

INSPECTION REPORT

FIELD COURT CE VC INFANT SCHOOL

Quedgeley

Gloucester

LEA area: Gloucestershire

Unique reference number: 115644

Headteacher: Mrs J Pandazis

Reporting inspector: Mrs JM Hooper
15334

Dates of inspection: 15th – 18th April 2002

Inspection number: 194750

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Voluntary controlled
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	Courtfield Road Quedgeley Gloucester
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Appropriate authority:	The governing body
Name of chair of governors:	Mr J Brown
Date of previous inspection:	June 1997

INFORMATION ABOUT THE INSPECTION TEAM

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15334	Julie Hooper	Registered inspector	Science Physical education	What sort of school is it? How high are standards? – The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9710	Rosie Burgess	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
17686	George Simpson	Team inspector	Mathematics Information and communication technology Design and technology	How high are standards? – Pupils' attitudes, values and personal development. English as an additional language.
22788	Sue West	Team inspector	English Art and design Music Religious education	Equality of opportunity.
23686	Pam White	Team inspector	Geography History	How good are the curricular and other opportunities offered to pupils? The Foundation Stage. Special educational needs.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is an average sized primary school catering for boys and girls between the ages of four and seven. It is a voluntary controlled Church of England school situated on the southern outskirts of the city of Gloucester. The school shares the site with the junior school and two community play groups which most of the children attend before joining the school. Almost all of the pupils who attend the school are from the immediate area of mainly privately owned houses. Currently, there are 258 pupils on roll, which is slightly more than at the last inspection; they are in nine classes. Thirty-one children are still under five. The children enter school with a wide range of experiences, and their attainment overall is below that expected of their age. The school has identified 71 pupils as having special educational needs, which, as a percentage of the total number of pupils in the school, is a little above the national average; two pupils have statements of special educational needs and this is proportionally lower than the national average. All pupils speak English as their first language, and a very low proportion comes from ethnic minority backgrounds. Just over eight per cent of the pupils are eligible for free school meals, and this is below the national figure. The school was awarded Investors in People status in 2000 and also received a School Achievement Award for improvement in 2001.

HOW GOOD THE SCHOOL IS

Field Court CE VC Infant School is a very good school. It provides a safe and friendly environment that strongly supports learning and is totally inclusive so that all pupils are treated as individuals with their own rights. Teaching is very good. By the time they leave the school, many pupils are achieving standards in English, art and design, design and technology and religious education that are well above those expected for 7-year-olds nationally. The school provides very well for the pupils' personal development. Very good relationships exist between pupils and with staff. Pupils enjoy being at school and they are well behaved and eager to learn. The headteacher provides very effective leadership and has the full support of the staff and governors in the aim of raising standards. She is committed to creating a team spirit within the school where all members of the school community feel valued. The school gives very good value for money.

What the school does well

- Children get a very good start to their education in the reception classes.
- Teaching is very good. This has a significant impact on pupils' learning and contributes greatly to the high standards in English, art and design, design and technology and religious education.
- The very good provision for pupils' spiritual, moral, social and cultural development contributes greatly to the good behaviour, the very positive attitudes pupils have to their work and the very good relationships with each other and the staff, enabling pupils to make at least good progress in their learning
- The headteacher provides very effective leadership so that the entire school community is committed to raising standards.
- The school provides a caring and very positive learning environment.
- Parents are very supportive of the school and make a positive contribution to their children's education.

What could be improved

- Currently, the school improvement plan does not contain a strategic vision for the school's development beyond one year.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in June 1997, the school has addressed the key issues well. Pupils' personal development has improved and teachers provide pupils with a wealth of opportunities to take responsibility and show initiative. The quality of teaching is considerably better and teachers continually review and evaluate their planning and teaching methods. The headteacher and teachers are involved in a full programme of monitoring and evaluating the curriculum and teaching and the impact they have on the pupils' learning. Whilst the standards pupils achieve in art and design and physical education have remained above those expected for seven year old pupils nationally, standards in English, design and technology, history, information and communication technology and religious education have improved to be above or well above average. Standards in mathematics and geography are now average rather than above the national average. Very effective and thorough procedures are now in place to assess pupils' learning so that appropriate individual work can be planned for them. Resources have improved and are very good to support learning in all subjects and storage of these is excellent. The accommodation has been further improved and is maintained to a high standard. The school was awarded Investors in People status in 2000 and also received a School Achievement Award for improvement in 2001. Since the last inspection the school has made significant improvements and is well placed to develop further.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
reading	B	B	A	B
writing	C	B	A	B
mathematics	A	B	C	D

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

The table shows that in 2001 the standards in reading and writing were well above those found nationally and above those found in schools with a similar intake. In mathematics, standards were in line with the national average, but below the standards of schools with a similar intake. Teacher assessments in science show that overall standards were close to the national average.

Most of the children in the current reception classes are likely to exceed the expected standards in their personal, social and emotional development and in communication, language and literacy by the end of the year. In all the other areas of learning, most are on target to meet the set standards. By the time they leave the school, most of the Year 2 pupils are on course to achieve the expected standards for seven-year-olds in mathematics and science, with a significant minority achieving beyond this in both subjects. In reading and writing most pupils are likely to attain standards well above the national average. In religious education standards are well above average. Most Year 2 pupils are achieving higher than expected standards in art and design, design and technology, history, information

and communication technology and physical education. In all other subjects pupils are achieving the expected standards. Pupils who have special educational needs attain standards which are appropriate for their age, abilities and individual circumstances. Pupils who show exceptional talents in any area of the curriculum are actively encouraged to develop these.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are interested, involved and display great enthusiasm for their work at school. They are attentive in lessons and nearly all maintain good levels of concentration.
Behaviour, in and out of classrooms	Pupils' behave very well and are polite and friendly. They work and play well together.
Personal development and relationships	Very good. The school enables pupils to develop high levels of self-esteem and self-confidence. Pupils readily accept responsibility. Very good relationships exist between pupils, and pupils and staff.
Attendance	Very good. Pupils are keen to be in school.

Pupils contribute greatly to the purposeful and orderly atmosphere existing in the school. They display a genuine interest and pleasure in their learning.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2
Quality of teaching	Very Good	Very 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.

All teachers are conscientious, enthusiastic and hard working. The quality of teaching observed was very good overall and evidence from pupils' work indicates that this quality of teaching is the norm. Teachers of the reception children have a very good understanding of what interests young children, and high, but realistic, expectations enabling the children to make good progress in their learning.

Teachers have implemented the National Literacy and Numeracy Strategies well and the teaching of literacy and numeracy is very effective. In these lessons the pupils learn successfully because areas for development have been carefully identified and focused upon. For example, pupils learn to write in a variety of styles and for a range of purposes, and in lessons other than literacy lessons they have opportunities to extend their writing skills further. Pupils learn effectively because lessons are planned with a clear focus on what they are going to learn. Teachers frequently involve pupils in their own learning by telling them what they are going to learn at the beginning of the lesson and, at the end, asking them to demonstrate that they have achieved this. Class discipline is good and pupils listen attentively and respond thoughtfully to well-focused questions, which enhance and extend their learning. Teachers' subject knowledge is usually very good and teachers have high expectations of what their pupils can achieve. Teachers use assessment information very effectively to help plan future lessons. This means that tasks are, in general, well matched to pupils' needs and enable them to

learn progressively. Marking is good and frequently gives pupils a focus for improving their work. Homework is used well to support learning, especially reading.

The teaching of pupils with special educational needs is very good and these pupils receive good support for their learning.

Support staff make a very valuable contribution to the pupils' education and are well briefed by teachers as to what the pupils are learning and how they should make their input. Voluntary helpers also provide very good help for teachers.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good, overall. The very good links between subjects enhances the curriculum. A secure area for outdoor activities would improve the provision for the physical development of the reception children.
Provision for pupils with special educational needs	Good. These pupils have access to the full curriculum and the good support they receive enables them to make good progress in their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This very good provision permeates life in the school and enriches the curriculum.
How well the school cares for its pupils	The school is a caring environment in which the pupils are looked after well.

The school offers pupils a wide and varied range of activities outside school and, unusually for pupils of this age, after school clubs, which enhance pupils' learning. The school is very effective in promoting the pupils' spiritual, moral, social and cultural development, provided in a pleasing atmosphere where positive relationships between pupils, and pupils and adults facilitate learning. The school's assessment procedures are very good so teachers build on pupils' learning systematically. The vast majority of parents are very supportive of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides very effective and enthusiastic leadership. She and her highly supportive staff are committed to providing the best education for the pupils and raising standards.
How well the governors fulfil their responsibilities	The governors are very supportive, take an active role in the management of the school and fulfil their statutory requirements.
The school's evaluation of its performance	Very good. The headteacher, staff and governors are very strongly committed to raising standards.
The strategic use of resources	Very good. The school uses the material resources, the accommodation and the strengths of the staff to great effect in order to support pupils' learning.

