

INSPECTION REPORT

LONGLEVENS INFANT SCHOOL

Longlevens, Gloucester

LEA area: Gloucestershire

Unique reference number: 115498

Headteacher: Mrs Dorothy Cox

Reporting inspector: Mrs Janet Gill
18706

Dates of inspection: 1st to 4th February 2000

Inspection number: 196163

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 to 7 years
Gender of pupils:	Mixed
School address:	Paygrove Lane Longlevens Gloucester
Postcode:	GL2 0AX
Telephone number:	01452 520061
Appropriate authority:	Governing Body
Name of Chair of Governors:	Mr Paul Kerrod
Date of previous inspection:	3 rd February 1997

INFORMATION ABOUT THE INSPECTION TEAM

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Janet Gill	Registered inspector	English	What sort of school is it?
		English as an additional language	The school's results and pupils' achievements
		Under fives	How well are pupils taught?
Richard Barnard	Lay inspector		Pupils' attitudes, values and personal development
			How well is the school led and managed?
Melvyn Bradshaw	Team inspector	Science	How well does the school care for its pupils?
		Design and technology	
		Geography	
		Physical education	
		Mathematics (support)	
Richard Brent	Team inspector	Mathematics	How good are the curricular and other opportunities offered to pupils?
		History	
		Music	
		Special educational needs	
		Equal opportunities	
Christine Hall	Team inspector	Art	How well does the school work in partnership with parents?
		Information technology	
		Religious education	

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The Registrar
 Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Longlevens is a large infant school; it has 310 pupils, who attend full-time, from Reception to Year 2. There are almost equal numbers of boys and girls. Of the children in Reception, 56 were not yet five years old at the time of the inspection. Attainment on entry is broadly average. The majority of pupils are white (96 per cent), with a few of Indian and African (Caribbean) descent. There are only six pupils whose first language is not English. Very few pupils are eligible for and claim free school meals (six pupils). The number of pupils identified as having special educational needs (50), including seven with statements, is just below average.

HOW GOOD THE SCHOOL IS

Longlevens Infant School is now effectively led and managed by the recently appointed headteacher and many new governors. Good teaching and the quality and range of learning opportunities ensure the pupils make good progress and achieve above average standards. Pupils have very positive attitudes to learning and behave very well. The school now provides good value for money.

What the school does well

- The leadership and management provided by the headteacher and governors are now good.
- Teaching is good overall, with over a quarter being very good. The overall quality has improved.
- All pupils make good progress; as a result they achieve above average standards.
- The quality and range of learning opportunities are good.
- The staff know the children very well; the quality of care and support given to pupils is very high.
- Pupils have very positive attitudes and behave very well in lessons and around the school.
- The school makes good provision for pupils' personal development, it is very good for the under fives.

What could be improved

- Staff commitment to the school's policies, and the teamwork from a significant minority of teaching staff.
- Making better use of assessment procedures in all subjects and addressing the needs of the more able pupils.
- Management arrangements which govern special educational needs make it difficult for the co-ordinator to be fully effective.
- Outside provision for the under fives, to include a secure play area with adequate resources.
- Written reports that are sent home to parents vary in quality. They do not always make it clear what pupils need to do to improve.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When it was inspected last in February 1997, Longlevens Infants School had serious weaknesses in management, leadership and financial planning, and gave unsatisfactory value for money. Eighteen per cent of teaching was unsatisfactory and there was a need to establish an effective working partnership with parents. Since the appointment of the present headteacher in April 1999 and of many new governors, there has been a significant improvement and all areas of weakness identified in the previous report have been successfully addressed. Leadership and management of the school are now good, the headteacher and governors and the majority of the staff have a clear vision how the school is to develop. Financial and strategic planning is now very good. There is still a minority of teachers who do not share in the vision of the school and show an inconsistent approach to school policies; consequently effective teamwork is not as effective as it should be. Overall teaching is now good, with a quarter of all teaching very good. The partnership with parents is now a strength of the school.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1997	1998	1999	1999
Reading	A	B	A	C
Writing	A	C	B	C
Mathematics	A	B	A	B

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

Standards in reading and mathematics are well above average, that is in the highest twenty five per cent nationally, and above average in writing. Standards have been maintained in reading and mathematics, with a slight decline in 1998, since 1997. In writing however, standards are lower. This is due to the fact that although the school achieves well above average numbers of pupils achieving the expected Level 2 in writing, the number achieving Level 3 is below average. The school is at present developing ways to address the situation. In comparison with similar schools, that is schools with a similar percentage of pupils eligible for free school meals, results are average in reading and writing, and above average in mathematics. Targets are being met in numbers of pupils achieving Level 2; the emphasis is now on increasing the numbers of pupils achieving a Level 3. Standards in science have remained similar to those reported in the previous inspection. Almost all pupils achieved the expected Level 2 or above, a figure well above the national average, and 14 per cent the higher Level 3, similar to the average. In comparison to similar schools, results are average. Improvement is evident in information technology and pupils now experience a wider range of activities. Pupils have a broad knowledge of a range of world faiths and reach standards as set out in the Locally Agreed Syllabus, with some pupils exceeding the expectations. Standards are satisfactory in geography, history, music and physical education, and higher in art and design and technology. Standards have improved in art and design and technology. When children enter the school attainment is broadly average. Pupils make good progress and leave the school at seven with above average attainment.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes and really like school. They enjoy their lessons and are keen to contribute. They concentrate and listen well.
Behaviour, in and out of classrooms	Pupils' behaviour is very good around the school, in assemblies and in the playground.
Personal development and relationships	The personal development of pupils is very good. Pupils relate very well to each other and to adults. Pupils' harmonious and co-operative attitudes have a strong impact on their achievements in lessons.
Attendance	Attendance is good; it is above the national average.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years
78 lessons seen overall	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.

The overall quality of teaching is good. Virtually all teaching was at least satisfactory with 25.9 per cent being very good. English and mathematics teaching is good. Literacy is very well taught across the whole curriculum. The teaching of numeracy is also good but it is not yet developed as well in other subjects. Strengths of teaching include good knowledge and understanding of the curriculum and the effective teaching of basic skills. The use of questioning is a strength; teachers successfully promote discussion and elicit answers from pupils to ensure the involvement of all pupils and that concepts are understood. Effective teaching helps to promote children's learning, helps them to concentrate and try very hard with their lessons. The management of pupils' behaviour is good; this helps the majority of pupils to behave very well and have very positive attitudes to school. Assessment overall is unsatisfactory. This weakness has been recognised by the school; the co-ordinator has made a good start to the process of improvement. The recording of pupils' progress in reading is inconsistent throughout the school. Work is not always matched sufficiently well to ensure all pupils have sufficient challenge in lessons, and moved on quickly enough. Agreement of pupils' attainment is not always accurate particularly for the more able pupils. A significant minority of teachers do not always use the school's approach to the planning and delivery of the curriculum. This means that within year groups, some pupils do not receive an appropriate range and balance in the curriculum.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities are good. The curriculum is broad, balanced and relevant to the needs of pupils. All statutory requirements are met.
Provision for pupils with special educational needs	This is good. There is particularly good liaison with outside agencies. All teachers know their pupils well and try to support them. Procedures for assessing and identifying pupils with special educational needs are satisfactory. However, there is a lack of systematic arrangements.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for the pupils' personal development is good. Spiritual development is good and planned for in subjects. Reflection in assemblies is handled well. Social and moral development is good. The school encourages pupils to develop a clear sense of right and wrong, to work together and take responsibility. Provision for cultural development is satisfactory.
How well the school cares for its pupils	The school provides very good care and protection for its pupils. Pupils' welfare has a high priority; staff know the children very well. The school has good links with parents, although written reports are not always detailed enough. Parents' involvement in the work of the school is excellent.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Planning for improvement is good by the headteacher, governors and many staff. There are weaknesses in teamwork and also in management arrangements for special educational needs. Subject co-ordinators carry out their duties effectively.
How well the governors fulfil their responsibilities	The Governing Body fulfils its statutory responsibilities. It has a very good range of experience and expertise and carry out their duties well.
The school's evaluation of its performance	The school is not yet fully effective, but good measures are being developed, based on obtaining good value for money.
The strategic use of resources	Generally good, but not always used well when pupils are withdrawn in small groups from classes. Good level of staffing, accommodation and resources are satisfactory overall. There is no secure outside play area for the under fives.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • Children's progress is good. • Behaviour is very good • Teaching in the school is good. • The school is approachable and very welcoming. • The school now works closely with parents. • The school is now well led and managed by the new headteacher and many new governors. • Children are helped to become mature and responsible. 	<ul style="list-style-type: none"> • A significant minority of parents would like to have more information regarding the progress their child is making, • There are insufficient activities outside lessons.

Inspectors support parents' positive views of the school. Children do like school, they are eager to learn, behave very well and become mature and responsible. Their progress is good because of the overall effective teaching they receive. The school is approachable, welcoming and now works well with parents. Since the appointment of the new headteacher and many new governors the management and leadership of the school are now good. There are good procedures on a day-to-day basis for parents to be informed about the progress of their child, however the inspection team found that the quality of written reports varies and do not always make clear what pupils need to do to improve. The inspectors consider that the school makes good provision for extra-curricular activities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1 In 1999, in National Curriculum tests, at the end of Key Stage 1, the proportion of pupils achieving the expected Level 2 or above was well above average in reading and mathematics, and above average in writing. The proportion achieving the higher Level 3 was close to the national average in reading, below average in writing and above average in mathematics. In comparison with similar schools, that is schools with a similar percentage of pupils eligible for free school meals, results are average in reading and writing and above average in mathematics. Since 1997 attainment in reading and mathematics has remained static, although there was a slight decrease in 1998, associated with the ability of the cohort of pupils. In writing, however there has been a decline in standards, in 1997 attainment was well above average, in 1998 there was a slight decrease as in reading and mathematics, standards rose again to above average but not significantly to reach 1997 levels. The overall lower standard in writing is associated with fewer pupils attaining Level 3. Inspection evidence indicates that standards are above average in reading, writing and mathematics for pupils reaching Level 2 and above, although the number of pupils likely to attain Level 3 in writing is just about average. There is a tendency for teachers to overestimate the ability of the pupils and have put this figure higher; three of the four teachers are also new to Year 2. Factors associated with lower attainment are the school does not teach cursive handwriting sufficiently early, consequently few pupils write in a joined cursive script to attain Level 3, also pupils do not punctuate their work consistently nor use sufficiently interesting vocabulary. The school is trying to address the situation by putting in extra teaching support. This needs to be reviewed to assess the effectiveness of the withdrawal group with a learning support worker. Teacher assessment in science indicated that almost all pupils achieved the expected Level 2 or above, a figure well above the national average. Fourteen per cent attained the higher Level 3, similar to average. In relation to similar schools, the proportion attaining the expected level was close to the average, but it was below average at Level 3. Inspection evidence supports the view that relatively few pupils attain high standards in science, but most achieve Level 2. The tasks planned for the high attaining pupils are not sufficiently demanding and this limits their attainment. In science there is very little significant difference between the attainment of boys and girls, however in reading, writing and mathematics there are differences. Girls outperform boys. Girls performed well above average and boys above average. The school is currently looking at regular samples of boys' writing and has purchased more books that should appeal to boys.

