

INSPECTION REPORT

RODBOROUGH COMMUNITY PRIMARY SCHOOL

Stroud, Gloucestershire

LEA area: Gloucestershire

Unique reference number: 115565

Headteacher: Mrs Maggie Halsey

Reporting inspector: David Penney
23039

Dates of inspection: 8th and 9th July 2002

Inspection number: 194765

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 - 11 years
Gender of pupils:	Mixed
School address:	Rodborough Hill Stroud Gloucestershire
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Telephone number:	(01453) 763159
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Appropriate authority:	The Governing Body
Name of chair of governors:	Elaine Blatchford
Date of previous inspection:	June 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Rodborough Community Primary School serves an area of mixed housing to the southwest of Stroud. It is a popular school with 206 boys and girls on roll aged from four to 11 years, which makes it of average size. The gender split is even, overall, although the Year 6 group has twice as many girls as boys and there are twice as many boys as girls in the Reception Year; there are 31 full-time children in this year group. All those of compulsory school age come from white ethnic backgrounds. Three pupils have English as an additional language but none is at an early stage of acquiring the language; this is about average. There are 56 pupils on the school's register of special educational needs for a variety of learning, behavioural and physical reasons. This is above the national average and is also a much larger percentage than in previous years. Of these, two have statements and one is awaiting assessment. This is average. The proportion of pupils known to be eligible for free school meals is below average. Attainment on entry is wide and varies according to the characteristics of individuals within cohorts; it is, however, broadly average. The school has recently received a school achievement award.

HOW GOOD THE SCHOOL IS

This is a good school that gives good value for money. Standards are improving at a rate that exceeds the national trend and are above average in many aspects of work in Year 2 and Year 6. The headteacher provides very good leadership and management. The quality of teaching is good, overall and very good in Year 2. The staff work hard and collaborate well; they have been highly effective in developing secure systems for planning and assessing pupils' work. The governing body makes a very good contribution to the work of the school. Monitoring and evaluation procedures are strong. Pupils enjoy school and develop into mature and confident young people because their needs are met well and all are included equally in all the school offers.

What the school does well

- The leadership of the headteacher gives a firm steer to the work of the school and has ensured that all staff and governors have a clear grasp of the school's strengths and weaknesses.
- The results of assessments of pupils' standards are used very well to plan further work that meets their needs closely.
- Teaching is good, particularly in Year 2.
- Pupils achieve good standards in relation to their prior attainment and, consequently, standards in core subjects in Year 6 are rising at a rate that exceeds the national trend.
- Pupils' personal development is very good and they become mature and responsible young people.

What could be improved

- Aspects of the building and environment.
- Standards in information and communication technology, especially in the upper juniors.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997, since when it has improved at a good rate, overall; recent improvements have been swift. All the key issues of the last inspection have been addressed conscientiously, although more remains to be done to improve pupils' attainment in information and communication technology (ICT), especially for the older pupils. The leadership of the school is more purposeful and systems and procedures are now securely in place to assure the quality of planning, assessing, monitoring and evaluating the work of the school in all subjects and at all levels. Consequently, the quality of teaching has improved. Strategic planning is strong and the governors are much more aware of the school's direction, strengths and weaknesses. As a result, the school now complies fully with all statutory requirements, pupils' standards are rising and they achieve good results in relation to their prior attainment. Aspects of the accommodation have been enhanced, although there

is more to do to effect the planned improvements and to remove the dangers left after recent demolition work. The school is well placed to improve still further.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	B	B	A*	A	very high A*
mathematics	C	D	B	C	well above average A
science	A	C	A	B	above average B
					average C
					below average D
					well below average E
					very low E*