The headteacher, deputy headteacher and the staff work together as an effective team and a very positive ethos pervades the school. However, although the headteacher has a clear vision for future developments of the school and short-term improvement planning is comprehensive, the school improvement plan does not contain a strategic vision for the school's development beyond one year. Governors are enthusiastic and have developed a useful committee structure to improve the efficiency of their management. The school monitors and evaluates its performance closely and governors have a good understanding of the school's strengths and weaknesses. Governors constantly seek value for money when buying services. The teachers in their roles of subject co-ordinators, are making an effective input into the management of the school by monitoring and evaluating the curriculum and teaching and the impact it has on pupils' learning. The good school building and grounds provide an aesthetic environment facilitating a calm and pleasing atmosphere. However, there is no secure area for the reception children's outside activities

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school • Their children are making good progress and are expected to work hard • The school helps their children to become mature and responsible • Behaviour is good • Teaching is good • The school is well led and managed 	<ul style="list-style-type: none"> • Some felt their children did not get the right amount of work to do at home

The inspection team agrees with the positive comments made by parents. With regard to homework; the pupils are given an appropriate amount of homework for their age and it is used well to support learning, especially reading.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Nearly all of the children when they enter the school, in the September before their fifth birthday, have had some pre-school experience. They enter reception with overall attainment assessed as below average. By the end of the reception year, almost all of the children are likely to achieve the Early Learning Goals¹ in their mathematical and creative development, knowledge and understanding of the world and most aspects of their physical development. In their personal, social and emotional development and communication, language and literacy, most are likely to exceed these goals.
2. Standards in reading in the national tests for Year 2 pupils over the four years to 2001 show that pupils have consistently attained standards above and well above the national average. In writing, standards have gradually improved over the same period and were well above the national average in 2001. These results are very good and show the school's commitment to continuous improvement and the improved quality of teaching throughout the school. Pupils' mathematical skills, assessed on entry to school, show that they have dipped considerably since the last inspection to being below expected standards. However, despite these initial limitations they are soon addressed by the very good teaching and although pupils' standards in the mathematics tests have gradually declined over the last four years, in 2001 they were still in line with the national average. Teachers' assessments of seven-year-olds attainment in science in 2001 show that the number of pupils reaching Level 2 or above was about the same as the national average. Although a greater proportion, especially in mathematics and science only attained standards in the lower bands of Level 2, in all subjects a greater proportion of pupils attained the higher Level 3 than the national figure. The school has set appropriate yet challenging targets for reading, writing and mathematics in the national assessment tests for 2002 and is likely to attain them.
3. The majority of pupils make good and some, very good progress over time. They generally achieve well in relation to their prior attainment. Most pupils who are capable of attaining nationally expected standards do so, and those pupils with the potential for higher attainment go on to attain above average levels. Although overall, there is no significant difference in the attainment of boys and girls, the school is aware that writing skills of girls are slightly better than those of boys and are providing extra lessons for boys to improve their performance.
4. In mathematics and science, the current pupils in Year 2 are attaining standards expected for their age group with a significant minority achieving beyond this. In English, the majority of pupils are attaining well beyond the expected standards. Most pupils speak confidently and articulately using an increasingly wide vocabulary as they move through the school. They communicate their thoughts and feelings well in lessons and listen attentively to their teachers and each other. Pupils' reading skills are well above average. Pupils' skills in writing are also well developed and in literacy lessons and other subjects pupils write for a wide range of purposes and in a variety of styles. Pupils' use of grammar in their writing is very good and most pupils write in a neat cursive script. Pupils' number skills are average overall, and most pupils in Year 2 show a satisfactory grasp of tables and of the strategies necessary for

¹ Early Learning Goals are what most children are expected to achieve by the end of the foundation year (reception year) in the following areas of their development: personal, social and emotional, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development.

accurate mental calculations. They use and apply their mathematical knowledge well in solving problems. In science, pupils undertake an appropriate range of work, which gives pupils a good knowledge and understanding of scientific facts, and pupils' skills of scientific enquiry are appropriately developed.

5. Standards in religious education are well above average. Most pupils are also attaining high standards in art and design and design and technology. The majority of pupils are attaining above the expected standards in history and physical education. In all other subjects pupils are attaining the expected standards for their age group.
6. Pupils with special educational needs make good and often very good progress towards the targets in their individual education plans, due to the effective support they receive. There were no pupils in the school who speak English as an additional language. Pupils who show a particular talent in a sporting, musical or more academic direction have been identified, and are actively encouraged to develop their talents.

Pupils' attitudes, values and personal development

7. Pupils' attitudes to their learning are very good. This is an improvement on the previous inspection. Pupils enjoy school and are eager to learn. They have respect for the school and their teachers and they describe their experiences in glowing terms. Pupils in all classes are very attentive and understand the high level of expectation placed upon them. They listen well to each other and to adults and are always willing to answer questions and discuss their ideas. They concentrate very well both individually and in groups, even if they are not directly supervised. Year 1 pupils, for example, discussed in pairs how their toys worked. From the time they start school good habits are instilled, and the pupils are required to use their initiative and work independently. For example, Year 2 pupils choose confidently from a range of familiar formats when deciding their method of presentation in both mathematics and geography lessons. Groups of Year 2 pupils were also observed working independently in the library. This is a significant improvement since the last inspection. Year 2 pupils show high levels of self-discipline when required to organise their own learning, such as measuring and comparing the capacities of different containers. This combination of thorough teaching and positive response helps to ensure that the pupils make good progress and contributes to the good standards seen in the school.
8. Pupils' behaviour is good, both in and out of lessons. They are aware of the standards expected of them and generally respond very well. Teachers relate to their pupils with a combination of humour, praise and firmness. They have a consistent approach. Any misbehaviour is swiftly dealt with. As a result, pupils acquire a sense of security and fairness. They know they are valued and behave well accordingly. They are aware that good behaviour promotes good learning and consequently, they concentrate on the task in hand. Through assemblies, lessons and the example set by adults and their peers, they learn that their actions can have an impact on others. Consequently, there is little evidence of bullying or inappropriate behaviour. Pupils are confident that they know to whom to go, when they have a problem, and that their problems are dealt with. There have been no exclusions.
9. Pupils' personal development is very good. From the start of school pupils are encouraged to organise themselves. This is built on throughout the school. For example, when changing for physical education nearly all pupils leave their clothes in a tidy pile. Pupils are systematically taught a range of skills upon which they can draw, so that they develop a very good level of self-discipline. Pupils are given opportunities to take responsibility in the classroom and are

very keen to be chosen as playground helpers. The excellent example set by the staff of the school is very influential in establishing the methodical approach to learning, which exists in the school. Resources in the school are extremely well organised and used. Pupils respect this, and look after books and materials very well. Relationships amongst pupils and between pupils and staff are consistently of a high order and the school is a very harmonious community. The very good relationships also foster a feeling of well being and a heightened self-esteem.

10. The pupils' attendance is very good and well above the average for similar schools nationally. Nevertheless, a significant proportion of authorised absence is granted for family holidays during term time, which interrupts learning. Children are generally punctual and the school day starts promptly.
11. Since the last inspection high standards have been maintained.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

12. Overall, the quality of teaching is very good and in three lessons it was excellent. As a result pupils learn well and often very well. No unsatisfactory teaching was observed. This represents a significant improvement since the last inspection.
13. All teachers are conscientious, enthusiastic and hard working. Evidence from pupils' work in books indicates that high quality teaching is the norm. Pupils learn effectively because lessons are planned with a clear focus on what pupils are going to learn. Teachers frequently involve pupils in their own learning by telling them what they are going to learn at the beginning of the lesson and, at the end, asking them to demonstrate that they have achieved this.
14. In the reception classes, the significant strengths of the very good teaching are: the quality of the relationships, a good understanding of what interests young children, clear instruction and effective questioning, and, in the main, high expectations. As a result, this helps the children to make very good progress in their learning
15. Teachers plan work appropriately to meet the demands of the National Curriculum and literacy and numeracy lessons are executed in line with the strategy requirements. The teaching of English and mathematics lessons is very good, and pupils learn successfully because areas for development have been carefully identified and focused upon. For example, pupils learn to write in a variety of styles and for a range of purposes, in lessons other than literacy lessons, in order to extend writing skills further. In science lessons, pupils were using their writing skills effectively to label diagrams, make lists and record the results of their investigations and in history, for making notes.
16. In nearly all lessons, teachers have high expectations of work and behaviour and the mutual respect that frequently exists between the teachers and their pupils creates a fruitful learning environment. This is particularly so in literacy and numeracy lessons as the quality of teaching is never less than good and frequently very good or better. Teachers successfully provide a good balance between building on and reinforcing pupils' previous knowledge, and presenting them with new ideas and information. Also, in these lessons basic skills are taught effectively. For example, during a numeracy lesson a teacher of the Year 1 pupils was recapping on pupils' previous knowledge of counting in fives to 100, in ones to 50 and back in ones from 100 and developing appropriate mathematical language such as 'multiples' of five. She promoted learning effectively through skilful questioning to stimulate thought. By targeting questions well to the different abilities of pupils in the class, to which pupils responded quickly and

accurately, she also promoted learning successfully for all pupils. The teacher dealt very sensitively with any errors pupils made.

17. Teachers have a good knowledge of the needs of the pupils in their classes and most cater very well for the wide range of ability levels in their classes. This ensures that most pupils make at least good and often very good progress in their learning. Teachers use assessment information very effectively to help plan future lessons. Tasks are, in general, well matched to pupils' needs and enable them to learn progressively. For example, in the group work pupils undertake in most subjects, and especially in literacy and numeracy lessons, teachers set different work for pupils in three or four ability groups, which challenges and promotes their learning. Also, the good work ethic of the pupils allows the teachers to work with groups, whilst the remaining groups carry on with their work conscientiously and without direct supervision. The learning support workers make a valuable contribution in these lessons, supporting individual pupils and groups and promoting their learning.
18. Teachers' enthusiasm frequently shows in their lessons, reflecting the very good teaching observed during the inspection in most subjects. In an excellent literacy lesson the teacher's enthusiasm for the subject was such that she inspired the pupils to work, promoting learning all the time. She gave clear explanations and injected a sense of humour into the lesson. Hence, the pupils listened attentively and enjoyed their work.
19. Teachers' subject knowledge is usually very good and they have high expectations of what their pupils can achieve. In a geography lesson, the teacher of a Year 1 class, used her very good knowledge to give pupils a knowledge of different types of maps and used these to give pupils an idea of their place on a map in relation to home and school. The very good teaching ensured that by the end of the lesson the pupils could draw their route from home to school and describe the route using appropriate geographical vocabulary.
20. The quality of teaching of pupils with special educational needs is always good and frequently very good and this allows the pupils to make good progress. There is a strong and relevant emphasis on language and literacy development. The work is suitably challenging and the pupils are well supported by teachers and learning support workers. All staff praise and encourage the pupils in their efforts and this further enhances their learning and makes a significant contribution to the good progress they make.
21. Marking is good. At its best teachers achieve a good balance between making encouraging comments and suggestions for improvement and development. Homework is used well to support learning, especially reading. For example, most pupils have reading diaries in which they record what they have read at home and school and are often used as a vehicle for a two way dialogue between parents and school.
22. The learning support workers make a very valuable contribution to the pupils' education, particularly those pupils with special educational needs and this is a strength of the school's provision. They are well briefed by teachers as to what the pupils are learning and how they should make their input. Voluntary helpers also provide very good help for teachers.