- 2 Children join the Reception class with attainment that is broadly average. This is borne out by the assessment on entry data. Children make good progress, and by the time they are five, the majority attain standards at least in line with those expected in all areas of learning, with a few children attaining higher standards, particularly in language and literacy and mathematics. Most children exceed levels expected for their age in personal and social development. Standards of attainment of children under five are similar to that in the last inspection. In language and literacy, children are making at least sound progress, with some children attaining higher standards. They listen attentively to stories, songs, rhymes and poems. Carefully planned role-play and drama sessions are very effective in helping children to become confident in expressing themselves. Children talk about their experiences at school using appropriate and developing vocabulary. They have positive attitudes towards books, know that words and pictures carry meaning and understand the connection between speech and print. The most able children are able to form simple sentences, with the majority writing symbols, familiar words and letters to communicate meaning. Children make good progress in the mathematical area of learning, as they compare, sort, match and count everyday objects, know most colours and many two and three-dimensional shapes and are developing a good understanding of early measurement. Almost all recognise numbers one to ten, count accurately forwards to and backwards from ten, with some recognising and recording numbers to twenty. Children's knowledge of the world gradually increases, they learn about which materials are waterproof, can talk about different weather conditions and

physical features such as bridges, roads and woods that feature in their maps. The children use computers confidently, know the parts of the computer, the connection between the mouse and pointer and use of arrow keys. They show a growing awareness of structures and build stable bridges for the 'Billy Goats Gruff' to cross. Children use different media to create colourful, careful paintings to represent various animals, make models and draw candles using pastels. They know a good range of action songs, which they sing in the classroom and outside in playground games sessions. As in the last inspection children have insufficient opportunities to use large indoor and outdoor play equipment; there is still no outside area specifically to promote physical development. This affects attainment, for example in a movement lesson at least half of the children are not particularly light or quiet on their feet. Through their play with a variety of equipment and modelling materials, pencils and brushes, they show a growing control and ability to manage smaller items.

- 3 Pupils in Year 2 are achieving above average standards in English and mathematics. They are average in science and information technology. Attainment in religious education reflects the expectations of the Locally Agreed Syllabus. Most pupils (94 per cent) read satisfactorily and about a third are good; attainment in reading is above average. Above average numbers of pupils (94 per cent) have appropriate writing skills; just about average numbers of pupils achieve higher standards. This is a slight improvement from the last inspection. However, handwriting is still not good enough, punctuation is inconsistently used and there is a lack of exciting vocabulary used in writing. Pupils listen well and speak with confidence; standards are above average. Literacy skills are promoted well and used effectively in science and history, in mathematics pupils use mathematical vocabulary with accuracy and understanding. Above average standards are reached in mathematics. In recent years few pupils attained higher levels, the school took action to address this situation with the result that in 1999 the number of pupils achieving higher levels exceeded the national average. Pupils understand place value, recognise repeating patterns, name two and three-dimensional shapes and describe their properties. Pupils' numeracy skills are not used as extensively across the curriculum as are literacy skills. High attainers in both mathematics and science are not always challenged by the tasks set. On occasions, higher attainers are not always given sufficiently demanding investigative work. In science, pupils' attainment is average by the end of the key stage, but relatively few pupils reach higher standards. This is associated with more able pupils not being given sufficiently demanding activities. Pupils acquire good knowledge and understanding of science; skills in experimental work are satisfactory. In Year 2, pupils know that humans are 'all different' and name the external features of the human body, and know that the heart pumps blood. Year 1 pupils investigate which materials would be best at keeping teddy dry, and conclude that plastic would be most effective.
- 4 In information technology attainment is average, although pupils carry out a wider range of activities now than at the time of the last inspection. They compose, store, retrieve and play back simple musical composition, communicate ideas graphically, create pictograms and bar charts and import pictures to illustrate text. In religious education, pupils have a broad knowledge of a range of world faiths including Islam, Hinduism and Judaism. By the end of Year 2, pupils are familiar with Bible stories from both the Old and New Testament. Many pupils are aware of some of the major features and their symbolism in different services, such as christenings.
- 5 Throughout the key stage, pupils achieve satisfactory standards in geography, history, music and physical education (PE), and higher standards in art and design and technology. In geography by the end of the key stage, pupils understand that there are places beyond where they live and that life style is different in Kenya to this country. In history pupils are developing an awareness of time by seeing how toys, such as teddies, change over time. They have an understanding that Florence Nightingale lived before their grandparents. Pupils listen attentively in music and talk about the mood in music and identify different instruments, for example the oboe in 'Peter and the Wolf'. In PE both boys and girls move rhythmically reflecting changes in tempo and pitch and improve their games skills during lessons, although the extent of progress is dependent upon the teachers intervention. In art observational drawing is a significant strength, pupils observe and record well from experience and imagination. There has been an improvement in design and technology,

pupils have a good understanding of the importance of planning a design, evaluating and modifying it, before making the artefact.

- 6 Throughout the school pupils achieve well and hence progress is good. By the end of Key Stage 1, pupils have acquired a good range of literacy skills, which helps them make good progress in other subjects. The introduction of the National Literacy Strategy has helped the school to improve the breadth of experiences it offers to the pupils in both reading and writing. Pupils have acquired a good range of numeracy skills that are used well with understanding in lessons. In other subjects, pupils' ability to use numeracy skills are more limited, although there were some good examples in history and design and technology. Information technology (IT) skills across the curriculum have improved since the last inspection, pupils use IT to communicate ideas or create pictures to support topic work, literacy and numeracy. Pupils with special educational needs make good progress throughout the school in relation to their Individual Education Plan (IEP) targets. At times, achievement for some of the higher attaining pupils is not sufficiently high. This was observed in English, mathematics and science. This is because the pace of some lessons is too slow and pupils are not moved on to more challenging activities quickly enough.
- 7 Targets have been set for literacy in the National Curriculum tests in 2000 and 2001; they are very similar to that of 1999 in reading and writing, with only a small percentage increase in writing at Level 3. This does not agree with teacher assessment in writing, which is overestimated. The school has set appropriate targets in reading, mathematics and science, but not high enough targets in writing. The school considers these targets appropriate, but this does not reflect the school's efforts to raise achievement for the more able and attain higher standards. Standards in mathematics have started to rise, targets have been set for an increase in the numbers of pupils achieving the higher level over the next two years. Targets which have been set for science reflect a relevant focus for development and a slight increase has been predicted for the number of pupils reaching the higher level over the next two years.

Pupils' attitudes, values and personal development

- 8 The promotion of positive attitudes, values and personal development was reported as good at the time of the last inspection. The area continues to feature significantly in the school's work, has improved further and is now very good. Pupils show very positive attitudes to school, have developed very good values and show a high level of personal development. These have a very strong positive impact on their learning throughout the school. In almost every lesson observed pupils' attitudes and behaviour are at least good and in just over a third of lessons are very good or excellent.
- 9 All pupils are eager to come to school and clearly enjoy the experience. Pupils aged under five in the Reception classes have all settled well and are keen to participate in lessons, quickly get on with activities, enjoy answering questions and join in discussion, and are eager to do well.
- 10 In Key Stage 1 pupils concentrate and listen well. They are keen to learn and wish to improve their work. Often they work well on independent tasks when they do not need much support. Pupils were still bubbling with enthusiasm at the end of the week.
- 11 The great majority of pupils behave very well in lessons. Pupils' behaviour is very good around the school, in assemblies and in the playground. They respond especially well to the encouragement given them to play and talk by the lunchtime assistants in the playground. Only one pupil has been excluded in the past two years.
- 12 There were no incidents of aggressive behaviour or bullying observed during the inspection. Pupils, including those with special educational needs, form very good relationships with each other and adults. Boys and girls work and play together very well. Pupils' harmonious and co-operative attitudes have a strong impact on their achievements in lessons. In both assemblies and lessons pupils reflect very well on moral and social issues. They respect well the feelings, values and beliefs of others. For example, in a Year 2 lesson pupils are able to

reflect and speak about a wide range of people who have influenced them significantly. Art, dance and sport featured well in these reflections. Pupils respond well to opportunities to show initiative and develop personal responsibility throughout the school. They show caring, but natural, support to pupils with disabilities, for example developing skills of signing for pupils with hearing impairments. Year 2 pupils keenly help the youngest pupils to settle into Reception classes.

- 13 Overall attendance levels are good, being above average for similar schools. There are low levels of unauthorised attendance. Pupils arrive at school promptly and are eager to get on with lessons.

HOW WELL ARE PUPILS TAUGHT?

- 14 Effective teaching throughout the school helps to raise pupils' achievement and promotes very good behaviour, personal development and positive attitudes to school. The overall quality of teaching throughout the whole school is good. Nearly 99 per cent of teaching is satisfactory or better, with around 65 per cent being at least good. Very good or excellent teaching is a feature of 25 per cent of lessons. The school has effectively improved the quality of teaching since the last inspection, when 18 per cent of teaching was unsatisfactory and only two per cent was very good. Two key issues were specifically linked to the quality of teaching. The improvement is the result of more rigorous monitoring of teaching and planning by the current headteacher and subject co-ordinators, with the aim that all members of year teams work more consistently with one another. This has not been fully achieved. Staff are given feedback about their teaching identifying strengths and areas for development. The appointment of new staff, professional development and a change of age range for some teachers has also contributed to raising the quality of teaching. There is also less variation of the quality of teaching between and within year groups.
- 15 The teaching of children under five is good, and at times very good. The teachers' knowledge and understanding of the needs of young children and their management are very good. This ensures the children behave well, are interested and concentrate on a wide range of purposeful activities. There is very good promotion of personal and social development; this helps the children to make choices about their activities, learn right from wrong and gain in confidence and independence. There is a good balance between teacher directed and child initiated activities. Good teamwork and shared planning ensure there is equality of opportunities for the children. Teaching of language and literacy is good and promoted effectively through well-planned imaginative play areas and drama. Teachers promote mathematical vocabulary well through a range of activities, encouraging children to learn through a range of practical tasks, such as measurement when they play with the different sized 'Billy Goats Gruff'. The data gathered from baseline assessment is used effectively to group children and set appropriate work in literacy and numeracy. The quality of teaching is good in the other areas of learning, and usually very good in promoting personal and social development.
- 16 The quality of teaching is good in English, mathematics and most other subjects, and sound in geography, history and music. Teachers have a good knowledge and understanding of the National Literacy Strategy and promote all aspects of literacy well in other subjects, including the teaching of phonics; there are good examples in mathematics and science. In reading, pupils now have greater opportunities to use non-fiction books as well as fiction books and use the contents and index, for example, to find out about mini-beasts. There are still too few opportunities for pupils to work effectively in the library and locate books. This has been identified as an area for development and re-organisation of the library has already started to take place. There is now more effective use of reference books, for example in history and science when the teacher uses a Big Book to teach about magnets, this supports literacy skills well. The National Numeracy Strategy has recently been introduced satisfactorily. Numeracy is taught well, pupils use their skills to present data, describe the properties of shapes and use correct mathematical terminology. Most teachers strike an appropriate balance between mental and written mathematics. However, numeracy skills are not used as consistently as literacy in other subjects, nor as effectively from one class to another, for example in geography when the use of data collection and co-ordinates on maps varies. The

best teaching in science reflects good subject knowledge; this, combined with interesting teaching of a range of practical activities, is effective in promoting learning and progress, especially in relation to pupils' knowledge of science. Teachers have gained in confidence in promoting information technology skills within lessons and across the curriculum. Good teaching in religious education supports pupils' moral and social development well and pupils listen attentively with respect for others. Teachers encourage pupils to reflect on their personal experiences and what they are learning, which helps their spiritual development.

