

INSPECTION REPORT

DRYBROOK PRIMARY SCHOOL

Drybrook, Gloucestershire

LEA area: Gloucestershire

Unique reference number: 115518

Headteacher: Mr Adrian Osborne

Reporting inspector: Michael Allcock
19834

Dates of inspection: 12th – 15th March 2001

Inspection number: 197557

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Drybrook Road Drybrook Gloucestershire
Postcode:	GL17 9JF
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Barbara Wright
Date of previous inspection:	September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
19834	Michael Allcock	Registered inspector	Religious education, history, music, Foundation Stage.	What sort of school is it? What should the school do to improve further? How well are pupils taught? The school's results and pupils' achievements. How well is the school led and managed?
9883	Brian Silvester	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
20230	Jennifer Clayphan	Team inspector	English, information and communication technology, design and technology, physical education, special educational needs, English as an additional language, equal opportunities.	
24891	Jackie Johnson	Team inspector	Mathematics, science, art and design, geography.	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Drybrook Primary is a seven-class school in the village of Drybrook, in Gloucestershire's Forest of Dean. There are 172 pupils on roll, so it is smaller than the average but has over 30 more pupils than when it was last inspected. It mainly serves the village but some pupils travel from outside the area, due to its reputation as an inclusive community school. There are more girls than boys on roll, with marked differences in some year groups. About eight per cent of pupils are known to be eligible for free school meals, broadly average. Pupils come from a wide variety of backgrounds, with socio-economic circumstances below average overall. Their attainments on entry are below average. Over 30 per cent have special educational needs, above average. Over four per cent have statements, well above both the national and county averages. Less than one per cent of pupils come from ethnic minorities, which is low. No pupil has English as an additional language. Five per cent of pupils joined or left the school at other times than those usual for admission or transfer, which is quite a low mobility rate.

HOW GOOD THE SCHOOL IS

Drybrook Primary is effective in the provision it makes for pupils. They behave well and are keen to learn. Teaching is good overall. The senior staff and governors provide strong leadership, now focused more clearly at raising standards. All the indications are that this will happen. Nevertheless, all the improvements that are being put into place have not yet had time to have a full impact. This is why standards in the core subjects are not yet high enough. Taking the intake into account, the school provides sound value for money.

What the school does well

- Standards in religious education and music are good.
- Teaching and, as a result, learning are good.
- Effective provision is made for pupils with special educational needs so that they make steady progress.
- The headteacher and senior staff are effective in their roles, so that a clear focus upon raising standards is seen.
- The governors make a positive contribution in shaping the direction of the school.
- Good provision is made for pupils' spiritual, moral, social and cultural development, which encourages constructive personal development and relationships.

What could be improved

- Standards, although now improving, are not high enough in the core subjects of English, mathematics and science.
- The school day is not long enough to ensure that all subjects get sufficient time devoted to them.
- The accommodation is unsatisfactory for the effective provision of the school's curriculum.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made sound progress since it was last inspected in September 1997. The key issues for the school's attention then have been largely addressed. The pace of improvement has picked up under the recently appointed headteacher, particularly in the area of leadership and management, where most weaknesses were identified. Governors are now fully informed, effectively functioning partners in this crucial aspect of their work. A strong management structure, with clarity of role and responsibility seen at each level, is now in place. Planning for improvement is now very detailed, with outcomes carefully monitored to measure success against intention. It is clearly aimed at raising standards.

The quality of teaching and learning has improved. However, the school understands that the level of monitoring, currently undertaken to further support and develop teaching and the curriculum, needs to be increased to include the subject co-ordinators. Minor curriculum weaknesses in physical education and health and safety concerns have been fully addressed. The school has set challenging targets for

mathematics, following a realistic assessment of weaknesses in this key subject. The school now analyses data closely and is aware that the trend in standards is below that seen nationally. It is committed to taking rigorous action to reverse this trend.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	C	E	D	D	well above average A above average B average C below average D well below average E
Mathematics	D	E*	E	E	
Science	D	E	D	E	

Standards achieved by pupils at the end of Key Stage 1 in 2000 were close to the national average in writing and mathematics but below average in reading. The results from last year's national tests at the end of Key Stage 2 show that standards were below average compared to all schools in English and science and well below in mathematics. Compared to schools with similar levels of free school meals, standards are below average in English and well below in mathematics and science. The usual fluctuations, due to the different strengths of year groups, are seen, as in all small schools. The 1999 result, for example put the school in the lowest five per cent of all schools for mathematics. The high level of special educational needs and the below average attainment overall on entry to reception partly account for this. The school's failure to get sufficient pupils to the higher levels in end of key stage tests is another major factor. Children get off to a flying start in the Foundation Stage. Progress then slows considerably, as the quality of teaching and learning drops significantly, before picking up again by the end of Key Stage 1.

Targets and measures to improve mathematics, for example setting at Key Stage 2, are bearing fruit. Standards are now improving throughout the school and are close to those expected by the end of Year 2. Appropriate targets have also been set for English but no informal targets are set for science, where weakness in the curriculum is producing low standards. In work seen during the inspection, standards of literacy and numeracy were closer to those expected than last year's results would suggest. Pupils attain above expected standards in religious education and music by the time they leave the school. However, standards in English, mathematics and science are below those expected. Pupils' standards in all other subjects are close to those expected nationally. Pupils achieve well in religious education and music compared to their prior attainment. Pupils achieve appropriately in English and in all other subjects except mathematics and science. Achievement is unsatisfactory overall. Pupils with special educational needs make sound progress. The higher attainers are not sufficiently challenged in some lessons, so do not always make the progress of which they are capable.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Positive. Pupils enjoy being at school. They are keen to learn and try to do their best.
Behaviour, in and out of classrooms	Good. Most pupils behave well. A very small minority are less on task if not well managed.

Personal development and relationships	Constructive. Pupils relate positively to each other and adults. They respect the views of others. They are willing to take responsibility and work well on independent tasks.
Attendance	Good. The proportion of authorised and unauthorised absence is below the national average.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall. During the inspection, teaching was satisfactory or better in over 96 per cent of lessons seen. It was very good or excellent in 31 per cent. Teaching was unsatisfactory in less than four per cent of lessons seen. This shows good improvement since the last inspection, especially for pupils at Key Stage 2. Teaching is good overall in all five core subjects of English, mathematics, science, information and communication technology and religious education. Teaching is also strong in art and design, design and technology, history, music and physical education. The teaching of key skills of literacy and numeracy is effective. However, literacy skills are not always well applied across the curriculum.

Teachers manage pupils very effectively, promoting good lesson pace. Secure subject knowledge and consistent planning, to an agreed framework, ensures that activities are well designed and motivate pupils in most lessons. This encourages a sustained and productive response from the pupils, who are interested in their work, concentrate and show good levels of independence. Learning is good overall. Planning does not always distinguish between pupils of differing attainments. So, while pupils with special needs are appropriately provided for, including by the sensitive support they get from classroom assistants, specific provision for the higher attaining is not always made.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Broad and relevant but not sufficiently balanced. It is supported by an appropriate range of extra-curricular activities. Some elements of personal, social and health education are under-represented.
Provision for pupils with special educational needs	Good. Pupils are well supported in lessons. The targets on their individual education plans are well thought out and achievable.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Very effective provision is made for pupils' spiritual development. Good provision is made for pupils' moral, social and cultural development.
How well the school cares for its pupils	Sound support and guidance is provided for pupils. The school has satisfactory procedures for child protection.

Parents have broadly positive views of the school. The school has effective links with parents and provides them with a sound range of helpful information. Parents, governors and other members of the community make a very substantial contribution to the work of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. Strong leadership is provided by the recently appointed headteacher. A clear management structure is now in place. Senior managers are now effective in their roles.
How well the governors fulfil their responsibilities	Sound overall. Governors take an increasingly effective and active part in the life and management of the school.
The school's evaluation of its performance	Sound. Data are carefully analysed to set targets and plan strategically. Insufficient monitoring of teaching and the curriculum by subject managers.
The strategic use of resources	Good. Available money well targeted at priorities on the school improvement plan. Specific grants carefully used to support pupils with special educational needs. Governors clearly aware of the principles of best value.

There is a good number of appropriately qualified staff to meet the requirements of the school's curriculum and support the special needs of its pupils. The school's accommodation is inadequate. Several classrooms, plus the headteacher's office, the reception area and classroom are housed in temporary accommodation, well away from the main building and the nearest toilets. There is no designated outside play area for under fives. The playground slopes steeply and is uneven. There is no school car park. Resources are broadly satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school. • The positive attitudes and values promoted by the school, fostering inclusion. • They think the school staff are approachable. • Their children are expected to work hard. • Children are helped to become mature and responsible. • The school is well led and managed. 	<ul style="list-style-type: none"> • Children do not consistently receive appropriate levels of homework. • Information about how their children are progressing. • The amount and variety of extra-curricular activities. • The restricted programme for swimming.

The inspectors agree with the parents' positive views of the school. Homework set, marked and referred to during the inspection was adequate. There is evidently a culture of working at home in some classes, as pupils voluntarily completed tasks overnight. Reports are of sound quality and set helpful targets for improvement. Parents regret the lack of a formal opportunity to meet teachers following receipt of their child's annual report. There is adequate information about future topics to be studied. Extra-curricular activities are sufficient in number and range. The break during the winter seems unnecessary and must affect skills-based activities not practised for so long. The condensing of swimming into just two weeks has the same effect.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards in English, mathematics and science, the core subjects assessed at the end of Key Stages 1 and 2, have dipped slightly since the last inspection. In that time, there has been a revision to the way schools are compared. Previously, judgements about results in national tests were based on the proportion of pupils attaining the expected levels, Level 2 at Key Stage 1 and Level 4 at Key Stage 2. Now, points are allotted to the levels attained by pupils and schools' average points scores compared. By the end of Key Stage 2, when pupils leave the school, results in all three subjects have been below the national average in recent years. Over time, results in English have been closest to the average, with results in mathematics the most disappointing. This is partly explained by the above average number of pupils with special educational needs on roll, with well above average levels of statemented pupils, partly by the average or below average attainments of pupils on entry, particularly at the higher levels. However, it is also due to the school's failure to consistently promote higher standards in tests from its highest attaining pupils. In last year's national tests at Key Stage 1, where 100 per cent of pupils reached the expected Level 2 in mathematics, putting the school in the top five per cent of all schools, only 13 per cent reached the higher Level 3, well below average. A similar picture was seen in writing, where although 96 per cent of pupils reached the expected level, not a single pupil reached the higher level. This relative failure caused the points scores to be only average, as the higher levels at both key stages attract the heavier points weightings.
2. In the 2000 National Curriculum tests at the end of Key Stage 1 when compared to all schools, pupils' standards were close to the national average in writing and mathematics but below in reading. The reading result was depressed, due to the fact that the school was not so successful in getting as many pupils to the expected level, as in writing and mathematics, to compensate for the below average proportion attaining the higher level. When compared to schools with similar intakes, based on the uptake of free school meals, writing and mathematics were again at the national average but reading had fallen to well below average. Girls outperformed boys in all three subjects in each of the last five years, however, not by significant margins over that period.
3. In the 2000 end of Key Stage 2 tests, the school was successful in getting the same proportion of pupils to the expected Level 4 or above in English as was seen nationally. The proportion was slightly below the average figure for those attaining the higher Level 5 or above. This resulted in a below average overall result, indicating the crucial importance of attainment at the higher levels. This was also highlighted by the result in science. The proportion of pupils achieving the expected level or higher was well below the national average. However, the proportion attaining the higher Level 5 or above was at the national average. The overall average points score was the same as for English, below the national average. Standards remained disappointingly low in mathematics. Attainment at both the expected and higher levels was well below the national average, as was the overall result compared to similar schools. When compared to similar schools, English was below average but both mathematics and science were well below. The latter result matched the national comparison with schools achieving broadly similar results from this group of pupils four years previously at the end of Key Stage 1. This represents unsatisfactory added value, in comparison with schools which performed similarly in 1996. Girls outperformed boys in English but the gender difference was much closer in mathematics and science, where girls' performance is significantly below the national gender average, particularly in mathematics.
4. The school has recently analysed these results carefully, with active support from the local education authority. Mathematics has been identified as a key area of weakness. A range of measures, including setting at Key Stage 2, with the headteacher and an additional teacher joining the four class teachers, leading six smaller groups than for other subjects have been introduced. This has enabled teaching to be directed at a smaller than normal range of

attainment. Good or better teaching and learning of mathematics was seen in each of these groups, so improvement can be cautiously predicted. Targets set for results in mathematics over the next two years back this up. The school expects 75 per cent of pupils to achieve Level 4 or above in each of these years, up from 59 per cent in 2000. Results in English are also targeted to rise but by a more modest five per cent.