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

23. The school provides a good curriculum with a range of stimulating learning opportunities that promote high achievement.

24. The curriculum in the foundation stage is of good quality. It is well planned and organised and provides the children with a rich and varied range of relevant activities based on the six areas of learning. The teachers plan the activities thoroughly and the development of the children's personal, social and language skills is given a high priority so that they achieve well and make very good progress. Although the school has spacious grounds and a good level of accommodation there is no secure play area for the children in the reception classes and the lack of opportunities to climb and balance means that they progress less well in the area of their physical development. The school acknowledges this and plans to address it in the future.
25. For the pupils in Years 1 and 2 the school provides a very good range of learning opportunities that includes all the subjects of the National Curriculum and religious education. The curriculum meets statutory requirements for all subjects. The school gives a high priority to the teaching of reading, writing and mathematics and it also plans well for the other subjects so as to provide plenty of interesting learning experiences for all the pupils. A particular strength of the curriculum is the links that the teachers make between different subjects and this has a positive impact on the pupils' learning. For example, in history, good links are made to the pupils' work in religious education when they are able to use their knowledge of religious festivals such as Christmas and Easter to begin to understand why and when people in the past enjoyed holidays and outings. Good links are made with learning in literacy and in history when the pupils prepare a glossary of words connected with the Fire of London. Additionally, the school has successfully introduced 'subject weeks', where once a year, for one week, all of the activities are planned around a particular subject. Special events take place, visitors are invited to perform or to talk to the pupils and parents are also involved. For example, during the recent 'Dance Week' the pupils worked and performed with accomplished dancers and were able to watch and take part in dances from other cultures.
26. The school's arrangements for personal, social and health education are good. Aspects of citizenship, environmental awareness and social issues are all taught as part of the school's programme. The curriculum is enriched through a very good range of after-school clubs which are not often provided by schools for pupils of this age. They include skipping, dancing and other sports activities as well as a recorder club and the 'Bug club' where the pupils actively care for and improve the school environment. The pupils make educational visits to Clevedon and the Westonbirt Aboretum to support their work in history, geography and science. Recent visitors to the school have included a nurse from the special baby unit, a vet and a fire officer. Additionally, church ministers and members of Christian groups visit regularly to take assemblies.
27. The way the teachers plan to deliver the curriculum is good overall. The co-ordinators guide and oversee the long and medium term plans based on the literacy and numeracy frameworks and teachers then plan in detail using an agreed format. In other subjects, the school has successfully adopted the nationally published schemes of work. Co-ordinators use these schemes well to plan for the different year groups. In most subjects, the co-ordinators collect work samples and hold informal discussions with staff and pupils to review the work covered and the standards achieved, but formal assessment procedures in the non-core subjects have yet to be implemented.
28. A key issue of the previous inspection was to extend planning meetings in order to discuss and plan effective ways of teaching the curriculum. This has generally been achieved very successfully. The teachers meet regularly to review successes and to plan further work. They collaborate and share information on the best ways to provide the most effective teaching and learning opportunities for all pupils. However, the school could usefully review

the way the geography curriculum is delivered. The main geography topic is taught only once each year and the long time between topics makes it difficult either for the teachers to build successfully on the pupils' previous learning or for the pupils to remember the skills and knowledge they have been taught in earlier topics. This adversely affects their learning.

29. The school provides well for the pupils who have special educational needs. They have access to the full curriculum and are helped to benefit from it through careful planning and the good use that is made of the learning support workers. They work and plan closely with class teachers to ensure the pupils' learning needs are met and they provide good support either to individuals or small groups. The pupils have individual education plans that contain small, achievable targets for improvement and these are reviewed regularly to ensure that the pupils are making good progress.
30. The school positively reinforces its equality of opportunity policy and no child is excluded from any activity. Girls and boys work and play happily together and games that were traditionally single sex, such as football, are enjoyed by both sexes. Should any pupil show a particular talent in a sporting, musical or more academic direction, he or she is actively encouraged to develop this. Currently, there are no pupils who are learning English as an additional language. When such pupils do attend, the school intervenes swiftly and utilises the resources available from the local education authority.
31. Provision for spiritual, moral, social and cultural education is very good. A similar judgement was made at the last inspection. There is an explicit policy that is reflected very well in all the school's life and work. Activities to develop these aspects are systematically planned across the curriculum.
32. Provision for spiritual education is very good and there were many instances during the inspection period when pupils experienced a strong sense of stillness and reverence. For example in a religious education lesson Year 2 pupils meditated on a lighted candle, and during an assembly the whole school changed mood to quietly sing Kum bay Yah. All assemblies are planned well to contribute to Christian values and beliefs. In a powerful collective worship session taken by a church worker, pupils were carried along with the excitement of Jesus' appearance on the road to Emmaus. In lessons, too, there were many occasions when pupils' faces expressed sheer amazement or delight, for example when large African snails emerged from their shells, and when a delicate wasp's nest was passed around. They expressed surprise at the intricate patterns revealed as fruit was cut in half and awe on looking at the photograph of golden decoration on a Buddhist Tripitaka. Music lessons, too, provide opportunities when pupils are able to express feelings and emotions and as they listen to Elgar's 'Nimrod' and 'Pomp and Circumstance' they discuss and illustrate the different emotions this music evokes. A very safe environment is created for them to share innermost thoughts and to know that they are valued as individuals and unique beings.
33. Provision for moral education is very good. The pupils clearly know right from wrong and are insistent upon fair play. They have devised their own classroom rules revealing that routines and consideration for others is their priority. They respect others' needs and handle books and equipment with care. They are aware of the rights of each child; the right to learn and the right to be able to play safely without being frightened by another's behaviour. Teachers act as very good role models in the way they relate to each other and to pupils and, as pupils hold them in respect, they follow their example. The ethos of caring for others pervades the curriculum and school life.

34. Provision for social education is very good. There is a feeling of total unity in the school. It is a caring community and pleasures and sorrows, highs and lows are shared in classes and assemblies. During the inspection period the achievement of one pupil who had gained a place at the Aston Villa Football Academy was celebrated. There are many after school clubs that provide a variety of activities when pupils learn to work and play together in a relaxed way. The programme of personal and social education and quiet periods in circle time make valuable contributions to the good relationships and social behaviour of the pupils. A small group of pupils form 'Field Court Friends' and their task is to ensure that no one is lonely at playtimes. Most of the pupils are eager to ensure the smooth running of everyday routines. The school is 'Eco' aware. Pupils collect fruit skins and waste for their compost bin. They care for the environment in Bug Club. They raise money for many charities and show concern for the children both at home and abroad, that their money helps.
35. The provision for cultural development is very good and this element has improved since the last inspection. Art, music and literature are an integral part of the curriculum and enrich the cultural life of the school. Through Dance Week pupils learned of Scottish, Greek and English country dancing. They observed more traditional ballroom dancing, demonstrated ballet and enjoyed watching dance students perform more modern displays. Through Music Week they enjoyed performances by soloists and small ensembles and appreciated a wide diversity of tempos and composers. Through history they learn of the their own culture and the effect famous people such as Guy Fawkes and Florence Nightingale have had on society. The attractive and carefully presented displays around the school promote pupils' aesthetic awareness. Their attention is drawn to respect for people of all races by the carefully chosen books and artefacts. As well as Christian Festivals they celebrate Chinese New Year, Divali and Eid.
36. There are good links with the local community through the church, liaison with the two pre-school groups that meet on the site and links with a local business when representatives hear some of the pupils read on a weekly basis. The school has good links with the junior school, which shares the school site, and regular meetings take place between subject co-ordinators.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school provides a very safe and secure environment for its pupils and staff. Procedures for child protection are satisfactory. There is an appropriate health and safety policy. Careful safety checks on the building and equipment are routinely carried out and written assessments of risk are made. There are good arrangements to deal with minor emergencies and first aid. Pupils, and their individual circumstances, are well known by their teachers and other adults in the school and this results in very good care for all pupils.
38. Procedures for monitoring and improving attendance are very good. Registers are carefully completed and reasons for absence are always sought. The services of the educational welfare officer are used when necessary.
39. There are very good procedures for monitoring and promoting good behaviour. Staff consistently apply the school's effective code of conduct. Pupils are appropriately rewarded for good work and behaviour. Bullying is kept to a minimum and the rare incidents which do occur, are dealt with swiftly.
40. Overall, procedures for monitoring and supporting pupils' academic progress and for personal development are very good. The school has very good assessment procedures in the core subjects of English and mathematics and these are applied consistently by all teachers. They

are the key to the high standards of teaching and learning and the good and very good progress that the pupils make in these subjects. All of the teachers make evaluations and assessments of the pupils' learning which are noted either as informal jottings or on the weekly planning sheets. The teachers make very good use of these assessments to guide curricular planning and to target the work of groups and individual pupils. The information is also used to group the pupils according to ability in English and mathematics lessons as well as to focus on those pupils who need additional help as part of the additional literacy strategy. At the beginning and towards the end of the reception year, the children are assessed using standardised tests. Information from these tests, together with an analysis of the Year 2 national assessment test results is used to identify areas for development with future classes and to set whole school targets. Teachers' planning files contain assessments of the pupils' current and predicted performance and from these the teachers identify personal learning targets for each pupil for each term. The targets are shared with parents at the consultation evenings held during the year.