In the national tests in 2001, pupils in Year 6 achieved results that were very high and in the top five per cent of the country in English, well above average in science and above average in mathematics. When compared with similar schools, they were well above average in English, above average in science and in line with the average in mathematics. The school exceeded its targets for English and broadly matched them in mathematics. The trend of improvement is faster than the national trend. In the same year, pupils in Year 2 achieved results that were in line with the national average in reading and mathematics but were above them in writing. These results were in line with those of similar schools but were below them in reading and well below them in mathematics. In this year group girls performed significantly better than boys. The findings of the current inspection are that pupils achieve good results in relation to their prior attainment. Standards of attainment as children entered the Reception class were below average. However, by the end of the Reception Year, standards match the Early Learning Goals¹, although many children are already working above these levels in personal, social and emotional development and in mathematics. Standards in Year 2 are above those expected nationally in speaking and listening, reading, mathematics, art and design and history and match the national average in writing. There is now no evidence of a difference in performance between the genders. Pupils in Year 6 attain standards above those expected in English, mathematics, science and art and design. Standards in information and communication technology are below those expected in the upper juniors because of the legacy of past weaknesses. Year 5 pupils do not achieve the expected standards of scientific enquiry, although their knowledge is adequate. Pupils' literacy skills are used well in other subjects; their numeracy skills are used satisfactorily.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils listen carefully and work diligently, either collaboratively or independently. They are keen to participate in all activities.
Behaviour, in and out of classrooms	Very good. Pupils are polite, well-mannered and courteous to adults and each other.
Personal development and relationships	Very good relationships ensure that pupils are confident learners who develop into mature and responsible young people. Adults are very good role models.

¹ The Early Learning Goals are the standards expected nationally of the average five-year-old and refer to each of the six areas of learning – personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development.

Attendance	Good and above the national average. There is a very low incidence (0.02 per cent) of unauthorised absence.
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TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 and 2	Years 3 to 6
Quality of teaching	Good	Very good	Good

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

Teaching and learning are good. There are examples of very good teaching and learning in nearly every year group, the exception being in one junior class. The quality of teaching and learning is particularly good in Year 2. All the subjects seen – English, mathematics, science, art and design and history – are taught well, overall, although there is a lack of emphasis on scientific enquiry in Year 5 that adversely affects pupils' skills. The skills of literacy are taught very well and are used well in other subjects. Numeracy skills are taught well and are used soundly in other subjects. The thoroughness of teachers' planning means that the needs of all pupils, including the higher attainers and those with special educational needs, are met well, often through the deployment of skilled support staff. Other particular strengths of teaching include the very good relationships that result in confident learners, a good use of assessment information to ensure that the tasks chosen match pupils' needs closely, consistently high expectations of pupils' attention, behaviour and application to task that result in good levels of concentration and effort and good subject knowledge that helps teachers to make subjects interesting. Where teaching is less effective, it is because the pace of lessons is slower, levels of challenge for pupils are less demanding and the style of delivery lacks verve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good, although the range of opportunities in the Reception class is restricted by the lack of a suitable secure area for continuous outside play. Provision for extra-curricular activities is very good, which enhances the breadth of pupils' experience. The National Literacy Strategy is implemented very well; the strategy for numeracy is implemented well.
Provision for pupils with special educational needs	Good. All available resources are targeted well to where they are most needed. Skilled support workers make a good contribution to pupils' learning. Some disabled pupils would not be able to access parts of the building.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good, overall. The very good provision for pupils' moral and social development makes a considerable contribution to the ethos of the school. Provision for pupils' spiritual and cultural development is good.
How well the school cares for its pupils	Good. Child protection procedures are good. Teachers use the results of assessment very well. Procedures for promoting good behaviour are very good and the school is a safe and orderly environment. Pupils are supported very well, both academically and personally. Some health and safety issues remain to be resolved after the demolition of a building. The school has a sound policy to assure racial equality.

The partnership with parents is very good.

Because the hall is not accessible except from outside, pupils sometimes have to queue in the rain and sit on wet floors, which is unacceptable.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher directs the work of the school very well. She is ably supported by hardworking teachers who discharge their responsibilities as subject leaders effectively. Teamwork is good.
How well the governors fulfil their responsibilities	Very good. They have a very good understanding of the school's strengths and weaknesses and play a full part in deciding priorities. They fulfil their statutory duties well.
The school's evaluation of its performance	Very good. The quality of teaching and learning is monitored frequently and evaluations have improved standards and provision. The school improvement plan addresses appropriate priorities and is a very good agenda for continuing improvement. The school is well placed to continue the improvements already made.
The strategic use of resources	Good. All available resources are used effectively for the purpose intended. Principles of best value are applied well. Financial management is prudent.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Behaviour is good. The school expects pupils to work hard and to achieve well. They feel comfortable about approaching the school with questions or complaints. The school is led and managed well. Their children are making good progress. The school is helping children to become mature and responsible. 	<ul style="list-style-type: none"> The amount of homework.