5. Children entered the reception class in September 2000 with below average attainments, as measured by the local authority's baseline assessment. However, the full range was seen, including high attainment in mathematics. Children reach standards close to those expected nationally in reception, in all areas of learning. This shows good achievement compared to previous attainment. The majority of them are on target to enter Year 1 having attained all the early learning goals. As with most small schools, cohorts vary considerably. The school's results have reflected this but have not always reflected as accurately when an average attaining group enters the reception class. This was the case with the present Year 2 class, which during the inspection was judged to be working at just below expected levels in English and science, showing unsatisfactory achievement compared to their prior attainment. One major reason for this is apparent. Teaching is unsatisfactory in Year 1, including in the key core subject of English. Weaknesses in classroom management and organisation, leading to time being wasted and insufficient challenge, particularly for the higher attaining pupils, have caused progress to slow. This has been identified by the school, which has enlisted support from their link adviser, to help improve the quality of teaching for this year group. Good and better teaching is seen in Year 2 but though progress is improved, standards overall remain below those expected in two of the three core subjects tested.
6. Inspection evidence indicates that the present Year 2 class will achieve broadly similar standards in reading and writing to those seen in previous years. The lack of urgency shown to introduce a consistent joined-up handwriting style is inhibiting the number of pupils attaining the higher level in writing. Progress is better in mathematics and pupils achieve appropriately compared to prior attainment. Excellent mathematics teaching in Year 2 is one compelling reason for this, against a background of targeted improvements to provision in the subject. Pupils' achievement in English and science at Key Stage 1 is unsatisfactory compared to their prior attainment. Unsatisfactory teaching of English in Year 1 and the lack of time devoted to science at Key Stage 1 are key reasons for this.
7. By the time they leave the school at the end of Year 6, pupils' standards are below those expected in all three core subjects. Improvements to provision for mathematics are driving up standards in that subject from a very low base. However, there is insufficient evidence that the school will achieve the proportion of higher Level 5 or higher grades to reach the average points score compared to all or similar schools. Achievement over time is unsatisfactory in mathematics. Pupils achieve appropriately and make satisfactory progress in English. The quality of teaching in English is good. However, specific planning for the higher attaining pupils or additional tasks for them should they finish early are not routinely seen. This inhibits the challenge needed to drive up standards and improve achievement at the higher levels. Too little time is devoted to science, as at Key Stage 1, to cover and revisit all the programmes of study for the subject in depth. Unsatisfactory progress is made.
8. Achievement overall is unsatisfactory. Pupils do not make the progress of which they are capable, based on their levels of attainment upon entry in Year 1, following a good start to their school career at the Foundation Stage. However, the inspection found that outside the core subjects tested or assessed by teachers at the end of Key Stage 1, pupils attained standards at the expected level in all other subjects; information and communication technology, religious education, art and design, design and technology, geography, history, music and physical education. Progress in these subjects is satisfactory and pupils achieve appropriately. By the end of Key Stage 2, pupils attain above expected standards in music and religious education, achieving well. They make steady progress in all the other subjects, attaining standards in line with those expected nationally.

9. By the time they leave the school, pupils' standards are below those expected in speaking and listening, reading and writing. Standards are higher in listening than speaking overall. Pupils listen attentively to adults and classmates but not all can put their ideas into clearly expressed, logical form. Year 2 pupils use a range of strategies to build words and read simple books with increasing expression and understanding. Older pupils read fluently and expressively. However, there is no effective system in place for them to choose sufficiently challenging texts to read for pleasure and so attain the higher level skills needed to achieve well. Pupils at Key Stage 1 are beginning to spell simple words accurately. Imaginative words make their writing interesting. However, work is still printed and often not neat enough. Insufficient opportunities are provided for pupils to write for a range of purposes in work across the curriculum at Key Stage 2. Presentation is untidy and a secure cursive hand not always used. Pupils do not achieve well enough or make sufficient progress at Key Stage 1. However, progress is satisfactory at Key Stage 2, due to the good teaching pupils receive. Standards of literacy are satisfactory overall.
10. Standards are close to the expected level in mathematics by the end of Key Stage 1. Pupils achieve satisfactorily. They have secure knowledge of mathematical language and use number bonds appropriately in their work. Many know the names and properties of common plane shapes. The higher attaining understand place value of three digit numbers and their tables to five times. By the end of Key Stage 2, standards are below those expected, with pupils achieving less well than they should. Recent improvements in the provision for mathematics and the way it is taught have not yet fed through into higher attainment. An analysis of the composition of the Key Stage 2 sets showed almost as many Year 5 as Year 6 pupils in the top and middle sets. Year 6 pupils have sound numeracy skills, understanding that data can be represented in various ways and probability can be ascribed a numerical value. They understand the four rules, though not all are secure with division, including when working with decimals. They know the names and describe the properties of simple solids. Higher attaining pupils use graphs to solve problems they are set, for example when converting various currencies.
11. Standards in science are below the expected level at the end of both key stages. Pupils do not spend enough time learning science to ensure that effective progress is made in all strands of work in the subject. They do not achieve well enough. Key scientific knowledge and understanding, including the importance of fair testing, the need to hypothesise and report findings accurately, are not acquired. By the end of Key Stage 1, pupils recognise that living things need certain conditions in which to thrive. They have completed early experimental work on forces. By the end of Key Stage 2, while pupils have had experience in all elements of the science curriculum they have not spent enough time on the subject to firmly embed knowledge and refine key skills.
12. Standards of attainment are at the expected level in information and communication technology (ICT) at the end of both key stages. Pupils make satisfactory progress throughout the school, achieving appropriately. Key Stage 1 pupils are confident with computers. They work accurately using keyboard and mouse, for example when painting pictures. They are able to save and retrieve their work. Higher attaining pupils set up a glossary, with support. Year 6 pupils competently send and receive e-mails, access the Internet and use CD ROMs to support their personal research, adapting it to their requirements, including by making posters. ICT is appropriately used to support most subjects across the school's curriculum.
13. Standards in religious education are above those expected by the local education authority's agreed syllabus by the time pupils leave the school. Standards are in line by the end of Key Stage 1. Good progress is made as pupils move through the school. Younger pupils compare creation stories from major world religions, realising that each has a special book. Very good teaching at Key Stage 2 produces extremely positive results both in attainment and pupils' attitudes and values. Pupils have above expected understanding of key elements of the faiths studied. They show good knowledge of major figures, such as Moses, in their work on Judaism. They apply this knowledge and understanding well in activities they undertake.
14. Pupils with special educational needs make appropriate progress for their abilities. Individual education plans, good identification systems used by teachers and skilful intervention by

learning support assistants help pupils to keep up during the instruction part of lessons, and to make satisfactory gains in their learning. They achieve appropriately for their abilities and on occasion they learn and achieve well. Pupils with a wide range of difficulties show improvement including improved behaviour and literacy and numeracy skills. Pupils are fully integrated into their classes, and their presence enriches many facets of school life.

15. Standards in music are above those expected by the time pupils leave the school. They achieve well compared to their prior attainment. Standards in art and design, design and technology, geography, history and physical education are in line with those expected. Pupils make satisfactory progress in these subjects.

Pupils' attitudes, values and personal development

16. Pupils are keen to attend the school and play a full part in its life, including the sound range of extra-curricular activities. They have good attitudes to their work. Pupils are enthusiastic learners and keen to participate in their lessons. They listen carefully to their teacher and get on well with the task given. Pupils generally work in a calm, purposeful atmosphere. A few pupils do have attitude or behaviour problems, but they are well supported and are not allowed to be disruptive to the rest of the class. The behaviour of the pupils, in class and around the school, is good. Pupils are friendly, courteous and welcoming. They are taught to show respect and this is displayed in the consideration they give to others. Parents are very happy with the standard of behaviour achieved in the school. Pupils are particularly well behaved when they act as ambassadors for the school on trips out. There were no exclusions from the school in the previous year.
17. Relationships, between pupils and between pupils and adults, are good. Pupils play and work together well, in pairs and in groups. The school is very inclusive and nobody is left out from the activities that take place. Pupils are very caring and are quick to help any classmate in distress. They are good at taking turns and sharing.
18. The personal development of the pupils is good. They are given a good range of opportunities to take responsibilities in their classes and in assemblies. They participate in Christmas plays, carol concerts and the Harvest Festival celebrations. Some of the older pupils go on residential visits, and Year 6 pupils help with the reception children. The school choir sings at concerts and at weddings. Pupils show initiative by organising and running fundraising efforts for charity and for their class budgets. They also help with the Parents, Teachers and Friends' Association's fundraising activities.
19. Overall, the level of attendance and punctuality is good. Attendance in 1999/2000 was 95 per cent and the level of unauthorised absence was 0.3 per cent, which is marginally better than the national average. The level of attendance has improved by 2.1 per cent since the last inspection. Most pupils are punctual with only a few arriving late, some of whom are persistently late. Time keeping during the school day, however, is unsatisfactory. Playtimes frequently overrun and many lessons do not start on time. The good level of attendance and punctuality of the pupils makes a positive contribution to the pupils' attainment and progress.
20. In the previous inspection report in 1997, it was stated that the pupils' attitudes to their work and personal development were good and that pupils' behaviour and relationships in the school were very good. These high standards have been broadly maintained.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

21. The quality of teaching is good overall and contributes significantly to the effective learning pupils achieve in most classes. Over 96 per cent of teaching is satisfactory or better. It is good or better in 71 per cent of lessons and excellent or very good in nearly 31 per cent. Less than four per cent of unsatisfactory teaching was seen. This shows good improvement since the last inspection, when teaching in 22 per cent of lessons seen was judged very good or better and in 13 per cent unsatisfactory or worse. The key issue from the 1997 inspection, to monitor

teaching more closely to enable appropriate support to be deployed, is being addressed, both internally, and by significant support from the local education authority advisory staff. However, co-ordinators are not yet sufficiently involved in the process to enable them to monitor teaching and learning in their own subjects.

22. Teaching is very good for children under five in the reception class. The class teacher and her nursery nurse work very productively together. The class teacher displays very sensitive understanding of the needs of these young learners and plans effectively for a rich and varied curriculum, so that children make a good start to their school career. Teaching standards dip at Key Stage 1 but are satisfactory overall. Standards vary between classes, with one of the excellent lessons and much good and very good practice seen in Year 2. However, all the unsatisfactory teaching was also seen at this key stage in Year 1, representing 25 per cent of lessons seen for those pupils. Teaching standards are consistently high for pupils at Key Stage 2. Over 80 per cent of lessons seen at this key stage were judged good, very good or excellent. This prepares pupils effectively for their secondary school experience. However, standards of attainment remain consistently below average in the three core subjects of English, mathematics and science.
23. Parents expressed broadly positive views about the quality of teaching their children receive, both in the pre-inspection meeting with inspectors and in the questionnaires that they returned. They were particularly appreciative of the level of support provided for those pupils with special educational needs. Inspection evidence confirms these positive views. Parents were less sure about the level of homework set and marked in all classes, singling out some classes where little had been provided this year. They would appreciate clearer guidelines. During the inspection, homework was set and discussed in most classes and a culture of work at home clearly exists in some year groups. For example, in Year 6 one boy voluntarily completed a piece of work started at school, working for several hours after school that night and early during the following morning, inspired by very good teaching of religious education. This degree of independent learning reflects the interest and commitment that most pupils display. Homework supports work in many subjects though, especially for the younger pupils, it concentrates on literacy and numeracy.
24. Teachers show good subject knowledge in most areas of the curriculum, including in the key core subjects of English, mathematics and science. The setting of Key Stage 2 pupils for mathematics has been a very positive step. All mathematics lessons seen at this key stage were at least good, as teachers have been able to aim effective planning at a more narrow range of attainment than in other subjects. The teaching of literacy and numeracy skills is good overall but is very good for children under five, who make a flying start in these key areas. The school has a particularly effective strategy for the teaching and learning of key numeracy skills, which should, over time, feed through into higher attainment for pupils. Teaching is also a strong feature of work in music throughout the school. Variations in the quality of teaching are seen at Key Stage 1. However, teaching is strong for all year groups at Key Stage 2, where the core subjects of English, mathematics, science, religious education and information and communication technology are well taught, as well as physical education, which was a weak feature when the school was last inspected. No subject was judged unsatisfactory for teaching during the inspection.
25. Lesson planning is effective throughout the school. Teachers use the helpful daily planning format that has been recently introduced. However, when scribbled notes were made instead, a Year 1 music lesson ran out of steam before the end of the intended time. Not all teachers identify specific tasks for pupils of differing levels of attainment within their class. This can lead to a lack of challenge for the higher attainers in some classes, where they are not expected to achieve well enough. Limited opportunities are presented for the higher attainers or early finishers to extend their knowledge further. In most classes, teachers' expectations of pupils are high enough. They are expected to work hard and behave appropriately. The vast majority do so, as consistent management and very constructive relationships are the norm. However, in the small number of lessons where the pace is slow and insufficient challenge is presented to pupils, their attitudes become inappropriate. They misbehave and learning suffers. Most often,

pupils are very well managed, so that they work hard at almost all tasks in all areas of the curriculum. Pupils with challenging behaviours are well supported and show genuine contrition when they overstep the mark. This was seen in a good art lesson in Year 2, where the pupil was comforted by a classmate, who clearly appreciated how sorry he was.