- 17 Pupils with special educational needs receive good teaching from the special educational needs co-ordinator (SENCO) in small withdrawal groups. Work usually matches individual education plans (IEPs) which ensures most pupils learn well and make good progress. The provision is met through very generous provision and good adult support in classrooms and other lessons. For example, pupils with physical disabilities, make good progress in physical education, because staff give them good support and select appropriate resources for them. There is satisfactory liaison between class teachers and the SENCO overall; but there is a lack of clarity over management arrangements; the SENCO is not involved in monitoring provision. Teachers' plans are suitably differentiated and teachers can follow the practical, straightforward IEPs, however they could be more focused and include mathematics targets.
- 18 Planning is mostly good throughout the school and based on National Literacy and Numeracy Strategies and year group plans. However, there are inconsistencies that affect progress and attainment between some classes. For example when three out of four teachers taught simple co-ordinates in their island map work in geography, the fourth teacher omitted this feature. Plans usually include activities for pupils of differing abilities well in literacy and numeracy, but this is not always included in other subjects, for example the needs of the higher attaining pupils are not always planned in science. Within most lessons time available is used well, although there are inconsistencies sometimes in literacy lessons and they are longer than the recommended time. There are occasions when pupils sit too long on the carpet for the introductory session, and the plenary is sometimes rushed and not used effectively to evaluate pupils' work and draw out the teaching points. In a few other lessons, particularly in science, more able pupils are not moved on to more demanding work sufficiently quickly, consequently pupils do not reach higher standards. The use of questioning is effective; teachers successfully promote discussion and elicit answers from pupils to ensure the involvement of all pupils and concepts are understood. Good examples were seen in literacy sessions. Learning support workers are well deployed in the classroom; they are well briefed and provide good support, this enhances pupils' learning. There is however, some inefficient use of teaching and support staff when supporting small groups of pupils outside of the whole class lesson. This is to be reviewed.
- 19 The management of pupils is good; this helps the majority of pupils to behave very well. On the rare occasions when a child exhibits challenging behaviour, the teacher effectively deals with the situation with minimum disturbance to the other children, who are keen and interested in getting on with their work. The interest and amount of effort pupils put into their work; coupled with effective teaching, ensures good progress is made. The use of homework is satisfactory, and at times good. For example in extending pupils' knowledge of library skills, a teacher gave related homework. The use of marking is satisfactory and sometimes good, particularly when comments are included to encourage improvement. However the use of day-to-day assessment to inform planning is not sufficiently focused, and does not clearly inform the teacher what is to be taught next to different groups of pupils. This leads to a lack of challenge in some cases for the high attaining child.

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

- 20 The quality and range of learning opportunities offered to pupils in the school are good. All statutory requirements for the curriculum are met, including religious education and the provision of a good programme for personal, social and health education. The curriculum for the under fives is appropriately organised on the required areas of learning; the provision in language and literacy and mathematics is good. The children's personal, social and emotional development is catered for very well through the calm, purposeful and supportive

environment created in the Reception classes. However, a weakness is the absence of a designated play area which restricts opportunities for physical development. A good range of visits supports the pupils' learning.

- 21 There are now effective schemes of work in most subjects. These are detailed in the core subjects and in most of the foundation subjects. As a result, the opportunity for all pupils to learn and to make progress is now safeguarded by the schemes. The identification of pupils with special educational needs ensures that they get appropriate support and this helps their long-term progress. In many of the lessons observed, the curricular provision for them, with secure, detailed schemes of work, good support and satisfactory learning plans resulted in good progress. Whilst teachers plan to meet the needs of higher attaining pupils, in some lessons observed such pupils were often insufficiently extended, for example, in investigative mathematics, science and extended writing. The school has not yet analysed effectively the possible reasons for the relative under attainment of boys in the core subjects; as a result, strategies to address this issue are at an early stage of development. Similarly, the withdrawal of some pupils from a range of lessons for further reading, or other tasks, sometimes means that they do not derive full benefit from the school's curriculum.
- 22 The school's strategies for teaching literacy are having a good impact on all aspects of the pupils' literacy work. This is because of the effective implementation of the National Literacy Strategy and a very good planned provision to develop literacy across a range of subjects. A very good range of literacy activities is now in place.
- 23 Strategies for teaching numeracy are good in their impact on pupils' learning. Pupils measure, weigh and calculate distance, weight and length in science although they do not use specific mathematical vocabulary, for example when comparing materials; measure with templates in design and technology and produce graphs on the computer.
- 24 Parents commented in the questionnaires that there was an insufficient range of activities outside of lessons. The inspection team considers the school makes satisfactory provision for extra-curricular activities, given this stage in its development. Opportunities are provided for keep-fit, country dancing and recorder club.
- 25 The contribution of the community to the pupils' learning is good. The parents association raises money for the school; large numbers of adults visit the school and hear reading and pupils are confident with a wide variety of adults who help them during the school day. There are good relationships with the local church and the annual Carol Service is held there. The school has good relationships with partner institutions: there are half-termly meetings with the playgroups and good links with the junior school and the Opportunity Centre. These have a positive effect on the pupils' learning.
- 26 Provision for the pupils' personal development is good. There is a satisfactory personal, social and health education programme, with appropriate attention to all the required elements. The provision for spiritual, moral, social and cultural development is good. Spiritual development is good and is planned for in several subjects of the curriculum and religious education makes a particularly notable contribution. In art, pupils develop a sense of awe and wonder when they see for the first time the effect of the mixing of watercolours and reflection in assemblies is handled well. There is good provision for moral development. Assemblies deal with moral themes and the school encourages pupils to develop a clear sense of right and wrong. Both school and class rules are often spoken about and teachers spend time discussing with individual pupils the impact of their behaviour on others.
- 27 Provision for social development is good. Adults encourage the pupils to work well together and to take responsibility in lessons for getting out apparatus and equipment and helping to put it away. The system of appointing pupils to collect registers, help in the dining hall and look after Reception children when they first arrive in the school offers pupils a good range of opportunities to take responsibility. The school is an orderly community, so that occasions such as assembly and lunchtime are pleasant and give pupils a good framework for their continuing social development.

- 28 The provision for cultural development is satisfactory. Pupils study their own culture: they are taught to play traditional playground games and know about aspects of national history. There is a good range of poetry, art and stories on display around the school. Pupils study European artists, such as Kandinsky, and produce attractive African masks in art.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 29 The very supportive environment provided by the school for all its pupils helps to ensure that all feel valued and comfortable. The majority of adults, including the many non-teaching staff and parents, make strenuous efforts to support pupils in the school. Assessment procedures, which were described as 'thorough and detailed' in the previous report are now unsatisfactory. This weakness has been recognised by the school and the co-ordinator, who took over from a colleague a few months ago, has made a good start to the process of improvement. She has produced a new, clear and helpful assessment policy, which includes detailed guidelines. Where satisfactory assessments are completed, the information gained is used adequately to inform planning and groupings of pupils.
- 30 The school has recently introduced a local education authority assessment and recording book. This is a helpful start. Already teachers have begun to use this systematically to assess, for instance, pupils' speaking and listening skills. Overall assessment in English and mathematics is sound, but there are areas of weakness. The recording and assessment of pupils' reading skills varies enormously; in some cases it is detailed and identifies key strengths and weaknesses; in other cases it is little more than a list of books read. The reading record provides a good link with home and includes parents' perceptions of their children's reading. Assessment generally, however, is not consistent or focussed. There is a lack of understanding about the nature and purpose of assessment amongst the staff. Too often teachers see assessment as a 'bolt-on' activity, rather than an integral part of the teaching process. This is reflected in the practice of assessing science at the end of Year 2 by the use of out-of-date National Curriculum tests; this has now been discontinued. Teachers' planning invariably refers to 'assessment', but often this is merely a restatement of learning objectives and lacks a clear focus. The statements are rarely followed through or the results recorded. National Curriculum tests and other standardised tests, such as for reading ages, are completed systematically. The school's portfolio of evidence contains leveled work for English, mathematics and science. This material is not sufficiently extensive to be of value to staff and tends to over-estimate performance at the higher levels. Assessment procedures in other subjects are inconsistent and rarely helped by clear guidance. A useful booklet is to be introduced to aid assessment, including pupil self-assessment, in information technology. Staff generally know their pupils well in relation to their general ability and this information informs groupings of pupils satisfactorily. Assessment of pupils with special educational needs is organised well, but the information is not always used to best effect; for instance the withdrawal of pupils for small group support, even though only on an early stage of the register. The school complies with the requirements of the code of practice and statements and reviews are up to date. Pupils' statements for specific disability related needs are met well. There is particularly good liaison with outside agencies.
- 31 The previous inspection commented on the lack of 'baseline assessment'. Good procedures are now used to assess children's attainment shortly after they enter Reception. The main areas covered are language and mathematics. The information gained by this process is analysed carefully and successfully used to plan the delivery of suitable work. A formal system has recently been introduced to assess aspects of children's personal and social development in Reception. Such formalised procedures are not used in Key Stage 1, but it is planned to extend the process as children move through the school. Class teachers do know the personal characteristics of their pupils and include this in their annual reports.
- 32 Staff in the school take great care to ensure the health, safety and well-being of the pupils. Pupils are carefully supervised as they move around the school, and during playtime and lunchtime. Personal awareness of health and safety is effectively encouraged through discussions in science lessons about fitness and diet and in physical education. All staff, except those who recently joined, have been trained in first aid. This is a significant improvement since, at the time of the last inspection, there were no first aiders on the staff.

There are well-established routines in place for the care of pupils with medical conditions. The links with outside support agencies are satisfactory. The majority of parents feel that they find it easy to approach the school if they have any concerns.