The inspection team agrees with the positive comments made but judges that the amount of homework is appropriate for pupils of this age. The team found no evidence to support the small number of parents who expressed concerns about the quality of relationships in one class in the school – relationships are a strength of the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The leadership of the headteacher gives a firm steer to the work of the school and has ensured that all staff and governors have a clear grasp of the school's strengths and weaknesses.

1. The headteacher has a strong educational vision for the school that is clearly focused on raising pupils' attainment across a wide range of subjects. She has a very good understanding of the school's strengths and weaknesses and a determination to provide the best education possible for all pupils. She has given an energetic direction to the school's work and has tackled issues with a determined and professional clarity of purpose that addresses fundamental and underlying issues. Parents greatly appreciate her energy, efforts and commitment on behalf of their children and feel that she has made a hugely beneficial impact on the work of the school since her appointment. The quality of leadership and management has improved since the last inspection.
2. Through her own example of hard work, she has forged an enthusiastic team of teachers and support staff that is well placed to improve both standards and provision still further. Subject leaders are more effective than they were at the time of the previous inspection. They have undertaken useful training to enable them to discharge their responsibilities. They receive regular non-contact time to provide the opportunity, for example, to monitor the planning and teaching of their colleagues and the standards of pupils' work, audit resources and build up helpful portfolios of pupils' work. Subject leaders for English and mathematics have undertaken detailed analysis of the results of assessment tests to identify areas of strength and weakness. Subsequently, they have provided colleagues with comprehensive lists of areas that require further emphasis. This has been effective in ensuring that pupils achieve the standards they should. All subject leaders have produced good development plans, for example for information and communication technology, that clearly outline the steps necessary to improve provision in their subjects. These inform the school improvement plan, which identifies appropriate priorities and is a very good tool for continual improvement.
3. The headteacher has been highly successful in ensuring that effective systems and procedures have been put in place to monitor and evaluate all aspects of the school's work. This is an improvement since the last inspection. The quality of teaching is monitored regularly. Confidential evaluations strike a good balance between recognising strengths and providing targets for individual improvement, which form the basis of future observations. Common areas for development are shared in general terms with all staff and form the focus of discussion and training, as necessary. Secure procedures for assessment and planning have been developed and are continually monitored to evaluate their effectiveness and manageability.
4. The governors make a considerable contribution to the success of the school. This is an improvement since the last inspection. They are fully and appropriately involved in formulating the school improvement plan and in setting and monitoring the budget. For example, they have carried forward a high proportion of their available finance into the current financial year to ensure that sufficient funds are available to complete building works and to employ sufficient staff in the next academic year; this is a prudent strategic move. The carry forward is to be reduced to more normal levels by the end of this financial year. Governors have a very good idea of the school's strengths and weaknesses because of the high quality information they receive from the headteacher and because they take pains to ensure that they visit the school as often as they are able. The committees discharge their functions well and provide succinct reports to the main meeting. Governors have a formal link with subject leaders and so have a good idea of what is happening in their subjects and of what is planned; they provide regular verbal reports to other governors. Every full meeting starts with a detailed review of what has been accomplished towards the targets identified in the school improvement plan. They have undertaken appropriate training, for example in the interpretation of performance data, to enable them to discharge their statutory responsibilities well. For example, the new requirement to have in place a policy for the promotion of racial equality has already been attended to.

5. There is a coherence and consistency to systems and procedures that works to the benefit of the pupils. This is because all teachers, support staff and governors are aware of what the school is aiming to achieve. They know what is expected of them as individuals, are empowered, with support, to take responsibility for assigned areas of the school's work and are held to account for the effectiveness of their contribution. The ethos of the school is one of open and honest professionalism, qualities that are displayed by the headteacher.

The results of assessments of pupils' standards are used very well to plan further work that meets their needs closely.