26. Teachers use a good mix of direct teaching, question and answer and purposeful activities to stimulate and enthuse pupils. They respond positively, work hard and show considerable interest in their tasks. By their voluntary completion of work at home and in personal research they undertake, pupils show a good level of knowledge of their own learning needs. Learning is good overall. Teachers make good use of classroom support staff, who make a positive contribution to the progress pupils make. Lesson pace is brisk, so pupils become used to working productively. However, where too much time is spent sitting and listening, and too little engaged on purposeful activities, the challenge to pupils falters and both learning and behaviour become unsatisfactory. Teachers ask prolonged questions to assess and extend pupils' understanding. In the better lessons, these are structured to encourage the pupils to think analytically and frame their answers in detail, so that they learn to talk persuasively.
27. Teaching of pupils with special educational needs is satisfactory and they have good quality support. Pupils have detailed plans, which identify their requirements, but at present teachers are only just beginning to be involved in writing them. Teachers know their pupils well. The needs and requirements of children in the reception class are quickly identified and acted on. In all lessons observed during the inspection, teaching was satisfactory and often good. Lesson planning is detailed for individuals or small groups of pupils, based on careful assessment. This means that pupils learn appropriately, according to their ability. The work of learning support staff is well planned and helps pupils, not only to grasp the point of what is being taught, but also to pay attention where this is difficult. The pupils respond well and retain enthusiasm. The quality of relationships between all staff and pupils creates a trust, which helps pupils to sustain hard work. Teachers provide opportunities for pupils to show their understanding so that they take pride in the contribution that they are able to make.

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

28. The curriculum for Key Stage 1 and Key Stage 2 is satisfactory. The quality of this provision has been maintained since the last inspection. Overall, it is broadly based and teachers ensure that planned cross-curricular links between subjects are made, which have a positive impact on learning. The Literacy and Numeracy Strategies are well established and work at appropriate levels is provided for pupils of all abilities in these lessons. This is provided through appropriately levelled work, which is further enhanced by the provision of a Year 6 extension group once a week in literacy. In mathematics at Key Stage 2, setting of pupils into appropriate classes, indicated by internally designed assessments, is a recent major improvement. Two extra teachers supplement the number of class teachers, so that mathematics sets at Key Stage 2 are smaller than normal class sizes. This is already having a positive impact on pupils' achievement during lessons, although it has not yet made a significant impact on pupils' achievement over time. Sound strategies are in place for enhancing pupils' literacy skills across the curriculum. In a Year 2 mathematics lesson, for example, the teacher had prepared relevant word cards related to the lesson and used these to good effect during a class question and answer session. Mathematical skills are enhanced well in other curriculum areas. In geography, Year 4 pupils construct a tally chart of distances that parents and other adults travel to work from Drybrook, for example. In art lessons in Years 2, 3, and 4, pupils are encouraged to be aware of symmetry and tessellation in their work.
29. The curriculum for the other subjects is sound. The school has fully implemented the nationally produced schemes in all subjects except art, where the national scheme is being followed, with modifications, while further research is undertaken. The policies for these subjects are in the process of being reviewed. However, except in literacy and numeracy the planned provision for the whole range of pupils' abilities is variable and consequently the provision for abler pupils is sometimes lacking in challenge.

30. The balance of the curriculum is unsatisfactory. In Year 6, pupils do very little geography until the summer term and some of the science sessions for the older pupils are long, for example. This, coupled with the fact that the school day is short and sessions starting after break time or lunchtime do not always start promptly, has an adverse effect on learning.
31. The provision for personal, social and health education is in the process of being developed by the school and there is a new designated co-ordinator for this area of the curriculum. The required areas of study, including sex education and drugs awareness are covered through a combination of science, religious education and circle time but these do not fully meet the needs of the pupils. The school is aware of this and is in the process of documenting these areas of study, together with citizenship, in order to raise all aspects of the provision to a satisfactory level. All other statutory requirements are met in full.
32. A good range of visits and visitors, who share their expertise, supports the curriculum. This includes a visit to Caerleon Castle, the coast at Weston-super-Mare, the Dean Heritage Museum, theatres and local shops, as well as a residential visit for Year 4 pupils to the Wilderness Centre. Recent visitors have included Africans, sharing a range of expertise during "African Week", representatives from local churches and a ceramics expert. The number and range of extra-curricular activities is sound. These include choir, recorders, craft, netball, football and an environmental art club. However, parents comment that these activities are not consistently implemented and indeed very few were held during the week of the inspection. The school maintains sound links with its partner schools, particularly the local secondary school, where, as well as links which facilitate the transition of pupils from one school to the other, the area of information and communication technology is being enhanced. Links with the nursery school, which shares the school site, are also good. However, curriculum links with partner primary schools are less well developed.
33. The curriculum for pupils with special educational needs is satisfactory and is the same as for all pupils. Tasks are carefully tailored to suit individual pupils' needs. The school also writes and regularly reviews individual education plans for all pupils with special educational needs, so that focus of provision is suited to each individual. There are very good levels of access and opportunity for all pupils. This is a strength of the school. Most pupils, including those with special educational needs, are fully provided for in classroom activities, and both adults and pupils throughout the school ensure that pupils with special educational needs play a full part in the life of the school. However, provision for the higher attaining pupils is not routinely seen in planning, nor provided in lessons in all classes.
34. The provision for spiritual, moral, social and cultural development overall is good and has improved since the last inspection. The provision for pupils' spiritual development is very good. The daily act of worship and the good quality displays provide a very effective focus for this. During assemblies led by the headteacher, and later in the week by a visiting minister, the theme of caring and co-operation was well developed by good use of stories, visual aids, pupil involvement and demonstrations. Pupils considered caring, not only with respect to themselves and their friends inside the school community, but also the wider community outside, with the problems related to foot and mouth disease in the Forest of Dean's farming community. Good quality displays in the school hall, by both pupils and staff, help pupils to develop a feeling for the spirituality in the world around them and enhance the atmosphere in assemblies very well. One display tells the Chinese story of the Creation, while another identifies the importance of music to the world, breaking through the boundaries of colour, religion and nationality. Regular music assemblies also reinforce the joy of music in the world and help to celebrate individual pupils' achievements during performances. All these occasions enable the pupils to reflect on a wide range of issues in a calm and positive atmosphere and to reflect on and determine their individual responses to them. During religious education and other curriculum time, pupils' sensitivity and spirituality are enhanced very positively. In Year 1 for example, pupils learn about the importance of family shrines for Hindus and in a Year 6 physical education lesson there is utter silence as the class appreciates the difficulty of the balance being demonstrated for them by a pupil. Regular visits to the school by local clergy also contribute well to the provision for

the pupils' spiritual development, as do the daily class prayers said at the end of morning sessions

35. The provision for pupils' moral development is good. All staff ensure in their day-to-day dealings with the pupils that they are aware from an early age about right and wrong behaviour and the impact that their actions can have on others. Staff are good role models for this and treat pupils sensitively and with respect, encouraging in them an appreciation of the importance of honesty, fairness and respect for truth. A small minority of pupils, who behave in an anti-social way, are given time and the opportunity for discussion and guidance. During curriculum time, incidentally or through planned circle time sessions, pupils have the opportunity to examine issues of rights and responsibilities. In a whole school assembly for example, before a pupil who was learning to play the piano performed one of her pieces, the theme tune from 'Neighbours', pupils were reminded that listening carefully is part of showing respect to others. Circle time is not a regular timetabled session, however, and is included when class teachers feel that particular issues and topics require to be discussed and highlighted.
36. The provision for pupils' social development is good. All classes contain pupils of mixed abilities and they are given planned opportunities to work collaboratively together in various combinations or groups, as appropriate. This they do from an early age very well. A group of pupils in Year 2 for example, work well together in Mrs Wobble's Café reinforcing number skills by entering items into the account book and calculating totals. Pupils of all ages are given responsibilities in class and around the school, helping in day-to-day organisation. This fosters well their sense of responsibility to others. Older pupils are encouraged to care for the younger pupils in the school. Year 6 pupils are linked with particular younger pupils in reception, who are then looked out for and cared for during break times and lunch times. All pupils are encouraged to develop a social conscience by being involved in charity collections. Year 4 pupils are given the opportunity to benefit from a residential visit to the Wilderness Study Centre. This contributes well to their social development. Year 6 pupils will also take part in a residential visit later in this academic year.
37. Provision for cultural development overall is good and is supported well through literature and other cross-curricular provision. Knowledge of local culture is built up through studies of the local area to support work in history and geography, for example. Visits to museums and castles enhance the pupils' knowledge of the wider British culture. In music and during assemblies, the pupils are introduced to a good variety of musical pieces, including those from other countries, for example the African group 'Ladysmith Black Mambazo'. In art, they are introduced to the work of a variety of artists like Van Gough and Kandinski. A range of visitors who share interests and expertise also make significant contributions. During African Week, visitors with a range of skills from craft and music to story telling skills, enhanced pupils' cultural development well. Overall, the school provides the pupils with opportunities to develop a good understanding of their own local culture and that of the wider community with its ethnic and cultural diversity.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The steps taken to ensure the pupils' welfare, health and safety are satisfactory. In the previous report in 1997, it was stated that the support, guidance and welfare given to the pupils were excellent. The class teachers know their pupils well, recognise their needs and give them sound support and guidance. The school has a detailed health and safety policy but it is over eight years old and needs to be updated. Regular inspections are carried out to ensure the safety of the buildings and grounds. The access to the school pond needs to be made more secure to prevent pupils obtaining unauthorised access. Termly fire drills are completed and the county fire officer carries out annual inspections. The school is situated on a very busy road. The footpath outside the school is very narrow and is a health and safety concern.
39. The school nurse and doctor visit regularly and the school works closely with many health care professionals. The school has adopted the local education authority's child protection guidelines. The headteacher is responsible for their implementation and has received the

necessary training. All staff have been made aware of the child protection guidelines but no formal training has been provided.