41. Most subject co-ordinators have useful portfolios of the pupils' work, which show how learning is progressing over time but more formal assessment in subjects other than English and mathematics is less well developed. However, assessment of learning is developing in science, history and geography through the testing of the pupils' knowledge at the end of topics or units of work.
42. All the staff have a good knowledge of the needs of the pupils and this enables work to be matched to individual as well as group needs so that the pupils experience success and make gains in their learning. The learning support workers regularly observe and assess pupils, especially those with special educational needs, during whole class and group activities.
43. The very good educational and personal support and guidance the school provides for pupils has a positive effect on their learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. Although only four parents attended a meeting before the inspection, about two-fifths of parents completed a questionnaire and a group of parents expressed their views about the school during the inspection. Their responses were overwhelmingly positive about the work of the school and a strong partnership with parents is evident. Parents were particularly pleased about the standard of teaching and how easy they find it to ask questions or discuss problems. They recognise that their children are expected to work hard to achieve their best; most said their children like school, make good progress and are helped to become mature and responsible. Most think that behaviour is good and the school is well led and managed. A small number of parents were concerned about the homework provision.
45. The effectiveness of the school's links with parents is very good. Information provided by the school is very comprehensive; information about school activities and events are communicated through the prospectus, governors' annual report and newsletters. Talks are held on curriculum subjects, and informative written reports on each child's progress are provided once a year. In addition, parents are provided with individual targets to help their children at home, and regular meetings are held to discuss progress. Teachers are available at other times if parents have concerns. The school includes parents of pupils with special educational needs in the process of review of their children's learning, and this is very successful. These pupils are aware of their learning targets, and where possible, they sign

their individual education plans. Consequently they are able to take greater responsibility for their own learning and achievements.

46. Parents are fully involved in the work of the school and make a very good contribution to children's learning at school and at home. There is an active parent teacher association which fund-raises for extra resources; events are always well attended. A number of parents help regularly in school each week, assisting teachers or helping with money collections and distributing the daily milk. Other parents accompany children when out-of-school visits are made, or in regular weekend tidy up sessions in the grounds. There is full parent representation on the governing body. Most parents support their children well in reading or in other set tasks to be done at home. The reading diaries are well used as a means of communication between home and school, particularly for reading but also for sharing other concerns or exchanging information.
47. An effective partnership with parents has been maintained and strengthened since the last inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The leadership and management of the school continue to be very good. A similar judgement was made at the last inspection. The headteacher, appointed not long after the last inspection, has overseen significant, steady improvements in the quality of the curriculum, the quality of lesson planning and of teaching through rigorous monitoring and evaluation. As a result, the quality of education, and especially teaching, throughout the school has improved significantly, and the performance of pupils in the national tests last year in reading and writing was above average. The headteacher has a clear vision how she sees the school developing and these are linked firmly to the improving the quality of education and standards. Although, with the staff and governors she has developed a comprehensive plan indicating school improvements for the current year, there is nothing written establishing priorities for future developments. Her very effective and enthusiastic leadership has cultivated a team spirit within the school community so that there is a shared, whole-school determination and capacity to succeed in the pursuit of raising standards. As a result, the school gained Investors in People status in 2000. The senior management team work very well together and their complementary individual expertise leads to a successful management structure. This is a significant improvement since the last inspection. The wholly appropriate aims of the school are met and a very positive ethos pervades the school.
49. Governors are keen, supportive and take an active role in the management of the school and, in general, fulfil their statutory requirements. The school monitors and evaluates its performance closely and governors have a good understanding of the school's strengths and weaknesses. They make good use of the detailed analysis of assessment results and compare them with other schools both locally and nationally.
50. The school is very effective in evaluating the curriculum and teaching and the impact it has on pupils' learning, especially through classroom observations undertaken by the headteacher, senior management team, subject co-ordinators and outside agencies. Most teachers in their roles of subject co-ordinators also monitor and evaluate teachers' plans, lead training sessions and keep governors up to date with developments. Most have well focused development plans and have worked hard to review schemes of work in line with curriculum changes. They make an important contribution to the management of the school.

51. The headteacher monitors the pupils' progress in a consistent and very successful way. She monitors the work in books and reading diaries each term and has a clear picture of the progress made the pupils. The higher attaining pupils and any others who are under-performing are tested regularly to monitor their progress. This is an effective system, and together with the very good teaching, it ensures that all pupils, including those with special educational needs, achieve the standards of which they are capable.
52. The special needs co-ordinator manages this aspect very well. She works closely with class teachers and parents in devising individual education plans and in the regular reviews of the pupils' progress. She provides valuable support and advice for teachers and parents and she ensures that outside agencies such as the educational psychologist and speech and language therapists are used to provide additional input when required. The governor for special educational need is also closely involved with the provision for the special educational needs pupils. The governor and the co-ordinator meet regularly and a report is prepared for feedback to the full governing body.
53. Financial management is good. The governors are involved in setting and monitoring the budget. The finance committee applies the principles of best value to the purchase and hire of goods and services. Financial systems are good and the school makes very good use of modern technologies. The recommendations of the most recent audit report have been put in place. Short-term educational priorities are well supported through the school's financial planning. However, currently there is no formal written overview of plans for future developments and the related financial implications they may incur. For example, the balance of the budget for the financial year 2000/2001, was nearly 11 per cent of the income it received and the predicted spending for the year 2001/2002 indicates that the balance of the budget will be well over 11 per cent. This is in excess of an average budget surplus. Although the school has plans, for example, to improve the playground area, and buy resources for information and communication technology, there is no long-term written plan identifying how the school is going to deal with this.
54. Specific grants are spent appropriately. For example, funds allocated for the provision and support of the pupils with special educational needs are used very effectively and several Year 1 pupils benefit from being part of the additional literacy groups. The school uses information technology effectively to help with writing, updating and storing information about the pupils with special educational needs.
55. The ability of the teachers and support staff to meet the demands of the curriculum is excellent. This is a good improvement on the judgements made in the previous report. All staff regularly undertake training to update their skills and knowledge. They work very well together as a team and are dedicated to proving the best education possible. They are instrumental in raising the standards in the school. Teachers, new to the profession and to the school, are given very good support when they start in the school. The administration procedures are carried out very effectively enabling the school to run smoothly, so that routines are familiar to staff, parents and pupils.
56. Resources are very good. This is an improvement on the previous report. There are plans to improve the current provision of computers, which is barely satisfactory. The organisation and accessibility of resources is excellent. Staff have devoted a great amount of time to utilise every available space. Parents have provided useful assistance in organising and making resources, such as mathematical games. Teachers also make very good resources to support learning. Resources are very well used and make a very positive contribution to raising standards.

57. The accommodation is good. The classrooms, hall and outdoor play areas enable all areas of the curriculum to be taught. However, children in the foundation stage would benefit from the provision of a secure outdoor play area with appropriate apparatus to develop their physical skills further. The buildings are clean and well maintained to a high standard. The learning environment is enhanced by very good displays of children's work, and outdoors from the provision of a wild area, playhouses and attractive tree and flower planting.
58. Given the below average attainment on entry, the very good quality of teaching and learning and the above average standards achieved, the school has improved considerably and now gives very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. In order to build on the current success of the school, the governors, headteacher and staff should take the following actions:
- (1) Include in the school improvement plan a strategic vision for the school's development beyond one year, particularly in relation to those developments that require major expenditure. (*Paragraph 53*)

In addition, the school might like to consider addressing the following issues in their action plan:

- * Provide a secure outside play area with suitable equipment that will allow the children to climb and balance so they can make greater progress in their physical development. (*Paragraphs 24, 57, 66*)
- Review the way the geography curriculum is delivered so teachers can build on the pupils' previous learning more effectively. (*Paragraphs 28, 92*)

* The school has identified this area for development on the school improvement plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	56
Number of discussions with staff, governors, other adults and pupils	36

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	29	19	5	0	0	0
Percentage	5	52	34	9	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents nearly two percentage point.

Information about the school's pupils

Pupils on the school's roll	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	258
Number of full-time pupils known to be eligible for free school meals	21
Special educational needs	YR – Y2
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	71
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.6

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	47	40	87

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	44	44	45
	Girls	38	38	38
	Total	82	82	83
Percentage of pupils at NC level 2 or above	School	94 (94)	94 (91)	95 (94)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	44	43	45
	Girls	38	36	35
	Total	82	79	80
Percentage of pupils at NC level 2 or above	School	94 (92)	91 (92)	92 (91)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	1
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	219
Any other minority ethnic group	7

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	10.2
Number of pupils per qualified teacher	25.3
Average class size	28.7

Education support staff: YR – Y2

Total number of education support staff	9
Total aggregate hours worked per week	178

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

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.

Financial information

Financial year	2000/2001
	£
Total income	557,815
Total expenditure	545,528
Expenditure per pupil	2,075
Balance brought forward from previous year	46,595
Balance carried forward to next year	58,882

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	259
Number of questionnaires returned	102

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	23	2	0	1
My child is making good progress in school.	75	23	2	0	1
Behaviour in the school is good.	58	40	0	1	1
My child gets the right amount of work to do at home.	59	29	6	4	2
The teaching is good.	78	20	1	0	1
I am kept well informed about how my child is getting on.	64	29	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	78	17	4	1	0
The school expects my child to work hard and achieve his or her best.	75	25	0	0	0
The school works closely with parents.	58	35	5	1	1
The school is well led and managed.	67	32	0	1	0
The school is helping my child become mature and responsible.	72	25	2	0	1
The school provides an interesting range of activities outside lessons.	53	24	4	4	15

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

60. The children start in the reception classes in the September following their fourth birthday. The majority of the children have had pre-school experience at the two groups which meet on the school site so they are already familiar with the layout of the school. They enter reception with overall attainment assessed as below average. Children achieve very well and make good and often very good progress during their time in reception due to the very good teaching and very good range of learning opportunities provided. A series of meetings and visits before the children start school helps to develop good relationships between home and school and these have a positive impact on the way the children quickly settle into the routines. At the time of the inspection 31 children were still four years old.

Personal, social and emotional development.

61. The quality of teaching is very good overall and, together with the strong emphasis placed on developing social skills, this means that the children are on course to exceed the Early Learning Goals in this area of learning by the time they start in Year 1. The very good range of opportunities and activities provided for the children's personal, social and emotional development ensures that the majority of the children make very good progress. They make particularly good progress in developing their independence and self-confidence as they make choices, organise themselves for the activities and clear away sensibly. For example, they respond quickly and well to the 'tidying up' music.
62. Almost all of the children listen and behave well. They develop good attitudes to school and are keen and enthusiastic to take part in all the activities on offer. They follow instructions and persevere with their tasks for a good length of time. The children make good use of a class planning board to 'sign themselves in' for activities; they know what is expected of them and respond very well to the good classroom organisation. They know where to hang coats and bags and are very able when dressing themselves for physical education or practical activities.