6. A formal assessment of individual attainment is carried out in the Reception class after about six weeks. The test is repeated in June to give information about how well children have achieved in the year. This information is used to set general expectations for individual and group achievement in the forthcoming national tests at the end of Year 2.
7. The results of annual testing from Year 2 to Year 6 are analysed thoroughly by the headteacher and core subject leaders for each year group to find out what has caused pupils difficulties. This analysis is appropriately done by age, gender and background. The outcomes are passed on to class teachers to enable them to group pupils according to their identified needs and to identify those areas of provision that will require particular emphasis. Individual pupils' attainment is recorded and their progress is tracked to ensure appropriate progress is being maintained. In addition, the results of verbal reasoning tests are used as a comparison to identify those pupils who may not be achieving as well as they should and to target extra support where it is most needed or set more challenging targets for individuals. Annual information is also set against information about three-year trends to give reliable indicators of school performance and to set appropriate targets for further improvement for the school. An example is the current focus on improving pupils' ability to solve mathematical problems and developing mental agility through the application of appropriate skills throughout the school.
8. The statutory targets for attainment at the end of Year 6 for individuals and for cohorts are set initially based on pupils' results in the Year 2 national tests. These targets are reviewed each year using the results from subsequent tests.
9. At regular intervals, at the end of either each term or each half term, as appropriate, teachers make an assessment of individual pupils' attainment in the core subjects of English, mathematics and science, using as reference appropriate key statements from the National Curriculum. This is plotted onto a class sheet in an elegantly simple way and provides a very good visual way of seeing which pupils are or are not reaching or exceeding the standards expected. Successive class sheets are used to assess whether pupils are making the progress they should and the results used to amend subsequent provision if necessary.
10. Subject leaders sample pupils' work in other subjects during their designated non-contact time. This provides an accurate and manageable overview of standards and achievements. Examples of pupils' work from each year group are collated in a subject portfolio, which is used to raise teachers' awareness of what could and should be achieved by pupils of differing abilities and needs.
11. Teachers mark pupils' work regularly. The quality of written marking varies from satisfactory to excellent. Much marking of pupils' mathematics work is basic, recognising only what is correct and what is not, although additional verbal comments are often made. The quality of some marking of pupils' English writing is better, particularly in Year 6, where it is outstanding because it provides a genuine dialogue between the teacher and the pupil that identifies and praises success and suggests ways of improving still further.
12. All lesson plans have clear objectives that identify what pupils are expected to learn in each lesson. In some classes, the weekly planning for English and mathematics identifies what each working group of pupils should learn each day for much of the week. There are many examples of teachers amending the day's lesson plans and the specific daily objectives as a result of their

overnight marking of pupils' previous work. This is a very good use of assessment information because it recognises and caters for individual pupils' developing needs and ensures that tasks are closely matched to them.

13. In English and mathematics, each group of pupils has 'individual group' targets to achieve in a relatively short period of time, say a week or a fortnight. While this system is evident in every classroom, it varies in usefulness as a function of the wording of the targets. Where the system is most successful, the teacher has identified the particular concept or skill, such as "recall multiplication facts from the three times table and derive the associated division facts", that will enable the group to attain more highly or to accomplish the intended objective. In a minority of classes, the wording of the target is very similar to that of the individual lesson's objective, which is not helpful.

Teaching is good, particularly in Year 2.

14. There are examples of very good teaching and learning in nearly every class in the school, the exception being one junior class. The overall quality of teaching and learning is very good in Year 2.
15. Fifteen lessons in all were observed – three in the Reception class, five in Years 1 and 2 and seven in Years 3 to 6. Each lesson then represents 6.7 per cent of the total, which means that great care must be taken when using the percentage figures rather than the proportion of the total. Of the 15 lessons, three were satisfactorily taught and five were taught well. The teaching was very good in seven lessons.
16. Teaching and learning were never less than good in the Reception Year or in Years 1, 2 and 3, or in Year 6 where, because of the timing of the inspection, only one lesson was observed. Teaching and learning were more often very good in Year 2.
17. The quality of teaching and learning, overall, in all the subjects seen – English, mathematics, science, art and design and history – was good. However, there is a lack of emphasis on independent scientific enquiry and prediction in Year 5 that adversely affects pupils' skills. The skills of literacy are taught very well and are used well in other subjects. Numeracy skills are taught well and are used soundly in other subjects. Pupils' information and communication technology (ICT) skills are used soundly in some subjects, for example data-handling in science and mathematics, but need to be implemented more consistently in other subjects, as indicated in the ICT development plan. The amount and type of homework given is appropriate, where seen.
18. Where teaching is most effective and learning is swift for all, including those pupils with special educational needs:
 - Teachers' subject knowledge is high so they include snippets of interesting information that intrigue pupils. A good example of this was in a Year 2 history lesson, where the teacher was able to inject wonder at the small number of people killed during the Great Fire of London.
 - Questions are used well to involve all pupils and to give them the opportunity to contribute, as well as to extend their thinking. For example, in a Year 6 English lesson the teacher provoked animated discussion through the use of such questions as, "What does penniless and parentless mean? Is it an effective use of speech?"
 - Relationships are very good so pupils are confident learners who are eager to contribute to lessons and management is very good with a real sense of mutual respect and value.
 - Strategies, such as the use of photographic evidence in a history lesson in Year 1 and a 'magic purse' in a Year 2 mathematics lesson, are chosen very well to retain pupils' interest and to ensure that they participate fully.
 - Lessons are planned thoroughly with a good emphasis on the language and vocabulary to be learned. What pupils are intended to learn is clearly identified and is sometimes different for groups of varying ability, matching their needs very well.