40. The school's procedures for monitoring and supporting the pupils' personal development are satisfactory. The personal development of the pupils is monitored by their class teachers. A mix of formal and informal records are kept on the pupils' personal development and they are referred to in the pupils' annual reports. The teachers know their pupils well and care well for their personal development. The needs of pupils with special needs are dealt with sensitively and supportively. There are high levels of awareness among teachers, helpers and other pupils.
41. The school's procedures for monitoring and improving attendance are satisfactory. Attendance is monitored by the class teachers, the headteacher and the educational welfare officer. The school has a policy of first day calling of parents of pupils who are absent without a known reason. Registers are regularly and properly marked. The school has a formal system of incentives to encourage good attendance and punctuality.
42. The school's procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are satisfactory. There is a behaviour policy, which contains a suitable range of rewards and sanctions to encourage good behaviour. Regular 'Good Work' assemblies are held where good work, behaviour and attitudes are recognised. Incidents of bullying are infrequent but, when they do occur, they are dealt with speedily and correctly. The Behavioural Support Unit from the local education authority assists with pupils' behavioural problems. The school is developing an anti-bullying policy.
43. Procedures for the assessment of pupils' attainment and achievement are sound overall. This standard has been maintained since the last inspection. The assessment of literacy, mathematics and science is good. All pupils undertake the standard assessment tasks in English, mathematics and science at the end of Key Stages 1 and 2. Pupils in the other year groups repeat some, or all of actual standard assessment tests in English and mathematics, as is appropriate for their attainment levels. For example, pupils in Year 3 do a Key Stage 1 paper and these results are compared with their results from the previous year. Pupils in Year 4 may do a Key Stage 1 paper or a Key Stage 2 paper, as indicated by their individual attainment levels. End of topic tests are completed in science. The results of all these tests are analysed and used well to identify learning groups within a year group and ability sets in mathematics, gender differences in attainment levels and groups of pupils who may not reach the nationally expected levels without extra support. Pupils' achievement is also monitored. Reading, phonic, writing and spelling assessments are regularly completed at Key Stage 1. Reading, spelling and handwriting are tested regularly at Key Stage 2, as well as a verbal reasoning test in Year 6. The results of this latter test are used, in conjunction with pupils' end of key stage test results, as part of the school's analysis procedures. Assessment procedures in the other areas of the curriculum are less rigorous and are in the process of being developed. The assessment co-ordinator has drawn up a comprehensive and good quality assessment policy, which identifies accurately areas that require further development. These include, for example, moderation exercises and marking and target setting, as well as recommendations for summative assessment in information and communication technology, religious education and the non-core subjects. When implemented, this will have a positive impact on both teaching and learning. Teachers maintain appropriate records and annual reports to parents are informative. However, they do not give parents information on how their child is progressing compared with national expectations.
44. The use of assessment to guide curriculum planning is satisfactory overall. It is more effective in English and mathematics than the other subjects. In English and mathematics, it is used well to plan appropriate work for pupils of differing abilities. This does not yet happen in the other curriculum areas. However, the analysis of assessment in English, mathematics and science has resulted in a renewed emphasis on handwriting and mental arithmetic and the emphasis in science lessons on the use of comparative language. The quality of teachers' day-to-day assessment is good and the quality of teachers' marking while satisfactory overall is better than this in some year groups.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. Parents are supportive of the school and the links between the school and parents have a positive impact on the pupils' learning. The quality of information provided to parents is satisfactory. Regular newsletters are sent out and meetings are held for parents on curriculum matters, such as numeracy and literacy. There are termly opportunities for parents to discuss their child's progress with the class teacher. Parents of pupils with special educational needs are appropriately included at consultations for annual reviews.
46. The pupils' annual reports tell parents what their child knows, understands and can do and set targets for improvement. They do not, however, give an indication of the standards reached compared to national expectations. Also, the reports are sent out after the parents' evening, which means that parents do not have a formal opportunity to discuss their child's report with the class teacher. The school's prospectus does not contain information on the standard assessment tests results or the attendance figures, as statutorily required.
47. The school's links with its parents are effective and their involvement has a very good impact on the work of the school. The contribution of parents to children's learning, at home and at school, is satisfactory. At the last inspection in 1997, it was reported that there were very good links with parents. The school has a very active Parents, Teachers and Friends Association. It organises a wide range of fundraising and social events. The money raised is used to buy resources, such as computers, and to contribute towards the cost of trips for pupils and other treats.
48. Many parents and other adults come into the school on a regular basis to help in lessons with reading and sport and on school trips. Parents have been very active in improving the school environment by planting bulbs, building willow sculptures, and planning and painting a mural on a school wall, to a design agreed by the pupils. Some parents also run a popular environmental club after school. A family literacy project is run in the school, which seeks to extend the learning of literacy beyond the pupils to their parents.
49. The parents' views of the school are satisfactory overall. In the parents' questionnaire for the inspection, most parents were supportive of the school. However, there were three areas where a significant minority had some concerns. 28 per cent did not think their child got the right amount of work to do at home. The school has a homework policy but the provision is not uniform across the school and is not monitored. Overall, the provision of work at home is satisfactory. 27 per cent did not think they were well informed about how their child was getting on. The evidence of the inspection shows that the information supplied to parents is satisfactory. 19 per cent did not think the school provides an interesting range of out-of-school activities. The inspection evidence shows that the extra-curricular provision is satisfactory.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The leadership and management of the school are good overall and have substantially improved since the last inspection. At that time, a number of weaknesses were identified in this key aspect of the school's work. Under both the former and present headteacher good progress has been made to address these issues. A clear management structure is now in place, with roles better defined, responsibilities understood and meetings appropriately minuted at each level. School development planning has improved significantly recently. A very detailed, multi-tiered plan has been drawn up. Each level of planning is aimed to focus on the roles and the need to know of the members of the school's community to which it is addressed. The plan is now more clearly focused and outcomes better assessed. Sound progress has also been made on issues of monitoring and financial efficiency.
51. The headteacher provides strong and effective leadership. He has already shown a clear vision for the future educational direction of the school. This is based on a realistic assessment of the school's strengths and weaknesses. For example, the current focus on mathematics, including

setting at Key Stage 2, is a result of identified weaknesses in standards in the subject. Management structures at each level are evolving and continue to gather strength. The recent success of the deputy headteacher in securing promotion will test how resilient the new structures are, as further change becomes necessary. Advice and guidance have been readily available from the local education authority, particularly in the area of monitoring and supporting teaching. This is an area the school acknowledges it needs to develop further, involving subject managers more widely. However, the impact of recent work can be seen in the way teaching has improved since the last inspection. The school's effective strategy to appraise teachers' performance will enable the effective current monitoring by the headteacher to develop and involve other key staff.

52. The governing body has become a more effective partner in management. It is now provided with more information. This has enabled governors to focus more clearly on issues like standards, so that they can more effectively hold the headteacher and senior staff to account. Governors have been regularly involved in lesson observation and routinely discuss subject developments in areas of the curriculum to which they have been linked. They, and the senior management of the school, have a shared vision of the way they want the school to develop. This is summed up very succinctly in the new motto of the school, which indicates a commitment to quality and respect. The aims of the school are very well reflected in the ethos of inclusion and person worth it displays. Governors have been successful in ensuring that their statutory duties are fulfilled, except for minor omissions to the school's prospectus.
53. The governors effectively support the headteacher in identifying the priorities for development that are included in the comprehensive improvement plan. It is clearly focused on raising standards widely across aspects of the school's activity. Action plans for English, mathematics and information and communication technology are very helpful vehicles for promoting higher standards. The plan is very detailed for the current year, with clear indications of forward planning already undertaken in the outline vision for the next two years.
54. Leadership and management of special educational needs have changed recently and it is too soon to judge clearly on the quality of the new co-ordinator. She is experienced and enthusiastic. She is starting to put new systems in place, such as involving teachers more closely in the process of writing and reviewing individual education plans for their pupils. The specific grant is used effectively, and the building has been adapted appropriately. The management of the learning support staff has been very effective, enabling them to work well with pupils and encouraging them to communicate with the teachers involved.
55. There is a good number of well-qualified and experienced teachers and support staff to meet the demands of the curriculum. The support staff have a very positive impact on the quality of learning in the school. The school administrative officer provides very good support for the headteacher and other staff. She is very effective in her front of house duties, welcoming parents and visitors to the school. Caretaking, cleaning and school meal staff all work hard on behalf of the pupils and staff. The school has appropriate procedures for the induction of new staff. These also inform those teachers who provide mentoring and role modelling for teachers in training at the school.
56. The quality of the school's accommodation is unsatisfactory overall, although there are good features. The green playing areas and quiet area are extensive and good. The hard playground has a considerable slope and the surface is uneven, both of which impact adversely on the teaching of games skills. The indoor accommodation is bright, cheerful and spotlessly clean. The new classroom is of good size. The library, however, is extremely small and cramped, and there is not enough room to display books. They are kept in boxes that are so heavy as to constitute a hazard to anyone trying to lift them. Due to a current lack of storage space around the school, items are stored on shelves originally intended for books. The school is presently working to address this. There is a new large cloakroom area, which the school had hoped to use as extra teaching space but the heating is inadequate. Therefore, teaching takes place in the library, which further restricts its use for its proper purpose. The hall is too small for pupils at Key Stage 2 to have wholly effective gymnastics and dance sessions. Several classes are

housed in temporary classrooms. That accommodating the reception children does not have toilet facilities nearby. Due to lack of space in the main building, the reception office and the headteacher's room are tucked away in temporary accommodation at a distance from the main entrance gates. Not all classrooms are large enough to allow free movement of older pupils around the rooms. For example, when the computers are in use there is no space in Year 6 for anyone to pass between them and the desks without disturbing pupils.

57. Resources are satisfactory both in quantity and quality, with one exception. There are no ropes or climbing frames in the hall, which limits the delivery of the physical education curriculum. Resources are used well to further the pupils' learning, except for information books in the library. Teachers have to make arrangements to transfer them to their classrooms for use.
58. The school's financial planning is efficient. For example, the new headteacher and administrative officer requested an internal audit when the headteacher took up his post. The resulting information will be vital when reviewing procedures in future but, more importantly, in making strategic decisions based on a falling roll, with senior management changes imminent. The school makes effective use of specific grants, for example to support pupils with special educational needs. The budgets for these are monitored carefully, so that the funds are used to ensure maximum benefit for pupils. The school overall budget is prudently set, following detailed analysis of likely levels of income and expenditure. Various budget scenarios are modelled, showing effective use of the new technology at the school's disposal. For example, when deploying resources to support measures to improve standards in mathematics, options including the likely benefits to accrue from booster groups or improved resource levels were considered. When the budget is agreed, governors are kept fully informed by the highly efficient school administrator, to allow regular monitoring and quick response to any unexpected variation from the plan. The vice chair of the governors' finance subcommittee is very effective in her role. She and her colleagues, albeit many of them new recruits, require the school to account for standards and look for improvements in areas where spending has been targeted. Governors acknowledge that they need more training but are proactive in both identifying and facilitating training needs. For example, a parent governor from a local government background has prepared an excellent paper on 'best value'. This will be very helpful to governors in their financial management in future, following their implementation of its recommendations.
59. Taking into account the below average attainment on entry, good teaching of an appropriate curriculum, good pupil attitudes and behaviour and satisfactory improvement over time, achieved at broadly average costs, offset by low standards in nationally assessed core subjects, the school provides sound value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. In their work to further raise standards and improve the quality of education at the school, the governing body, headteacher and staff should now:
- (1) Raise standards in English, mathematics and science, the core subjects examined at the end of both key stages, by:

- ensuring that sufficient challenge for all groups of pupils, including the higher attaining, is identified in learning objectives and expectations in planning and takes place during activities in lessons to help improve the proportion of pupils achieving Level 3 and Level 5; (paras. 1, 2, 3, 5, 6, 7, 9, 25, 29, 33, 65, 73, 74, 77, 94)
 - eliminating inconsistency in teaching by increasing the level of monitoring undertaken, especially by subject co-ordinators;* (paras. 5, 6, 21, 44, 51, 73, 79, 80, 89, 94, 95, 99, 104, 106, 116, 120)
 - reviewing the length of lessons, particularly those where a single subject takes well over an hour, or a whole afternoon, to improve lesson structure and pace; (paras. 30)
 - using plenary sessions at the end of lessons to involve pupils more in the presentation and assessment of their own and classmates work, encouraging clarity of speech in clear, logical, whole sentences; (paras. 9, 26, 73, 74, 75, 78, 87, 91, 92, 93)
 - ensuring that pupils' literacy skills are supported in work in all areas of the curriculum, so that extended writing tasks become the norm. (paras. 6, 11, 73, 74, 75, 91, 93)
- (2) Improve the intended teaching time available and the balance between subjects by:
- considering extending the length of the school day; (para. 30)
 - ensuring that the current imbalance in the allocation of time to subjects like English, science, history and geography is resolved; (paras. 6, 7, 30, 92, 94, 96, 106, 107)
 - planning more effectively for the inclusion of literacy in lessons across the curriculum; (paras. 79, 73, 75, 93)
 - avoiding slippage at the start and finish of the school sessions and individual lessons. (paras. 18, 25, 30, 79, 120, 131)
- (3) Bring to the further attention of the local education authority deficiencies in accommodation identified in the report and in site surveys conducted by the governing body's premises subcommittee.* (paras. 56, 62, 124, 126)

In addition to the above, the following points for development should be considered for inclusion in the action plan.