- 33 The headteacher recognises that the current behaviour policy is unsatisfactory, does not promote a consistent whole-school approach or a positive behaviour management programme. She plans to develop a new policy in co-operation with all staff. The very good behaviour evident in the school is due to the strategies employed by most teachers, as well as the values most pupils bring from home. Some of the more inexperienced teachers, in particular, experience occasional difficulties owing to the lack of regular systems. Bullying is rare; teachers keep records whenever it occurs and instances are dealt with firmly.
- 34 Procedures for monitoring and improving attendance are good. The school provides detailed guidance to families to ensure that children attend school promptly and regularly. The school is helped by the fact that pupils generally enjoy school. There are a few occasions when parents take children from school for holidays during term time. The headteacher recognises that there may be particular reasons why this may be beneficial for the child, but such absences are usually discouraged.
- 35 The arrangements for child protection are very good. The school follows the local authority guidelines and the headteacher is the named person responsible. In her absence, the two members of the senior management team deputise. Staff are fully informed of the procedures in place. Training of staff took place about three years ago, although the induction programme for newly qualified teachers includes this area.
- 36 A governors' committee is responsible for health and safety. Fire drills take place in most terms and the results carefully documented. Security of the site has been evaluated and is much improved. The most recent round of risk assessment and health and safety monitoring has begun, but has not yet been completed.
- 37 The care provided by the school helps pupils learn in a secure, happy environment and this helps to ensure that children settle into school and make mostly good progress. The lack of systematic and organised assessment procedures, however, means that precise information about what each pupil can and cannot do is not readily available. As a result, although teachers base the work on their personal knowledge of the children, there is not always sufficient challenge in some lessons.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 38 The school has made significant improvements in working in partnership with parents since the previous inspection. What had formerly been identified as a weak area, is now a strength. The school has been successful in improving the quality of information to parents and has established an effective working partnership between home and school. There are effective and productive links with parents which help to consolidate and extend pupils' learning.
- 39 Parents are very pleased with the standards achieved and with what the school provides, with no major concerns. Information to parents is satisfactory overall. The school has good quality links with parents and carers through informative newsletters, personal contact, comment forms, curriculum guidance and information and dialogue in home/school reading books and reports. There are appropriate opportunities to discuss children's progress during the year. Consultation meetings are well attended and there are frequent informal meetings between parents, class teachers, headteacher and school governors. However, the quality of written reports varies. Written reports do not always make clear what pupils need to do to improve. Parents are able to comment on reports and to request a follow-up meeting to discuss them if necessary. The special educational needs co-ordinator runs a "Forward Together" programme to help parents of pupils with special needs to support their children at home. Parents are appreciative of this.

- 40 Many parents help regularly in the school. They feel both welcomed and valued. Parents are making an excellent contribution to children's learning at school and at home. The good quality home/school agreement is clear and understood. It identifies what is expected from home and what the school expects of children. The impact of parents' involvement in the work of the school is outstanding. The 'Friends of Longlevens' is a dynamic organisation, which has made a significant contribution to the facilities and environment of the school through imaginative initiatives, successful fund-raising and the commitment of human resources. The school won the 'Civic Pride Challenge Award' for the on-going 'Garden Project'. Parents, children and staff are regularly involved in the care and development of the gardens which provide a stimulating and valuable resource for learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 41 The leadership and management of the school are now good and having a positive impact on pupils' achievements. The school has taken very positive steps to address the key issues raised in the previous report in relation to strategic and financial planning, the leadership shown by the headteacher and governors, and the management of other facilities on the school site. The headteacher, since her appointment, and the governing body, many of whom are recent appointments, have taken effective steps to identify the significant strengths and weaknesses of the school and have made a promising start to address the weaknesses. They are fully aware of the outstanding issues and are well placed to move forward further.
- 42 Most staff show very good commitment to the school's aims and objectives; however a significant minority of teaching staff are not consistent in their approach to planning. They do not co-operate effectively in a team situation. Parents have commented on the inconsistency of work being carried out.
- 43 Delegation to staff of management responsibilities is satisfactory; subject co-ordinators carry out their duties effectively. However, job descriptions are out-of-date and unhelpful and are to be reviewed. This is particularly unsatisfactory for the special educational needs co-ordinator and means that arrangements which govern the management of special educational needs make it difficult for her to be fully effective. Currently the SENCO makes only a limited contribution to the management of the school as she is not on the senior management team. The headteacher, who is well supported by the senior management team has a heavy management commitment especially as the school has yet to appoint a deputy headteacher.
- 44 The governing body has very good levels of expertise and is very enthusiastic and supportive. They provide good support in relation to using their skills in order to have the maximum impact on the achievement and welfare of pupils. Areas of pursuing 'Best Value' and 'Health and Safety' are particular strengths. Evaluation systems relating to outcomes and future development are not yet in place. The governors' current work, for example in setting new terms of reference for committees and establishing link governors for subjects is a positive start to the process. The governor responsible for special educational needs is well informed and supportive. All governors meet their statutory responsibilities.
- 45 Teaching throughout the school is monitored effectively by senior staff. Curriculum co-ordinators manage their areas well. This has helped the school move forward in some of its recent developments, for example the successful implementation of the National Literacy Strategy. The system for identifying teachers' developmental needs are good. All staff receive appropriate and well focused training in relation to both school and professional needs. There are very good procedures in place to monitor and support newly qualified teachers. These have had a positive impact on the standards of teaching in the school. The school is an effective provider of initial teacher training and uses the students' time well in the classroom.
- 46 Financial management is good. The headteacher and governors have put the school on a very sound financial footing. Strategic financial planning is very good with a clear analysis of future commitments, the impact of fluctuating pupil numbers and a clear awareness of future

implications of current financial decisions. The school improvement plan clearly identifies priorities and costs. It links well to the budget allocation process. The day-to-day administration of the school finances is undertaken efficiently. Administrative staff support the school well, working to ensure the smooth running of the school and keeping intrusion into the working day of the headteacher and staff to a minimum.

- 47 The school makes good use of specific funds for pupils with special educational needs with a positive impact on their progress. Although governors have yet to take steps to examine value for money when looking at its expenditure on special educational needs.
- 48 The school has a good number of teaching staff who are appropriately qualified with a wide range of experience. They are supplemented by a good level of experienced support staff and an excellent level of parental help in the classroom. Use of teaching and support staff is good within the classroom; the school has clearly defined a priority to provide single aged classes and has used staffing resources well to support this.
- 49 There is some inefficient use of teaching and support staff in the provision for small groups of pupils outside of the whole class lesson. This applies to both pupils with special educational needs and those pupils the school has identified as higher attainers.
- 50 The accommodation is satisfactory overall. The school is acting positively in responding to the recently delegated budgets but also is being aware of opportunities for obtaining capital funding from other sources. The rolling programme of redecoration and repairs being developed is having a positive impact on the previously neglected building. Accommodation for pupils under five is unsatisfactory; there is no secure outside area for activities with large equipment, and classrooms are inadequate for the range of activities provided. Display is used well in most classrooms and corridors to create a stimulating environment. The school has adequate resources that are used well in all areas, with the exception of the lack of large toys for pupils under five. Current use of new technology is satisfactory; it is too early to evaluate the impact of the recent development of a computer room. Resources for science and literacy are good, helping to improve pupils' achievements in these subjects.
- 51 What could be improved?
- 1) Staff commitment and response to the school's policies and co-operation from a significant minority of teaching staff.
 - 2) Making better use of assessment procedures in all subjects and addressing the needs of the more able pupil.
 - 3) Management arrangements which govern special educational needs make it difficult for the co-ordinator to be fully effective.
 - 4) Outside provision for the under fives, to include a secure play area with adequate resources.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- (1) Improve the management and leadership of the school still further by:
 - Ensuring that all staff show commitment to, and implement, all the school's policies;
 - Creating effective teamwork so that all teachers follow curricular planning to the same degree as other members of the year group.(Paragraphs 14, 16, 18, 42, 88, 89)
- (2) Ensure assessment procedures are fully implemented and consistent throughout the school by:
 - Making better use of assessment and monitoring of pupils' achievements to enable clear learning objectives to be set, in order that daily planning is more focussed;

- Ensuring work is more carefully matched to pupils' level of attainment in order to offer sufficient challenge for all pupils in all lessons especially the more able pupils;
- Enabling teachers to work with colleagues to assess work more rigorously and agree standards against National Curriculum levels throughout the school, with particular emphasis at the end of the key stage;
- Developing a consistent approach to recording and assessing pupils' reading skills.

(Paragraphs 1, 3, 6, 7, 18, 19, 21, 29, 30, 37, 61, 69, 73, 75, 76, 80, 81, 85, 86, 89, 103, 107)

(3) Clarify the management arrangements which govern special educational needs by:

- Reviewing all job descriptions for teachers, including that of the special educational needs co-ordinator (SENCO) to clarify the role of the SENCO in managing provision for pupils with special educational needs and support staff;
- Evaluating the effectiveness of the withdrawal of small groups of pupils with minor special needs from class lessons, in particular literacy and numeracy lessons;
- Ensuring the SENCO is involved with monitoring provision along with the teachers and support staff;
- Extending the support for special educational needs to include mathematics as well as English targets.

(Paragraphs 17, 18, 30, 43, 49, 65)

(4) Ensure that all children under five receive their full entitlement to the physical area of learning by:

- Developing a secure outside area for outdoor play, preferably with ready access from the classrooms;
- Ensuring more opportunities are planned for children to play and exercise outdoors;
- Providing suitable large equipment and storage, when resources allow.

(Paragraphs 2, 20, 50, 53, 58)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Ensure written reports that are sent home to parents are of a consistently high quality.
- Provide greater detail in the written reports so that parents have a clearer idea of what their children can and cannot do, and what their child needs to do to improve

(Paragraphs 30, 39, 63)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	78
Number of discussions with staff, governors, other adults and pupils	62

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1.28	24.4	38.5	34.6	1.28	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	0	310
Number of full-time pupils eligible for free school meals	0	6

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	0	50

English as an additional language	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence	%
School data	4.1
National comparative data	5.4

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	59	58	117

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	53	53	58
	Girls	57	57	58
	Total	110	110	116
Percentage of pupils at NC level 2 or above	School	94 (90)	94(87)	99 (88)
	National	82 (80)	83 (79)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	54	58	56
	Girls	57	58	58
	Total	111	116	114
Percentage of pupils at NC level 2 or above	School	95 (91)	99 (88)	97 (96)
	National	82 (81)	86 (85)	87 (86)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	0
Indian	4
Pakistani	1
Bangladeshi	0
Chinese	0
White	209
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	1	0

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

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	13.5
Number of pupils per qualified teacher	25.8
Average class size	25.8

Education support staff: YR – Y2

Total number of education support staff	12
Total aggregate hours worked per week	268

Financial information

Financial year	1998/1999
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	£
Total income	500523
Total expenditure	509572
Expenditure per pupil	1513
Balance brought forward from previous year	52410
Balance carried forward to next year	43361

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	620
Number of questionnaires returned	167

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	35	1	0	1
My child is making good progress in school.	54	40	3	2	1
Behaviour in the school is good.	34	61	4	0	2
My child gets the right amount of work to do at home.	22	64	11	2	1
The teaching is good.	43	53	1	0	3
I am kept well informed about how my child is getting on.	29	51	17	2	1
I would feel comfortable about approaching the school with questions or a problem.	59	34	5	2	0
The school expects my child to work hard and achieve his or her best.	44	51	1	0	5
The school works closely with parents.	27	61	8	2	2
The school is well led and managed.	55	40	1	2	2
The school is helping my child become mature and responsible.	42	55	2	0	1
The school provides an interesting range of activities outside lessons.	10	38	22	5	25