Communication, language and literacy

63. The children start school with below average skills in communication, language and literacy. However, they make good and sometimes very good progress in response to the very good teaching, so that by the end of the reception year the majority exceed the Early Learning Goals in this area of learning. The role-play areas encourage the development of the children's language skills. For example, in the 'Butterfly Farm' in 'Percy's Potting Shed' or in the 'Garden Corner', the children take on various roles and use newly learned vocabulary concerned with growth and change. The children also enjoy a range of books connected to their topic on 'Growth' and they have regular library sessions where they can choose books to take home to share with adults. The children's early reading skills are developed through regular guided reading and story sessions which include the use of taped stories. Good questioning skills by the teachers and classroom assistants help the children to recall the stories in the correct sequence. Many of the higher attaining children recognise familiar words easily and read simple texts. The children's writing and phonic skills are developed well as they work with the teacher to build sentences for a class book. In this session, several of the

children were skilled at recognising letter sounds and were blending these to read simple words.

Mathematical development

64. The quality of teaching in the mathematical area of learning is good and most children are on target to attain the expected Early Learning Goals in this area of learning. The teachers and learning support workers organise and plan a range of activities so that the children gain good experience in learning how to match, count and organise by size. In one session the teacher used numbered lily pads and a frog very effectively to teach the children how to count on in jumps of two, three and four. The higher attaining children reinforce and extend their learning very successfully as they use real coins as counting apparatus. In this session the learning support worker used all opportunities to make links and to build on the children's previous learning. For example, as well as ensuring they recognised the coins she skilfully built on the children's knowledge of 'doubles' when adding two 5p pieces. The children also use computer programmes to consolidate their number recognition and counting skills. In all of the reception classes the teachers use songs, rhymes and counting games to help make the learning of numbers fun as well as to reinforce their learning of how to count on and back.

Knowledge and understanding of the world

65. Very good teaching and a well-organised curriculum with a balance of activities ensures that the children will have attained the Early Learning Goals by the end of their reception year. They make good and sometimes very good progress as they investigate growth and change in a variety of living things, including insects and plants. They each have a caterpillar and are enthusiastic and knowledgeable as they talk about the growth and changes taking place. The school pond is used effectively to support the children's learning of habitats and they talk freely of the changes they have observed in the frogspawn. Their learning about insects becomes even more exciting as they compare snails they have collected from the school grounds with three giant African snails and also as they add live worms to their wormery. The children gain sound early information and communication technology skills when they use number and language programs confidently, either independently or with a partner. They show satisfactory control of the mouse as they click and drag items on the screen. The children show a good elementary understanding of how things work as they build a range of models using construction toys. Their learning is enriched through walks and visits in the local area. For example, in a visit to the local supermarket, they have the opportunity to see how the bread is made and to find out how the tills operate.

Physical development

66. The children make satisfactory progress in their physical development and are likely to attain the Early Learning Goals in this area of learning. The children gain some of the necessary experiences as they use the apparatus and equipment in the school hall and as they play outside with a selection of wheeled vehicles. In the hall the children respond well in the physical education and movement lessons. They take turns in performing their movement sequences and they listen, concentrate and follow instructions. However, the school does not have a secure outside play area with suitable equipment that will allow the children to climb and balance in order to make greater progress and further develop their control and co-ordination. The teachers and support staff are successful in providing the children with a range of activities where they can cut, glue, thread and complete puzzles.

Creative development

67. The children are taught well and make good progress in their creative development. In all three classes activities are organised so that the children can express themselves through painting, drawing, making collage pictures and working with clay. Good links are made with the children's learning about insects as they create model snails from clay. They respond well to the good teaching about how to handle the clay and the techniques to use to obtain the desired shape. They use tools skilfully to provide markings and are able to smooth the shape and fix the antennae using water as a form of slip. The resulting models are of a high standard and the children are proud of their work. Similarly, the children work carefully in the style of Eric Carle to produce tissue paper collages of illustrations from the story of 'The Very Hungry Caterpillar'. In order to widen their experience and to stimulate their interest further, the class teacher and the children use the Internet to obtain information about how Eric Carle planned and prepared his illustrations. This has a positive effect both on the children's learning and on the quality of the finished work. The children respond well to music and songs, rhymes and poems and, when listening to music, they can distinguish high and low sounds stretching high and low accordingly. They also produce imaginative drawings and paintings using colours and illustrations to represent high and low sounds. The children sing well in assemblies and singing times and music is used very effectively as a signal to pack away the activities.
68. The quality of teaching and learning are very good. The adults work closely together as an effective team. The quality of relationships is a significant strength, providing a very positive social experience for these children. The children are assessed regularly and outcomes from assessments are used well to identify individual needs and to inform planning. The teachers maintain detailed and informative records. Learning resources are very good to support all six areas of learning, although there are some shortcomings in the provision for aspects of physical development. They are very well organised and easily accessible to adults and children. They support learning well.

ENGLISH

69. Inspection evidence indicates that the standards achieved at the 2001 National Assessment Tests have been maintained and that overall standards in English are well above average. This is an improvement on standards at the last inspection.
70. Throughout the school pupils' speaking and listening skills are good. They listen well concentrating for long periods of time. Teachers encourage pupils to participate in discussion and they do this well. Many opportunities are provided for them to air views, make suggestions and arrive at conclusions. In small groups or pairs they are encouraged to share ideas, hypothesise and predict. They do this sensibly feeding back to the whole class with confidence. When opportunities arise for enacting ideas in class or assembly, they work co-operatively, inventing dialogue, speaking clearly and interacting well. These strategies are well established throughout the school and progressively develop the pupils' speaking and listening skills. Teachers use a wide variety of strategies to consolidate use of letter sounds. Pupils respond well to them, remembering sound groups, and relating them to other written work. For example, when talking about seeds in science one pupil observed that the 'ee' sound was their 'sound for the week'. At all times teachers continually reinforce the correct technical vocabulary and the pupils talk with ease and understanding about 'connectives' and 'adjectives' 'punctuation' and 'bullet points'. They are continually encouraged to use adventurous language in both speech and written work and the word banks, dictionaries and thesaurus placed at their disposal are well used.

71. Standards in reading are well above average. All pupils enjoy reading. Guided reading sessions are timetabled outside of the literary hour. They are used effectively to support pupils in developing a wide range of reading skills. Whilst the teacher focuses attention on a small group to guide and develop decoding skills other pupils listen to taped stories, read poetry, research given questions from selected non-fiction and complete comprehension tasks on their guided reading book. In Year 2 small groups also work in the library finding relevant information to research individually set tasks. The groups observed during the inspection period worked hard, unsupervised. They discussed ideas sensibly, helped each other without fuss or disruption and were able to explain why some used bullet points whilst others listed their findings numerically. By the end of Year 2, all of the pupils confidently explain what a title, author and illustrator are. Surprisingly, in spite of very good teaching and the wide variety of books available for pupils to read, Year 2 pupils were unable to recall a range of authors with whom they were familiar. Although they could remember stories they had read they were not conversant with the wide range of titles or authors often found at this age. Most Year 2 pupils give detailed explanations of the use of contents and index, and the more able pupils explain a glossary very succinctly. More able pupils read with interest and much expression. They are beginning to understand simple nuances in language and enjoy the humour this may entail. Most pupils are able to explain what has happened so far in their stories and predict what may happen next and suggest why this is so. However, some of the less able sometimes had difficulties with the books they had been given to read. Although they knew the more common words they had difficulty working out more complex ones and quickly lost the meaning of the text. Pupils are encouraged to take books home to read and pupil, parent and teacher use the reading record book as a dialogue. This is an effective way of supporting pupils and ensuring their understanding of the texts.
72. The standards in writing are well above average. In reception classes the pupils are introduced to simple sentence structure and this is continually and progressively built upon through Years 1 and 2. By the time they leave the school, all Year 2 pupils use capital letters and full stops, most use speech marks and question marks and more able pupils use exclamation marks and begin to understand paragraphs. Because of the very good teaching and the emphasis on the use of adjectives, the pupils soon learn to write good descriptions. They are aware of the time limits set and are eager to get their work finished so that they can share it with the class. In one task observed, pupils had a set time limit to expand the sentence 'I went to the beach' with connectives and adjectives. This quickly became 'After a while I skipped to the sunny beach in Devon'. Guided well by the literacy co-ordinator, all of the teachers now use similar strategies, and the pupils' writing in books and on walls is full of good phraseology, for example, 'in the frosty air', 'a sheet of shimmering snow', 'terrible garbage' and 'tangerine'. When writing about the great fire of London one pupil describes how 'the fire was spreading extremely quickly gobbling up everything in its path.' It is obvious how much pupils enjoy words by the rich poetry they produce. Teachers value their work and there are many class compilations and anthologies of poems pupils have written on display about the school. These are presented attractively and pupils have been encouraged to enhance their work with appropriate decoration, pictures or designs. Pupils enjoy making up nonsense poems and using alliteration well and this appears regularly in both poems and stories. After analysing dips and trends in the pupils' test results, teachers are concentrating on the structure of writing. All pupils are aware that stories need a beginning, middle and end. A small group of less able pupils was observed referring to their story plan to start their story in an interesting way. They thought of phrases like 'Far, far away in the land...', 'Many years ago....', 'It all began.', and 'One drizzly night'. Throughout the school pupils are continually made aware of their handwriting, of the formation of letters and of the importance of ascenders and

descenders. In Year 2 most join their letters and at the time of the inspection many had already achieved a style of writing that enhanced their work. Information technology is often used to present completed work. Throughout the school pupils' work is marked regularly and teachers frequently use developmental points which help pupils improve their work. This is particularly effective in Year 2 and pupils say that they are reminded to read the comments and use them for their next task. All pupils have literacy targets that are reviewed regularly.

