of untuned percussion instruments. All pupils, including those with special educational needs, make effective progress in developing their musical talents.
139. The quality of teaching was satisfactory in the lessons observed at Key Stage 1, and good in those observed at Key Stage 2. At Key Stage 1, teachers' confidence in the subject varies considerably and not all feel supported by the commercial scheme used by the school. Consequently, although appropriate musical activities are provided, they are not always sufficiently challenging for all pupils. At Key Stage 2, the teachers observed have a good knowledge and understanding of the subject and plan a variety of exciting activities that give pupils frequent opportunities to sing and to compose music. In these lessons, the teachers' own enthusiasm for the subject is successfully passed on to the pupils. The teaching of singing is good. Teachers insist on pupils adopting the right posture to project their voices correctly and this results in high standards of diction, pitch and general voice control, such as phrasing and correct breathing.
140. The subject is satisfactorily managed by the acting subject co-ordinator who has only been in post for a short time. He gives helpful and enthusiastic support to his colleagues and monitors teachers' planning to ensure the National Curriculum is covered effectively. No monitoring of teaching has taken place. There is a subject policy in place and the school makes use of a commercial scheme of work. The school has a satisfactory range of resources and these are used well to support pupils' learning. The very good extra-curricular music provision gives pupils the opportunity to learn to play the recorder, and many brass, woodwind and string instruments. The school has a large orchestra with pupils from the junior part of the school and also one infant pupil. They take part in school and local events. The school also has a choir who practise each week and perform in school and area events.

## **PHYSICAL EDUCATION**

141. During the time of the inspection it was not possible to see all aspects of the physical education syllabus being taught. Therefore no overall judgement on attainment and progress and the quality of teaching can be made. Judgements are based on those elements of the syllabus observed, discussions with teachers and examination of teachers' planning.

142. By the end of both key stages, pupils' attainments are broadly in line with national expectations in games and athletics. Year 3 and Year 4 pupils follow an intensive swimming programme, and by the end of Year 4, virtually all pupils reach the expected standard, with considerable numbers achieving above this. Whilst it is not possible to comment on progress by the end of Year 6, this represents good attainment in swimming.
143. Teaching of games and athletics was satisfactory overall with some good teaching, especially at Key Stage 1. Teachers are well prepared and generally use resources well. Good examples of teaching and learning at Key Stage 1 demonstrated well-planned activities, lively pace and good variety. In one lesson involving practising throwing skills, the teacher gave clear instructions, good opportunities for practice and invited pupils to evaluate the skills of others in order to identify improvement. By the end, pupils had developed their catching and throwing skills and had extended their knowledge of associated body movements and balance. In another lesson, looking at the skills involved in leaping, the teacher skilfully used a variety of games and challenges, allied those to clear discussions about technique and ways to improve and made high but fair demands on pupils to better their previous performance. Pupils enjoyed the activities, worked enthusiastically and by the end were leaping higher, further and with better balance on landing. Pupils enjoy watching each other's performances but opportunities for pupils to comment on and evaluate their own and others' performance are often not exploited. This was a weaker element in most of the lessons observed. Opportunities for pupils to develop speaking and listening skills, to extend their movement 'vocabulary' and to recognise some of those elements that make good practice were often missed.
144. Pupils change into appropriate clothing and in this are encouraged by the example set by teachers. The curriculum for physical education is broad and balanced and there are good opportunities for both boys and girls to participate in competitive team events, including football, tag rugby, netball and athletics. Outdoor pursuits during residential visits to activity centres give pupils good opportunities to experience water based activities, sailing, kayaking, wind-surfing and 'raft-building'. All of these make a good contribution to pupils' physical and social development.
145. The co-ordinator is enthusiastic and 'leads from the front'. A recently revised scheme of work has been introduced which emphasises clearly the importance of skills development in all areas of physical education and this has strengthened the planned programme in such areas as dance and athletics. Good support is offered to staff, but it is too early to evaluate the overall effect of this revised programme. Facilities for the subject are good, with a good sized hall, hard play areas and extensive fields. Resources for gymnastics are satisfactory overall, but with the large mats in need of upgrading. Equipment for outdoor games and athletics is good, in quality, range and quantity.

## **RELIGIOUS EDUCATION**

146. Attainment at the end of both key stages is in line with the expectations of the locally agreed syllabus of religious education. The school has maintained the standards found at the time of the last inspection.
147. By the age of seven, pupils consider their own importance and that of the family. They are able to recount outlines of religious stories in the Christian tradition, such

as Palm Sunday, Easter Sunday, the wise men and Jesus, and aspects of people such as Mother Teresa. Other faiths are suitably introduced. Visitors to Year 1 pupils talked about their Jewish traditions, and some things which are special to Jews. Year 2 pupils composed a class book 'Our Special Things', and were able to share their thoughts about what was valuable to them.

148. Throughout Key Stage 2, pupils acquire new knowledge and understanding of the distinctive features of religious traditions, and deepen their knowledge of Christian beliefs and Bible stories. In Year 3 pupils deepen their knowledge of Bible stories. Year 4 pupils not only demonstrate sound knowledge about the pilgrimage made by Muslims to Mecca, but also show a growing ability to reflect upon and consider the beliefs and customs of others. Year 5 pupils gain much from the visit by a Muslim parent who is able to share ways in which her faith affects her lifestyle. They also demonstrate a good knowledge of similarities and differences between churches and mosques as places of worship. Year 6 pupils are able to talk about their research into different parts of the story of Paul's journeys around the Mediterranean after his conversion to Christianity.
149. The quality of teaching, which varies from satisfactory to good, is good overall. This is an improvement since the last inspection. The stronger teaching reflects good subject knowledge, good questioning styles to sustain thinking and concentration, and a good pace and use of methods to encourage the active involvement of pupils. Often good use is made of varied resources to support learning such as artefacts, videos, visiting speakers, and personal experiences. Religious education makes a good contribution to pupils' spiritual development, when, for example, they have opportunities to express their own inner feelings. Pupils' moral and cultural development are also helped as they learn about other faith traditions, and gain insights into their ways of life and belief systems compared to their own.
150. In using the locally agreed syllabus, the school has improved since the last inspection as there is now more detailed curriculum guidance to support the less confident teacher. However, the school recognises the need to continue to develop a scheme of work. This will also contribute to progression in pupils' learning, and will provide a stronger basis for assessing pupils' learning and progress.