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

- 52 Children enter into the Reception classes in the autumn term in the year in which they are five. All children were attending full-time at the time of the inspection, with fifty-six of the ninety-two still under five. The induction arrangements are good. Positive links have been established with the parents, the opportunity centre and local playgroups. All children settle into school routines well, including those with special educational needs. Children's levels of attainment when they enter the school are broad but are, overall, average. Children make good progress, and by the time they are five, the majority attain standards at least in line with those expected in all areas of learning, with a few children attaining higher standards, particularly in language and literacy and mathematics. Most children exceed levels expected for their age in personal and social development. Standards of attainment of children under five are similar to that in the last inspection.
- 53 The classrooms and corridors are used well to promote an attractive stimulating environment based on all areas of the curriculum in spite of the cramped space. The broad and relevant curriculum is sound and supports children's intellectual, physical and social development well. There is no secure outside area, this restricts the school from offering the full physical development programme. The curriculum is based on the recommended desirable outcomes for learning during the autumn, leading into the National Curriculum in the spring term. Teachers plan together to ensure equality of access for all children within the Reception year. Baseline assessment is carried out during the first few weeks in school, and used effectively to inform planning particularly in language and literacy and mathematics. The baseline data confirms that children are broadly average when they enter the school. The school has recently started to monitor personal development on entry and during the Reception year.
- 54 Children's personal and social development is given a high priority to good effect. Teaching is good and very often very good in this area. Staff act as good role models for the children, helping them to form positive relationships with one another. Children are encouraged to be independent and make choices about their activities. This is promoted particularly well in one class when children plan and review their work with the teacher. Children are responsive and interested, taking part in all the activities provided for them with enjoyment. Even the youngest children are able to work with concentration and persevere in their learning. Teachers promote caring and respect for one another very well through all activities and particularly through religious education lessons, as observed during the inspection. Children were able to establish right from wrong and talk about caring and being a friend after hearing the story of 'The Good Samaritan'.
- 55 In language and literacy, children are making at least sound progress, with some children attaining higher standards. Teaching is good, the children are provided with a wide range of activities that support the development of language and literacy, specifically during two mornings a week and then effectively through other areas of the curriculum. The children listen attentively to stories, songs, rhymes and poems. Imaginative role-play is carefully planned and is very effective in helping pupils to become confident in expressing themselves. Children are encouraged to use appropriate language when playing in the travel agents and successfully act out the different aspects of booking a holiday. They are enthusiastic during drama sessions, when there was great excitement being 'trolls' in the story of the 'Three Billy Goats Gruff'. They talk eagerly about their experiences at school using appropriate and developing vocabulary. They have positive attitudes towards books, know that words and pictures carry meaning and understand the connection between speech and print. They are developing a good understanding about books and know the role of author and illustrator. The most able children are able to form simple sentences, and the majority are able to write symbols, familiar words and letters to communicate meaning.

- 56 Attainment in mathematics for children under five is in line with that expected nationally, with children attaining appropriate levels in the desirable outcomes in learning, with some reaching higher levels. The children make good progress in their mathematical development and acquisition of skills, through a wide variety of experiences. Children compare, sort, match and count everyday objects, know most colours and many two and three-dimensional shapes. The quality of teaching in mathematics is good. The use of mathematical vocabulary used by teachers is very effective in helping children make good progress. In one lesson, work was challenging and children were able to transfer their knowledge and vocabulary of two-dimensional shapes to that of three-dimensional ones. Almost all recognise numbers one to ten, count accurately forwards to and backwards from ten, with some recognising and recording numbers to twenty. They are developing a good understanding of early measurement; for example, through role-play activities using different sized Billy Goats Gruff.
- 57 Children make sound progress in learning about the world in which they live and reach satisfactory standards in this area of learning. In science, children begin to learn how to record science experiments when they carry out an investigation about which materials are waterproof. They can talk about different weather conditions and identify correct weather conditions from pictures. Most know that wind is required to move a sailing boat, which they tried with effective encouragement from the teacher, by blowing a boat they had previously made. Good teaching with an emphasis on geographical terms, ensured children were able to make and evaluate work on maps for 'Little Red Riding Hood' to travel to Grandmother's house. Children are able to talk about physical features of places such as bridges, roads and woods. Teachers create good opportunities for children to be aware of the features of structures, such as bridges, when they are encouraged to build a stable bridge for the 'Three Billy Goats Gruff'. The children use computers confidently, know the parts of the computer, the connection between the mouse and pointer and use of arrow keys. They show developing mouse control and also are able to use the concept keyboard to make patterns with two-dimensional shapes.
- 58 As in the last inspection children had insufficient opportunities to use large indoor and outdoor play equipment, there is still no outside area specifically to promote physical development. This adversely affects attainment. For example in a movement lesson at least half of the children were not particularly light or quiet on their feet. In another lesson, lack of emphasis by the class teacher on what was expected, resulted in standards that were just average in stretching and curling. There are good opportunities, however, for children to enjoy taking part in a variety of playground games. These are effective sessions, but unfortunately very short sessions only twice a week. Children learn to be aware of space and others when they are moving around in games such as 'What's the time Mr Wolf' as well as co-operating with others. Through their play with a variety of equipment and modelling materials, pencils and brushes, they show a growing control and ability to manage smaller items, such as the detailed models of trolls that were made out of dough.
- 59 The quality of teaching is good in creative development, where children are offered a wide range of activities. They express their ideas in art well and by the time they are five, most children achieve the standards expected. They use a range of different media and develop their skills in handling paints, pastels and dough. They paint recognisable shapes, such as animals for the Noah's Ark picture, and create good representations of rainbows using bold colour. There is a good balance between free activity and teacher directed work, where skills such as sewing are taught. Children enjoy singing action songs as in the outside games sessions, and have good opportunities to use instruments in music lessons. In one class children are encouraged successfully to listen to a wide range of music while they are having their fruit and drinks. They are learning to appraise music and able to discuss what they liked about the music and how it made them feel.

ENGLISH

- 60 In 1999, at the end of Key Stage 1, attainment recorded in the National Curriculum tests in reading was well above the national average and in writing above the national average. Attainment was average in both reading and writing when compared to similar schools. In

reading and writing 94 per cent of pupils achieved the expected Level 2, which was well above the average. However, in reading 30 per cent achieved Level 3, a figure similar to the national average, but only three per cent achieved Level 3 in writing, this is well below the national average. These are similar results to that of the last inspection. The reasons the school still does not achieve a significant percentage of pupils attaining high enough levels in writing were apparent during the inspection. There is insufficient emphasis on teaching joined handwriting until too late in Year 2; pupils do not use appropriate punctuation consistently in their work and a lack of interesting vocabulary. The school has recently introduced extension groups for writing, whereby more able pupils are withdrawn within small groups for extension work. Girls outperform boys in both reading and writing. The school is trying to address the situation and is currently monitoring the progress of a sample group of boys. There has also been greater attention to the purchase of more appropriate reading matter for boys.

- 61 Inspection findings from current and previous work show overall attainment to be above average in English by the end of Key Stage 1. The percentage of pupils achieving Level 3 in writing, although improving is only just about average, although teachers are predicting the results to be much higher. Throughout the school pupils, including those with special educational needs, make good progress in all aspects of English. When children leave the Reception class, many are in line with the national average, with a few attaining higher levels. Progress continues to be good through Year 1 and 2, and by the end of the key stage attainment is above average. The National Literacy Strategy has been successfully implemented; this has given the children a very broad range of experiences in literacy. This is an improvement from the last inspection. Teachers promote all aspects of literacy well in other subjects. In reading, pupils now have greater opportunities to use non-fiction books as well as fiction books. There is now more effective use of reference books, for example in history and science. The school has improved its resources for reading and is currently reorganising the library, which will enable pupils to learn classification skills in order to locate their books and further develop their research skills.
- 62 Standards of pupils' speaking and listening are above the expectation for their age. Teachers provide their pupils good opportunities to ask and to answer questions, to listen and respond to others, to present their own ideas and opinions clearly. They use an increasing vocabulary and standard English, during class discussions, feedback sessions and group work. In a Year 1 class, pupils were able to explain, with clarity, why the river was so important to people living in a village. In other classes, pupils show good listening skills when they listen to 'The Frog Prince' on the tape recorder and are then able to answer questions about the story. In Year 2, pupils are keen to present their work and able to describe characters in traditional stories, while the rest of the class listen attentively. Teachers have very good understanding of the National Literacy Strategy and encourage pupils to use the correct terminology, not only in literacy but in other subjects as well.
- 63 By the end of Key Stage 1, standards of reading are above the national average. Pupils make good progress, and now have opportunities to carry out reading in a greater variety of situations, including group reading, during the literacy hour. Most teachers organise the shared text sessions well and work effectively to sustain pupils' interest with a good range of texts, although there are occasions when the session is too long and a minority of pupils lose attention. Pupils are highly motivated and enjoy the shared text sessions, they are keen to answer questions and pay good attention to the text. Effective teaching strategies enable pupils to work independently with concentration either individually or within groups. Good examples were seen where pupils helped each other reading or finding information. Pupils have a good understanding about the role of the author and illustrator, know the significance of the title page and the difference between story and information books. However, few children used the term fiction and non-fiction. Teachers use the literacy hour well to reinforce research skills, Year 2 pupils knew the purpose of the contents and index, and could use their reference books to find out about mini-beasts. Books are taken home on a regular basis, and both teachers and parents make comments in the home/school contact book. There is, however, inconsistent practice in the teachers recording of the progress pupils make in reading. Some recording merely states what the child has read, there are very few diagnostic comments, stating strengths and weaknesses and what is needed to help the child to make progress.