73. Based on the lessons observed and the scrutiny of pupils' work the quality of teaching is very good. It is never less than good and occasionally excellent. The National Literacy Strategy is used well and adapted to pupils' needs and has had a positive effect in raising standards. Planning is sufficiently detailed and teachers are clear about what they want pupils to learn. Each lesson is evaluated and this helps to frame the planning for the next day. The co-ordinator has an excellent understanding of the needs of the school, the teachers and the pupils and has worked hard to move the subject forward. For example, the school is aware that writing skills of girls are slightly better than those of boys and are providing extra lessons for boys to improve their performance. Teaching, planning and standards are monitored well and teachers say how much they value the co-ordinator's example and support.

MATHEMATICS

74. Most pupils achieve well and by the time they leave the school attain standards that are average for their age. More able pupils do better than this and achieve above average standards. However, overall, this represents a slight decline in standards since the last inspection when standards were judged to be above average. At the time of the last inspection, assessments on entry to the school showed that pupils' mathematical skills were average, but since then they have steadily declined to being below expected levels. Despite the pupils' initial lack of experience, these limitations are soon addressed by very effective teaching. There is no significant difference in the performance of boys and girls.
75. A strong emphasis on problem solving has resulted in higher standards in using and applying mathematics. For instance, Year 2 pupils use their knowledge to develop their own strategies when calculating and successfully apply these strategies. More able pupils understand the use of inverse calculations in all four rules of number. They successfully use a partitioning strategy when solving such calculations. They can calculate basic fractions, such as three-quarters of 12. They recognise and describe two-dimensional and three-dimensional shapes by their properties. They complete a thorough grounding in all areas of the mathematics curriculum and achieve an above average standard in number, shape, space and measures, and data handling. Other pupils follow a similar programme and achieve standards commensurate with their ability. They perform similar, but simpler, operations using smaller numbers. Initial difficulty in recognising the properties of shapes is overcome by further practice. Given the limitations of the pupils' skills on entry to the school, they do well to attain these standards.
76. Pupils with special educational needs have detailed individual action plans, which are followed carefully. This results in good teaching, which is well focused. In Year 2, these pupils are taught in a separate, smaller group, well supported by learning support workers, who give pupils opportunities to succeed, for instance, by supporting them on computer games. A commitment to improve the standards of these pupils resulted in the making of very good mathematical games matched to their needs. This has improved the pupils' mental manipulation of number and their understanding of mathematical concepts. Although the standards achieved by these pupils have improved, they remain below average.

77. In all of these lessons observed during the inspection the teaching was good or better and in one lesson the teaching was excellent. This, along with the evidence from the scrutiny made of pupils' work in books, shows that the quality of teaching is very good overall. This reflects the school's strong commitment to raising standards. The successful introduction and implementation of the National Numeracy Strategy has resulted in very good planning, with a clear focus and activities, which are matched to the different ability levels. All teachers have a very high level of expectation, of both behaviour and performance. They prepare well, and use resources effectively. They give very clear explanations, so that pupils know exactly what they have to do. They question well to assess understanding and give pupils time to consider and develop their responses. They evaluate their lessons very well and use their evaluations to guide future planning. Thus, the teaching is always directed at the immediate needs of all pupils and has a direct impact on standards. In an excellent lesson in Year 2, pupils demonstrated a very good level of self-discipline as they were challenged to organise and record the capacity of different containers. This was a complicated process during which the teacher set further challenge through astute questioning, which served to enhance the learning taking place. As a result, pupils conducted their own investigations, selected their own recording methods and did not spill one drop of water! In another lesson, after an excellent start, above average pupils had great difficulty in proceeding to the desired outcome, because many had difficulty manipulating large numbers when applying inverse operations to solve problems. The teacher worked exceptionally hard to address the problem, and conceded that further work needed to be done. This was a very positive response to a difficult concept, which could easily have been ignored. Teachers' marking is very good. Pupils are given very good guidance to improve their understanding, which they do observe. Teachers introduce pupils to a range of recording techniques and train them well. They respond by producing very neat work, which is well organised and assists them to develop a methodical approach to learning.
78. Management and leadership in the subject are excellent. The co-ordinator has an excellent knowledge and understanding of the subject and communicates her technical expertise to her colleagues. She has promoted significant changes, which have resulted in pupils' using their mathematical skills very effectively in problem solving. Monitoring of teaching and learning and the impact they have on pupils' learning is very effective and has enabled pupils to make good progress. The making of mathematics games for those pupils, for instance, with special educational needs, have improved their standards. Parents made a valuable contribution to making the games. Planning is very good. Plans are scrutinised and teachers receive feedback. Ongoing assessment is very good and results in regular adjustments to planning. Assessment data is analysed, which has resulted in positive changes, such as, in some Year 2 numeracy lessons, teaching pupils in groups of similar ability. Individual progress is monitored and targets are set for all pupils. These are shared with parents, who are supportive of this procedure. Pupils, therefore, gain a good understanding of their own learning and progress, which positively influences their attitudes towards learning. Resources are very good. Their organisation and accessibility is excellent.

SCIENCE

79. Current inspection findings confirm that the attainment of pupils in the current Year 2 is broadly in line with expectations and is a similar judgement to that made at the last inspection. Most pupils make at least good progress in their learning and by the end of Year 2 most pupils have gained at the least a satisfactory knowledge and understanding of science facts and their scientific enquiry skills are developing well.

80. Pupils in Year 1 know there are many materials and are beginning to name them and describe their properties, using proper scientific vocabulary, such as, 'rigid', 'flexible', 'opaque' and 'transparent'. In pairs they talk about the materials and find objects in the classroom made of different materials and in doing so develop their speaking and listening skills. They group articles according to the materials they are made of and either write or draw pictures, depending on their levels of writing skills, to record their findings. In their work, pupils in Year 2 were discovering that plants produce seeds and that seeds produce new plants. Many were gaining a clear understanding of the cycle of plant life. From direct observation they recognised that there is a wide range of seeds of different shapes and sizes. Some of the more able pupils were beginning to predict ways in which seeds are dispersed, for example, 'dandelion seeds are blown away by the wind'. They use magnifying glasses to help them draw pictures of the seeds they see and use their literacy skills effectively to label them.
81. The quality of teaching and learning are good and frequently very good. All teachers make learning intentions clear and often share these with the pupils at the beginning of lessons, returning to them at the end to assess pupils' learning. Teachers continually use skilful questioning techniques to draw out thinking and learning and for consolidating previous learning before imparting new information. They have a good scientific knowledge and give clear explanations using correct scientific language. Practical activities are well prepared. Teachers encourage the pupils to discuss thoughts in pairs and consider ideas and predictions. Instructions for individual and group work are clear so all children know what to do and no time is wasted. Good links are made with other subjects, such as art, geography in identifying from photographs areas where plants are growing around the school, and literacy for recording work. Although teachers across year groups plan lessons together and identify what they want the pupils to learn, their approaches to teaching are not necessarily the same, but nevertheless are equally effective. Pupils enjoy their learning and receive a high level of support according to their needs to enable them achieve as well as they can. Pupils who have special educational needs are fully included in all activities and often supported very well by learning support workers. Evidence from examples of work show pupils use different forms of writing such as lists, labelling drawings and writing sentences, and make choices as to how they record their work. For example, one Year 2 pupil, evaluating the effects of heat on different materials, and in particular chocolate, had written, "The word Cadburys disappears and it goes a little wider". Teachers mark pupils' work well making supportive comments and points for improvements. They make effective use of day-to-day assessment during and at the end of lessons, and learning support workers often assist effectively in this by recording evidence of pupil's learning.
82. Co-ordination of science is by a teacher new to the school and to teaching. She is supported well by the headteacher. She has made a very good start and has reviewed the policy and scheme of work to ensure they are in line with current requirements. With the headteacher she has interviewed pupils to assess their knowledge and looked at examples of work to assess the quality of learning. From this she has passed on to teachers her written action points for improvement. The resources are good, and stored in a central base with easy access.

ART AND DESIGN

83. One lesson observation and a scrutiny of pupils' work and displays suggest that standards are well above that expected for pupils of this age. This is an improvement on the judgements made at the last inspection.

84. Throughout the school observation and careful work is of prime importance and this has a tremendous impact not only on the quality of pupils' artwork but also on their attitudes to presentation of work across the whole curriculum. Teachers encourage pupils to look carefully, to think about line, shape and pattern, design and colour and to use tools carefully. As art is such an integral part of the curriculum and teachers present displays with such care, so pupils become aesthetically aware of the importance of colour and pattern in their environment. During the inspection period Year 2 pupils were observed sketching a Tudor farmhouse. They were paying particular attention to architectural design. Some sketched the whole house noting the shape of roof, windows and doors whilst others depicted detailed examples of tiles, stone, windowpanes, sills and fascia boarding. They remained focussed for the whole period discussing their work sensibly and making improvements. This work was to form a basis for pattern and print work in the next session. Because teachers are aware of the importance of tactile experiences such as moulding and manipulating materials, clay work is included wherever possible. Following on from their early experiences with clay, in science, Year 1 pupils were making further investigations into the qualities of clay by moulding and thumbing to make simple pots. Pupils in Year 2 had made clay tiles depicting the life of the school. Each one is carefully tooled, painted and glazed and some have detailed three-dimensional work moulded on to them. The teacher has painstakingly displayed the work and this gives it extra value and worth. Pupils enjoy art and are proud of their achievements. During the inspection several pupils were eager to point their work out and explain it to the inspectors.
85. Art is a vehicle for the whole curriculum. In history, science, literature and religious education pupils illustrate their work with drawings, designs and models. In connection with history, there are splendid scenes of three-dimensional Tudor houses burning in the Great Fire of London. From science, materials and natural objects in earth colours, shells and bark and seedlings are beautifully displayed with cameo ink and pencil drawings and collage replicas. In other displays, fruits are drawn showing very careful observations; stories and poems are illustrated and in information and communication technology 'Color Magic' is used to draw pictures and create abstract designs in the style of Mondrian. The art portfolio contains examples of pupils' work of exceptionally high quality; creative fishes in the style of Fischer and intricately patterned gold, silver and grey seashells. A masterly centrepiece for the school hall is entitled 'Lord of the Dance'. Here two toned hand and footprints border a splendid display of pirouetting ballerinas in tissue tutus; cavorting and striding art straw relief figures; black cut-out figures waving, bending, stretching and dancing in pairs and repetitive silhouettes leaping through the air. All this work is of a high quality affording pupils the opportunity to work in a wide variety of media including pencil, ink, pastel, paint, textiles and different quality papers.
86. In the lesson seen the quality of teaching was good. Pupils had been well prepared and had suitable resources. The focus of the lesson consolidated prior learning and prepared them for the next stage. The quality of pupils' work on display, the work in the school portfolio and teachers' planning indicate that the quality of teaching for art is frequently high. Teachers pay great attention to the progressive development of artistic skills both in the development of understanding of line, tone, shape and form and in the correct use and flexibility of tools and media. All work is displayed sensitively with the intention of creating an aesthetically pleasing environment where pupils know that their efforts are valued. The co-ordinator has only recently been appointed but has already compiled a comprehensive portfolio. The units of work are identified and examples and photographs of pupils' work illustrate how they have been addressed. The co-ordinator has a detailed action plan and the subject is to have a full focussed review in the coming year.

