

# INSPECTION REPORT

## **STRATTON PRIMARY SCHOOL**

Cirencester

LEA area: Gloucestershire

Unique reference number: 115615

Headteacher: Mr M Hughes

Reporting inspector: Mrs C Pittman  
18275

Dates of inspection: 17<sup>th</sup> – 20<sup>th</sup> June 2002

Inspection number: 195237

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 and Junior
School category:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Thessaly Road Stratton Cirencester Gloucestershire
Postcode:	GL7 2NG
Telephone number:	(01285) 653431
Appropriate authority:	The Governing Body
Name of chair of governors:	Ms L Muller
Date of previous inspection:	2 <sup>nd</sup> June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18275	C Pittman	Registered inspector	Under fives Art History Religious education	What sort of school is it? The school's results and pupils' achievements How well is the school led and managed? How well are the pupils taught?
9708	S Daintree	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
17995	R Purdom	Team inspector	Maths Science Information and communication technology Geography	How good are the curricular and other opportunities offered to pupils?
31218	T Allen	Team inspector	Special educational needs Equality of opportunity English Design and technology Music Physical education	

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

### **INFORMATION ABOUT THE SCHOOL**

Stratton is a one form entry primary school situated in the outskirts of the rural town of Cirencester in Gloucestershire. The school draws most of its pupils from the immediate catchment area, which is a mixture of social housing and owner occupied homes. Pupils come from a wide range of socio-economic backgrounds; the population is white British. The school is smaller than other primary schools. There are 180 boys and girls aged from four to 11 years in mixed ability classes. The attainment on entry is just below average. Most, but not all, the children attend a nursery or playgroup before joining the school.

The percentage of pupils thought to be eligible for free school meals is broadly average. Around one in six pupils have a special educational need (SEN). This is below the national average. No pupils have a statement of special educational need; this is also below average.

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

This is a good and effective school. Its aims and objectives are targeted on raising standards. Most of the teaching is good and a significant proportion is very good. This good teaching is impacting positively on pupils' learning. The school responds well to the challenges it faces and has made good improvement since the last inspection. It is well led, cost effective and provides good value for money.

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

- Pupils attain standards that are well above average in English.
- Pupils' attitudes to school and their behaviour in and out of class are very good.
- Teaching and learning is good throughout the school and all pupils make good progress.
- The provision for pupils' personal development including their spiritual, moral, social and cultural development is good.
- Provision for pupils with special educational needs (SEN) is good overall.
- The leadership and management of the school are good.
- The school works well in partnership with its parents.

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

- Teachers' expectations of higher attaining pupils in Key Stage 2 particularly in mathematics.
- The use of assessment information to change what is being taught next. Whilst this is good in English, mathematics and science, it is insufficiently developed in the foundation subjects.
- The balance of the infant and junior curriculum.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

When the school was inspected five years ago inspectors found that the standards achieved by pupils were good overall, as was the school's climate for learning and its management and efficiency. However, the quality of education provided was requiring some improvement. Since then the school has made significant improvement in this area. Attainment has improved in geography, history and design and technology and pupils are making good progress overall.

Other areas that have been improved are the curriculum for the Foundation Stage and reports to parents. Although assessment in the core subjects of English, mathematics and science has been improved significantly, assessment information is still insufficiently used to change what is being taught on a daily basis, particularly in the foundation subjects. The monitoring of curriculum planning has enabled the headteacher to ensure that teachers have clear learning goals. However, the balance of the curriculum is unsatisfactory because aspects of the mathematics and information and communication technology (ICT) curriculum, for example handling data, multimedia presentations and the use of desktop publishing, are not being adequately covered. There are more opportunities for pupils to use their own initiative in

problem solving and evaluate their own learning. However, this is an area where improvements are still needed, particularly in relation to investigation in science.

Besides addressing the key issues from the last inspection the school has also effectively improved its performance in other areas such as pupils' attitudes, behaviour, personal development and leadership and management of the school. Governors are now more involved in financial planning, supporting the curriculum and knowing the school's strengths and weaknesses. Staff development has been much improved and teaching assistants are now well trained. Given the good quality of its leadership and the commitment of its staff, the school is well placed to develop even further.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E	B	A	B
Mathematics	D	D	C	C
Science	C	B	C	C

**Key**

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

Most children, when they start school, are achieving standards just below expectations, although a significant minority are achieving in line with expectations. By the time they reach Year 1, their attainment is at the expected standard in most cases and, for some, it is above average. By age 11, pupils are attaining standards that are well above average in English and in line in mathematics and science when compared to all schools. When compared to similar schools, their attainment is above average in English and average for mathematics and science. The percentage of pupils reaching the higher levels was above the national average in English, broadly average in science and below average in mathematics. These results were an improvement in English and mathematics on the previous year. In lessons seen, in both infant and junior classes, standards are in line with expectations in all other subjects except history where they are above expectations. The school exceeded its challenging targets in English and mathematics last year.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to learn and eager to take part in all school activities.
Behaviour, in and out of classrooms	Very good. Pupils respect each other and their teachers.
Personal development and relationships	The personal development of pupils is good overall. Relationships throughout the school are positive and older children are given specific responsibilities.
Attendance	Attendance is excellent. Pupils are punctual and lessons start on time.

Pupils show sustained interest in their work. Most behave very well in lessons and around the school. They are polite, well mannered and show respect for property. There is no evidence of bullying or disruptive behaviour and no exclusions in the last year.



## TEACHING AND LEARNING

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

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

Teaching is good overall. All the teaching was satisfactory or better. There was no unsatisfactory teaching. Over four out of five lessons were good or very good and occasionally excellent. There is a positive ethos for learning in most classrooms. The best teaching is in the reception class where nearly three quarters of the teaching was good and the rest was very good. Most of the teaching in Years 1 and 2 was good with one in five lessons either satisfactory or very good. There was one excellent lesson. Teaching in Years 3 to 6 was predominantly good with nearly as many very good lessons. A minority of lessons was satisfactory.

The quality of teaching in English is good overall with examples of very good lessons. Teachers have good knowledge of the subject. The work is well planned and lessons move at a brisk pace. Teachers use ongoing assessment well in English to ensure that pupils understand, before proceeding to the next stage of learning. The overall quality of teaching and learning in mathematics is good. Teachers have good subject knowledge and understanding. The teaching of basic skills, using mathematical language, was good. Good planning and a range of good teaching methods are used to present different challenges. However expectations of higher attaining pupils are unsatisfactory overall in mathematics. However, in some lessons they were given challenging work; but this is not consistent across all classes. Most teachers evaluate their mathematics lessons effectively.

The National Literacy Strategy is well implemented in the school and is making a significant contribution to pupils' learning. Basic skills of literacy are well taught and applied across the subjects of the curriculum. The National Numeracy Strategy has been successfully implemented within mathematics lessons. The use of numeracy in other lessons has not yet been developed sufficiently. By the time they leave school most pupils have developed sound numeracy skills.

With the exception of English, mathematics and science lessons, day to day assessment is not used effectively to change what is being taught next. Marking is variable; it often includes a good range of positive, encouraging remarks. However, in some classes it is cursory and does not identify how pupils may improve. Homework is used satisfactorily to improve learning. The school meets the needs of most pupils well. Pupils with special educational need (SEN) receive good support.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a satisfactorily broad curriculum for its pupils overall but there is an imbalance in the time allocated to some subjects, which has a negative impact on pupils' learning. There is a satisfactory range of extra-curricular activities.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good with good quality support given by well-trained teaching assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The principles of right and wrong are actively promoted and provision for pupils' social and moral development is very good. Provision for pupils' spiritual and cultural development is good.
How well the school cares for its pupils	The school is good at caring for its pupils. Children are well known and this awareness is used effectively to support their personal development.

	There are good procedures for assessing pupils' attainment and progress in English mathematics and science.
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The partnership between the parents and school is good. Nearly all the parents would feel comfortable about approaching the school with a complaint or problem. Aspects of mathematics and science such as investigation and data handling need to be taught more. Limited resources in ICT currently restrict appropriate curriculum delivery and there is insufficient time allocated for the subject to be taught in sufficient depth. The school should improve its risk assessment in relation to health and safety. It is insufficiently rigorous.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership of the headteacher and senior staff is good and ensures clear direction for the work of the school. Staff have a shared commitment to improving standards.
How well the governors fulfil their responsibilities	The governing body is very supportive of the school and take an informed interest in forward planning and its day to day work. The governors fulfil their statutory duties appropriately and take an active role in evaluating the school's strengths and weaknesses.
The school's evaluation of its performance	Teaching is monitored well by the headteacher, although there is insufficient monitoring of teaching, learning and target setting by subject co-ordinators in the foundation subjects. Long term strategic planning is insufficiently developed. The school improvement plan needs to be over a longer term and linked more effectively with the budget.
The strategic use of resources	Decisions on spending are linked well to educational priorities. Grants are used effectively for their designated purpose. This ensures the best use is made of resources.

There is a good match of teachers to the demands of the curriculum. There are enough support staff and they are well trained. The accommodation is satisfactory although some of the classrooms, for example the reception classroom, are very cramped and this is impacting negatively on children's learning. Resources are adequate in most subject areas, however, there is a need for large play apparatus for the Foundation Stage.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>The behaviour of pupils at the school.</li> <li>They would feel comfortable about approaching the school with questions or a problem.</li> <li>Their children like school.</li> <li>The school expects children to work hard to achieve their best.</li> </ul>	<ul style="list-style-type: none"> <li>The range of activities provided outside lessons.</li> <li>The quality and quantity of homework.</li> </ul>

Inspectors agree with the positive comments from parents. Homework is used appropriately to improve pupils' learning. However its use is not consistent. The school provides a satisfactory range of extra-curricular activities, most of which are sport-based including football, netball and athletics. There is also a computer club and opportunities for pupils to learn musical instruments.