- 64 By the end of the key stage, attainment in writing is above average for the number of pupils reaching Level 2 and above, but only just average in the numbers attaining higher levels. Teachers offer their pupils good opportunities to write within literacy and across the curriculum; this helps them to make good progress in their writing. They encourage pupils to write in a variety of forms. For example, pupils write instructions on their route to school in geography, write about making a circuit in science and about artists, such as Vincent Van Gogh. Most pupils still print, with many of them forming their letters satisfactorily so that they are able to read back their own writing. Spelling is satisfactory, with children prepared to 'have a go' and attempt to spell words phonetically. Dictionary skills are developing well and pupils have a good understanding of where letters come in the alphabet. Teachers are encouraging pupils to write longer stories, however skills in punctuation are not transferred and many able pupils do not use capital letters and full stops consistently. There is often a lack of exciting and interesting vocabulary and the pupils do not write in extended sentences, which inhibits more pupils reaching the higher level of attainment.
- 65 Teaching is good with the most effective lessons having a brisk pace and high expectations of what the pupils can achieve. The quality of teaching and the status of literacy in the curriculum have much improved since the last inspection. Teachers are much more confident and knowledgeable about teaching English now; this is due to the extensive training in the implementation of the National Literacy Strategy. The many new resources are used effectively to motivate and interest the pupils; this also includes non-fiction books, which were little used previously. There are occasions throughout the school where teachers are spending in excess of the recommended time for the literacy hour. This can mean that pupils sit for too long during the introduction of the lesson. Also, at times the plenary is too brief, it is not always successful in allowing pupils to evaluate their work and for the teacher to reinforce teaching and learning points. Most teachers use questioning effectively to help pupils extend their knowledge and check understanding. They manage pupils' behaviour very well, consequently when a very small minority of pupils exhibit challenging behaviour, it is dealt with effectively with minimum disruption to other pupils. However, in a minority of classes a slower pace and lower expectations of the amount of work pupils can achieve inhibits progress, this was the case in the last inspection. A few pupils go out to work with the special needs co-ordinator during literacy lessons and once a week higher attaining pupils are withdrawn to work with a learning support worker during lessons. Although pupils may have more individual attention in a small group situation they are missing some of the valuable components of the literacy structure. The extension work with the more able is a recent innovation and is to be reviewed.
- 66 The subject is led by a highly motivated and knowledgeable co-ordinator. She is committed to raising achievement in literacy in the school and has successfully helped to implement the Literacy Strategy. She has had good opportunities to monitor teaching and to feed back strengths and areas for development to teachers. Planning is checked regularly for coverage of the subject. Assessment procedures are at an early stage. The school has begun to collect evidence of all three aspects in English, speaking and listening, reading and writing, during the year. This will help the school to track the progress of individual pupils as well as setting targets for the subject. Work is to be kept to illustrate levels to help teachers in their assessments of pupils' progress. The school is in the process of re-organising the library and is aware of the need to develop library skills further.

MATHEMATICS

- 67 The results of the 1999 end of Key Stage 1 National Curriculum tests showed that standards of attainment were well above the national average and the average for similar schools. Virtually all pupils achieved Level 2 in the tests and 25 per cent reach Level 3, which is above the national average. Analysis of performance over a three-year period reveals a picture of recent improvement. The current performance of pupils in Year 2 shows that they are continuing to achieve high standards and their performance is above the national expectations for their age group. Overall, the numbers of pupils in the school identified as having special educational needs is at the national average. It is evident that there has been underachievement in the recent past and closer analysis of the data shows that too few more able pupils have been achieving Level 3. The school has recognised the need to raise

standards and has taken appropriate steps to achieve this. This is proving successful; there has been improvement since the last inspection. The National Numeracy Strategy is providing a clear structure for the teaching of the subject and has accounted for the improved attainment. However, over the past few years, the performance of girls has been markedly better than that of boys. The school is now beginning to address this issue and is aware that the quality of recording work by boys needs to improve. Teachers also appreciate that sometimes their pupils' concentration waivers during teaching sessions.

- 68 Inspection evidence shows that the quality of learning is now good. Pupils receive a well-balanced mathematics curriculum that provides coverage of all the required strands of the National Curriculum. A very good emphasis is placed on the development of numeracy and teachers seek opportunities for pupils to use and consolidate their skills in other subjects. For example, in information technology, pupils produce graphs on the computer to show the distribution of eye colour among the pupils. Pupils learn to recognise numbers and to place them in the correct order. Most pupils can read and write numbers correctly and count both forwards and backwards. They recognise repeating patterns and understand place value. By the end of the key stage, most pupils have a sound basic understanding of number and a good recall of addition and subtraction facts. They are confident in their use of mathematics. Most can name common two and three-dimensional shapes and describe their properties. In particular, there is good use of the correct mathematical terminology and teachers have specific vocabulary lists from which to teach. Pupils can present data accurately in the form of a block graph or a pie chart but some find it difficult to interpret what some graphs mean. Teachers usually plan work that is well matched to the range of attainment within their class and ensure that knowledge builds on what pupils already know and understand.
- 69 The provision for pupils with special educational needs is good. Their progress is monitored well by an extremely large number of adults who support them in class and they attain standards in line with their attainment. Specific targets for improvements in mathematics are not, as yet, included in individual education plans (IEPs). On occasions, higher attainers are not always given sufficiently demanding investigative work in mathematics.
- 70 The quality of teaching of mathematics is good and has a direct bearing on the good rate of progress now being achieved. No teaching was unsatisfactory. This marks an improvement since the earlier report. The major reason for the change is the effect of the National Numeracy Strategy, which has been implemented well by the co-ordinator and the staff. The last report noted that the teaching of, for example, addition and subtraction varied from class to class and the subject was not taught in a well-defined way. This has been addressed vigorously by the implementation of the National Numeracy Strategy. Pupils now receive over an hour a day of direct teaching, although this is in excess of the recommended time for numeracy. Teachers plan work well and make good use of classroom assistants to support lower attaining pupils. Similarly, they manage their pupils well and make sure that they understand the basic skills. Teachers have a sound knowledge and understanding of both the subject and the requirements of the National Curriculum and Numeracy Strategy. They explain clearly and question pupils effectively. They are skilful in introducing and reinforcing mathematical vocabulary so that pupils are able to use it with accuracy and understanding. For example, five-year-olds describe shapes using words like 'sphere' and 'globe'. Teachers' overall expectations are satisfactory and usually sufficiently challenging to motivate and enthuse pupils. However, in some lessons, the pace sometimes slackens after a brisk start. All lessons seen contained some good direct teaching and most teachers strike an appropriate balance between mental and written mathematics. Overall assessment procedures are satisfactory but the use teachers make of assessment information to guide planning is not sufficiently focused. The school is aware that this is an area for development. Resources and accommodation are satisfactory to implement the subject.

SCIENCE

- 71 In 1999, at the end of Year 2, attainment recorded in teacher assessments was a little above the national average and close to that of similar schools. Almost all pupils achieved the expected Level 2 or above, a figure well above the national average, and 14 per cent the higher Level 3, similar to the average. In relation to schools of a similar nature, the proportion

attaining the expected level was close to the average, but it was below the average for the higher level. Teacher assessments indicate that standards have remained similar to those reported in the previous inspection. There is little significant difference in the attainment of boys and girls.

- 72 The previous inspection found that attainment in lessons was satisfactory, with the results of teacher assessments being above average. The school has made satisfactory progress in science since then and attainment remains similar. Inspection evidence confirms that virtually all pupils achieve at least the expected level, but relatively few pupils achieve Level 3. Pupils' attainment remains strongest in their knowledge and understanding of science, but is relatively weaker in experimental work. This area is currently a focus for development in the school.
- 73 During Key Stage 1, pupils acquire good knowledge and a satisfactory range of skills. Pupils in Year 2 observe and describe the different properties of a range of materials well and group these materials according to different criteria. Attainment in science is assisted by teachers' emphasis on the correct use of appropriate scientific vocabulary. Pupils describe the heart as a pump that sends blood around our body, and that it beats faster when exercise is taken. In most Year 2 classes, teachers also extend pupils' understanding of the effects of exercise by discussing how breathing rate has changed or how the face has become red. Opportunities to extend pupils' observational skills further were however not taken. Teachers concentrated on the change of heart rate and did not encourage pupils to describe any other changes evident, for instance any changes in the sound of the heart. Pupils recognise that certain activities, such as exercise, are healthy, while others, such as lying in bed too long or riding in cars, are not healthy. Pupils in Year 1 sensibly investigate which materials would be best at keeping teddy dry, and conclude that plastic would be most effective. They then use this knowledge to make an umbrella for teddy in design and technology. Pupils know that humans are 'all different', and draw faces to illustrate this. They know the names of the external features of the human body, such as arm, leg, eyes, nose, knee and elbow. Year 1 pupils investigate the properties of magnetism well and, by the end of the lesson, deduce that non-metals are not magnetic and that metals are. Learning was further enhanced by the effective use of a 'big book' about magnets. In one of the Year 1 classes, they were then skilfully led to discovering that not all metals are magnetic. The support given to pupils with special educational needs helps ensure that they extend their knowledge satisfactorily, although limited literacy skills restricts especially the quality of their written records. Higher attaining pupils are being given very similar tasks as other pupils and not being moved on to more demanding tasks sufficiently quickly.
- 74 Throughout the school, pupils enjoy their science. They are fascinated by the facts they are learning and particularly enjoy practical activities, such as investigating magnetism or heart rate. In Year 2, many also use books sensibly to find out more about the human body while waiting to start the next task. Their attitudes to science are very good: illustrated by the excitement and interest evident in almost all lessons, especially when practical activities are involved. Behaviour is also very good in both whole class and group activities. There are a few pupils who exhibit very challenging behaviour; it is a credit to other pupils that they ignore the resulting disturbances and get on with their own work very well. The majority of pupils are keen to answer questions, make suggestions and carry out investigations. By Year 2, they are confident enough to explain their ideas. When working within groups, pupils do so sensibly and share resources very well. The high standards of behaviour and attitudes, coupled with good relationships, help promote good learning.
- 75 The quality of teaching is never less than satisfactory and it is good overall. Much is very good. The interesting teaching and range of practical activities are effective at promoting learning and progress, especially in relation to pupils' knowledge of science. As a result, pupils concentrate very well and put a lot of thought and effort into their science work. The best teaching reflects good subject knowledge, which results in particularly effective use of questions. Planned activities help to ensure that virtually all pupils achieve Level 2. However, not enough attention is given to ensuring the needs of higher attaining pupils are fully met or that they are moved on to more challenging work quickly enough. This relative weakness applies mainly to experimental and investigative science. The co-ordinator has made this an

important area for development and some progress is evident in Year 1. Teachers often get pupils to describe the properties of materials, but rarely encourage them to compare materials in relation to, for instance, length, size, weight or hardness. Teachers make particularly good use of pupils' literacy skills. Numeracy skills are not used so consistently; there were however good examples during pupils' work on how to keep teddy dry. The resulting figures were then used well to produce simple bar charts on the computer. Pupils are managed very well and suitable resources readily available. Marking is satisfactory and, in the best, comments on pupils' scientific work, as well as aspects such as spelling. The best marking, evident in a few classes in both years, also guides pupils towards improving their work.

- 76 The pupils follow a broad curriculum, which helps to ensure a good development of pupils' knowledge. More attention is now being given to developing pupils' experimental skills more consistently, although teachers' planning does not often clearly identify the particular skills being taught. Science is often timetabled as an afternoon block; this is effective because pupils are interested and teachers maintain a good pace. There are occasions, evident in the work recorded in books and during lessons, when there are differences in the level of detail covered in three Year 2 classes compared with the fourth. In the latter case, the range of activities and extent of discussion are less demanding. Assessment is recognised as an area requiring development and is currently unsatisfactory. Teachers rarely assess in a systematic way and references to assessment in teachers' plans lack focus. The co-ordinator, who took over the subject recently, is now developing possible assessment models, to be used throughout the school, based on the Qualifications and Curriculum Authority's (QCA) scheme of work that was introduced this year. Science makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development, although this is rarely planned carefully. The co-ordinator leads the subject very well and it is through her hard work that the profile of science in the school has been raised. She is very enthusiastic, supports colleagues very well and is fully aware of the areas requiring improvement. Teachers' planning is monitored carefully and samples of work are collected. The portfolio of levelled work is not sufficiently extensive. A good start has been made to improving provision, and hence, it is hoped, attainment. Resources and accommodation are satisfactory, although some classrooms are cramped when pupils are engaged in practical work.