- Amend the school's prospectus to include all statutory information required. (paras. 46, 52)
- Continue with modifications to the school library and to storage to create a welcoming area, where the school's book resources can be displayed and used for reading and personal research by the pupils to help promote improved standards of literacy.* (paras. 11, 56, 57, 80, 111)
- Review provision for personal, social and health education to ensure all elements are taught in full.* (paras. 31, 34)
- Reconsider arrangements for swimming, so that the limited pool time available is used more effectively to teach and rehearse key skills.* (para. 126)

*Items already identified for improvement by the school.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	52
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3.8	27.0	40.4	25.0	3.8	-	-

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 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		172
Number of full-time pupils known to be eligible for free school meals		14

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		7
Number of pupils on the school's special educational needs register		53

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.2

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	12	12	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	11	12
	Girls	11	12	12
	Total	20	23	24
Percentage of pupils at NC level 2 or above	School	83 (93)	96 (97)	100 (97)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	8	7
	Girls	12	11	11
	Total	23	19	18
Percentage of pupils at NC level 2 or above	School	96 (93)	79 (97)	75 (86)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	16	16	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	10	14
	Girls	13	9	11
	Total	24	19	25
Percentage of pupils at NC level 4 or above	School	75 (44)	59 (31)	78 (50)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	14
	Girls	13	10	11
	Total	24	21	25

Percentage of pupils at NC level 4 or above	School	75 (47)	66 (40)	78 (53)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	152
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.6
Number of pupils per qualified teacher	20.0:1
Average class size	24.6:1

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	192

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	307,203
Total expenditure	298,144
Expenditure per pupil	1,648
Balance brought forward from previous year	12,183
Balance carried forward to next year	21,242

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	172
Number of questionnaires returned	82
Proportion of questionnaires returned	47.7%

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	26	8	1	-
My child is making good progress in school.	43	47	10	-	-
Behaviour in the school is good.	39	49	7	2	3
My child gets the right amount of work to do at home.	32	37	10	18	3
The teaching is good.	45	41	10	-	4
I am kept well informed about how my child is getting on.	37	35	16	11	1
I would feel comfortable about approaching the school with questions or a problem.	61	34	4	1	-
The school expects my child to work hard and achieve his or her best.	49	40	6	2	3
The school works closely with parents.	35	45	11	-	9
The school is well led and managed.	41	37	4	1	17
The school is helping my child become mature and responsible.	42	52	4	-	2
The school provides an interesting range of activities outside lessons.	34	37	13	6	10

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

61. The school has maintained the very good provision in this area of its work identified in the last report. Parents state that their children are happy to come to school. They are admitted to Class 1 full-time during the first half-term of the school year in which they have their fifth birthday. Sensitively managed induction procedures ensure that all children spend time initially in less than class size groups. When all ice-breaker visits are complete, the school day is initially shortened to take account of these younger learners' physical needs. At the time of the inspection, Foundation Stage children were working the same length day as Key Stage 1 pupils. There are only 17 in the class, which has enabled the staff to devote considerable time to productive individual and small group work. This has been helpful, as standards overall on entry were below average, as measured by the local education authority's baseline assessment of children across a narrow band of attainments. Few children were attaining at the higher levels. Children's attainments were lower in early literacy than early mathematical skills in a group where boys outnumber girls 3 to 1. The very good teaching of the well planned curriculum they receive has ensured that they make good progress overall and are on target to meet the early learning goals of the Foundation Stage by the time they enter Year 1.
62. The Foundation Stage practitioner and her nursery nurse work very effectively as a team. They are committed to providing good quality education to the children in their care. Children with special educational needs are well provided for and make good progress, due to the help and support they receive. Systems for tracking and assessing the children are thorough, with both practitioners making regular recordings of behavioural observations and attainment goals reached. The nursery nurse works only in the morning, which is barely satisfactory but, given the current number on roll, financially justifiable. It is unsatisfactory that children under five have to walk across a virtually open playground to get to the nearest toilets. The lack of a designated outside play area and the steep rake on the poorly surfaced playground they use is also unsatisfactory.

Personal, social and emotional development

63. The teacher provides very good opportunities to promote children's personal, social and emotional development. Teaching in this area of learning is very good. The majority of children are predicted to attain the nationally expected standards by the time they enter Year 1, showing good progress. The children have very good relationships with adults and each other. They have good attitudes to the work they clearly enjoy. Staff have very high expectations of behaviour. They establish good routines and consistently stress the difference between right and wrong. Children respond very positively and work co-operatively in pairs and small groups, for example when working in the role-play area. They share resources fairly and are aware of the need to take turns. The effective organisational arrangement, whereby children working at some tasks wear a specific coloured braid, gives clear messages about how many are currently engaged at a task, so heading off potential disagreement. Children treat costly equipment and materials with care, for instance when using the computers. They show good levels of independence when choosing tasks. One boy elected to spend a considerable time working on a jigsaw by himself, during the inspection. He showed mature levels of concentration and perseverance, as he finally completed his mammoth task. Children are encouraged to become independent in self-help skills, such as changing for physical activities, as soon as possible. During the inspection, there appeared to be little difference in the level of support needed in dressing between children in reception and pupils in Year 1. Staff know their children very well. They respect and value their opinions, further raising children's feelings of confidence and self-esteem that are well developed by the curriculum provision they experience.

Communication, language and literacy

64. Children make good gains in their learning and most are expected to meet the early learning goals for communication, language and literacy by the time they are in Year 1. Teaching is very strong in this area, so very good progress is made from a low baseline on entry. Reading is encouraged by a range of well thought out activities across the whole Foundation Stage curriculum. Very creative use of big books and other texts by the class teacher encourages children to enjoy and value stories. Stories like 'We're Going on a Bear Hunt' are used very effectively to inform activities widely across the curriculum. Very well developed, sensitive questioning skills continuously challenge children's thinking and encourage participation. This ensures that listening skills and the ability to process thought and respond appropriately are improved. The role-play area, currently supporting class themes on travel, helps promote oracy further, as children decide where to go on their journey and what to pack for their holiday, quickly getting into role and adapting voice and manner appropriately. Children are encouraged to write for a range of purposes, using a variety of mark making tools, including pencils and pens. Many form letters consistently and correctly when writing their names and those of others, when using the office. They work closely with the teacher and nursery nurse, who effectively model words they need in the current story or letter they are writing. They recognise well-known words in stories and simple reading matter. These are then used in children's own writing. Children handle books carefully. They take them home regularly to share with their parents. This pleasurable activity helps with reading standards and also gets the home-school partnership off to a good start.

Mathematical development

65. Good progress is made in mathematical development. Teaching is good and so many opportunities to see, hear and use number are provided. These include the number of children present that day, which of them have brought sandwiches, which need school dinners. Children count accurately to double figures the measles in a picture of a storybook called 'Spots'. Counting rhymes and songs are joined in with gusto, effectively reinforcing counting and numerical understanding in such well loved songs as 'I am a hungry crocodile'. Children enjoy practical activities involving sorting by shape, colour and size to complete patterns. In a whole class activity linked to physical development, children threw balls into a bucket, counted their own score and helped the teacher work out their team's score, reinforcing one to one correspondence. In small group activities working with an adult, children count items on cards, before posting them through an appropriately labelled slot in a box. However, in one game using a conventional dice, higher attaining children could have managed a dice labelled with higher values, which would have promoted better progress. Overall, the majority of children are on target to reach the early learning goals by the end of their reception year.

Knowledge and understanding of the world

66. The teacher provides a wide range of activities to extend children's experience in this area. Teaching is very good, so children make good progress overall. They have well developed mouse and keyboard skills, so are confident when working independently or with a partner on computers. They are learning how to use a listening centre, with increased understanding of its controls and functions. This will help them to become more independent in one aspect of their literacy work. Their magic carpet game, linked to the role-play area, promotes appropriate understanding of the idea of near and far. Two boys travelling in France were on the look out for both tigers and polar bears! Two more on the writing table chose to write a postcard home relating their experiences. Many children come to school with limited experiences of the wider world. The staff are working hard to build on these by the highly motivating and stimulating activities they offer children. Early scientific skills are acquired. For example, by the planting and tending of seeds and the care of the plants children grow. While cooking fairy cakes, children learn how things change when mixed and heated. Their work in sand and with water gives them helpful insights into materials and their properties. Local history and geography are well taught. Children have further developed their knowledge and skills in other areas while

building their model of Drybrook village. By the end of the year, the majority of children will have achieved the early learning goals.

Physical development

67. Physical development is well promoted in a wide range of planned opportunities in the classroom, hall and outside. Staff work hard to enhance fine motor control in work manipulating scissors and larger tools and brushes, crayons and pencils with increasing accuracy and care. The higher attaining show good fine motor skills when using the mouse to interact with the computer. The acquisition of gross motor skills is well promoted by activities using construction materials, small toys and, when appropriate, the larger wheeled toys shared with the playgroup outside on the playground. Children progress well and most have attainments in line with those expected for their age. Teaching is effective. In a hall lesson effectively designed to link in with Key Stage 1 practice, children enjoyed moving freely and when dribbling balls around the hall. Control, and awareness of the space available, and the needs of others to their share of it, is maturing well. Most throw accurately and catch cleanly. Good co-operative skills and teamwork are displayed. In very good teaching, fully changed and energetically involved, the practitioners explain the importance of a healthy lifestyle, so that children are becoming more aware of the effects exercise has on the body.

Creative development

68. Teaching is very strong in this area of learning. The Foundation Stage teacher also leads on art and design across the school. It shows. Some very well planned activities give children the opportunity to create and reflect effectively. In an excellent plenary session, during work introducing the listening centre, the teacher plays a recording of herself reading 'Are you there, Bear?' with taped background music, The Moonlight Sonata, providing mood. The room is blacked out, as the teacher shares the book with her rapt class by torchlight, adding live comments to her recording. A magic moment! Children are inspired by this level of quality in the provision made for them. Their collaborative work using collage and their opportunities to respond using texture and different paint techniques develop their skills and also their capacity to enjoy and appreciate creative activities. In work well supported by the nursery nurse, children produce the first panel of a frieze representing Teddy on a Tiger hunt, using wool glued to card, hand painted with jungle green. In activities in role, through dance and in music, children make very good progress, so that they are almost all on target to reach the early learning goals by the time they enter Year 1.

ENGLISH

69. At the time of the last inspection pupils' standards at the end of Key Stage 1 were average in reading but below the national average in writing. At the end of Key Stage 2, standards were above the national average. Since then, pupils' standards at the end of both key stages have fluctuated considerably, and standards nationally have risen.
70. Pupils' standards at the end of Key Stage 1 in 2000 were close to the national average in writing but below average in reading. When compared to similar schools, writing was close to the average but reading was well below average. Pupils' standards at the end of Key Stage 2 in 2000 were below the national average overall, based upon the average number of points scored. However, the number of pupils attaining the expected level or above was close to the national average. These results were below the average for similar schools. The trend of school results and improvement over time is below the national trend.
71. The reason for the trend and the lower results compared with similar schools is that Drybrook has the usual range of pupils with differing abilities, but also welcomes significant numbers of pupils with special educational needs whose individual results affect the overall statistics. Many girls perform better than boys at the end of Key Stage 1, and by the end of Key Stage 2 the difference has widened, so that girls are a term ahead of boys. Nationally girls perform a little better than boys, but at Drybrook the significant difference is explained, at least in part, by the

much larger number of boys with special educational needs at each stage of the special needs register, about 70 per cent of the total. Apart from these pupils, there was no noticeable difference between boys and girls in attainment or attitudes recorded during the inspection.