- Teachers make good use of continuous assessment, circulating to ensure that pupils know what to do and are able to complete the tasks, to provide further challenges and to assist and explain, as necessary. Often, the marking of pupils' work identifies exactly what they need to do to improve their work further and so is very helpful in moving their learning on. A good example of this was a Year 3 English lesson, where the teacher had marked the draft letters written previously and had identified clearly what each pupil needed to do to improve their work and also those requiring further help.
- Pupils' concentration is excellent because the teacher's expectations are high. Teachers sometimes use their voice and mannerisms to retain interest and to intrigue pupils.
- The pace of lessons is consistently brisk.
- Learning support workers are deployed to very good effect to help pupils and are an intrinsic part of the teaching team, as for example in the Reception class.

19. Where teaching and learning, although satisfactory overall, are less effective:

- The pace of lessons is too variable and the teacher explains tasks in too great a detail.
- The levels of challenge are not high enough because the teacher does not build systematically on what pupils already know, understand and can do.
- Teaching lacks sparkle and joy.

Pupils achieve good standards in relation to their prior attainment and, consequently, standards in core subjects in Year 6 are rising at a rate that exceeds the national trend.

20. When children entered the Reception class in September 2001, their standards of attainment were below average. Because of the careful assessment and analysis of individual needs, the close teamwork evident between the two full-time teachers and the learning support worker, thorough planning and high expectations matched with a sensitive and supportive ethos, children have made good progress. The good proportion of adults to children ensures that the environment is rich in language, which is especially important, as some children do not naturally have a wide vocabulary. By the end of the Foundation Stage, standards have risen and match the Early Learning Goals in nearly all areas of learning. In personal, social and emotional development, however, most children exceed the standards expected and there is a sizeable minority of children whose mathematical ability is above that expected of five-year olds.
21. In the national tests in 2001, pupils in Year 2 attained standards that were above the national average in writing and matched the average in reading and mathematics. When compared with similar schools, results matched the average in writing, were below them in reading and well below them in mathematics. Teachers' assessments of pupils' standards in science indicate that they were above the national average and in line with those for similar schools. The initial and as yet unconfirmed, analysis of results in the latest national tests indicates that standards in reading and mathematics have risen but have fallen slightly in writing. However, the findings of this inspection are that pupils have continued to make good progress in relation to their prior attainment since the tests; standards in writing now match those expected nationally and standards in reading and mathematics are above average. Pupils' standards in art and design and history are also above those expected nationally.
22. Pupils in Year 6 attained standards in the national tests in 2001 that were very high and in the top five per cent of all schools nationally in English, well above the national average in science and above average in mathematics. When compared to similar schools, standards were well above average in English, above average in science and in line with the average in mathematics. The initial analysis of Year 6 results this year indicates that average standards are likely to have risen in mathematics slightly because a greater proportion of pupils have achieved the higher levels. Standards are likely to be very similar to those of last year in English and science. Inspection

findings are that standards in English, mathematics and science are above average; in art and design they are above the standards expected nationally.