## **PART B: COMMENTARY**

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

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

1. Most children, when they start in the reception class, are attaining standards just below expectations, although a significant minority are achieving in line. By the time they reach Year 1, they have made good progress in their learning and their attainment is at the expected standard in most cases and for some it is above average. By the time they leave school at the end of Year 6, pupils are achieving results that are well above the national average in English and in line in mathematics and science. When results are judged against schools in a similar context, achievement is above average in English and in line in mathematics and science. The percentage of pupils reaching the higher levels was above the national average in English, in line in science and below average in mathematics. This was an improvement on last year. The school exceeded its challenging targets in English and mathematics. Pupils' achievement is good throughout the school.
2. Pupils' achievement at 11 years, when judged against their prior attainment at seven years, is above average in English and average in mathematics and science. There is good analysis of attainment by gender. There is little overall difference in the performance of boys and girls, although girls perform better in English at age 11, and boys perform better in mathematics at age seven. The school has made good improvement in English and mathematics since the previous year. This upward trend is largely the result of the successful targeting and monitoring of pupils. The school exceeded its challenging targets last year.
3. The results of the National Curriculum tests for English in 2001 for seven year olds are in line with the national average for reading and for writing. When compared to similar schools pupils' standards are average in writing but below average in reading. However, the percentage of pupils reaching higher levels when compared to all schools was close to the national average for reading and above average for writing. Standards of attainment for pupils aged 11 years are well above the national average, in relation to all schools and above average when compared to schools in a similar context. When pupils' attainment at age seven is taken into consideration the progress they have made over time is above average. In English currently, standards for seven year olds in reading and writing are average and above average in speaking and listening. Inspection evidence indicates that current standards in all these areas for 11 year olds are above average. Overall achievement is good.
4. Mathematics test results for seven year olds were above the national average and for similar schools. At the higher levels pupils' performance was above the national average. Test results for pupils aged 11 years show they are attaining in line with the national average and when compared to similar schools. The number of pupils who reach the higher levels is below the national average. Evidence gathered during the inspection indicates that standards in mathematics are in line with the national average by the end of Year 2. This is the same as at the time of the last inspection. Standards in Year 6 lessons seen during the inspection are above average. Pupils' achievement is satisfactory.
5. In science, teachers' assessments of seven-year-old pupils in 2001 showed standards were judged to be below the national average. Overall attainment at the higher level was estimated to be close to the national average. Test results for pupils aged 11 years showed standards of attainment to be close to the national average and to that of similar schools. The number of pupils who reached the higher levels was close to the national average and was comparable to similar schools. Standards of work seen during the inspection were average at the end of Year 2 and Year 6. Standards have been maintained since the previous inspection. Achievement in science is good.

6. The National Literacy Strategy is well implemented in the school and is making a significant contribution to pupils' learning. By Year 2, pupils speak confidently about their work and are keen to share their experiences. They listen attentively to their teachers and to one another, follow instructions and readily join in discussions of the shared text. By Year 6, pupils confidently express opinions in class discussions and speak with clarity and feelings during role play in assembly. The emphasis the school places on reading and the opportunities provided for it is reflected in the pupils' enthusiasm for books. By Year 2, most pupils are independent readers and levels of accuracy are good. They use a range of strategies to deal with unfamiliar words. By Year 6, many pupils have an impressive range and depth of reading experience and they read with fluency and expression. By Year 2, standards in writing are not as high as is possible because the opportunities for extended writing are restricted. However by Year 6, the standard of writing is good. Pupils write for a range of purposes, letters, news reports, argument, plays and stories, all of which reveal an impressive use of vocabulary. Basic skills of literacy are well taught throughout the school and applied across the subjects of the curriculum.
7. The Numeracy Strategy has been successfully implemented within mathematics lessons. The use of numeracy in other lessons has not yet been developed sufficiently. Where it is being used in other lessons there is a positive impact on pupils' achievements. The majority of pupils can apply a range of techniques to solve mathematical problems effectively. The pace of their learning is beginning to improve throughout the school. By the time they leave school most pupils have developed sound numeracy skills. They calculate accurately, both mentally and with pencil and paper and can explain their methods and reasoning.
8. Standards of attainment in information and communication technology (ICT) are in line with national expectations at the end of Years 2 and 6 and pupils achieve appropriately. There has been satisfactory improvement since the last inspection. For example by Year 2 pupils know how to control a computer by following a series of commands. They are able to log on to the Internet and retrieve information. Good use of ICT is being made to support other subjects, for example constructing graphs from a class survey. Year 6 pupils confidently use spreadsheets. They evaluate information by discussing the variations which occur. They use a publisher program to produce posters and calendars. However, there are some aspects of the curriculum which are not being taught, such as multimedia presentations and desktop publishing and pupils have gaps in their learning.
9. In lessons seen in both infant and junior classes, standards are in line with national expectations in all other subjects except history, where they are above.
10. Pupils with SEN make good progress in acquiring basic literacy and numeracy skills to achieve the targets on their Individual Education Plans (IEPs). However, higher attaining pupils, particularly in mathematics in the junior classes, are not always sufficiently challenged and do not achieve their full potential.
11. Since the last inspection, at Key Stage 1, there has been good improvement in standards of attainment in English and geography. Standards in the rest of the subjects have been maintained. At Key Stage 2, there has been good improvement in English, design and technology, geography and history. Standards have been maintained in all other subjects.

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

12. Pupils' attitudes and behaviour are very good and make a significant impact on the good progress which pupils make in their academic and personal development. They have improved since the last inspection when they were reported as being generally good.
13. Parents strongly confirm that their children like coming to school. From the time they join the school in the reception class pupils' behaviour and attitudes to school are very good. In many lessons, particularly in Year 2 and Years 4 to 6, pupils of all abilities show high levels of interest and involvement in their learning. For example, in a Year 2 mathematics lesson, all pupils showed excellent listening skills during the introductory session and great enjoyment in acquiring

the vocabulary to explain lines of symmetry. Similarly, in a Year 5 music lesson, all pupils eagerly but sensibly distributed the untuned percussion instruments and concentrated hard on producing loud and soft sounds. They were also keen to contribute their ideas on how to combine sounds in a group composition. During the inspection, significant numbers of older pupils were enthusiastically taking part in after-school sports competitions against other schools. The pupils in reception and Years 1 and 3 show good interest in their activities and take pride in their achievements, for example when making sculptures of the human body out of plasticine in Year 1 or finding out about the life and works of Roald Dahl in Year 3.

14. Pupils behave very well most of the time in lessons, assemblies and during breaks and lunchtimes. They are very polite and friendly and move around the school in an orderly manner. Parents are very pleased with the very good behaviour promoted by the school. The school justifiably prides itself on the rarity of severe misbehaviour and the non-existence of exclusions. A notable feature is the way in which the school is able to transform the behaviour of pupils excluded from other schools. This is due to the very good relationships in the school and teachers' very good management of pupils. The only examples of misbehaviour seen during the inspection were when a few pupils in the younger classes became rather restless and excitable after a hot lunch hour.
15. Pupils' personal development is good. This is an improvement since the last inspection when it was reported as being satisfactory. A strength is the way in which all pupils relate very well to each other as well as to teachers and all the adults involved in the school. There is a safe, harmonious and family atmosphere which ensures that there is very little harassment between pupils. Children in the reception class make good progress in their personal, social and emotional development. They gain in confidence to work in groups with other children and on their own. They learn to become sensitive to the needs and feelings of others. For example, after the teacher read them a very relevant story about friends falling out with each other, some of them were able to talk about their personal experiences of similar situations and to suggest ways in which the problems could be solved. In the rest of the school, there are many examples of pupils making very good progress in their personal development. Year 2 pupils show care for each other by speaking about what is special about someone they know in the class. They then prepare the classroom very responsibly for the end of the school day. Year 4 pupils gave a very impressive presentation to an assembly of the whole school and their parents on their cross-curricular work on the Tudors. They showed great pride and involvement in all aspects of the presentation including leading the prayer. Year 5 pupils, especially the boys, were able to express their ideals about a fair world very effectively in a personal, social and health education (PSHE) lesson which looked at how children live in different parts of the world. One boy said, "The whole world should be able to have what we have". Year 6 pupils are ready and enthusiastic to begin their new experiences at secondary school. A relative weakness in pupils' personal development is their occasional reluctance to take responsibility for their learning, for example to persevere with a task before asking the teacher for help. Pupils have no formal opportunity through, for example, a school council, to contribute their ideas and views about school life.
16. Attendance is excellent. It has been consistently very high in comparison with other primary schools around the country for the last three years. This is an impressive achievement and an improvement since the last inspection. Authorised absence is well below the national average and there is no unauthorised absence. Punctuality is very good. The school's monitoring procedures are very effective and parents provide very good support for the requirement that their children attend school regularly.

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

17. The overall quality of teaching in the school is good and the strengths far outweigh the weaknesses. All the teaching is satisfactory or better. There were no unsatisfactory lessons. This is a significant improvement on the last inspection. Teaching is strongest in the reception class, where all the teaching was good or very good. Teachers in the Foundation Stage understand very young children well and lessons are planned and delivered to a high standard. Throughout the rest of the school four out of five lessons were good or very good and occasionally excellent.

- There is a good ethos for learning in all classrooms. Where teaching was less good, it was mainly due to insufficient challenge and use of time in the lesson. These were features of some lessons in English, science, music, geography and history. The best example of teaching was in a Year 2 Maths lesson. A number of features contributed to this. Classroom control was very good and encouragement and humour was used well to motivate pupils. There was a crisp pace and planning and assessment were excellent. The skilful use of questioning broadened pupils' understanding and promoted thinking and discussion very effectively.
18. Most lessons are planned carefully with clearly expressed aims. Teaching is most successful when teachers remain focused on these objectives. This was illustrated well in a Year 5 literacy lesson. Teaching and learning is also effective when activities are lively and appeal to pupils as in a Year 6 mathematics lesson where pupils developed good mental arithmetic skills. There is effective use of computers to promote learning in some classes.
  19. Teachers demonstrate good subject knowledge and understanding in English, mathematics, art, music, history and religious education, although higher attaining pupils are often not challenged sufficiently in mathematics. In lessons where pupils were well challenged, for example in a Year 4 English lesson, they produced writing that was better than the average expected for their age.
  20. Some teachers meet the challenge of addressing the differing needs of pupils well. However there is insufficient challenge of higher attaining pupils particularly in mathematics. Where pupils are challenged successfully this is sometimes done through questioning. For example a teacher in the mental arithmetic part of a mathematics lesson in Year 2 was pitching easier questions for lower achieving pupils and asking more demanding questions of the higher attainers. As a result all pupils made very good progress in their learning. Teachers also use questioning effectively to assess pupils' understanding and progress. Within lessons, different activities can be provided, as in a Year 6 geography lesson where higher attaining pupils were working at a higher level than the rest of the class, as they studied a range of places and environments around the world. All pupils achieved well. In a science lesson in Year 2 tasks were not suited to pupils' needs and some higher achieving pupils finished very quickly. No further work, at a higher level, was provided to extend their learning.
  21. Successful teaching has a sense of urgency about it and time is used well. Pupils' interest is kept up by maintaining a lively pace to learning and by varying activities as was seen in a Year 2 geography lesson about seaside holiday resorts. Learning in this lesson was very good, helped by some very good resources and a lively exposition by the teacher. In a satisfactory science lesson, in the same class, the pace was much slower and pupils learned substantially less.
  22. Teachers plan well in English and mathematics although lesson plans in many foundation subjects lack assessment criteria. The day-to-day assessment of pupils' work is good in the Foundation Stage and English. However, the quality varies in many other subjects, where assessment outcomes are not recorded or used to change what is taught next. Overall, assessment is not yet used sufficiently to inform future planning.
  23. Overall, the literacy strategy has been successfully implemented and is taught well in most lessons. However, there is not enough emphasis on developing numeracy skills in subjects other than mathematics. In some lessons, older pupils talk for extended periods, explaining their thinking, but do not have sufficient experience of writing or recording their work using ICT.
  24. Marking is not consistently applied throughout the school and varies considerably in quality. Where marking is good, written comments are constructive and help pupils improve the quality of their work. Pupils benefit from the feedback given by good marking which shows them their work is valued. However, when marking is poor, a tick is put at the end of the page when there are uncorrected errors. Homework is used appropriately, but is not consistently set. More effective use of homework would support and consolidate the learning of pupils of all abilities.
  25. Teachers manage pupils very well. In all classes pupils behave well. Consequently relationships between pupils and teachers in the school are good. Because pupils respect their teachers, who value their pupils' efforts and contributions, learning is effective. However this would be further

enhanced if pupils were more involved with evaluating what they have learned. The school is aware that pupils need a greater knowledge of their learning.