ART

- 77 Art throughout the school is of a high quality in all areas of the art curriculum. There has been good improvement in the subject since the last inspection when it was judged to be satisfactory overall, with some significant strengths, particularly in observational drawing. By the end of the key stage, all aspects of art are above that which is expected from similar age pupils in most schools. Pupils observe and record well from experience and imagination. They express their ideas effectively and experiment confidently with a wide range of media. Pupils readily evaluate their work and think how it might be improved.
- 78 The topic theme for art is currently 'Pattern'. In a Year 1 class, pupils compare and contrast the repeating patterns on an assortment of patterned umbrellas that they have brought to the session. They identify similarities and differences between the umbrellas. Pupils draw round a template and carefully cut their umbrella shape before creating their own designs and repeating patterns using pens, coloured pencils, pencil crayons, wax crayons and pastels to complete their good quality, attractive and interesting designs for 'Teddy's umbrella'. Year 2 pupils have learned about Matisse and considered the style of his work. They look carefully at his spiral snail picture and note the repeating patterns. Pupils are fascinated by the story of Matisse and compare his work to that of Van Gogh. One child refers back to his piece of extended writing about Vincent Van Gogh and how he had used light, bright colours when he was happy, and dark colours when he was sad. In writing about the famous artists pupils enhance their literacy skills. Making good use of colour, tearing and cutting the paper, they make high quality snail pictures inspired by Matisse's work. Information technology is well used to support art. Pupils use appropriate art programs to create colourful and imaginative pictures to support their topic work and news.

- 79 Throughout the school, pupils make good progress in a wide range of media for drawing, painting, printing, models and textiles. They select from and use this range with confidence. They are beginning to use appropriate terminology when expressing ideas and opinions. Pupils with special educational needs are well supported and make good progress. Pupils record what they see with developing skills and appropriate awareness of shape, colour, form and texture. Around the school, there are good examples of close-observational drawing of old and new toys and paintings in the style of Vincent Van Gogh, David Hockney and Matisse.
- 80 Pupils learn well because of an effective scheme of work and good teaching. Teachers have good subject knowledge, have high expectations and use a wide range of methods. For example, in a very good art lesson in Year 1, the teacher was perceptive and quickly varied her approach in response to pupils' needs. The teacher and support staff manage pupils very well, making good use of praise, of encouragement and of probing questions to help pupils improve the original patterns on their umbrellas. Well-briefed and well-deployed parents make a valuable contribution to the quality of learning. Although the quality of on-going assessment is sound, assessment is not consistently used to aid teaching and planning.
- 81 The subject makes a good contribution to the pupils' spiritual, social and cultural development, and is well managed by the subject co-ordinator. Resources are adequate, well organised and accessible. The scheme of work is to be updated in line with QCA guidelines. There are good cross-curricular links, particularly with history, science, religious education and design and technology and literacy. Assessment is not used consistently to aid planning.

DESIGN AND TECHNOLOGY

- 82 The previous inspection indicated that attainment at the end of Year 2 was similar to that expected, and on occasions higher. There has been an improvement and attainment is now often good. By the time pupils leave the school at the end of Year 2, they have a good understanding of the importance of planning a design, evaluating and modifying it, before making the artefact. This was well illustrated in Year 2 when pupils drew careful designs of hand puppets they wished to make. Through good questions, they were helped to consider whether there were features of their designs which might not work. They then made templates and used them to cut out felt to the same shape. They did this well, using scissors confidently and independently. Their understanding of the process of design and technology was then further enhanced by a discussion of how they might join the pieces of felt together. In Year 1, pupils showed well-developed design skills when planning to make an umbrella for teddy. Very good teaching helped pupils appreciate the importance of identifying the materials that would be required and how to ensure that the waterproof material covered the umbrella fully. All pupils, including those with special educational needs, make good progress. Well organised discussions help these pupils contribute to lessons and aids their learning. They are well supported when faced with tasks demanding dexterity, such as accurately cutting around templates.
- 83 Pupils' very good attitudes to design and technology aid their learning. They are generally keen, answer questions enthusiastically and explore design ideas of a general nature as well as their own work. Behaviour is very good and pupils are aware of safety issues, such as when handling scissors. Pupils are attentive; they listen well to each other and wait to answer questions. They willingly help each other and share resources; illustrated by the child in Year 2 who asked 'Who would like some orange felt?'
- 84 Teaching of design and technology is good, the standard having been maintained since the last inspection. Teachers' subject knowledge is good; it is aided by the clear lesson plans and well organised resources. In the best lessons, for instance in a Year 1 class, the teacher's enthusiasm, good use of questions and clarity of explanations are especially effective in promoting learning. Another effective feature in aiding pupils' learning was the clear separation of the design process from making activities. A minor weakness was that sometimes the teacher dominated the evaluation discussion and the pupil was not given sufficient opportunity to express his/her own ideas. Teachers promote speaking and listening

skills effectively, but they do not always give sufficient guidance to help the development of numeracy skills.

- 85 The subject is well led and the curriculum organised effectively. Topics for design and technology often arise from work in science and as a result pupils' learning in both subjects is consolidated. The approach also helps pupils appreciate connections between the work they do. The school has recently begun to base its work on items in the QCA scheme of work. There is no consistent assessment of pupils' design and technology skills and, as a result, higher attaining pupils are not given tasks that will extend them further. The co-ordinator regularly monitors teachers' planning and has helped teachers to ensure there is a clear distinction between the design and make elements. She is aware of the need to develop assessment guidance which reflects the recently introduced scheme of work.

GEOGRAPHY

- 86 The previous inspection indicated that attainment at the end of Year 2 was average and that pupils made satisfactory progress. This position has been maintained. By the time pupils leave the school at the end of Year 2, they understand that there are places beyond where they live. This is well illustrated by pupils' knowledge of Kenya. They know that the crops grown in Kenya differ from those in the United Kingdom and that this is associated with differences in climate. This understanding was promoted by good discussion which was effectively led by the teacher. They also know that life style varies. Pupils in Year 1 draw simple maps of the journey to school, identifying features such as the playground and the chip shop. They survey the vehicles passing near the school and produce bar charts of the data by hand and using a computer. In two classes, pupils learning was enhanced because they were taught how to use a 'tally system' which would make counting easier. In Year 2 pupils in three of the classes use simple co-ordinates correctly. All pupils, including those with special educational needs, make satisfactory progress, although tasks set for higher attaining pupils are not always sufficiently demanding.
- 87 Pupils' good attitudes and very good behaviour help them learn. Pupils are keen and enjoy discussing how life in Kenya differs from their own. They were very excited when trying fruits, such as mango and paw paw, which they had not tried before. Pupils' interest in geography is also illustrated by the carefully produced displays about life in a Kenyan village.
- 88 Teaching of geography is satisfactory, and sometimes good. The standard has been maintained since the last inspection. Teachers use resources effectively to interest pupils in discussion. In the best lessons, skillful questions help extend pupils' understanding and ensure the involvement of all pupils. The effective use of good literacy materials helps to support learning. Numeracy skills are enhanced through the use of data collection or co-ordinates on maps, although the effectiveness varies from one class to another. Tasks set are sometimes not as demanding as the quality of discussion and, at times, a clear geographical focus is not evident.
- 89 Geography makes a good contribution to pupils' cultural development, especially in considering how life in different countries varies, and how we can now eat many different fruits and vegetables from abroad. The subject is soundly led and the curriculum organised satisfactorily. The school now bases its work on the QCA scheme of work. However, there are inconsistencies in delivery between classes. For instance, in three Year 2 classes pupils had been taught simple co-ordinates in their island map work, but this feature was lacking from a fourth. There is no consistent assessment of pupils' geography knowledge and skills. The co-ordinator regularly monitors teachers' planning and she is aware of the need to develop assessment guidance to reflect the recently introduced scheme of work and the new requirements to be introduced in September. Resources, which were considered to be limited at the time of the previous inspection, are now satisfactory.

HISTORY

- 90 Three history lessons were seen during the inspection and further evidence was gained from displays, scrutiny of work, talking to staff and pupils and a study of planning documents. Pupils, including those with special educational needs, make satisfactory progress and the quality of their learning is sound. They have a developing awareness of time passing by seeing how toys, such as teddies, change over time. This is helped by well-chosen visits to the Folk museum. They learn to identify accurately the month of their birthday on a year calendar. As they get older, they learn to recognise the passage of time in their own lives by preparation for special times such as Christmas, the Millennium and Easter. They gain a sound awareness of the seasons by studying the weather and the wearing of suitable clothes: for example when looking at Victorian summer seaside holidays. Most understand that famous people, like Florence Nightingale, lived before their grandparents and that they leave evidence of their own lives. They also learn how medicine has changed over the last 100 years. Similarly, they know about the Great Fire of London and, by looking at old buildings, such as Gloucester Cathedral, discover how we find out about the past. They are quick to give their own opinions on toys past and present. By linking work in history to art, teachers stimulate other skills. For example, in art lessons pupils produced stained glass windows following a visit to a church.
- 91 History also makes a very good contribution to pupils' literacy development. For example, well chosen books such as 'Granny's Quilt' and 'Starting School' help them to improve their reading and writing whilst finding out about the passage of time and how life use to be lived. The subject makes a much more limited contribution to numeracy and information technology development. Good provision is made for pupils' spiritual and cultural development by causing them to reflect on past events and to find out more about the past of their own and others' cultures. Overall, the subject has made satisfactory improvement since the last inspection.

INFORMATION TECHNOLOGY

- 92 By the end of Key Stage 1, standards in information technology are in line with those expected for the age of the pupils. On occasions, pupils attain above expected levels, particularly in word processing. By the end of the key stage, pupils use successfully a wide variety of programs to support learning, particularly in literacy, numeracy, history, art and music. There are good examples of graph work and pictures to illustrate topics. Currently pupils can use a mouse well, load and retrieve information, solve simple problems, use word processing for recording and imaginative work. Pupils steadily gain confidence in using the computer keyboard and most can use the mouse effectively.
- 93 By five, the children can control a mouse and understand its connection to the pointer. In Year 1, they regularly handle data and create pictograms and bar charts and import pictures to illustrate text. Pupils form sentences on screen and use the 'enter' key, 'delete' and space bar with developing confidence. They use the mouse with good control to move objects about the screen. From Year 1, pupils use an art program to make colourful and attractive pictures to illustrate their work, for example old and new toys in history and they write captions to accompany pictures. In Year 2, they make good use of computers to communicate their ideas graphically, for example 'favourite toys'. They work on programs individually or in pairs to support their knowledge and understanding of lines of symmetry in mathematics. They compose, store, retrieve and play back simple musical composition. Their increased confidence and skill in word processing is enhancing literacy skills.
- 94 Attainment has improved considerably since the previous inspection. The previous inspection had found attainment overall to be in line with that of most schools, however, there was little evidence of the use of using information technology to communicate ideas graphically or create pictures to support topic work. This is no longer the case, as the pupils now use a wider variety of hardware and software, and teaching and support staff are better trained. They continue to gain confidence and expertise. A new information communication technology suite is being set up for timetabled use this year.