23. In Year 2 currently, pupils are articulate speakers who are keen to participate in discussions and to volunteer answers. They read, for example, poems aloud and, through practice, improve their performance markedly after listening to good modelling of reading from their class teacher. They have made good progress in their writing and their work now shows a good choice of words and phrases, such as, "he started explaining" and "a weird alien". Standards of punctuation are good, with many pupils using speech marks and commas correctly. In mathematics, they use a reasonable variety of strategies, for example, to subtract three-digit numbers and show a good understanding of place value when they use partitioning to add two- and three-digit numbers accurately. In science, they predict the outcomes of experiments sensibly and correctly make an electrical circuit with a switch to operate a buzzer.
24. In Year 6, pupils' standards have improved at a good rate in writing and mathematics since the beginning of the year and are now above average. They vary sentence structure to good effect, sometimes, for example, starting with subordinate clauses to create interest. Their use of punctuation is mature and accurate. They use descriptive language well and this contrasts favourably with the more prosaic narrative style evident at the beginning of the year. Examples of the effective use of adjectives and verbs include "long, elegant icicles" and "kind, calm eyes fluttered open". They have developed their oracy skills and speak and perform, for example in the end of term performance rehearsals, with good levels of confidence and self-assurance. Some are even brave enough to sing solos! Examples of good progress in mathematics include the development of basic place value and addition of decimals to two places evident in the early part of the academic year to the accurate multiplication and division of decimals to three places currently. Pupils have a greater variety of ways to represent the data they have collected at their disposal and routinely use a wider range of strategies to handle the appropriate number operations, for example when finding the equivalence of proportion to percentage. In science, they have a good understanding of fair testing and make good predictions, based firmly on the work they have done earlier. Their skills and knowledge are both above average.
25. Throughout the school, pupils' rates of achievement are helped by the good emphasis placed on using numeracy and, particularly, literacy and oracy skills to support work in other subjects, such as history and religious education. For example, Year 2 pupils practised their oracy skills well when asking their teacher questions about the Great Fire of London while she was assuming the role of Samuel Pepys. Year 6 pupils were required to justify their opinions at length, using correct strategies of written argument about whether they would like to observe a strict Sabbath in religious education. Numeracy skills were used to satisfactory effect in measuring the length of a stick's shadow in Year 3 science and in timing how long it took an object to travel a set distance in a Year 5 science lesson. In this latter class, pupils' skills of enquiry and prediction are too low, however.
26. A feature of the school is the high standard of artwork on display. Art and design is given a high priority throughout the school and there is plentiful evidence that pupils develop their skills sequentially and progressively in a good range of media. For example, skills progress from the careful stitching, using running stitch on binca in Year 1, through the use in Year 2 of cross, star and blanket stitches, to the competent use of cross hatching and stippling in Year 5. Good emphasis is put on close observational drawings, for example in Year 3 drawings of Rodborough Common that show good skills of tone and observation and in the accurate drawings in Year 4 of bones and joints. There are some stunning paintings in the Chinese style in Year 4 to complement those in the style of Paul Cézanne in the same class. Great artists studied and imitated well include Kandinsky in Year 1, Monet in Year 5 and Klee, as artist of the month, in the displays in the art room itself. Skills build well and culminate in the high standard landscapes in Year 6 that show a mature grasp of scale and perspective as well as good levels of ability to mix and blend colours. Very good links exist between art and design and other subjects. For example, pupils have produced some outstanding observational drawings and then used them as stimulus for poetry, such as "dried, malted roses like tangled hair". The pupils and the school as a whole, are rightly proud of their achievements in this subject.

Pupils' personal development is very good and they become mature and responsible young people.