26. Teaching of pupils with SEN is good throughout the school. Teachers know their pupils and use their individual education plans effectively. The support from specialist teachers and learning assistants is also good. They are well trained, deployed efficiently, involved in planning the lessons and give careful consideration to the changing needs of individual pupils.
27. The general standard of teaching has improved since the last inspection with a greater emphasis on planning and monitoring pupils' progress.

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

28. At the time of the last inspection the curriculum was raised as a key issue. The school had to complete the development of schemes of work for all subjects and produce a whole-school curriculum framework that would clearly state what would be taught and when and ensure that all elements of the required curriculum were covered. The curriculum should also be effectively monitored and evaluated.
29. Improvements have taken place since the last inspection. Schemes of work are now available in all areas and these incorporate a planned progression of teaching throughout the school enabling staff to know what is to be taught and when.
30. Subject co-ordinators are increasingly becoming involved in monitoring their subject areas. This involves work sampling, discussions with staff and observation of lessons. In the core subjects it also involves analysing the national test results. Detailed monitoring is not taking place across every subject but progress has been made.
31. The quality and range of learning opportunities are satisfactory overall and the appropriate curriculum is in place, including the agreed syllabus for religious education. The national strategies for literacy and numeracy are securely in place and planning is based on the official frameworks. Teachers have a flexible approach to the teaching of the literacy and numeracy hours each day so that the needs of pupils can be met. There is a clear emphasis on developing pupils' skills of literacy and numeracy and these are beginning to be well taught. Literacy is better taught through the whole curriculum than numeracy.
32. Although the curriculum is broad and includes every subject the quality and range is unsatisfactory because some aspects of mathematics and ICT are not being fully covered. In mathematics the attainment target of handling data is insufficiently planned into the whole programme through the junior classes. There are aspects of the ICT curriculum that are not being covered, for example, multimedia presentations and the use of desktop publishing. The total time allocated for class teaching of ICT is not being used. Small groups of pupils are taken out of a lesson into the ICT suite to work on the computers, but the rest of the class is not necessarily involved in ICT work in the class base. Pupils are therefore not getting their entitlement of about one hour each week for ICT.
33. Curriculum planning has improved overall since the last inspection. Each of the subjects now has a policy and a scheme of work. These include school based and commercial schemes of work. These are beginning to contribute well to pupils' progress and attainment. A whole school approach, to ensure that literacy and numeracy are used in the teaching of other subjects across the whole curriculum, is lacking.
34. The school is fully inclusive. Pupils are well supported to cater for their needs regardless of gender, ethnicity or disability. The curriculum for pupils with SEN throughout the school is good and is well supported in the lessons by the work of teaching support assistants. Pupils' individual education plans are also well used as working documents in the lessons.

35. There is a governors' curricular sub-committee which effectively monitors different subjects. Governors observe lessons and give a report back to the headteacher and to the full governing body. The school has good links with its high schools.
36. Equality of access and opportunity to the planned curriculum is satisfactory overall. However the ICT curriculum is not sufficiently covered. The school meets the need of the new Code of Practice for pupils with SEN. Their curriculum is appropriate. ICT is used well to enhance it.
37. Pupils with SEN are well supported in lessons and when they are withdrawn for additional support in small groups.
38. The school provides a satisfactory range of extra-curricular activities, most of which are sport-based. Activities include football, netball and athletics. There is also a computer club and opportunities for pupils to learn musical instruments. A number of people visit the school to contribute to its life, whether in an assembly or other aspects of the curriculum. For instance two ladies were involved in making a banner which pupils in Year 6 had originally designed for their leavers' service in Gloucester Cathedral. Parents and grandparents come into school to help with various classroom activities. Pupils are given opportunities to take part in a range of visits outside school. All these make a valuable contribution to extend the curriculum.
39. The school's provision for personal, social and health education (PSHE) is good. It is time-tabled in nearly all classes and the sample of lessons seen during the inspection were well taught. In the reception class, the children were learning to articulate feelings that arise when friends fall out, through the teacher's skilful questioning following the reading of a very appropriate story. In Year 2, pupils had been talking about what makes their friend special. Year 5 pupils were considering issues of children's lives in different parts of the world. There is no policy for personal and social education but there is for health education with appropriate coverage of sex and drugs education. Provision is well supplemented by the Life Education bus and training sessions in cycling proficiency and road safety. The contribution of the community to pupils' learning is good.
40. The school's provision for pupils' spiritual, moral, social and cultural development is good; an improvement from the last inspection when it was reported as satisfactory.
41. Provision for pupils' moral and social education is very good. From the reception class onwards, pupils are clearly taught the difference between right and wrong, through the good example set by adults, discussion of school rules and stories told in classrooms and assemblies. For example, in the first assembly of the inspection week, when many older pupils were going to take part in sports matches against other schools, the headteacher told a story about cheating in an athletics competition. Opportunities are taken in a significant number of lessons in Years 5 and 6 to debate and reflect on moral issues arising from situations such as people misrepresented in newspapers and the effects on the environment of different methods of farming and global warming. Social development is very well promoted through the strong ethos of care that permeates the school community. Pupils, many of whom have grown up together, are successfully encouraged to welcome new arrivals to the school and village. Through PSHE and other lessons, pupils are taught to share their thoughts about how to get on with each other and they learn about helping others less fortunate than themselves by raising money for charities such as Barnado's. Their termly class assemblies give them a very valuable opportunity to work together on a presentation of a topic to the rest of the school and their parents. Year 5 and 6 pupils benefit from residential experiences, such as to London, which introduce them effectively to life in the wider world. However, they do not have the opportunity to take a lead in school life through activities such as paired reading or a school council.
42. Provision for pupils' spiritual and cultural development is good. There are good opportunities in many lessons for pupils to understand and reflect on human feelings and emotions and the wonders of and threats to nature. For example, in a Year 1 music lesson, pupils were encouraged to empathise with the feelings of two bears as they tried to find a way home. In Year 2, pupils watch the caterpillars turn into butterflies and then release them in the school field. The school works closely with the local vicar of the Anglican Church to introduce pupils to the special



features of Christian beliefs and worship. This culminates in Year 6, when pupils are given the opportunity to design and then carry a school banner down the aisle of Gloucester Cathedral as part of a leavers' service held with other schools. Assemblies are soundly planned and make a strong contribution to developing pupils' sense of community and celebrating their achievement. Pupils' cultural development is promoted well through the school's good links with the village community and subjects such as English, history, music and art. Pupils learn about the diversity and richness of other cultures by, for example, using a wide range of musical instruments from around the world, exploring different types of food, undertaking cross-curricular topics such as India in Year 4 and Mexico in Year 5 and visiting a multi-ethnic school in Gloucester.

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

43. The school provides a supportive and caring environment for pupils, which is appreciated by parents. All staff know individual pupils and their families very well and have a deep commitment to their well-being and development. Staff continually share concerns and observations about pupils, whether social, emotional, behavioural or educational, both informally and at staff meetings. These features of the school are the basis for its arrangements for pupils' welfare, protection, health and safety which are satisfactory overall. Two teachers have undertaken training to deal with child protection issues and very good records are kept about any concerns. The health and safety matters identified in the last report have been dealt with successfully. The manholes in the school playing field have been removed and effective action is taken by the headteacher and cleaner-in-charge to minimise the debris left as a result of unauthorised use of the site. Appropriate checks and inspections are carried out, although the quality of the risk assessment is unsatisfactory. Two health and safety hazards associated with the internal accommodation were identified during the inspection and have been reported to the governing body. The school secretary and two first aiders ensure that good care is taken of pupils who become ill or injured during the school day, although the records kept are not sufficiently comprehensive. Mid-day supervisors have not received recent training in first aid.
44. The school has very effective measures to monitor and promote good behaviour and attendance. The behaviour policy is reviewed regularly and includes good guidance on managing classrooms and dealing with bullying. Pupils have been involved in devising the simple positive rules, which are displayed around the school and promoted in assemblies and classroom sessions. Very good steps have been taken to set up a race equality policy, with a trained governor leading staff discussion and practice. There are plenty of activities for pupils to do at lunchtime in the school's spacious grounds; helping to minimise misbehaviour. The school secretary checks attendance registers daily and keeps good records of parents' notifications of absence. The school's attendance procedures are so effective that the Education Welfare Officer has never had to be involved in a case.
45. The school provides good educational and personal support and guidance to raise pupils' achievements. There is a carefully structured induction programme for children joining the reception class. Pupils who join the school at other times, sometimes in troubled circumstances, are helped very effectively to integrate into school life. Those with special educational needs are supported well by learning support workers and voluntary helpers and, where necessary, by outside agencies. Higher attaining pupils are identified by teachers but are not always fully stretched in all lessons and there are no specific programmes for them. Achievements are celebrated through the school merit system. During the inspection, pupils of all ages were rewarded at the weekly merit assembly for their work, effort and improvement in a range of activities including drawing, reading, writing, oral contributions, scientific investigations, geography and music. Pupils in Years 5 and 6 are prepared well for the next stage of their education through residential trips and visits to their secondary school.