72. The school has improved the quality of the group reading times since the last inspection. The time is now spent well with pupils focused on reading and comprehension tasks, which encourage both pupils' independence and their ability to work individually and in small groups.
73. The standards of work seen at the end of Key Stage 1 are below those expected nationally overall. Although a high proportion attain the expected Level 2, too few reach the expected Level 3 or above. Weaknesses in the teaching of English in Year 1 have led to unsatisfactory progress being made by pupils, particularly the higher attaining. Pupils are not consistently managed well enough, nor set sufficiently challenging tasks to engage and stimulate them. Pupils' listening skills are well developed. The majority listen attentively to their teachers and to each other. However, speaking skills are not so well developed. Many pupils do not speak coherently or confidently when answering questions or describing events. Pupils' standards in reading are below average overall. The most able pupils read fluently and with enjoyment from a range of books. They discuss points that they like, and predict outcomes sensibly. They develop their research skills well by using simple information books. Many pupils use strategies confidently to build words and they increasingly read simple books with expression and understanding. The considerable number of less able pupils enjoy looking at books and discussing them. They are starting to recognise a few words. Most pupils recognise the main parts of speech, such as adjectives, and use them with increasing imagination when composing phrases for a class poem. For example, a lower attaining pupil with a scribe wrote "silent, shiny moon". Pupils begin to spell many simple words accurately. Standards in handwriting are disappointing. Letters are not joined and much handwriting is untidy, although handwriting practice shows that pupils can present neat work. Pupils with special educational needs are well supported and make appropriate progress for their abilities. They are supported by skilled learning support assistants who quietly rephrase what the teacher says so that pupils who learn more slowly are able to keep up with the gist of lessons. However, overall pupils at Key Stage 1 do not achieve sufficiently well compared to their prior attainment. Pupils' standards of attainment in Year 1 are at the expected level. Many pupils do not listen carefully to their teacher and a minority does not speak clearly and coherently. The most able pupils read fluently from simple texts. Many pupils write simple sentences and begin to use capital letters and full stops correctly. Their knowledge of sounds and sound blends is good. Many pupils form their letters carefully and their writing is clear.
74. The standards of pupils' work seen at the end of Key Stage 2 are below those expected overall, although a minority is working at the expected level. Pupils listen attentively and confidently to adults. They are able to question others' ideas. For example, pupils had very differing ideas about a number of artists at the start of a painting lesson. However, many pupils' speaking skills continue to be underdeveloped. Several pupils who attain well in other aspects of English have difficulty expressing their thoughts clearly and logically. Some less able pupils use "you know" between every few words, and lack coherence. Pupils' attainment in writing continues to be stronger than their reading. Pupils enjoy reading, but do not choose books to stimulate and challenge them. They read fluently and with good expression. Although there is a system to indicate the degree of challenge of different books, there is no effective policy to encourage pupils to read challenging material for pleasure in school. Pupils' attitude to work is extremely positive, which helps their learning in class. For example, during two lessons all pupils learnt the difference between discussion and persuasion and wrote cogent reasons for and against the reopening of a local mine, using appropriate formal language well. Their tasks were carefully tailored to match their abilities, so that the most able pupils worked at above the expected level. The considerable number of pupils with special educational needs are very well supported and attain appropriately for their abilities. However, one pupil is withdrawn for two sessions a week against the school's wishes. She misses what the rest of the class is doing and is not always furnished with appropriate work to do when she returns. Throughout Key Stage 2, pupils achieve appropriately compared to their prior attainment. During the inspection they made good progress in the majority of classes because work was clearly aimed at groups of pupils

according to their levels of ability and there were often good levels of adult support. Several of the pupils benefit when work is repeated in a slightly different form. Samples of pupils' work during the year indicate that often pupils are given the same or very similar tasks to perform. Pupils at Key Stage 2 do not take pride in the presentation of their work. It is very often untidy and not all pupils use joined script although it is practised in handwriting sessions. However, when pupils are reminded and concentrate carefully, they produce neat work that is a pleasure to read.

75. The school promotes standards of literacy appropriately in work across the curriculum. However, opportunities are missed in most classes for pupils to practise and develop their writing skills in subjects across the curriculum. Opportunities for pupils to develop their speaking skills arise by chance rather than deliberate planning. However, good attention is paid to the use of correct vocabulary in mathematics and science lessons. Scientific experiments are written up carefully in the best lessons but this area is capable of further improvement. Information and communication technology is used well in all classes as a means to enhance literacy skills.
76. The quality of teaching at Key Stage 1 is usually satisfactory and it is good in Year 2. It is good at Key Stage 2 and very good or excellent in Year 3 and Year 6. It is good overall and promotes good learning for the pupils. Teachers use planning documents well and incorporate good opportunities for pupils to enhance their skills in information and communication technology. Teachers plan to emphasise key points in each lesson, fit them into what the pupils already know and use questions well to assess how much they have understood. Teachers start lessons confidently by listing the lesson aims. This helps pupils to pay attention and work hard. They are keen and confident to answer because they know that the school encourages everyone to try even if sometimes they get things wrong. Learning support assistants play a valuable part in giving discreet help to pupils who learn more slowly, so that they make satisfactory progress. These pupils usually keep up with the pace of lessons and are confident to answer too. Teachers have a good grasp of the subject and this gives them the confidence to make learning fun. For example, in a Year 2 lesson the teacher recited a poem in a variety of voices and rhythms in order to make her pupils aware of atmosphere. They showed first rapt attention and then shrieks of laughter, but their work became more sensitive. The first part of the lesson is used well and when appropriate gives valuable impetus for the main part. For example in a Year 6 lesson, pupils discussed appropriate, formal language as a class before they wrote comments on the results of a poll they had conducted on local residents' opinions about reopening a mine.
77. During the main task, teachers and assistants work skilfully with small groups of pupils and ask questions to find out how well they are learning and to extend their thinking. For example, the Year 3 teacher asked some pupils to explain their thinking which enabled them to order a series of instructions more accurately. In the best lessons, teachers have very good relationships with their pupils and good classroom control. This creates an atmosphere conducive to work. Pupils settle quickly and put high levels of effort into their work. Teachers plan very carefully with their learning support assistants, so that the assistants are able to help designated pupils and others to achieve appropriately and to have pride and confidence in what they do. However, analysis of work indicates that some teachers do not consistently plan to challenge their highest attaining pupils appropriately. The same task is carried out by all but the lower ability pupils.
78. Nearly all lessons finish well. The best teachers review carefully with their pupils what they have learned by asking well-directed questions. This is a time when teachers often miss the opportunity to involve all pupils in speaking and listening to each other in order to clarify their thinking and develop their speaking skills.
79. Teachers manage their pupils consistently well overall. However, in one lesson where weak management was seen groups of pupils did not concentrate on their work, and a minority of pupils achieved very little. An unsatisfactory lesson was characterised by the teacher keeping the pupils on the carpet so long that they became bored and slow to obey, and then she did not give them sufficient time to complete their tasks.

80. The subject is well managed. Staff have been well trained and their work is supported by a number of policies and guidance on planning, which contain useful items of help and information. The co-ordinator is aware that the policy for speaking and listening needs updating. The school regularly monitors planning and is starting to monitor teaching. National test results are analysed for areas that need development. A range of strategies has been devised to assess pupils' attainment through the school. Teachers keep records of their pupils' progress, but these are not standardised at present. Teachers agree targets for improvement with their pupils and review them regularly. Resources for the subject are satisfactory, but the library facilities are poor. There is not enough room for shelves on which to display the information books, which are kept in boxes. This makes the books difficult for pupils to access, and in addition the room is often used as an extra classroom, which lessens further the possibility for pupils to develop independent research skills. The school has set up a parent/child literacy programme, which is proving very successful. Overall, improvement since the last inspection has been satisfactory.

MATHEMATICS

81. National test results for the Year 2000 indicate that at the end of Key Stage 1 the percentage of pupils reaching Level 2, the level that an average seven year old can be expected to reach or above, is very high in comparison with the national average and in the top five per cent of all schools. However, the percentage of pupils reaching the higher Level 3 or above is well below national figures. When considering an average points analysis, the school's results are close to the national average and in line with those of similar schools. The school's results at this key stage have been improving over the last two years after a substantial drop in 1998. Taking the last three years together, there is no significant difference in the performance of boys and girls.
82. The test results for pupils at the end of Key Stage 2 indicate that the percentages of pupils reaching the expected Level 4 or above is well below the national figure and at the higher Level 5 it is also well below. The average points score is well below the national average and well below that of similar schools. However, the school's results improved this year after a substantial dip in 1999. At this key stage, taking the last three years together, girls performed better than boys. There are an above average number of pupils in the school who have special educational needs and so some discrepancy between the school's results and national ones is to be expected.
83. The standard of work of a substantial number of the older pupils at Key Stage 1 is in line with that expected nationally in all the areas of mathematics and overall pupils achieve satisfactorily. Most pupils of average ability have a secure knowledge of the appropriate language of mathematics and are able to use the number bonds of ten in addition of larger numbers. However, some require support when tackling subtraction. They recognise odd and even numbers but have difficulty applying this knowledge to complete simple sequences of numbers based on these. They have an understanding of simple fractions, measure straight lines using a ten-centimetre strip and can estimate distances, which are more or less than a metre. They know the names and some of the properties of simple plane shapes. More able pupils add two two-digit numbers by partitioning accurately, but are unsure about what to do when the units total is greater than ten. They understand the place value of three digit numbers and build up and have some recall of the five times table. They know the names and some of the properties of a wider range of two-dimensional shapes, for example the hexagon.
84. The standard of work seen at the end of Key Stage 2 is below the national expectation. Pupils' achievement is unsatisfactory at present, although vigorous measures to improve standards, including setting, have been instigated by the new headteacher. Pupils of average ability have a sound understanding of number and the four operations, but do not work accurately when dividing two-digit numbers by one digit ones. Their understanding of decimals is developing and they add and subtract numbers with two decimal places. Work done on equivalent fractions is not totally secure. Most pupils know the names of the simple solids and describe their properties. They understand that data can be represented in various ways and that the likelihood of an event occurring can be ascribed a numerical value. Able pupils understand that graphs can be used to solve problems, for example, converting money from one currency to

another and converting fractions to percentages with limited accuracy. Pupils with special educational needs make sound progress in relation to their individual attainment levels. Standards have broadly been maintained in Key Stage 1 and fallen in Key Stage 2 since the last inspection.

85. The quality of teaching overall is good and has improved since the last inspection. The school's current priority is on mathematics, including ensuring that teaching focuses clearly on raising pupils' standards. At Key Stage 1, the quality of teaching ranges from satisfactory to excellent and at Key Stage 2 it is good or very good. Teachers ensure that work of an appropriate level is provided for pupils. At Key Stage 1 this is done for groups within the classroom, where teachers in both year groups provide work of suitable challenge for all groups including able pupils, whose attainment level the school is trying to raise. In Year 1 for example, more able pupils add two numbers that are less than twenty and identify whether the answer is an odd number or an even one. In Year 2, more able pupils partition two two-digit numbers, add the units and then the groups of ten in the process of arriving at the final answer. The teacher built in an extra challenge by including an example where the units total came to more than ten, heightening the interest of the pupils.
86. At Key Stage 2 pupils from pairs of year groups, Years 3 and 4 and Years 5 and 6 are placed into three sets for each pair. This produces smaller sets than classes, giving each pupil more access time with the teacher, with suitably differentiated work provided for groups within the sets. This organisation of pupils at Key Stage 2 is a very recent one but the school feels that it has already had a positive impact on the quality of learning and enabled teachers to focus tasks well in order to raise the attainment of pupils of all abilities. In a set of more able pupils in Years 5 and 6 for example, work in previous lessons on areas and constructions enabled the teacher to further extend the pupils. In a very well structured session, the teacher asked the pupils to construct squares on the sides of a particular right-angled triangle, to calculate the areas of each square and to comment on the result. The lesson not only allowed the pupils to apply the knowledge and skills they had acquired in previous lessons, but also provided them with an early insight into Pythagoras's Theorem and the excitement of finding a different sort of rule from those experienced before. The more able pupils in the set extended the task further by trying to write down the formula for homework. In a small set of less able Year 5 and 6 pupils, also during a well-structured lesson, the teacher reinforced place value of numbers with one or two decimal places. More able pupils tackled numbers with units and two decimal places and less able pupils, numbers with no units and one decimal place. In all the lessons observed the quality of learning was at least satisfactory and often better. This indicates that the strategies put into place by the school are having a positive effect in the classroom, but have not yet been in place long enough to have an impact over time, particularly by the end of Key Stage 2.
87. The National Numeracy Strategy, with its three-part structure, is well established. Teachers are effective in developing appropriate mental strategies in the pupils, reinforcing these skills well at the start of each lesson and laying firm foundations for the main focus of the lesson. Able pupils in the top Year 3 and 4 set reinforced knowledge of the three and six times table during the mental arithmetic session, the teacher highlighting clearly how knowledge of the former could help pupils recall the latter. This was an effective preparation for the main focus of the lesson. Here, pupils examined a multiplication fact from the six times table and, by using various techniques like doubling, halving or changing the order, worked out what other questions this could help them to answer, an extremely useful strategy to learn on the way to achieving mathematical independence. All sessions are well planned and organised and teachers learning objectives are clear. In most of the lessons, these objectives are communicated clearly to the pupils in appropriate mathematical language, and referred to again in the review session at the end of the lesson. Teachers work hard to make review sessions meaningful for the pupils and in this they are successful. However, opportunities to give pupils the time to verbalise what they have learned, using the appropriate mathematical language rather than answer teachers' questions, are often missed. The pupils' competence in numeracy is well supported across the curriculum through the use of measuring and weighing in science, estimating and measuring lengths in design and technology and the use of frequency charts in geography, for example.