27. The school makes very good provision for pupils' personal development, especially their social and moral development. Much of this provision is informal and is based on the very good role models provided by the adults who work in the school. The school ethos is strong.
28. A sense of mutual trust pervades the work of the school; this is seen in the valuing of pupils' work and opinions that is evident in the more successful lessons. Teachers' expectations of pupils' attitudes to work and application to task are high. Pupils respond fully to these expectations because relationships throughout the school are very good. Pupils relate to adults and each other very well. They are polite and courteous individuals; for example, pupils of all ages open doors for visitors and each other and say 'thank you' absolutely naturally when the courtesy is reciprocated. Year 6 pupils mentor children in the Reception class. Year 5 and 6 pupils act as reading partners for those in Years 1 and 2. These arrangements help the younger children and help the older ones to develop their social awareness. Parents are impressed by the diligent and caring way the older pupils discharge their responsibilities. The school council, members of which come from the junior classes and are elected by their peers, are used well by the headteacher to discuss issues and have been instrumental in effecting changes themselves, for example in the playground rules.
29. The school behaviour code is very effective. All members of staff apply it consistently, which ensures that it is felt by pupils to be fair and appropriate. As a result, pupils' behaviour is very good both in class and around the school. In the 15 lessons seen, behaviour was never less than satisfactory. In six lessons, it was good and in eight lessons, nearly all of them taught very well, behaviour was very good. These standards make a considerable contribution to the rate at which pupils learn. It is not only in lessons, however, where pupils' behave so well. During break times, pupils play well together and conform to the expectations of those adults on duty without question. The site is an awkward one with many areas of potential danger, as explained elsewhere in this report. Pupils do not use this as an excuse to 'try it on' but act in a mature way. Members of the school council report that behaviour has improved in the last year and a half and that there is now no bullying. No pupil has been excluded in the last academic year.
30. In lessons, pupils respond readily to their teachers and show very good attitudes to work. Because, in the vast majority of classes and lessons, the quality of teaching is so good and lessons are delivered with verve and pace, pupils are thoroughly involved and enjoy learning. The very good way that nearly all teachers use the results of continuing assessment ensures that tasks are relevant and matched to individual pupils' needs; this helps pupils to sustain interest and enthusiasm and makes a very good contribution to their moral development.
31. The very good range of extra-curricular activities provides further opportunities for pupils to develop their social skills in a variety of less formal settings. For example, the physical challenges provided during a residential visit for pupils in Years 4 and 5 help them to come to terms with their own capabilities and limitations and provide opportunities for them to support and encourage each other. About a third of the pupils are members of the school choir; this provides very good social, as well as musical, training and enables them to perform as part of a team, as do the many sporting clubs and competitions. A joyous rehearsal for the end of term concert provided Year 6 pupils with the chance to perform in front of an audience, some of them even singing solos and acting sketches from well known musicals.

WHAT COULD BE IMPROVED

Aspects of the buildings and environment.

32. Following a successful bid for funds to replace old prefabricated buildings, some initial works have taken place, prior to the provision of a new ICT suite and a block for the Reception class and much-needed storage space. There are, however, many issues to do with the safety of the site, identified by the school, which have yet to be resolved satisfactorily following the demolition of the first building. The area has been left in a potentially dangerous state and the 'security' fencing

around this area is insubstantial. The governors and staff of the school have voiced their concerns but, so far, too little has been done to secure the area. Given the further building works scheduled, this is a worrying state of affairs.

33. Vehicular access to the school is dangerous because cars and other vehicles have to travel over the same ground that the pupils use for playing. While closing the school gates can control traffic flow at the beginning and end of the day, the school kitchen cooks meals for other local schools and these have to be transported from the kitchen. Again, this involves driving across the school playground and is a potential danger.
34. The school is built on a steep hill, which makes the site an awkward one to manage. Access to the hall, which is used for assemblies, dinners and physical education lessons, is only possible from outside and down a steep slope that is potentially dangerous in icy weather. There is no covered way from the rest of the school to protect pupils and adults in inclement weather. As a result, pupils have to queue in the rain and the hall floor is wet, with pupils having to sit in the damp left by passing feet. Acoustics are poor for assemblies, lessons and performances. The lack of adequate storage space, together with the multi-purpose nature of the room that necessitates having a piano in the same space that is used for physical education lessons, provides potential dangers during such lessons, that are compounded by the effects of wet weather, as explained earlier. Nevertheless, teachers make the best use that they can of the building.
35. The range of the curriculum for the children in the Reception class is limited by the lack of continuous and daily access to a secure outside area. Such an area would enhance the curriculum by enabling them to move spontaneously between indoor and outdoor experiences and develop, for example, their physical and enquiry skills through large-scale construction activities or movement.
36. Access for some disabled pupils is very difficult as there are no ramps to parts of the building; the upstairs classrooms, although very attractive additions to the school, are also impossible for them to reach. The steep slopes on parts of the playground make wheelchair access potentially dangerous.
37. There is a shortage of space throughout the school for the storage of resources.