## **Assessment**

46. One of the key issues from the last inspection was to improve the effectiveness of assessment by ensuring that the assessment policy was systematically and rigorously implemented. Evidence from the present inspection shows that significant improvements have been made but there is still much work to be done. There has been a range of assessments implemented throughout the school from base line assessment, when children first join the school, to periodic assessment for children aged seven and 11. Through Years 3 to 5 inclusive teachers carry out their own testing and moderation. This has helped to inform future planning and changes have been made, for example, in changing mathematics groups for some pupils. The procedures for assessing pupils' attainment and progress in the core subjects are good. However, there are no formal assessment procedures in the foundation subjects and this is still a weakness. Assessment in these subjects is through marking and recording but this is very informal. Assessment is insufficiently used to inform future planning across the foundation subjects. Procedures for monitoring and supporting pupils' academic progress are good.

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

47. Parents express a good level of satisfaction with what the school provides and achieves for their children. They strongly approve of many aspects of school life, especially the approachability and quality of the school's staff and the school's expectations for its pupils which enable their children to make good progress and become mature, responsible and well-behaved. Parents at the meeting with inspectors were generally satisfied with the standards their children are reaching, especially in English and history and with the help their children receive. The main concerns of parents are the provision of activities outside lessons and the amount of homework. Inspectors found that the range of extra-curricular activities offered is typical of a small primary school and that many separately organised opportunities for children are available in the village and in the hall which operates on the school site. Provision for homework is satisfactory overall but it is inconsistently set: it is good in the younger years when children are learning to read, but there is a gap in the middle years of the school before the older pupils are given more homework to help prepare them for secondary school.
48. The school has maintained its effective links with parents since the last inspection. The quality of information provided is good. The prospectus and governors' annual report give very good information about the school, although the governors' annual report omits the required details about the school's arrangements for pupils with disabilities. Useful information is supplied in the fortnightly newsletter sent home in pupils' reading bags. A few parents said that they would like to know what their children are going to cover in their lessons, for example in the form of a termly curriculum newsletter. Annual reports on pupils' progress are good and an improvement since the last inspection when they were a key issue. The 2001 reports showed some very good reporting of pupils' achievements in English, mathematics and science. Other subjects were reported at least satisfactorily and often well, although there were some inconsistencies between teachers on reporting areas where pupils could improve. The reports for children in the reception class gave good detail about progress in the areas of learning, but combined the physical and creative development areas. Parents appreciate the formal opportunity to meet their child's teacher twice a year and look at their child's work. These meetings are supplemented by the very good accessibility of teachers, including the headteacher, at the start and end of the school day. Parents and carers are invited to attend a termly assembly when their child's class makes a presentation to the whole school. A very good number attended the one which took place during the inspection and they were warmly welcomed by the headteacher and staff. Parent governors also provide a useful link between parents and the school.
49. Parents have a very good involvement in the work of the school. A considerable number help in classrooms and with transport to out-of-school activities. The Friends of Stratton School association is a very active group which organises a wide range of successful events. It has raised significant amounts of money which have helped pay for a number of improvements to the accommodation including the new infant playground. Parents support the school excellently in ensuring that pupils' attendance rates are high. They make a good contribution to their children's learning at home. In the reception class they are given information on how to help their child with reading and this positive support can be seen in the reading record books which are sent home in

the younger classes and in the improvements in reading standards which have taken place. Very good involvement of parents was also seen in a Year 6 religious education project to record and present the milestones in pupils' lives.

50. Parents are fully involved in consultation and provision for pupils with SEN. They are consulted on the drawing up of IEPs and take part in reviews of progress.

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

51. The headteacher provides good leadership and has a clear vision of where the school is going and how standards are to be improved. A significant strength has been the development of a climate of mutual respect amongst staff and pupils alike. Staff and pupils feel valued; this improves their self-esteem and raises their level of commitment. The school has explicit aims and values and all share in the commitment to make these work.
52. The school is well managed. Senior managers work well together and promote improvement. Staff are trusted and there is a clear delegation of responsibilities and accountability for their work. The strong team ethos is reflected in their high levels of commitment. The school reviews its own work effectively. Decisions are arrived at by a thorough analysis of the problem or issue. The headteacher and his senior managers have been effective in monitoring the work of the school and this has had a positive impact on raising the quality of teaching. Staff support each other well and policies and schemes of work are developed collaboratively. Subject co-ordinators monitor learning in English, mathematics and science to help teachers assess outcomes and plan future activities, although, with the exception of these core subjects, the co-ordinators' role in monitoring teaching and learning is insufficiently developed.
53. The school improvement plan is underused as a tool for strategic planning. It needs to be over a longer term and linked more effectively with the budget. The day-to-day running of the school is very well organised. Administrative procedures and routines are clearly documented and contribute to the efficient way the school is run. Administrative staff carry out their responsibilities well and often well beyond what they are required to do. The school's use of new technology is good.
54. Effective procedures ensure good financial control. All spending is carefully monitored and regular financial statements are available for senior staff and governors. Educational priorities such as the forward planning for ICT provision, are well supported through careful financial management. All subject plans are carefully costed and relate well to the overall budgetary position for the school. The school is cost conscious and makes savings where it can in relation to the purchase of its equipment. The recommendations of the most recent audit have been implemented. Specific grants are used effectively for their designated purpose. The best value principles of comparison, challenge and competition are rigorously applied by the headteacher and governors in the school's acquisition and use of services and resources. There has been significant improvement to certain aspects of management, such as the monitoring of teaching and learning, since the last inspection.
55. Governors make an effective and increasing contribution to strategic planning and management. There is an appropriate committee structure, which monitors and evaluates the work of the school. Governors are becoming more actively involved in planning decisions. There is a shared commitment to improvement and the need to succeed. Both staff and governors are involved in regular audits and evaluations of the progress made in meeting the school's challenging targets for improvement and understanding its strengths and weaknesses. Governors are fulfilling their statutory duties in helping to shape the direction of the school by effective monitoring and providing a broad curriculum. However there are weaknesses in how well the curriculum is balanced and in the quality of the school's risk assessment.
56. There is a good match of teachers to the demands of the curriculum. There is a good mix of experienced senior staff and teachers new to the profession. There are enough support staff and they are well trained. Support staff are effective and are beginning to be well trained although

there is not yet enough support for the Foundation Stage. The process for the induction of newly qualified teachers is good. There are good procedures for all teachers to have professional interviews to identify strengths and areas for improvement. The school ensures that members of staff attend regular training sessions. Overall the good quality of the staff as a whole is beginning to have a major impact on the ethos of the school and on driving up standards.

57. The co-ordination and management of special educational needs is good. Pupils are identified early. The effective use of comprehensive records, reviews and monitoring procedures ensures that the aims and targets set in pupils' individual education plans are very effective in meeting their needs. Very good daily records are kept by learning support staff and these, along with regular meetings ensure that these pupils make good progress. The co-ordinator for special educational needs is supported well by a knowledgeable governor for special educational need. Funds and resources for pupils with SEN and statements of SEN are used effectively to raise their standard of attainment.
58. Teaching assistants are effectively deployed and are familiar with their responsibilities. The increase in the level of learning support assistants since the last inspection has made a significant impact on the support available to pupils with SEN and those with statements of SEN. Assistants are effectively included when teaching staff are planning and assessing and have clear guidelines for their work. There are, however, some areas that need further development and the school is aware of these and is committed to improving them. These include better provision for higher attaining pupils, particularly in mathematics.
59. The accommodation is satisfactory for the numbers on roll although some of the classrooms, for example the reception classroom, is very cramped and this impacts negatively on children's learning. Resources are adequate in most subject areas. However, there is a need for large play apparatus for the Foundation Stage. The overall accommodation is well used.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

### **Raise standards of attainment in mathematics, for higher achieving pupils, at age 11, by:**

- ensuring that assessment is regularly used to identify higher attaining pupils;
- monitoring and targeting higher achieving pupils to improve their performance in reaching the higher levels in National Curriculum tests;
- setting individual targets based on assessment data; and
- encouraging pupils to take responsibility for their own learning, by developing the use of self assessment by pupils.

*(paragraphs 1, 4, 10, 19, 20, 25, 45, 58, 82, 83, 79, 92, 111, 116)*

### **Improve the balance of the infant and junior curriculum by:**

- ensuring that sufficient time is given to teaching all aspects of the mathematics curriculum, particularly data handling;
- ensuring that the ICT curriculum is taught for sufficient time and in sufficient depth to all pupils;
- ensure more consistent use of the computers in the classrooms and develop the ICT suite so that better use can be made of this facility.

*(paragraphs 8, 23, 32, 36, 55, 85, 86, 95, 121, 126)*

### **Improve the way assessment is used to guide curriculum planning in the foundation subjects by:**

- ensuring that assessment is used to inform teachers' daily lesson plans to change if necessary what is taught lesson by lesson; term by term; and
- devising a manageable and practical system of assessment for each subject to enable teachers to constantly evaluate what has been learned and improve pupils' progress.

*(paragraphs 22, 46, 101, 107, 111, 142)*

**Other issues for consideration:**

- ensure that the school improvement plan is over a longer period, preferably at least three years and is better related to the overall budget;
- improved risk assessment in relation to health and safety;
- provide climbing equipment for children in the Foundation Stage;
- improving the consistency and quality of marking.

*(paragraphs 24, 43, 53, 55, 59, 69, 83, 111, 142)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	50
Number of discussions with staff, governors, other adults and pupils	35

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	16	25	8	0	0	0
Percentage	2	32	50	16	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 two 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)	180
Number of full-time pupils known to be eligible for free school meals	5

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	44

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	4
Pupils who left the school other than at the usual time of leaving	4

### Attendance

#### Authorised absence

	%
School data	3.8

#### 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)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	15	12	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	15
	Girls	11	10	11
	Total	25	24	26
Percentage of pupils at NC level 2 or above	School	93 (96)	89 (100)	96 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	15	15
	Girls	10	9	9
	Total	24	24	24
Percentage of pupils at NC level 2 or above	School	89 (100)	89 (100)	89 (100)
	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)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	8	13	21

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	6	7
	Girls	13	12	13
	Total	20	18	20
Percentage of pupils at NC level 4 or above	School	95 (86)	86 (76)	95 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	6	7
	Girls	13	12	13
	Total	20	18	20
Percentage of pupils at NC level 4 or above	School	95 (80)	86 (76)	95 (100)
	National	72 (70)	74 (72)	82 (79)

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



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

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

*This table refers to pupils of compulsory school age only.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	9.0
Number of pupils per qualified teacher	24.3
Average class size	25.7

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

Total number of education support staff	4.0
Total aggregate hours worked per week	83

*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	357543
Total expenditure	355608
Expenditure per pupil	2056
Balance brought forward from previous year	36722
Balance carried forward to next year	38657

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	1.0
Number of teachers appointed to the school during the last two years	2.0
Total number of vacant teaching posts (FTE)	1.0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0.0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	173
Number of questionnaires returned	50