87. The standards achieved and the quality of teachers' display are a strength of the curriculum and exemplify the caring ethos it endeavours to create.

DESIGN AND TECHNOLOGY

88. Two lesson observations, a scrutiny of pupils' completed work and discussions with teachers and pupils show that standards are very good. This is an improvement on the previous report and is a result of the school adopting the national guidelines and the good improvement in the quality of teaching in the school.
89. Pupils follow a programme which is designed to build progressively on the required skills. Pupils complete guided design briefs, which are purposeful and indicate that they have a good understanding of the process and its outcomes. They choose appropriate materials and use tools safely. Models are well finished and show an admirable precision and attention to detail. Year 1 pupils' 'moving pictures' incorporated levers and pivots. Their visit to a nearby playground motivated them into designing, modifying and making frames and other structures, with a combination of joins. These skills are developed in Year 2, as pupils design and make moving vehicles. They create their own design briefs, which are clear and well laid out. The models are very good in detail and finish. The puppets made by Year 2 pupils were very well planned and evaluated and demonstrate a variety of techniques. They are also finished to a high standard.
90. The quality of teaching and learning is very good. A feature of the subject is the very good link teachers make with other subjects. For example, house designs, which are turned into models, are subsequently used on displays of routes to school in geography. The information is also used to produce bar charts in mathematics and these are transferred into pie charts on the computer in information and communication technology. Finished articles are very well displayed and questions are posed for pupils to make evaluations and suggest improvements. Links are made with literacy, as books of vocabulary are produced. Teachers also produce reference books containing general contextual information such as, 'Why do vehicles have different features?' This approach, very well planned by the teachers, allows all pupils to develop an understanding of the place of the particular skill in relation to the wider curriculum, and has a positive impact on standards. In the Year 1 lessons observed, planning was good and teachers had a clear understanding of what they wanted the pupils to learn which they shared with the pupils. Resources were very good and very well organised. Skills were systematically developed and good questions reinforced learning and assessed the pupils' understanding and progress. Pupils responded well and were very self disciplined, aware of safety factors and methodical in their approach. As a result, they organised their work places efficiently, cut cross sections of fruit and vegetables safely and learned which had to be peeled before eating. Subsequent investigation and scrutiny of the cross sections resulted in very good, annotated drawings, and furthered the development of skills in art. Teachers also made good links with literacy and pupils learned a range of new vocabulary. Pupils were very enthusiastic and self-controlled throughout the lessons.
91. The co-ordinator has a very good knowledge and understanding of the subject. She has a clear sense of direction for the development of the subject. She has collated a portfolio of work, which is very useful as a resource for both teachers and pupils and helps to monitor standards. Resources are very well organised and accessible to both staff and pupils.

GEOGRAPHY

92. Standards in geography by the age of seven are broadly in line with those expected nationally. This is not as strong a picture as that found at the time of the previous inspection when standards were judged to be above those expected nationally. This is mainly because of the way teaching and learning in the subject is organised. The main geography topic is only taught once a year and the long gap between topics makes it difficult both for the pupils to remember skills and facts from one year to the next and for the teachers to build on the pupils' previous learning. At the time of the inspection the current year's topics were just beginning across the school and, consequently, there was little past recorded work in the subject. In discussion with some Year 2 pupils they had limited recall of the work done in Year 1.
93. In Year 1, the pupils are beginning to learn about the local environment and they show a sound knowledge of how to use maps to trace their route to school. Almost all of them are able to draw a freehand map of their route and add drawings of buildings they pass on the way, such as the church or the library. They are very interested in aerial photographs of Quedgeley and the higher attaining pupils are able to pick out specific landmarks; for example, the river Severn and the motorway. The Year 2 pupils learn about the features of different locations such as the town, the countryside and the seaside. They show some awareness of places beyond their own locality but for some of the lower attaining pupils this is limited.
94. The overall quality of teaching in geography is good. In the four lessons observed during the inspection the quality ranged from very good to satisfactory. The teachers used questions effectively to make the pupils think more deeply and to move their learning forward. For example in a very good lesson with the Year 1 pupils questions such as, 'Would it be easy to find your way home using this?' helped the pupils to understand the different uses and purposes of aerial photographs and maps as sources of information. In the same lesson, the teacher used the whiteboard particularly effectively to model the relationship between Quedgeley and the area around the school with the city of Gloucester which in turn was part of Gloucestershire. Almost all of the teachers have good subject knowledge and they ensure that all of the pupils become familiar with and use the correct geographical vocabulary. For example, almost all of the pupils understood and could use the word, 'location', and the Year 1 pupils learned vocabulary such as 'furthest' and 'closest' when talking about where they lived in relation to the school. Where the teaching is less effective, it is often because the whole group session is too long and the pupils become restless and lose concentration. In some cases, the tasks are a repetition of work completed as a class group and are not sufficiently stimulating to sustain the pupils' interest.
95. There is a new co-ordinator for geography who has worked hard to produce an updated policy for the subject. Planning in geography is based on the national guidelines and, to ensure consistency across the classes, the co-ordinator uses these to complete termly and weekly plans for each year group. There has also been some monitoring of attainment in geography through interviews with selected pupils. Formal assessments of skills and knowledge made when topics finish, are at an early stage of development and have yet to be implemented. There is a portfolio of pupils' work but its usefulness is limited since the samples are not recent. There are colourful and interesting displays of work in all of the classrooms and resources for the subject are good. Information and communication technology is used well to support work in geography through the use of mapping programs. Learning in geography is enriched through visits to places of interest such as Clevedon in order to study the features of a coastal location.

HISTORY

96. By the end of Year 2 levels of attainment in history exceed those expected nationally and progress for the majority of pupils, including those with special educational needs, is good. These standards are an improvement on those found at the time of the inspection in 1997, when standards were judged to be in line with those expected nationally.
97. The scrutiny of the pupils' work in Years 1 and 2 shows that the pupils make good progress over time. Much of the learning in Year 1 involves discussion of the pupils' ideas and observations about the past through the examination of pictures and artefacts. Photographic evidence and discussions with the pupils reveals some good learning and knowledge about homes in the past. The pupils in Year 2 can use simple terms about the passing of time. They have a good understanding of the vocabulary of time and can use words such as, 'nowadays', 'recent', 'modern', 'long ago' and 'in the past.' The Year 2 pupils' learning of chronology is reinforced when they make time lines of the school year and also of events in the life of Florence Nightingale. Their learning about the Fire of London is recorded in a variety of ways such as diaries in the style of Samuel Pepys and first person accounts of escaping the blaze. The majority of the work on display and in the pupils' folders is of a high standard. Some of the higher attaining pupils are beginning to have a good understanding of sources of evidence and are able to explain some of the ways in which we find out about the past. When studying posters and photographs of Edwardian times, almost all of the pupils can talk about the similarities and differences of life then compared with life as it is today, particularly with regard to leisure activities and visits to the seaside. They can use the detail in the photographs as clues and can express their opinions orally as to why certain elements may have been as they were. For example, a few of the pupils are able to discuss and compare travelling to the seaside in a charabanc with modern day outings and travel. In this way they begin to show a good understanding of the changes that have taken place over time.
98. In the two lessons observed during the inspection the quality of the teaching was good. In both of the lessons, the teachers placed appropriate emphasis on the use of sources of evidence and through good, open-ended questioning, they encouraged the pupils to observe carefully and to use what they already knew in order to learn more. In a good lesson with the Year 2 pupils, the teacher's use of beach clothes added excitement and humour to the discussions and ensured that the pupils remained interested and motivated. In another good lesson the teacher used a big book very effectively to support the pupils' learning about holidays in the past. The teacher also made good links to the pupils learning in literacy as they shared the reading and showed their knowledge of how to use the index and read for information.
99. The history co-ordinator is relatively new to the role and, as yet, she has had limited opportunities to work alongside colleagues in order to evaluate teaching and learning in the subject. However, she has evaluated some of the pupils' finished work and has begun a portfolio of selected pieces. Planning for history is thorough and detailed and ensures that teaching and learning build progressively on what has gone before and this has a positive impact on standards in the subject. Currently, there is no assessment of attainment in history, although end-of-unit assessments are being planned as a way forward. Resources for history are very good and include artefacts as well as books, pictures and videos. The excellent way in which the resources are stored means that they are readily and easily accessible and available to all staff and pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