88. Teachers use the allocated time efficiently. Lessons are suitably structured and well-organised, with relevant resources and instruction/task sheets ready to hand, so that minimum time is spent during lessons on unnecessary routine. This maintains the motivation of the pupils and encourages purposeful activity as the norm. In general, teachers' questioning of pupils is sound and well focused, as pupils' strengths and weaknesses are well known. Consequently pupils of all abilities are involved in class question and answer sessions, and this they do with appropriate confidence. Teachers know pupils well and good relationships are evident in classrooms. This enables pupils to accept constructive criticism as part of their learning process. They are prepared to offer answers in whole class sessions when they are not totally confident about their responses. Learning assistants are used effectively and make positive contributions to the pupils' learning by their competent reinforcement of the teachers' objectives, as in Year 1 for example, where the learning assistant worked competently with a group of less able pupils helping them to identify odd and even numbers. Generally pupils' written work is satisfactorily marked and helpful to the learner. It is particularly effective in Year 2. Homework supports learning satisfactorily and classrooms contain good quality displays and a variety of examples of pupils' work. The support of the subject by the use of information and communication technology is developing satisfactorily.
89. A well-organised co-ordinator monitors teachers' planning and pupils' learning appropriately. However, her role has not yet been fully developed to include the regular monitoring of teaching. The assessment procedures are good and the results are monitored and analysed well in order to ascertain pupils' progress and assist in curriculum planning. Assessment procedures and their use have improved since the last inspection. Parents are kept regularly informed about their child's progress. There has been sound improvement in mathematics since the last inspection.

SCIENCE

90. Teacher assessment results for the year 2000 indicate that at the end of Key Stage 1, the percentage of pupils reaching Level 2, the level that an average seven year old can be expected to reach or above, was well below national figures. The percentage of pupils reaching the higher Level 3 or above was also well below national results. Overall, the results are well below those of similar schools. Assessments indicate that the attainment targets physical processes and materials and their properties are the strongest areas at Level 2. At the end of Key Stage 2, national test results indicate that the percentage of pupils reaching Level 4 or above was well below the national average but the percentage of pupils reaching the higher Level 5 or above is close to the national figure. Overall, the school's results at this key stage were below national figures and below those of similar schools when considering the average points score. Taking the last three years' results together, the performance of pupils is below the national average and boys perform better than girls do.
91. The standard of work of pupils at the end of Key Stage 1 is below that expected nationally and their achievement over time is unsatisfactory. Pupils are involved in an appropriate range of practical activities but are not always given sufficient opportunities to discuss the discovery process or to begin to record their findings in a scientific manner suited to their attainment levels to ensure that steady progress is made. Standards have not been maintained since the last inspection. By the end of the key stage, most pupils recognise that plants are living things that require certain conditions in order to grow. In a Year 2 lesson for example, the pupils had a clear understanding of what is meant by 'environment' and appreciated that different plants thrive in different conditions. They understand the relationship between darkness and light and gain sound practical experience of this through a variety of experiments held in the 'dark house'; a temporary structure constructed in the Year 1 classroom. Through experiments with play-dough, pupils understand the effects that different forces, pull, push and twist, have on a material. In Year 2, they use their knowledge of forces and the properties of different materials to design, make, test and redesign a catapult. They understand the link between a power station and a lit table lamp in the home.
92. The standard of work at the end of Key Stage 2 is below that expected nationally and so is the

pupils' achievement over time. By the end of the key stage, most pupils have gained knowledge across the programmes of study and gained some valuable experience in experimental and investigative work. However, the school day is short and the time allocated to science has not been sufficient to enable pupils to make satisfactory progress in acquiring an appropriate depth of knowledge and skills of inquiry across all learning objectives. Standards have fallen since the last inspection. By the end of the key stage, most pupils understand the functions of various parts of a plant in its life cycle and reproduction. Pupils in Year 5 had a sound insight into seed dispersal, after making parachutes as a homework task linked to this area of work. They understand that materials have different properties. In a Year 3 lesson for example, pupils examine a variety of materials before concluding that some metals, but not all, are magnetic. By the end of Year 6, pupils know that materials can be changed and that only some changes are reversible. In a Year 6 lesson based on this aspect, however, despite the fact that the teacher had built up a word board of relevant technical terms in previous lessons, most pupils, working in small groups, discussed the results of their experiment in everyday language. Most pupils understand that there are forces acting on a moving body. In a Year 4 lesson, more able pupils contributed that the forces of gravity and up-thrust acted on a bicycle. By the end of the lesson, all pupils understood that the force of friction had to be overcome in order for a body to move and that different surfaces produce different forces of friction.

93. Most pupils gain interest in scientific inquiry through an adequate range of practical experience but are not encouraged sufficiently to be involved in hypothesising, discussion of how they could find out, emphasising what would constitute a fair test and reporting the processes using appropriate terminology. Recording of investigations is an area that requires further development within the school.
94. The quality of teaching overall is good. At Key Stage 1 it is satisfactory. At Key Stage 2 it ranges from satisfactory to very good, but is good overall. However, not enough time is spent on science for the effective teaching to have the impact it should in raising pupils' standards. The quality of teaching has been maintained since the last inspection. Teachers' planning is good overall and lesson objectives are clear. In the most effective lessons, teachers ensure that the learning objectives are communicated to the pupils at the start of the lesson and that there is a review session at the end, which includes an evaluation. In some lessons these aspects are not clearly identified, leaving some pupils unsure about what they have achieved. Most lessons are well organised and resourced. This enables teachers to include a good variety of interesting and relevant activities to support learning. In a Year 4 lesson, the teacher provided a good range of surfaces of various materials, wet and dry, for the pupils to use in a friction experiment. They were then able to come to conclusions about the effect of water on a surface, as well as identifying which materials produce the most or least friction, for example. However, in less effective lessons the set task does not challenge the pupils appropriately or engage their enthusiasm. However, the good relationships that exist between class teachers and pupils, and effective class management by teachers, ensures that pupils maintain concentration and complete the set task. In a significant number of lessons, teachers do not provide suitably demanding work for the range of abilities within a class. Many teachers support literacy by providing lists of relevant words that aid pupils' recall, extend use of language and help with spellings. Teachers mark pupils' work regularly. This is of particularly good quality in Year 2, where the teacher not only provides constructive comments related to science, but also for literacy. Lessons in general are prescriptive and pupils are not given opportunities to be involved at the planning stage, thus inhibiting the development of their skills of inquiry to a high level. The use of information technology to support learning is limited but is being developed.
95. The curriculum complies with national guidelines and the school is now following the national published scheme. The curriculum provision, whilst not deemed unsatisfactory at the time of the last inspection, has been changed and end of unit assessments related to the scheme are included in the bank of science assessment procedures, which overall are good. Analysis of these not only provides information about attainment and progress but also guides curriculum planning. A good example of this is the heightened use of comparative language by teachers when it was found that pupils had a weakness interpreting questions using this type of language in the standard assessment tests taken at the end of Key Stage 2. The subject co-ordinator is

well organised and monitors teachers' planning and a limited amount of pupils' work. The role of the co-ordinator in the monitoring of teaching and the support of colleagues in the classroom, noted at the time of the last inspection, is still underdeveloped. The co-ordinator has raised the profile of science in the school by starting a Science Club and introducing a 'Science is Fun Day' last year. A range of interesting activities, from a display of optical illusions to watching bees hatching and inflating a model hot air balloon, were enjoyed by all. Overall, progress in science since the last inspection has been unsatisfactory.

ART AND DESIGN

96. Pupils' standards at the end of both key stages are in line with national expectations. Standards have been maintained at Key Stage 1 since the last inspection but at Key Stage 2 they have gone down despite teachers' effective enhancement of pupils' artistic skills in other curriculum areas, because of the demands of literacy and numeracy on the curriculum. However, there has been satisfactory progress overall in art since the last inspection. At Key Stage 1, pupils experience a range of activities and media enabling them to explore and develop a sound understanding of pattern, colour and shape. In Year 1, pupils show real understanding of these aspects when producing print patterns and in Year 2 when working in the style of Robert Delaunay. They are introduced to paint, brush, pencil and crayon and learn to control these satisfactorily, sketching a poppy in the conservation area, producing traditional Chinese brushwork designs on fabric and producing wax resist and colour wash pictures after a visit to a sea life centre. At the beginning of Key Stage 2, pupils gain experience of colour mixing, for example in Year 3 when producing Celtic style patterns from stencils they had designed in a previous lesson. They experiment too, in Year 4, with the effects of colour changes and negatives when scanning photographs of themselves into the computer, producing an interesting range of effects. By the end of Year 6, pupils have a satisfactory understanding of perspective in landscape work and their observational skills are sound. They have an appropriate knowledge of the work of a range of artists from old masters to modern day artists, who come from a range of different cultures. The pupils' skills of working in three dimensions is also developed satisfactorily through use of a variety of materials ranging from clay, as when producing ceramic tiles decorated with their own self portraits, to willow sculptures, produced from growing willow established by a group of parents and the environmental art club on the school site. Overall, pupils make satisfactory achievement over time at both key stages. The progress of pupils with special educational needs is also sound in relation to their individual abilities.
97. The quality of teaching is good at both key stages and has improved since the last inspection. Teachers' planning is of good detail, containing clear learning objectives. Teachers overall display good subject knowledge and use this to good effect in demonstrating or explaining tasks. In Year 2 for example, the teacher modelled working in the style of Delaunay using chalks. She encouraged the pupils to discuss the number of shapes used and to make suggestions about improvements. They responded with suggestions about smudging and including white chalk, thus reaching a level of refinement before starting their own pieces of work. Teachers use resources well, particularly at the start of a session, in order to motivate the pupils and to stimulate ideas. In a Year 3 lesson based on Celtic designs, the teacher used a fabric banner produced by a previous class to show the pupils what their work might look like at some point in a future lesson, after they had practised using a stencilling brush and refining their stencilling technique on paper first. The use of a relevant computer art package plus books, pictures and previous work on the Romans and Celts, all contributed to the pupils' enthusiasm to work industriously during the subsequent practical session. In Year 6, the teacher read a poem and played a piece of music related to the skylark in order to successfully stimulate the pupils' imagination before doing their own landscapes in the style of one of four stated artists. Good relationships exist between teachers and pupils and pupils are managed well. This ensures that practical sessions are calm and that a good working atmosphere encourages all pupils to focus well on their individual creations. In a Year 5 lesson, where pupils were decorating papier mache pots they had made in Grecian style, the teachers' expectation of good behaviour and quality of work resulted in very good concentration on the part of the class and efficient and thorough clearing up at the end. Teachers display a range of pupils' work to good effect, enhancing the school environment and raising pupils' self-esteem and awareness.

98. The pupils display good attitudes to learning. They show interest in the tasks set, work hard at improving skills and take a pride in their completed tasks. They talk about their well-displayed work with obvious pleasure and their enjoyment of the learning experience is evident. When working individually, they are involved in the progression of their tasks but are also interested in the development of the work of other pupils and give each other praise and encouragement. Pupils display responsible attitudes. When necessary, they move about the classroom sensibly even when not under the direct gaze of the teacher and use equipment carefully.
99. After discussion, it was decided that the nationally produced scheme of work was not totally appropriate for the school. In this interim period, it is investigating other possibilities before redrafting the scheme of work to ensure continuity and progression of skills. Teachers' planning is monitored and a collection of photographic evidence is being built up. However, the monitoring of teaching is underdeveloped. Formal assessment procedures are limited to those required for the annual report to parents. Classrooms are satisfactorily organised for artwork and resources are adequate and used well. Pupils' learning is satisfactorily supported by the use of information and communication technology. Art contributes well to the pupils' cultural development.