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	28	4	0	0
My child is making good progress in school.	58	34	6	2	0
Behaviour in the school is good.	54	44	0	2	0
My child gets the right amount of work to do at home.	38	38	20	2	2
The teaching is good.	60	34	4	2	0
I am kept well informed about how my child is getting on.	50	36	12	2	0
I would feel comfortable about approaching the school with questions or a problem.	80	16	2	2	0
The school expects my child to work hard and achieve his or her best.	62	34	4	0	0
The school works closely with parents.	50	32	14	2	2
The school is well led and managed.	62	30	6	2	0
The school is helping my child become mature and responsible.	56	34	8	2	0
The school provides an interesting range of activities outside lessons.	14	22	44	10	10

## **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 school has successfully maintained the good standards of provision found in the previous inspection. The quality of teaching is good overall and the teachers and support staff work closely together as a team. Children are made to feel secure and happy and they settle well into school routines and make good progress in their learning.
61. The teaching is good overall and occasionally very good. There is a clear link between the activities the teacher plans and what the children learn. Explanations are careful and well paced and make sure that all children are involved in discussions and activities. The reception teacher has a good knowledge of the Foundation Stage curriculum and a very good understanding of how each of the stepping stones moves through to the Early Learning Goals. Assessment procedures are good. There are simple, formal records of children's progress over time, measured against the stepping stones in the six areas of learning. The teacher uses these assessments of children's progress to ensure that lesson preparation is well matched to children's capability.
62. The accommodation is used effectively to enable children to move freely and have access to a range of interesting and challenging activities, although the classroom is very cramped and this is impacting negatively on the range of opportunities that can be offered. There is also a need for more classroom support and large play apparatus for the outside area.
63. Most, but not all, children have pre-school experience from local nurseries or playgroups. There is good liaison with feeder nursery schools. This helps them settle quickly into their new environment and the teacher effectively builds on previous learning. Children join in enthusiastically with the rest of the school for assembly and other school activities. Good liaison between the teacher and support staff ensures success in planning for these children.
64. Most children when they start school are achieving standards just below expectations, although nearly half are achieving in line with expectations. By the time they reach Year 1, their attainment is at the expected standard in most cases and for some it is above.

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

65. Most children meet expectations in their personal and social development. On entry into the reception class, most are confident with adults and are able to observe, explore and discover. Some are able to work co-operatively or alone and take initiative. Less than half give reasons for decisions, understand when they are wrong and take turns, sharing fairly. On entry into Year 1, most pupils are confident, able to establish effective relationships and have reached the early learning goal. They seek help where needed, initiate ideas, solve problems and give reasons for their decisions. More than half show independence in dressing and are confident in making choices. The majority are sensitive to the needs of others and know right from wrong. Teachers ensure that there are good levels of support for the activities set during the day to develop co-operation. Children are increasingly prepared to take turns and to share resources. Children play and work well together. Friendships are quickly developing and all children are happy and secure in the school environment. Teaching is good. For example, in a lesson on friendship, pupils made good progress, reflecting on their own personal experiences.

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

66. Children make good progress and most are in line to achieve the expected levels in language and literacy by the end of the Foundation Stage. Speaking and listening skills develop well and most children can express themselves clearly, using simple sentences. Speaking and listening is strong. On joining the reception class, most use language confidently in a variety of situations and experiment with a variety of mark making. Approximately just under half the children

demonstrate their enjoyment of books and understand their purpose. By the time they enter compulsory education, most listen attentively and talk about their own experiences with an increasing vocabulary. The majority can make up their own stories. They clearly enjoy books, understanding how they work. More than half associate sounds with letters and words and recognise simple words. They can use pictures and symbols and write their own name. Teaching is good. It is well planned to introduce children to the significance of letter sounds, so that most are able to identify the initial sounds in rhyming words. All children understand that writing conveys meaning. Most show an awareness of the different purposes of writing and understand the use of words to convey meaning; good planning is evident by the progress children quickly make. The higher attainers can independently write a few commonly used words. They are beginning to use writing as a means of recording and communicating.

### **Mathematical development**

67. Attainment in the mathematical area of learning meets expectations. Children achieve well in this area of learning, due to well planned, appropriate activities which hold their interest and enable them to make good progress. Resources are used well to allow plenty of practical mathematical experience. In lessons the teacher demonstrates high expectations of work and behaviour. The teaching of numeracy is particularly good. On entry to the school most can match objects and symbols and a significant minority are able to use some mathematical language. By the end of the Foundation Stage most children can recognise and count numbers to ten and confidently use language such as 'big' or 'little'. Higher attaining children can order numbers in sequence and correctly count an irregular group of items. Most have begun to use mathematical names for common two and three dimensional shapes. Children are secure in their understanding of 'long', 'short' and 'small' and use their knowledge correctly. Most are able to make arrangements with objects and show an awareness of similarities in shapes. The majority can sort, match, order and sequence and most are familiar with counting rhymes and songs.

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

68. When they join the school, most children acknowledge living things and can comment on obvious differences. The majority are aware of the purpose of some features of living things and ask questions about how things work, such as guessing and observing what snails eat. A few know some features of the locality and are beginning to question differences. Less than half explore materials, use technology efficiently or have mastered the skills of cutting, joining, folding or building. However, children make good progress in their knowledge and understanding of the world. The indications are that, by the time they are ready to start Year 1, most will have achieved the Early Learning Goals in this area of learning. Children bring their knowledge of their own families and backgrounds to their imaginative play. They are beginning to differentiate between past and present, for example, when they talk of themselves when they were babies and to make comparisons between then and now. Most are beginning to use computers well. From discussions with teachers and a scrutiny of displays and planning, it is clear that a good range of experiences is successfully developing their knowledge and understanding. Teaching is good, as in the lesson on different kinds of environments, where teachers used questioning effectively to help children to empathise. To promote children's understanding of the world around them effectively, teachers prepare interesting and motivating activities.

### **Physical development**

69. The outdoor play area is not exclusively for the use of children in the Foundation Stage and there is a lack of large apparatus for pupils to use, with which to develop gross motor skills. This weakness existed at the time of the last inspection. Physical skills are more successfully developed during sessions in the hall. The teacher's use of time and her management of the children is good. Children manage to find spaces well and listen and respond quickly to instructions. Most can experiment with different ways of moving. In a physical education lesson, the teacher's praise and encouragement resulted in positive improvement. In the classroom children use and manipulate construction and play equipment with growing confidence and

dexterity. They are provided with a good range of resources and plenty of opportunity to develop their skills. Fine motor skills are well developed. However, when they first come to the school only a few are confident at climbing, balancing or are able to use scissors. Good pencil control is developing in their attempts at writing. Standards at the end of the Foundation Stage are in line with expectations. The teacher and her support staff manage young children well and show awareness of safety. The quality of teaching is good.

## **Creative development**

70. When joining the reception class, most children enjoy the tactile nature of activities and can complete tasks with help. A minority use imagination in play with others. When they leave the reception class, most children show an increasing ability to use imagination in activities and represent ideas in a variety of ways. The majority can also use a wide range of materials to express feelings and ideas and explore colour, sound and texture in two or three dimensions. There are good activities to develop children's confidence. Teachers' records show that children are achieving at the expected level in artistic development. The majority of children can make a considered choice of colours and mix paints effectively to acquire the correct shade. For example, they have enjoyed creating houses for the three pigs and using software to draw mice on a computer. Some children demonstrate good modelling skills. The provision of good resources allows children the opportunity for a wide range of experiences. For example, the role play area enhances learning most effectively by providing children with a good forum to engage in imaginative play. In music, children enjoy singing in assembly as they sing a range of songs from memory and express and communicate their feelings with a range of musical sounds.

## **ENGLISH**

71. The standard of pupils' work at the age of seven is in line with national expectations and, at the age of 11 it is above. Pupils, including those with SEN make good progress because of the good support they receive from teachers and learning support assistants.
72. Pupils in Year 2 are attaining average standards in reading and writing and above average in speaking and listening; whereas pupils in Year 6 are attaining above average standards in speaking and listening, in reading and in writing. This is because of the good teaching they receive through the use of the National Literacy Strategy. Girls achieve better than boys at age 11.
73. Pupils make good progress in speaking and listening. By the end of Year 2 they listen attentively to their teachers and to one another, showing respect for the ideas of others. They answer questions clearly and are keen to make contributions from their own experiences. They like to share ideas with one another. Their well developed listening skills are due to their teachers' insistence that all must listen when someone makes a contribution. Year 6 pupils are confident communicators and voluntarily express their feelings about their school and work. They demonstrate their ability, as for example in a whole school assembly when Year 4 pupils successfully enacted a role-play about King Henry VIII in the presence of parents.
74. Pupils are keen readers throughout the school, which promotes the love of books through regular practice and record keeping. Year 2 pupils read confidently and with expression, reflecting the descriptions of the characters. They retell stories they enjoyed and poems which they found interesting. Their reading records show a wide range of texts as well as the school reading scheme. Higher attaining pupils have favourite authors and types of fiction. They know the difference between fiction and non-fiction, contents and index. By the end of Year 6 most pupils are fluent readers, changing tone and emphasis to reflect the meaning intended by the author. They speak with good knowledge and understanding about the books of their favourite author or of a particular type of story. They keep very good records of the books they read and most use both the school and the public library. They use a variety of books in the course of their lessons and extract suitable information from the Internet. The good reading skills of the pupils are helped by

the significant contributions made by volunteer parents and learning support assistants who listen to pupils' reading on a regular basis and share the enjoyment of books with them.

75. The level achieved in writing by pupils in Year 2 is average for pupils of this age group. Higher attaining pupils are attaining levels above average, but not all are consistently challenged to improve their position. The use of half page exercise books tends to restrict the amount of work produced by the pupils. They use full stops, capital letters and question marks correctly and higher attainers use speech marks appropriately. They write for a range of purposes including letters, instructions, poetry and stories. The spelling of common monosyllabic and some polysyllabic words is generally accurate. Year 6 pupils write persuasive letters using a range of techniques and evaluate their effectiveness. They apply their writing skills across the curriculum when they write diaries of the experience of people living in the past. They write reports with the emphasis on presenting a balanced account using appropriate connectives. Their work is generally neat and well presented in joined up handwriting.
76. The quality of teaching is good overall with examples of very good lessons. Teachers have good knowledge of the subject and follow the National Literacy Strategy. The work is well planned and adapted to the level of prior attainment of the pupils. The lessons generally move at a brisk pace, which helps to maintain the concentration of pupils throughout. Resources are well used to hold the attention of pupils and to raise their motivation. Topics selected are usually relevant and topical to which pupils respond positively. For example Year 5 discussed with interest the news report about pupils' reaction to school uniform. Literacy skills are taught well across the other subjects. There is good use of ICT. Learning support assistants and volunteer helpers are given clear guidelines for working with pupils with SEN. Teachers use ongoing assessment to ensure that pupils understand, before proceeding to the next stage of learning. Pupils are very well behaved as a result of the very good relationship between them and their teachers.
77. The management of the subject is good. The co-ordinator has a clear vision for the subject and is committed to raising standards. The work is monitored through lesson observations, planning and the scrutiny of pupils' work. Resources for the subject are good with plentiful supply of up to date texts and other resources. The co-ordinator gives good support to her colleagues. There has been good improvement since the last inspection.