100. Standards in information and communication technology are in line with expectations at the end of Year 2, with many pupils exceeding expectations. This is similar to the findings of the previous inspection, which indicates that standards have been maintained.
101. Pupils gain a wide range of experiences and achieve a satisfactory level of competency. They do not yet have frequent enough access to computers in order to raise standards further. Pupils learn mouse control and typing skills from an early age. By the end of their time in school, they can store and retrieve information and combine written text and pictures at a basic level, for instance, when describing bread making. The use of a digital camera is at an early stage of development, but it is being used well. Most pupils learn to present ideas in different forms, such as bar charts, pie charts, line graphs and annotated drawings. They use art packages to create good designs based on Klee and Mondrian. They can select the line drawing tool, fill spaces with colour, select the shapes tool and add different textures for effect. Above average pupils can interrogate a CD-ROM and also download information from the Internet independently, as they did about famous people in their history studies. Since the last inspection the school has introduced the national guidelines, which is helping to ensure pupils' skills are built on progressively. All teachers have undergone training and they are now able to teach the subject well. Computer provision has not improved sufficiently, so pupils do not have frequent enough access, even though current access is well organised. The recently acquired whiteboard linked to an overhead projector is having a very good impact on whole class teaching, but it is too new to have made a long-term effect.
102. A strength of the subject is its use across the whole curriculum. Teachers plan well so that pupils use their skills in relevant situations in other subjects. For instance, pupils in Year 2, research for information about Gloucester and England after being introduced to a program on a CD-ROM. In mathematics they gather information about buildings and produce block graphs manually. They then enter this data into a program and produce different types of graphs.
103. The teaching is very good overall. In a very good lesson in Year 2, the whole class methods, with direct teaching and shared demonstrations, helped pupils to learn quickly. There was sufficient emphasis on correct terminology, with clear explanations of the meaning of the terminology, to support all pupils, including those with special educational needs. Pupils in this lesson were enthralled by the new technology, were very attentive and very good learning took place. Year 1 pupils learn control technology by investigating toys. In this lesson, the teacher's very clear explanations helped the pupils to learn quickly. A very good demonstration of a controllable toy provided a good introduction to programming. All teachers provide very good guidance for pupils in the use of computers, in classroom displays.
104. Leadership and management of the subject are good. The co-ordinator has produced a plan with appropriate costs for the development of the subject. Now that all teachers have received training and the school has been made secure, this plan will be put into effect and more computers will be purchased. It is important that this is done quickly in order to improve access and standards. The co-ordinator has monitored standards and observed teaching. Points for development emerging from these activities, such as increased use of the Internet and digital photography in Year 1, have been acted upon. This process makes a positive contribution to raising standards.

MUSIC

105. By the time the pupils leave the school their attainment is in line with national expectations. A similar judgement was made at the last inspection.
106. Pupils enjoy singing and in lessons often sing simple tunes unaccompanied. In Year 1 particularly they sing with clear voices, modelling their teacher. Because her face is full of expression, and she smiles as she sings, so do they, and their notes are light and tuneful. They identify high and low notes well and are able to sing up and down an octave indicating each step with their hands to show the rise and fall. Singing plays an important part in school worship. Pupils know many songs, memorising words well. They take two parts as an echo and pay good attention to breathing, dynamics, and pause in a variety of different rhythms. In both year groups teachers pay very good attention to using the correct musical vocabulary and consequently pupils speak of pitch and tempo with clear understanding. In Year 2, by listening carefully to different types of music, pupils consolidate recognition of slow and fast tempos. They thoroughly enjoy this identifying how the change in tempo alters the mood. Some pupils after listening to Elgar reflected on how the music made them feel. As well as using a published scheme, teachers add their own choices of lively music. In one lesson, the pupils quickly recognised and kept the varied beat in 'sit down you're rockin' the boat', and 'Zorba's dance'. During the Dance Week pupils were introduced to American, Scottish and Greek music as well as ballet and ballroom music. In assemblies they listen to and appreciate a wide variety of different rhythms and moods including gospel songs, opera, film music and music from the shows. Music is used effectively to 'calm down' after physical activity and sometimes to set the scene in religious education or literature. Most pupils now compose their own rhythms, which is an improvement since the last inspection when composition was considered a weakness. For example, in small groups, pupils in Year 1 created their own high and low rhythms whilst one pupil acted as conductor. They made graphic recordings of long and short phrases by dots and dashes and made tape recordings of their compositions. In Year 2, pupils made more detailed graphic scores of loud and soft note compositions identifying which instruments best suit the sounds they wished to make. For example, rustling was played with a shaker, a boom with a tambour and a tip-tap with a whistle.
107. Three music lessons were observed and the quality of teaching in two was satisfactory and in the other very good. However, the quality of work presented for scrutiny suggests teaching overall is good. Teachers ensure that their work is planned to give a good balance of teacher and pupil participation. Music is chosen with forethought. Non-specialist teachers are well supported by a taped programme of work.
108. The co-ordinator manages the subject effectively. Planning, teaching and standards of work are monitored well to give a clear understanding of what is being achieved and what needs to be done to raise standards. A well-kept portfolio aids assessment. Pupils are fortunate in having access to a very good range of high quality instruments which enhances their learning.

PHYSICAL EDUCATION

109. Standards by the time the pupils leave school are above the national expectations. A similar judgement was made at the last inspection.
110. In their games lessons, both Year 1 and 2 pupils were concentrating on developing their skills in footwork. In Year 1, pupils were very well co-ordinated as they power walked, skipped and jumped around the hall. They jumped around hoops, changing body shape and directions well and responding immediately to the teacher's commands. In pairs, the pupils used imaginative ways of moving over and along a rope on the floor on their feet, adapting their movements

when their partners suggested improvements. Pupils in Year 2 were building effectively on these skills, as they developed ways of controlling a ball with their feet. Many steered the ball with their feet around the hall, keeping it well under control and with a good awareness of the limited space. By the end of the lesson most pupils had devised games for four people, some very imaginative, using these foot skills. During their dance lesson, pupils in Year 1 controlled their bodies well using stretching and curling movements at different levels, which they altered to suit the rhythm of the music. They worked co-operatively in pairs imitating each other's movements and most incorporated these successfully into a dance routine interpreting the music imaginatively. Most used the space well and were aware of others working around them.

111. The quality of teaching and learning in the lessons observed was very good, overall. In the best lessons teachers had very high expectations of behaviour, attitudes and performance so that pupils used every opportunity to improve and make good progress. The teachers plan lessons carefully so that they always have a balance of teacher input and interesting activities, with built in warm-ups and cool-downs. This maintains the pupils' interest and keenness to learn. Teachers ensure a safe working environment, especially when moving and carrying apparatus. Most make good use of pupils to demonstrate their good work and give pupils the opportunity to appraise their own and each other's performances. In lessons where teaching and learning was less successful, teachers tended to direct the pupils' movements, so pupils were not given sufficient opportunities to develop their own imaginative routines. Also, the pupils did not have the chance to appraise and evaluate their own performances or see demonstrations of good practice by other pupils.
112. The co-ordinator provides very good, clear leadership. She maintains a good action plan with appropriate priorities for developing the subject. Appropriate planning aids for teachers ensure that pupils' skills are developed systematically as they move through the school. All staff have undertaken training courses recently and a 'Dance Week' lifted the profile of dance in the school. The hall is just about adequate in size for physical education but is rather small for indoor games when the weather is not suitable for outdoor lessons. Resources are good and stored well. The school offers after school clubs in dance, skipping and seasonal games, which are very popular with the pupils.

RELIGIOUS EDUCATION

113. Evidence suggests that pupils' knowledge and understanding is well above the expectations of the Locally Agreed Syllabus. This is an improvement since the last inspection.
114. Through the ethos of the school, collective worship, personal, social and health education lessons, circle time and religious education lessons, pupils learn to how to care for each other and to live in harmony. Through thoughtful and sensitive teaching they become aware of different religions and beliefs and that everyone is unique and special. They discuss what it means to 'belong' and are able to list all the various groups they belong to and the special symbols or uniforms they wear to indicate that they are part of a group. Most know that school uniform, ballet outfits, and Beaver, Cub and Brownie outfits indicate their membership. Year 2 pupils identify the robes Buddhist monks wear to show they belong to a special sect. They understand the meaning of 'special' and have listed the people who are special to them identifying why this is so.
115. Most pupils know the structure of the Bible and are able to relate many stories from the New Testament. Two young pupils were able to give a very graphic account of Zaccheus'

conversion commenting on the reaction of the crowd. They have a good knowledge of the key festivals in the Christian Year and can give accurate accounts of what happened to Jesus at these times. During the inspection pupils took part in an extremely powerful assembly retelling the story of Jesus' appearance on the road to Emmaus and many knew that this took place after the Crucifixion but before his final ascension. Some related his childhood experience of being lost in the temple to their own lives, and the concern this can cause to parents and the sensible way to act. They understand the ceremony of Baptism and the significance of cleansing with water and the signing of the cross. Following their visits to the local church they know that this takes place around the font. Year 2 pupils were learning about Buddhism. Because of the sensitive attitudes displayed by teachers, they listened attentively showing respect for artefacts and photographs. They remembered many details, already discussed, of the possessions Buddhist monks are allowed to have and many were spellbound at the ornate engravings depicted on a photograph of the Tripikata. They quickly identified that, as the name suggests, this religious book is in three parts and speculate that it might contain rules and stories about Buddhism in the same way that the Bible does about Christianity. In one lesson observed, a very spiritual atmosphere was created as pupils meditated on a lighted candle whilst listening to a Buddhist chant. In the following visualisation they all behaved in a very mature way, opening, in their mind, a blank book with beautiful cover making it special to them by carefully creating colourful images and inscriptions. This experience, together with a well-presented display of Buddhist religious artefacts gave them a firm foundation to begin to understand and respect the beliefs and values of others.

116. In the four lessons observed the quality of teaching was always good and mostly very good. Lessons are well prepared and teachers make good use of artefacts, photographs and personal experiences to illustrate and exemplify stories and beliefs. Because of the teachers' sensitive approach to both Christian and Buddhist stories, practices and teachings, pupils are learning to give due respect to the values and beliefs of others. The teachers' attitudes, the atmosphere created and the ethos which pervades the lessons, afford the pupils rich spiritual experiences.
117. The subject is well managed. The co-ordinator has had opportunities to monitor teaching and learning and compares work to national standards. A detailed portfolio of programmes of study and the work produced is being compiled and this informs all teachers and helps them move the subject forward. Resources are suitable, accessible and displayed and handled with due respect.