- 95 Teaching is good in all aspects of the subject at Key Stage 1 but expertise and confidence varies both within and across year groups. Teachers plan effectively in year groups. Each year group has a teacher who takes the lead in planning and regularly feeds back to the subject co-ordinator. Pupils learn to use information technology tools appropriately for communication, data handling, investigation and control. The learning objectives are appropriate for the available resources and for the needs of the pupils. Teachers plan and manage pupils well and expectations are appropriate. Pupils, including those with special educational needs, are well supported by class teachers, by support staff and by well-briefed parent helpers and they make satisfactory or, in some cases, good progress. On-going assessment is satisfactory but is too teacher dependent. Teachers are well aware of the purpose of information technology and ensure that activities are appropriate and purposeful. Learning outcomes are clearly planned with good attention paid to cross-curricular links. During the key stage, pupils are taught effectively to use relevant skills with developing confidence. Teachers ensure that pupils use a good range of hardware and software that is matched appropriately to their capabilities and needs. They provide opportunities to develop pupils' ideas appropriately and to increase their use of information technology to support learning on other subjects. However, within the four classes in each year group, there are occasions when information technology is not used consistently to support learning in similar lessons, even though it might be identified within subject planning. This means that pupils do not always have equal opportunity to use information technology to support their learning. Pupils enjoy working with computers and information technology equipment, and this enthusiasm is used well by teachers. For instance, in a Year 2 class, using a computer program, pupils create a tune and play it back on a selected instrument. They know how to locate and play their compositions. The teacher uses probing question well to deepen children's understanding and appreciation of their simple compositions. She encourages pupils to reflect on their work and to select words carefully to describe the tune they have made and identify what makes it interesting, for example, repeating patterns, high and low and fast and slow sounds. Pupils are learning to take responsibility and to support others. An example was in Year 2 where pupils each took responsibility for a reception child. They worked in pairs and helped them write their names on the computer. Pupils are very supportive of each other and enjoy working individually and collaboratively.
- 96 The subject is very well managed. The co-ordinator's action plans are sharp and analytical. She provides clear educational direction for the subject. The school has already benefited from last year's whole-school in-service training, which involved both teaching and support staff. Current development targets include timetabled use of the new information and communications technology suite, further training of staff, where appropriate and use of the internet. The new scheme of work incorporates QCA guidelines and has been developed in conjunction with the junior school to ensure continuity. Year group planning arrangements aid good coverage of the broad, balanced and relevant curriculum. However, assessment procedures are not formalised and are not used consistently to inform planning. Parent helpers are well briefed, well informed and deployed. They make a very significant contribution to the quality of learning. The 'Friends of Longlevens' have been successful in fund raising and purchase of additional resources. The school has also been successful in attracting sponsorship.

MUSIC

- 97 Only three lessons were observed during the inspection but additional evidence was gained from assemblies and teachers' planning. All pupils, including those with special educational needs, make satisfactory progress. On occasions such as performing and singing, they make good progress in music as they listen, compose and appraise. They make particularly good progress in lessons that are structured to provide opportunities to practice and develop skills.
- 98 Sound teaching helps pupils to make good progress and reach appropriate expectations by seven. They listen attentively and make good progress as they build on their previous skills of using percussion instruments and composing. Year 1 pupils responded well to 'Peter and The Wolf' and were able to talk about mood in music before identifying instruments which made particular sounds, such as the oboe. Effective interventions by teachers ensured that pupils concentrated on the activity and worked hard together to improve the standard of their

performance. Other pupils responded enthusiastically to a well-structured lesson where pupils took turns to act as conductor. Teachers promote literacy skills well in music lessons and also develop the cultural dimension of music effectively. For example, pupils are given opportunities to listen to the music of other cultures and examples were seen where sensitive questioning from the teacher enabled pupils to discuss their feelings of joy, apprehension and sadness.

- 99 The school has traditionally arranged opportunities for pupils to perform in public. For example, every term each year produces its own concert in which all pupils take part. Recent themes have included the 'Frogs Harvest Party' and nautical songs, as well as the Annual Carol Service where many pupils play percussion instruments. There are satisfactory opportunities for pupils to hear a range of music in assembly and class lesson from other cultures, both traditional and modern. Currently, there is a new co-ordinator who is planning to develop the scheme of work and provide more opportunities for in-service training to develop further teachers' confidence.

PHYSICAL EDUCATION

- 100 The previous inspection indicated that attainment at the end of Year 2, in the gymnastics element of physical education, was satisfactory, particularly when using apparatus, but more limited for floor work. During the period of this inspection no gymnastics was observed in either Year 1 or Year 2. Lessons observed covered the areas of games, particularly bat and ball skills, and dance. In these areas, standards are satisfactory and all pupils make good progress as many demonstrate limited co-ordination and balance during their time in Reception. Pupils in Year 2 interpret music, which represents the wind, imaginatively. Both boys and girls move rhythmically reflecting changes in tempo and pitch. They remember their previous work, so that, at the end of the lesson, they combine movements to convey their interpretations of sun, rain and wind effectively. The most sophisticated movements occur when the teacher uses the taped programme skillfully to develop pupils' ideas and to focus on different types of interpretation. Pupils in Years 1 and 2 improve their games skills during lessons, although the extent of the improvement depends on how much the teacher intervenes. For instance, in one Year 1 lesson, the teacher noted that some pupils were holding the racquet incorrectly and this was affecting their ability to balance the ball. On another occasion, a teacher commented on the need to concentrate on the racquet and ball, and not to look at other children. Most pupils can balance a ball on a racquet while walking slowly forward. Only a small minority can bounce the ball and keep it under control. In one lesson, pupils passed the ball accurately to a partner because the teacher used a pair of skipping ropes very well to help them keep the ball within a defined area. Many pupils skip confidently, although girls tend to be better than boys. Pupils with special educational needs, including those with disabilities, make good progress, because staff give them good support and select appropriate resources for them.
- 101 Pupils enjoy physical education; they often laugh with pleasure during lessons. They are pleased with their successes, illustrated by the smile, during the lesson, on the face of a pupil with disability. They have very good attitudes and display very good behaviour during lessons. Pupils are keen and most listen carefully to the teacher or the taped music. Occasionally, their enthusiasm for an activity results in an increased noise level and as a result pupils find it difficult to hear the music. Relationships are good and pupils usually take care when moving around the rather cramped hall.
- 102 The quality of teaching is good, and never less than satisfactory. In about a third of lessons it is very good. The standard has improved since the last inspection, when not enough attention was given to teaching particular skills. The introduction of a commercial series of lesson plans has been effective in addressing this weakness, although there are still occasions when teachers do not intervene sufficiently to help improve skills. Teachers use resources, including time, effectively; as a result pupils are kept active throughout their lessons. In the best lessons, where teachers have good subject expertise, they take time to explore possibilities created by the music or to teach particular skills. As a result pupils' learning and performance are enhanced. Another feature of the best lessons is that pupils are encouraged to evaluate the work of others, and suggest how it could be improved.

Weaknesses that are occasionally evident are that instructions are not sufficiently clear or that tasks are not demanding enough for those who already possess the necessary skills; for instance when most could already skip well. Teachers usually emphasise the importance of health and safety during lessons.

- 103 The co-ordinator leads the subject well and the curriculum is organised effectively. Working with the previous co-ordinator, she has introduced good policies and schemes of work for gymnastics and games. There are plans to develop similar guidance for dance by using the expertise of a specialist in this area who joined the staff recently. There is no consistent assessment of pupils' physical education skills and, as a result, teachers do not always provide sufficiently demanding work for pupils who already possess good skills. The co-ordinator regularly monitors teachers' planning, has observed teaching and is aware of the need to develop a simple assessment strategy. Equipment, such as mats, benches, beams, and tables, is good. Parents have made a significant contribution to improving resources since the previous inspection. The hall is rather small for the range of activities and pupil numbers.

RELIGIOUS EDUCATION

- 104 By the end of Key Stage 1, pupils' knowledge and understanding reflect and, on occasions, exceed the expectations of the Locally Agreed Syllabus. Standards found in the previous inspection are being maintained.
- 105 Year 1 pupils have visited the local church to study the stained glass windows in connection with topic work, linking religious education well with science and art work on colour and light. Year 2 pupils identify unique qualities in others. They consider the work of the police and sensibly discuss their role and function in the community. They draw well on their personal views and experiences. By the time they leave the school, pupils are familiar with significant Bible stories from both the Old and New Testament. They know about some of the other major world faiths, particularly Judaism, and are familiar with most Christian festivals. As indicated in the previous report, pupils were and still are encouraged to consider a range of faiths including Islam and Hinduism. The clarity of their thinking is helped by good teaching with clear learning goals and good use of resources. For example, in Year 1, a good range of artefacts associated with baptism is used well. Pupils appreciate the importance of Jesus and his relationship with God, as taught in Christianity. Many pupils have visited a church and are aware of some of the major features and their symbolism in different services, such as christenings. They recount a few biblical stories from the Old and New Testament.
- 106 Throughout the school, all pupils, including those with special educational needs, make satisfactory or, in some cases good progress. Well organised discussions help pupils to contribute to lessons and improve their literacy skills. Teachers sensitively use the experiences of pupils from different ethnic backgrounds and beliefs. Pupils are enthusiastic, and their good attitudes aids their learning, they are motivated to ask questions readily and keen to answer questions. They are courteous to one another in discussions and work hard on set tasks. In Year 1, pupils listened carefully to the teacher as she told and expanded on the story of John the Baptist. Behaviour is good.
- 107 Teaching is good, indicating an improvement over the last inspection when it appears to have been satisfactory. Teachers make good use of spontaneous happenings to celebrate other faiths and effectively relate activities to pupils' experiences, feelings and beliefs. Good quality displays celebrate different faiths. Their subject knowledge is used effectively to plan in year groups and lessons have clear aims. In one very good lesson, the teacher successfully used probing questions to deepen pupils' understanding and followed the discussion with by a mock christening. Good use was made of artefacts, role play and specific vocabulary all contributed to good learning and progress. The teacher was a valuable resource for learning. A good balance was maintained between teaching and pupils' tasks, which were matched well to the ability if the pupils. Pupils are encouraged to reflect and wonder in their personal experience, and this supports spiritual development. However, teachers do not consistently use assessment as an aid to their future teaching and planning.

108 The curriculum is broad and balanced. Good cross-curricular links are made, particularly with science, history, geography and art. Further development of the curriculum has been restricted until the new Gloucestershire Locally Agreed Syllabus is produced. Assemblies are well used to extend pupils' religious knowledge. Religious education is developed effectively through literacy. The subject makes a very good contribution to pupils' personal and moral development as they have opportunities to explore moral aspects of a range of religions. The introduction to other faiths introduces pupils to a range of cultures and helps them to begin to understand some of the important features of the society in which they live.