Standards in information and communication technology, especially in the upper juniors.

38. The key issue of the previous inspection to do with improving standards in information and communication technology (ICT) has been addressed reasonably. As a result, the hardware and software have been enhanced, members of staff have been fully trained to deliver the required curriculum and planning and assessment procedures are secure. However, these improvements have not yet had an impact on the standards attained by pupils in all areas of the subject. This is especially the case in the upper juniors where there has not been sufficient time to eradicate the effects of past weaknesses.
39. No specific ICT teaching was observed but a small number of pupils were seen to use computers and there was evidence of their work on display in some classes. Some pupils have slow keyboard skills, which adversely affect the quantity of work they can produce in a given time. Year 1 pupils use a helpful word-processing program to sequence ideas, which they do at broadly expected levels, using the mouse confidently to select the text or picture they need. Work on display in Year 5 shows that pupils input and represent data in a satisfactory variety of ways and use spreadsheets at a broadly appropriate level. While their work as a result of word-processing is neat and attractively displayed, the standards they and Year 6 pupils attain is below that expected in this aspect of ICT.
40. The ICT subject leader has produced an appropriate development plan that recognises the weaknesses that remain and provides a sound agenda to address them over time, including the

development of a suite of computers as soon as building works have taken place and the further training of colleagues in specific areas of the subject, such as control and monitoring.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve standards and provision still further, the headteacher, staff and governors should now:

- (1) Improve, as planned, aspects of the accommodation.
(Paragraphs 32 to 37)
- (2) Implement the development plan for information and communication technology.
(Paragraphs 38 to 40)

NB: These issues have already been recognised by the school and are in the current school improvement plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

15

Number of discussions with staff, governors, other adults and pupils

20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	5	3	0	0	0
Percentage	0	46.7	33.3	20	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. Great care should be taken when interpreting these percentages as each lesson represents almost seven percentage points.

Information about the school's pupils

Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)

206

Number of full-time pupils known to be eligible for free school meals

12

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs

2

Number of pupils on the school's special educational needs register

56

English as an additional language

No of pupils

Number of pupils with English as an additional language

3

Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission

8

Pupils who left the school other than at the usual time of leaving

10

Attendance

Authorised absence

	%
School data	5.3

Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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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	12	18	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	8
	Girls	17	18	18
	Total	26	27	27
Percentage of pupils at NC level 2 or above	School	87 (91)	90 (94)	87 (88)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	11	11
	Girls	17	18	18
	Total	26	29	29
Percentage of pupils at NC level 2 or above	School	87 (91)	97 (94)	97 (97)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	16	8	24

National Curriculum Test/Task Results		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	100 (83)	83 (70)	100 (87)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	95 (83)	83 (73)	100 (83)
	National	72 (70)	74 (72)	82 (79)

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

NB. The numbers of boys and girls attaining the expected levels have been omitted to avoid a breach of confidentiality, as the number of girls in the cohort was fewer than 11. This is standard practice in all inspection reports.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	175
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	22.9
Average class size	29.4

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	119

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	434, 294
Total expenditure	414, 469
Expenditure per pupil	2 , 052
Balance brought forward from previous year	33, 121
Balance carried forward to next year	52, 946

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	6

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.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	206
Number of questionnaires returned	93

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	32	3	2	2
My child is making good progress in school.	56	41	3	0	0
Behaviour in the school is good.	49	48	1	0	2
My child gets the right amount of work to do at home.	39	47	12	1	1
The teaching is good.	56	38	4	1	1
I am kept well informed about how my child is getting on.	48	43	8	1	0
I would feel comfortable about approaching the school with questions or a problem.	83	16	0	1	0
The school expects my child to work hard and achieve his or her best.	63	36	1	0	0
The school works closely with parents.	59	33	7	0	1
The school is well led and managed.	72	25	1	1	1
The school is helping my child become mature and responsible.	58	39	2	1	0
The school provides an interesting range of activities outside lessons.	40	51	5	2	2

A small number of parents expressed reservations about the relationships between the teacher and pupils in one class. Some of the letters referred to situations that occurred some years ago. The inspection team finds no evidence to indicate that there are any such problems currently.