## **MATHEMATICS**

78. By the age of 11 standards in mathematics are in line with the national average. Pupils' achievement, when their prior attainment at the end of the infants is taken into account, is close to the national average. The trend over the past three years has shown an improvement. There is only a slight difference in the performance of boys and girls, with boys being just above the national average and girls being just below.
79. Observation of lessons and a scrutiny of pupils' work show that standards are in line with national expectations by the end of Year 6. In some junior classes the standard of work seen is above the national expectation. By the age of 11 pupils have a good understanding of place value to four digits. They can change simple fractions to decimals and they can record calculations using all four rules to two places of decimals. In oral and mental work they are able to use a variety of different strategies to solve mental calculations. They are familiar with odd and even numbers and with negative numbers, which they can order correctly. Pupils have an understanding about finding the square root of a number and what the square of a number is. They have a good understanding of how to use raw data to construct a variety of diagrams and graphs, for example, spelling scores for pupils in the class, or the height of pupils at different ages. They are able to use this data to answer further questions. Pupils can recognise two- and three-dimensional shapes and can describe some of their properties. They understand the principles of reflective symmetry and can talk about how they show this. They have an understanding of probability and carry out simple investigations and record their findings in different ways, for example, as a graph or a pie chart. They are developing their measuring skills and can compare metric measurements with the old imperial ones. They are learning to solve mathematical problems involving numbers, money and measures. Although there are computers in each classroom,

insufficient use is made of them during the lessons to reinforce work being done. There is some evidence of work being done in investigative mathematics but more attention needs to be given to this area so that the work is rooted in everyday examples. The work being done in data handling is insufficient to enable the higher levels to be achieved.

80. By the age of seven standards in mathematics lessons seen during the inspection are in line with national averages although pupils last year achieved above average results. The trend over the last three years shows an improvement in the standards reached. Boys' results are above the national average while girls' are below.
81. Pupils are making sound progress in numeracy and in the areas of number, space, shape and measure. However, there is insufficient work being done in using and applying mathematics, taking everyday examples as the basis for their work. By the age of seven pupils have a good knowledge of place value up to 100. Some pupils are able to solve problems up to 1000. They know about number bonds. Their number skills are developed through the use of games and different activities during the beginning of each lesson. They can use mental recall of addition and subtraction in solving problems with large numbers. They understand some of the properties of two- and three-dimensional shapes, such as regular polygons and cubes. They can describe some of the properties of these shapes, for example the number of faces and corners. They are learning about simple fractions and can talk about parts of a whole number as being a fraction.
82. The progress which pupils make in lessons is generally satisfactory, sometimes good or very good and, in one case, excellent. The daily sessions of mental arithmetic are effective in helping pupils to practise and apply their knowledge to their work. In the lessons seen there were no marked differences between boys and girls. Pupils with SEN make good progress across the school. The pace of pupils' overall progress has improved since the last inspection. However, higher attaining pupils are still not challenged enough and this needs to be addressed in order to raise the number of pupils gaining the higher levels.
83. Teaching and learning are good overall. No lesson was seen where the teaching was less than good. In three lessons the teaching was very good and in one it was excellent. This is an improvement since the last inspection. All teachers are observing the structure of the National Numeracy Strategy to ensure a good pace and interest level for pupils. The plenary sessions are well used to enable pupils to explain what they have learned during the lesson. In the lessons seen teachers' strengths were demonstrated by good subject knowledge and understanding. The teaching of basic skills, using mathematical language, was good and pupils were encouraged to use terms correctly. Good planning included clear lesson objectives which were shared with the pupils at the beginning of the lessons. A range of good teaching methods are used to present different challenges, for example in a Year 5 class on probability where the teacher worked with the whole class and then with different smaller groups so that all benefited. Expectations of the pupils' responses, behaviour and concentration are good, although higher attaining pupils are not sufficiently challenged to work at the higher levels. In some lessons, however, they are given challenging work but this is not consistent. Teachers' lesson plans often do not show assessment criteria for intended work and this makes it difficult to plan accurately for future work. Management of pupils is very good. The use of time, learning support assistants and resources are all good. All pupils, including SEN pupils, are given equal opportunities to succeed. Marking of pupils' work in the infant classes is generally positive and constructive, enabling pupils to understand how well they are doing. In the junior classes marking is more variable and there are inconsistencies in quality and quantity.
84. Pupils' attitudes are good and their behaviour in class is very good. They are enthusiastic and want to learn. They also respect each other and learn from each other in group work and during the introductory and plenary sessions. They respond positively and listen well. They learn new skills and consolidate previously learned ones. Pupils are polite and respect each other as well the adults in the classroom. They have a positive attitude to mathematics and respond to the challenge. The quality of learning is enhanced by their positive attitudes and good behaviour. Standards of presentation are variable, with some work being barely satisfactory and some presented well.



85. There is a satisfactory range of resources that are well used. ICT is not used consistently to enhance learning although all classrooms have computers.
86. The subject is well led by two co-ordinators, one from the infants and the other from the juniors. They have worked very hard to address issues arising from the last inspection. Through their work they have successfully implemented the National Numeracy Strategy but need to give more attention to the full implementation of handling data at Key Stage 2. Under their leadership staff confidence has increased, particularly through the introduction of a commercial maths scheme. There is a strong commitment to improving all aspects of the subject and there has been considerable progress since the last inspection. However numeracy is still underused in other subjects. The co-ordinators have carried out a programme of work sampling, observations of lessons and sampling teachers' plans and are giving a clear educational direction to mathematics across the school.

## SCIENCE

87. Standards attained by pupils by the age of 11 are in line with the national average. When compared with their prior attainment at seven years pupils' achievement is average. There is a slight difference in the performance of boys and girls, with the boys' performance being just above the national average and that of the girls being just below. The results of the tests in 2001 were lower than those in 2000, which, in turn, were significantly higher than the results in 1999. So the trend over the last three years is variable.
88. Standards attained by pupils by age seven, on the basis of teacher assessment, in 2001, were below the national average for pupils achieving Level 2 or above. However pupils' performance at Level 3 or above was close to the national average. When compared with all schools the school's performance was close to the national average. When compared to similar schools the performance was well below the national average for pupils achieving Level 2 or above but close to the national average for pupils achieving Level 3 or above. For the infants this represents a decline in standards since the last inspection. For the junior classes there has been a very slight decline overall since the last inspection.
89. From the present inspection standards are in line with national expectations by age seven and age 11. By the age of seven pupils know the basic characteristics of living things. They recognise and name the parts of the human body and a flower. They know what is needed for growth, as seen when they grow sunflowers from seeds. They set up a simple controlled experiment when putting a pot in a dark cupboard. They follow the life cycle of a butterfly as they watch the changes through the various stages before releasing the adult butterfly in the school grounds. They are able to sort materials into different groups, for example, natural and man-made materials. They learn about the different forces on materials, such as twisting, stretching, bending and squashing. They learn about the effect of a push and a pull on objects. They look at what happens when materials change, for example, what happens when ice melts. They investigate what happens when heat is used to change things, for example, an egg or cake mix. They look at things around the home and school which use electricity. Pupils understand that light is needed for seeing. They understand about simple sounds, looking at instruments which produce sounds.
90. By the age of 11 pupils have increased their knowledge of living things. They study the skeleton, the heart and other major organs of the human body. They can talk about the functions of these organs. Through a series of investigations they learn about micro-organisms and the beneficial effect which yeast has. They learn about interdependence and adaptation of living things to different habitats and environments. They have looked in more depth at materials, knowing that they can be separated into solids, liquids and gases. They know about reversible and non-reversible changes in relation to different materials. They have a sound understanding of simple circuits and can talk about the functions of resistors. They can identify different light sources and know how light can be reflected and refracted. They have a sound understanding of magnetism and have studied the basic solar system to see where earth fits into the bigger picture. Although

there was very little evidence during the inspection of any investigative work, pupils' books show that through each year attention is given to this aspect of science. The last inspection did not report on the content of the science curriculum. The present inspection shows that there is good coverage of all aspects of the National Curriculum and this indicates an improvement.

91. Teaching is good overall although better in the junior classes than the infants. Factors which contributed to the best lessons were:
- good knowledge and understanding of the work and the teaching of basic skills;
  - good use of scientific vocabulary to support pupils' understanding;
  - good clear plans with lesson objectives shared with pupils;
  - good relationships within the classroom which enabled the lesson to go at a good pace; and
  - good plenary sessions to reinforce the learning.
92. Where work was well matched to ability pupils were given equal opportunities to make progress in their learning. Higher attaining pupils are not always challenged sufficiently. This is a weakness. Marking of pupils' work sometimes lacks clarity and consistency. Where marking has constructive comments pupils are able to understand what level they are working at. Where marking is minimal pupils have no idea of their real achievement nor what goals to aim for as a result.
93. Pupils' learning is satisfactory by the age of seven and good at the age of 11. This shows an improvement over time. Pupils make a good effort to improve their learning. They are interested in the work and enjoy discovering things for themselves. Their recording of the work improves as they move through the school and is very detailed by the age of 11. The progress which all pupils make is good. Pupils with SEN also make good progress through the school.
94. Pupils respond well to the teaching they receive. Their attitudes to the subject are good. Their behaviour is very good. They respect each other and work well together when carrying out investigations. Their concentration is good. They enjoy good relationships with each other, the teachers and other adults.
95. There is little evidence of information and communication technology being used in the pupils' work and this needs to be addressed as part of the future development of the subject. Pupils build on their literacy skills in the recording of their investigations and other work. They also build on their numeracy skills by making tables for recording results of experiments and then drawing graphs from the data collected.
96. The co-ordinator has been in post about a year. Although she teaches in the Foundation Stage she has been able to make satisfactory progress in managing the science curriculum. There are good systems in place for monitoring pupils' performance in science. The national test results are analysed by the teachers with the co-ordinator. The co-ordinator sees the teachers' plans and supports the class teachers in the work being done. Assessments are made at the beginning and end of each topic. The results are recorded and older pupils are made aware of the levels at which they are working. Resources are adequate.

## **ART AND DESIGN**

97. Overall, pupils' attainment is in line with expectations at the end of ages seven and 11. From the time pupils start school they are encouraged to experiment with paint and colour, to explore pattern, to work from observation and imagination and to respond to examples of art in the world around them. Reception children have enjoyed creating a collage of " the Three Little Pigs." They have also drawn snails from observation and used a computer to draw mice effectively. Most of the pictures were lively and showed their enthusiasm for the project.
98. By the end of Year 2, pupils' attainment, especially in drawing and sketching, is at the expected level. This competence in using dry media, pencils, charcoal etc, stands them in good stead in the junior classes. Pupils' attainment in other aspects, such as painting, shows an average

range of skill and understanding. There is sound development of practical skills in some classes, although this depends largely on the subject expertise of the teacher. For example in designing sculptures with pipe cleaners in the style of Henry Moore and using a town tour as a stimulus to draw houses. The oldest pupils in Year 2 have learnt to use a larger range of materials and show increasing control of tools.

99. By the end of Year 6, pupils are competent at colour mixing and matching, using pastels, and are able to use a variety of media, like charcoal, to achieve the results they want. Year 3 has experimented with clay to make '3D monsters'. Year 4 has used digital pictures in a single colour tone, to produce effective pictures. They have also experimented printing with polystyrene. Year 5 has completed Mexican bark paintings to fit in with their project on the Aztecs. Pupils are learning to evaluate their work. There is a readiness to question, adapt and modify their own work and learn from their own mistakes. Standards achieved in painting are within the average range. Some higher attainers in Year 6 show competence in drawing with charcoal. They have completed an effective collage in the style of Lowry and depicted wooden figures of people in action in the style of Matisse. Others are learning how to focus and improve the scale of figures. They are beginning to compare methods and modify and improve their work to meet their intentions, for example, in the designing of Greek masks that show emotion, in Year 6. Most were keen to evaluate their finished designs in the light of their original ideas and discuss their strengths and weaknesses. Pupils with SEN make appropriate progress overall and use the skills they acquire in other subjects.
100. Pupils enjoy their artwork and are enthusiastic about the practical nature of the tasks. Attitudes are good. Most pupils demonstrate concentration, collaboration and respect for the work of others. They work as individuals and most can also co-operate well in groups when required to do so. Behaviour in lessons is always good and sometimes very good.
101. The quality of teaching is good. Most teachers have a good understanding of the subject, although some lack confidence in certain areas of learning and need more training in how to teach art skills. Where teachers' planning is good, it gives details of learning objectives and careful attention to the development of skills and techniques. In a good lesson in Year 6, the teacher's good planning and use of time and resources enthused pupils to not only stay with the task of designing masks, but encouraged all abilities to challenge their original ideas. Teachers are responsible for their own assessment but, most are not assessing and recording pupils' individual progress in art regularly enough. Although good learning is taking place at both key stages, there is insufficient monitoring of the quality of teaching, assessment and the standards being achieved. Examples of good learning and progress include a clear development in pupils' observational skills and in their understanding of artistic elements, as seen in Year 6. The use of information and communication technology for graphic work is underdeveloped through the school. Progress in the presentation of illustrative work in other curriculum areas is also weak.
102. The subject co-ordinator is committed to reviewing the scheme of work and plans the art curriculum well. However, there is no whole-school overview to monitor pupils' progress, consequently assessment does not adequately inform curriculum planning. Standards have been maintained since the previous inspection.

## **DESIGN AND TECHNOLOGY**

103. Attainment is in line with expectations nationally at both key stages. This is an improvement since the last inspection. The progress made by pupils of all abilities is satisfactory throughout the school. Pupils plan their design, draw diagrams, make accurate measurements and discuss their ideas before making their product. They evaluate the finished item. During their school life pupils experience the full range of the National Curriculum programmes of study.
104. In Years 1 and 2 pupils develop their making and designing skills by working with a wide range of tools and materials in constructing houses, wheeled toys and winding mechanisms. They develop skills in joining materials together, using different agents and processes. They develop their skills of designing, cutting and gluing to make a variety of constructions. They gain experience with

textiles in making puppets of various designs and use these in reflecting their preferences for colour and texture. Each unit of work in design and technology includes the aspects of designing, making and evaluation.

105. Older pupils plan their work carefully and produce appropriate designs, they understand the importance of accurate measurements and of choosing the right materials. They list the tools required, the materials to be used and the stages of development. Years 3 and 4 pupils design and make torches and use batteries to operate an alarm. In association with their history lessons they successfully design and make a Celtic village and used a Roman recipe to make bread from special flour and yeast. They design and make a money container using a range of fabrics and other materials. This involves careful measurement and design for an actual purpose. Their food technology skills improve as they learn how to make a variety of sandwich snacks. As pupils move through the school, the design process continues to be developed. Years 5 and 6 pupils create recipes for making different biscuits, study the characteristics of different types of bread and use these in making a variety of sandwiches. In Year 5, musical instruments are constructed using a range of materials. One pupil proudly demonstrated his one stringed instrument attached to a cylinder enabling a wide range of tone and pitch. By the time pupils leave school at the age of 11 they have had experiences of designing and making articles including electrically powered items.
106. The quality of teaching is satisfactory as reflected in the quality of outcomes, with teachers successfully planning design and technology projects, sometimes linked to other subjects such as the history of the Romans when pupils made models of a Celtic village at the time of Roman invasion. The quality of the finished work shows that teachers have suitably high expectations and these are conveyed to pupils. Finished products are valued by both teachers and pupils and placed on display around the school. This contributes to the pupils' sense of achievement and value.
107. The headteacher co-ordinates the work appropriately and monitors the planning of each year group to ensure that the subject is being taught well. A commercial scheme of work has been appropriately adapted to the school's needs including assessment opportunities. However, there is no consistent format for the assessment and recording of skills as pupils move through the school. ICT is used appropriately.

## **GEOGRAPHY**

108. One of the key issues from the last inspection was to raise the standards in geography throughout the school. Currently standards are average at ages seven and 11; an improvement since the last inspection. Similarly, the overall progress pupils make has also improved and is now satisfactory. Pupils with SEN also make satisfactory progress.
109. By the age of seven pupils gain appropriate experience in using maps to locate places in and around the school and the local area. They map important features, for example, shops, houses and churches. They also locate and identify different road signs. They can discuss various aspects of their environment which make it pleasant or otherwise. They are beginning to get an understanding of a map of this country and also a world map. They talk about their journeys to and from school and about what is needed for different journeys, for example, when they go to France. They look at different modes of transport, for example, bicycles, horses, tractors or walking. They can compare different places, for example, Struay with Cirencester. When they look at different places they also look at the right clothes to wear for different weather conditions.
110. By the age of 11 pupils are able to contrast Britain with other places, such as India, for example comparing the rainfall in Bangalore and London. They study life in a particular region and can talk about transport in India and how Indian people dress. Under the heading of 'we are from Europe' pupils look at different places, making comparisons between Greece, Turkey, Norway and Germany. There is some good cross-curricular work on the thirties in Britain, linking into the history and a study of the Second World War. Work is also done on the environment. There is a focus on water – the water cycle, rain, thunder and lightning and saving water. As a contrast

pupils compare deserts around the world. In Year 6 pupils have done a detailed study of rivers and mountains. They are able to identify the major rivers in the British Isles, can identify different features of rivers and have studied a map showing the River Thames from its source to its mouth. On a map of the world, showing the major mountains, they can discuss the differences between Norway and Switzerland.

111. Only two lessons were seen during the inspection, one in each key stage. One was satisfactory, the other was very good. It is difficult, therefore, to make overall judgements about teaching. A scrutiny of pupils' work showed that there was good coverage of the curriculum and this is an improvement since the last inspection. However pupils' books also showed that little account is taken of the range of abilities, particularly with regard to higher attaining pupils. There are good links with literacy through pupils' recorded work but very little evidence of links with numeracy or ICT. Where there is evidence of recorded work there is inconsistency in marking. There is a lack of constructive comments to help pupils forward in their learning. There are no formal assessment procedures.
112. Pupils' attitudes to geography are good. They enjoy talking about what they are doing and what they have learned. Pupils' behaviour is very good. Relationships are good and there is mutual respect between pupils their peers and adults.
113. The leadership of the subject is satisfactory. The co-ordinator has a clear vision for the subject and gives good educational direction to the staff. The co-ordinator is aware of the need to increase the resources. Overall there has been good improvement since the last inspection.

## **HISTORY**

114. At ages seven and 11 standards are above national expectations. Pupils enjoy the subject and make good progress as a result of good teaching. Overall standards have been improved significantly since the last inspection.
115. In Years 1 and 2, pupils develop an idea of chronology, understanding the concept of old and new, past and present. They begin to develop observational skills as they look at examples of old toys and describe the similarities and differences with those of today. Pupils learn about how homes have changed inside and out. As they use pictures to make comparisons between then and now, they begin to understand the effects of inventions of the past on contemporary life.
116. Through Years 3 to 6 pupils continue to make good progress. At age 11, they have a broad view of how the war affected people in this country and can compare the price of everyday goods in the 1930's to those in 2002. They demonstrate a good knowledge of this period. For example, they have researched how to make a Morrison shelter and know about rationing and coupons. Pupils in Year 3 have looked at the Anglo-Saxons and are keen to talk about what they have learnt. They are developing good skills in recognising the value of historical sources. They use Internet sites to obtain information; higher attainers use these sources to good effect in their work. Modified worksheets and tasks enable lower attaining pupils to produce sound work and make similar progress to other pupils. However, although higher achieving pupils are well challenged in Year 6, this is not consistently the case throughout the rest of the school.
117. In the lessons observed the quality of teaching was good overall. Most lessons were effectively planned and structured and pupils were set appropriately challenging tasks. For example, in a Year 5 lesson detailed assessment criteria for all abilities was identified in the planning and used in the lesson to evaluate pupils' learning. Where teaching was good or very good, pupils were highly motivated by the teacher's own enthusiasm for the subject. Very good relationships and high expectations enhanced learning well. Good links were made with literacy as pupils used extended vocabulary in their work on the Anglo-Saxons, in Year 3. At the end of the lesson pupils showed good understanding of their own learning as they were given the opportunity to discuss how their historical understanding has been increased as a result of their research.

118. The curriculum is based on a nationally recommended scheme of work which has been appropriately adapted to meet the needs of the school. The co-ordinator is knowledgeable, committed and has a clear vision for the subject.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

119. Standards at the end of Year 2 and Year 6 are in line with the national expectations. Pupils' progress is satisfactory; this is an improvement since the last inspection.
120. No formal class lessons were seen during the inspection because much of the work is done in small groups in the new ICT suite, which does not have the room to take a whole class. Where small group work was seen, pupils had a sound understanding of how to use the keyboard and mouse. They can word process simple text accurately and alter the font size and colour. Pupils are able to save their work correctly and obtain a print out. They can also follow instructions on a computer program. Year 2 pupils are able to log on to the Internet, type in a website address and then retrieve information. By the end of Year 2 pupils know how to control a computer by following a series of commands. They can use simple art programs, for example, to create pictures involving shapes and colour to which they can add text. They can use different tools on a computer, for example, the pencil and the brush tool. They can successfully produce graphs to show data from a class survey.
121. By the end of Year 6 pupils have a good understanding of the use computers in a range of different activities. Each pupil has a disc on which they keep their work. They know how to create a picture and use various tools to paint it. They are able to use different fonts to create a word document, and are acquiring relevant ICT vocabulary such as, file, edit, insert, format. They can use the computer to correct work which has been typed into a document. They can use a roamer that can be programmed to obey certain commands, for example, how to get around a room. Pupils are introduced to spreadsheets and databases. They learn that changes in one cell can affect the contents of other cells. They are successfully learning to use a publisher program to produce posters and calendars. They are able to search the Internet and download information which includes both writing and pictures. They are beginning to use the e-mail facility and communicate to others outside the school and are learning to do this by writing emails to pupils in other classes. However, there are some aspects of the curriculum which are not being taught. No work is being done on either multi-media presentations or desktop publishing to produce articles and other information. Pupils consequently have gaps in their learning and National Curriculum requirements are not met.
122. At present infant pupils have greater access to using computers than juniors, but the overall curriculum provision is unsatisfactory. ICT is not being used effectively in other subjects. Each classroom has a computer but during the inspection there were very few times when these computers were being used to support the learning.
123. Where teaching was seen, albeit with small groups, it was satisfactory. The teaching of basic skills was sound and pupils were given the opportunity to reinforce their learning through using the computer. Some staff still lack the necessary expertise and knowledge to teach the curriculum. All staff have undertaken some in-service training and this has helped to improve confidence and skills. Lesson planning is satisfactory and teaching methods help pupils understand the work being done. The management of pupils is good and the available resources are used satisfactorily.
124. Where computers were seen being used, pupils' learning was satisfactory. Pupils are gradually developing a confidence in their use of computers. They are enthusiastic; work with enjoyment and collaborate well. Pupils show good levels of interest and concentration. The overall progress made across the whole curriculum is only satisfactory because of the lack of whole class teaching.
125. The leadership of ICT is good. The co-ordinator is well supported by a newly qualified teacher in Year 1 and together they are working to address the issues of greater accessibility for pupils.

This includes setting up an Internet facility in every classroom. The ICT policy has been rewritten and is in the process of being adopted throughout the school. This helps to ensure continuity and progression between the classes. The new ICT suite has increased the number of computers available but it is inadequate to provide whole class teaching. The co-ordinator has clear plans for further development but at present the monitoring of teaching and learning is underdeveloped.

126. Overall there has been satisfactory improvement since the last inspection but there is still work to be done. Lessons are timetabled for pupils to have about one hour each week but this is not happening consistently because, when small groups are in the ICT suite, the rest of the class are not doing ICT. Therefore there is no consistent whole class teaching across the year groups.

## MUSIC

127. Attainment is in line with expectations nationally. Improvements since the last inspection include the adoption of a commercial music scheme increasing the range of provision for music from other cultures.
128. In Year 1 pupils gain experience in building up sounds, using percussion instruments to create loud and quiet sounds. They select instruments to produce different pitch and tone to accompany the story of the Two Bears. They are able to respond to the moods expressed in the story and alter the sounds they make accordingly. In assembly pupils sing harmoniously in parts with the older children. Pupils can maintain the beat in simple patterns of music, recognising and creating different rhythms. By the end of Year 2 pupils listen attentively to a variety of music styles, as for example, music by Albinoni. Some pupils learn to play the recorder and are keen to show their level of competence.
129. The older pupils sing tunefully, especially for assemblies and on special occasions such as the leavers' assembly in Gloucester Cathedral. They create and add accompaniment, for example to a 'Caribbean round' and 'Shalom'. The recorder group performs on special occasions at assembly. They have a good sense of rhythm and are sensitive to the different moods which music evokes. Years 3 and 4 pupils accompany the song "I've been to Harlem" with percussion instruments, observing rhythmic patterns. By varying a sequence of four notes Year 6 pupils compose a fanfare in preparation for their end of term drama production. The two pupils learning trombone showed their skill during the lesson to compose a fanfare. By the time pupils leave school at the end of Year 6 they have gained experience in performing, composing and appraising music. Pupils listen well to music, for example, Tchaikovsky's Fourth Symphony and identify the instruments used in the orchestra. Pupils have the opportunity to learn an instrument through peripatetic tuition.
130. The pupils enjoy their music lessons and are proud of their achievements. They take good care of the instruments provided for them. They are very well behaved in lessons, listen attentively and show good, spontaneous appreciation of the contributions of others.
131. The subject is taught well. The teachers are confident and are given good support by the music co-ordinator. The lessons are carefully structured and good use is made of percussion instruments to develop a sense of sound variations and rhythm. The pupils are managed very well so that lessons proceed in an orderly and enjoyable manner. Good use is made of instruments to support composition and recordings are carefully selected to illustrate the objectives of the lessons.
132. The management of the subject is good. The well qualified and experienced co-ordinator gives good support to colleagues and monitors development in the subject through planning and teaching each class at least once during the year. Visits such as to the Sundial Theatre and visitors such as the opera singer, Maria Jagusz, help to enhance the curriculum. There is a good supply of resources to enable all pupils to be involved in music making. The scheme of work enables coverage of all aspects of the National Curriculum and there is an appropriate range of music from different cultures. This feature promotes the pupils' spiritual, social and cultural development.

## PHYSICAL EDUCATION

133. Attainment is in line with national expectations at ages seven and 11. The school covers all areas of the physical education curriculum.
134. In Year 2 pupils use space sensibly, control their body movements and vary form, speed and expression. They show awareness of space when engaged in warming up exercises performing rhythmic movement, sometimes to music, which demands change of pace and assuming different postures. Year 1 pupils demonstrated effective body movements during their lesson,



travelling over and under apparatus and using the climbing frame. They know that exercise affects heart rate and the reasons why. They practise games skills well, such as catching and throwing, passing and travelling, striking and receiving. They learn to work co-operatively with partners and in groups; these activities develop team spirit.

135. By the end of Year 6 pupils build on previous achievement in gymnastic skills demonstrated by controlled movements as well as agility and style. They sequence actions to reflect flow and continuum and perform balancing acts with confidence. In dance pupils move with rhythm and poise as shown by Year 5 pupils practising salsa and merengue. They work effectively with partners and show enthusiasm for their lesson. The music chosen by their teacher helps them to change the speed and style of their movements to reflect the moods of the actions involved. In their games lessons pupils develop skills appropriate to a range of sports including football and cricket; they are helped by professional coaches from the county. In regional competitions they learn to work as members of a team.
136. The quality of teaching is good overall. Teachers know their subject well and teach with confidence. They identify good performance and use selected pupils to demonstrate to the class to raise overall standards. This was well demonstrated in the Year 5 dance lesson where two pupils showed exceptionally good rhythmic movement. Very good management skills of teachers enable lessons to proceed logically and safely because pupils know the rules and co-operate with their teacher. The enthusiasm of teachers, as demonstrated in a Year 2 lesson, is transmitted to the pupils who respond positively and give of their best. A sense of humour and sportsmanship add to the enjoyment of the lessons. Teachers also use questions effectively to enable pupils to evaluate performance and decide what they need to do to improve. They develop skills in competitive sport by evaluating their own performance and that of others. By the time pupils leave school at the end of Year 6 the vast majority can swim a minimum of 25 metres.
137. The subject is satisfactorily lead and managed. Good provision is made for extra-curricular sporting activities to enhance teaching and learning. The scheme of work has been updated to meet the requirements of Curriculum 2000 and resources have been improved and increased since the last inspection. Monitoring is appropriately done through planning and pupils' performance but the co-ordinator does not monitor teaching.

## **RELIGIOUS EDUCATION**

138. Evidence obtained by lesson observations, pupils' work and discussion with pupils shows that by the age of seven and 11 pupils' attainment is in line with expectations and they are making appropriate progress according to the locally Agreed Syllabus. Standards have been maintained since the last inspection.
139. Year 2 pupils understand the significance of special events, such as Christmas, Easter and the Jewish Sabbath. They understand why a baby is baptised and have discussed the difference between God's love and love for our families and friends. Year 1 have looked at special books and know that the Bible is a special book to Christians and the Koran is special to Muslims. Year 6 pupils were able to evaluate their progress in understanding from when they were in Year 2. Some higher achievers identified the difference between their understanding then and now as 'the ability to think and discuss from different viewpoints.' In Year 6 pupils look at the 'Rites of Passage' in Christianity and Judaism and empathise what it may mean to grow up in each faith. Year 5 have looked at the Five Pillars of Islam and are able to relate effectively how religious symbolism plays a part in both the Christian and Muslim traditions.
140. Pupils make satisfactory progress overall. Assemblies give very good opportunities for pupils to think and reflect on Christian beliefs and to relate these to their own faith. Pupils are encouraged to be accepting of differences and to care for one another throughout the school both within and outside of formal lessons. They have good opportunities to hear about faiths other than Christianity. Their personal, social, cultural and spiritual development is enriched by their work in religious education. The additional support given effectively to pupils with SEN allows them to be fully involved in lessons enabling them to make good progress.

141. Most pupils are enthusiastic and enjoy their lessons. Although some younger pupils in Years 1 and 2 are still developing their speaking and listening skills they are keen to answer questions and listen to other pupils' contributions. They enjoy being actively involved in paired or small group discussion. Displays around the school reflect good quality work.
142. The overall quality of teaching has improved since the last inspection. Teaching was at least satisfactory in lessons, with some examples of good teaching. Teachers prepare clear lesson plans. They generally have good subject knowledge as in Year 5 and make good use of other teachers' personal expertise. In the best lessons there is a good pace to learning through skilled questioning. This questioning prompts pupils to think about ideas and give opinions, as in a Year 6 lesson. The marking of work is variable across the school ranging from very good to unsatisfactory. There are no formal assessment procedures.
143. The co-ordinator gives good leadership. She is now able to take on more of the monitoring role than at the last inspection and has made an effective although limited start.