DESIGN AND TECHNOLOGY

100. The previous inspection found that standards were in line with national expectations at the end of Key Stage 1, but although much of pupils' standards at the end of Key Stage 2 were satisfactory, there were weaknesses in craft skills.
101. Three lessons were observed in design and technology and judgements are based on those and additional information such as scrutiny of work, planning and discussions with pupils. By the end of Key Stage 1, pupils make sound progress in developing an understanding of basic skills of designing and making. They attain standards in line with those expected. Pupils generate ideas during group discussions and decide what they will need and how they will make felt hand puppets. They then draw and label their design. A range of materials, such as buttons and coloured thread, are used to teach sewing skills as the puppets take shape. Other skills learned this year include devising simple winding systems to lift a drawbridge. Younger pupils make houses from recycled materials, which show doors and windows that open simply. They develop ideas for moving figures using split pins.
102. Pupils' standards by the end of Key Stage 2 continue to be at the expected level. Pupils achieve appropriately. Pupils in Year 6 show confidence and competence in basic design and technology skills. For example, they design, make and evaluate moving vehicles, which incorporate elements of science in the use of batteries. Their preliminary designs show that they work to a design brief with reasonable accuracy and modify these plans when necessary. They construct their vehicles successfully using Jinx corners and turn the wheels by a complicated wheel and cog system powered by battery. In Year 5, pupils design and make musical instruments, building on their level of construction skills. They learn about food technology, explore common ingredients in a range of different products and design their own packaging and name their own biscuits. Pupils in Year 4 develop their sewing skills and make purses with a range of fastenings. In Year 3, pupils investigate how different pneumatic systems work and design and make their own for a jack-in-the-box. Pupils throughout the key stage plan carefully and change and improve their designs where necessary. On completion, they assess their work and in some cases suggest further modifications, improving their evaluative skills. Pupils with special educational needs make satisfactory progress through both key stages.
103. Teaching ranges from satisfactory to very good. It is good overall and encourages effective learning in the pupils. Teachers plan carefully. In one lesson there was excellent integration of a range of skills from different subjects, as design and technology was used to illustrate a parable in the form of a quilt. Some pupils made designs on computer, others used fabric printer to transfer their design onto material and then fabric crayon to decorate, promoting interest in subjects across the curriculum and productive learning. Teachers have high expectations of good behaviour and attitudes, and pupils respond well by working enthusiastically and co-

operating sensibly. Teachers use learning support assistants skilfully so that all pupils achieve well.

104. The co-ordinator has taken up the post recently. The school follows the Quality Curriculum Authority guidelines and there is a useful overview scheme of work, which details the progression of skills. The co-ordinator has identified the need to develop assessment procedures. There is no monitoring of teaching at present. Resources are satisfactory and are used well. There has been satisfactory progress since the last inspection.

GEOGRAPHY

105. Only one lesson was observed during the inspection, so no overall judgment can be made on the quality of teaching. However, the lesson observed was well planned and of good challenge to the pupils. An examination of relevant documentation, present pupils' work, and that completed by last year's Year 6 and discussions with pupils, indicate that the National Curriculum is covered and that the standards of pupils at the end of both key stages are in line with national expectations. By the end of Key Stage 1, pupils develop a sound knowledge and understanding of their local environment. Pupils in Year 1 for example, consider their own homes and use an appropriate computer package to record its features. On a walk around the village, they identify aspects that have changed over the years. Pupils in Year 2, through a literacy link on island stories, particularly one based on the Isle of Struay, learn about our island home and some of its features. This is effectively supported by a visit to the coast at Weston-super-Mare. By the end of Key Stage 2, pupils increase their depth of knowledge of local studies appropriately and during a residential visit to The Wilderness, a local study centre, consider how man has affected his environment. The school makes good use of its neighbouring locality and the Rivers Wye and Severn, when older pupils study rivers for example. This provides them with fine examples of erosion and other related aspects. The writing of poems on rivers and the testing of soil for permeability make good links with literacy and science during this work. The school has good links with Kenya and this is used to good effect in comparative studies. The link is to be further strengthened in the near future by an exchange visit of a week by a teacher from each school. The achievement of pupils, including those with special educational needs, is appropriate over time.
106. The geography curriculum is based on the nationally produced scheme and this aspect of the provision has improved since the last inspection. However the timing of geography modules is unsatisfactory, as much of the work takes place in the late spring and summer term so that geographical knowledge and skills are not enhanced consistently. Visits and visitors satisfactorily support the curriculum, for example a representative from a local quarry. Assessment procedures at present are limited to those required for the school's annual report to parents, but plans are in place to implement procedures recommended by the scheme of work. The subject co-ordinator monitors planning but the monitoring of teaching and learning is underdeveloped. Resources are adequate and the use of information technology to support learning is developing satisfactorily. Sound progress has been made since the school was last inspected.

HISTORY

107. Standards have been maintained since the school's last inspection. Only one lesson was seen at each key stage, due to the way the school blocks work in the humanities. However, from these lessons and a detailed scrutiny of pupils' completed work, teachers' planning and discussion with pupils and the subject co-ordinator secure judgements have been made.
108. By the end of both key stages, pupils' standards are in line with national expectations. Pupils make steady progress throughout the school, achieving appropriately compared to their prior attainments. By the age of seven, pupils show an increasing sense of chronology, for example by keeping a daily diary of the Great Fire of London. They understand the differences in ages and generations of members of their own family in local studies. They indicate clearly that they understand differences in now and then in areas as diverse as cookery and travel. They are

developing an awareness of why people behaved as they did. For example, they explain why houses were blown up in the Great Fire to create a firebreak. By the time they are eleven, they undertake personal research in an extended topic on twentieth century Britain. Higher attaining pupils are expected to produce such refinements as contents pages. The Year 6 teacher prods further, demanding a bibliography. A good range of recording methods encourages average and lower attaining pupils to achieve well; for example bubble writing of key facts and dates of technological breakthroughs.

109. Pupils enjoy history. The school tries hard to make the subject relevant. For example, in a Year 3 art lesson investigating patterns, useful links are made to history as Roman and Celtic designs are studied. This gives lower attaining pupils helpful insights into the contexts in which key events took place. They behave well in lessons. However, when they spend the majority of a lesson seated on the carpet at Key Stage 1, some calling out occurs. Unsatisfactory attitudes are shown by a minority of pupils when a classmate gives an answer they wanted to supply.
110. Teaching is good overall. In a good lesson on the Ancient Romans at Key Stage 2, the teacher effectively separated the girls and boys while illustrating how the sexes were educated differently. Pupils are fascinated by the dense level of detail she provides, for example about the Roman alphabet. Texts are well used to show how different interpretations of history can be made, in this case about the great British warrior Queen Boudicca. This shows good improvement since the last inspection, when the use of evidence to draw conclusions was a weak feature. Lesson pace is very brisk and pupils are very well managed, so lesson flow is not interrupted. In work at Key Stage 1 in Year 1, artefacts are well used to promote chronological awareness as a warming pan is introduced, which also encourages pupils to frame and answer questions about the past.
111. The co-ordinator has been one of the first to remodel the policy and scheme of work since the recent appointment of the present headteacher. She has effectively incorporated national guidelines in the planning for history. There are appropriate resources for the topics studied in specific boxed sets. These are at present kept in a rather cluttered state in the library. Improvement since the last inspection has been satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

112. At the time of the last inspection, standards were judged to be satisfactory at the end of both key stages and teaching of the subject was sound. Pupils continue to meet national standards at the end of both Key Stage 1 and Key Stage 2. Pupils achieve appropriately, compared to their prior attainment. In reality, pupils have made good progress by today's technological standards and are reaching much higher levels than four years ago. Pupils with special educational needs make similar progress to their peer group. Information and communication technology (ICT) is used well to support learning in other areas of the curriculum. Personal and social skills are successfully promoted through pupils working together and sharing ideas. Those who understand a process are encouraged to explain to others.
113. Standards in the current Year 2 are at the expected level. Pupils feel at home in front of a computer screen. They create work using an appropriate variety of tools. For example pairs of pupils composed tranquil pictures, discussing and altering their work, which they then saved independently. The more able pupils understand how to set up a glossary. They use 'bold', change the size of text and know how to leave a gap for a later insertion. Pupils order two digit numbers using the mouse to make choices and move numbers to appropriate positions that reinforces their knowledge of mathematics. Pupils in Year 1 compose simple text and become aware of different kinds of computer-generated houses.
114. Standards in the current Year 6 are in line with those expected. Pupils are confident and competent. They send and receive e-mails, and use ICT to combine graphic images with written work. For example, they use the Internet to access information, which they then adapt to make posters. They understand the need to frame questions in such a way as to ensure a successful

outcome and knowledgeably compare the use of ICT with alternative methods of communication. Pupils achieve well throughout Key Stage 2 and build their skills progressively. In Year 3, pupils refine their design skills using an art package to make Celtic patterns in connection with a history topic. They enter science data onto a spreadsheet using the arrow keys accurately and put instructions in the correct order during the literacy hour. Year 4 pupils write a series of commands to programme a screen turtle, while less able pupils reinforce their skills of programming a floor turtle with adult support. Pupils use a digital camera to scan in photographs, which they make into a rogues' gallery. They use copy tool to create very effective multiple images of fish. Pupils in Year 5 develop their skills to move, rotate and re-size images. They look at possibilities for improving the school site.

115. Pupils' good gains in learning throughout the school are the result of good teaching and a well-planned curriculum. Teachers now have good subject knowledge and are confident to explain and demonstrate to their pupils. They increasingly see possibilities for using ICT across the curriculum and the computers are used appropriately and well in almost all lessons. When teaching a class lesson, teachers encourage pupils' speaking skills well by the use of skilful questions which check pupils' present level of knowledge and then extend them further. Teachers demonstrate clearly. The additional use of pupils to demonstrate creates a useful pool of 'tutor pupils'. During the days following a lesson, all pupils have the opportunity to practise the new skill. Strategies to encourage independent work include clear written explanations displayed around the computers, and teachers make good use of specific language to broaden pupils' vocabularies. All this enables pupils to work independently and take full advantage of their time on the computers. Planning shows good continuity in topics and also in teaching new skills.
116. The subject is well managed. There is a formal teaching time for the subject on the school timetable, and the introduction of the Qualifications and Curriculum Authority programme of work, has given teachers a sound framework around which to teach the subject. The subject co-ordinator has devised an assessment programme to provide reliable and accurate pictures of the pupils' progress and attainment. Planning is monitored, but teaching is not monitored at present. The school has been greatly helped by the community, and now has at least two computers in each classroom. They are used constantly for a range of tasks. The next plan is to develop a suite, but this is in the future. The co-ordinator takes an extra-curricular class for Year 6 pupils at the local secondary school, which gives them a taste of working in a technology suite and heightens the level of their skills. Good progress has been made in ICT since the last inspection.

MUSIC

117. Standards in music have improved since the time of the last inspection. Standards are above that expected by the time pupils leave the school. They achieve well compared to their prior attainments. In 1997 standards were barely adequate at Key Stage 2, with progress variable. Teaching is now good; up from satisfactory, with some organisational weaknesses. It was only possible to see three lessons during the inspection. However, from these and evidence from assemblies, it is possible to make a secure judgement. Overall, the school has made good progress since the last inspection.
118. Pupils at Key Stage 1 attain standards at the expected level. They sing a good variety of songs, tunefully, often in two parts. They show well-developed awareness of the conductor and other singers and players. Year 2 pupils understand what is meant by duration and tempo and apply them when rearranging sounds in their compositions. They choose appropriate instruments to play notes of extended duration. Higher attaining pupils name and explain the idea of vibration. Pupils achieve appropriately, showing sound progress over their infant years. By the end of Key Stage 2, standards are above those expected. Good progress is seen with pupils achieving well compared to their prior attainment. Year 3 pupils define ostinato as a pattern of accompaniment. Pupils use handclaps and instruments to accompany a class composition based on the class text they are currently reading, 'The Elves and the Shoemaker', to the tune 'Frere Jacques'. They build up increasingly complex layers of sound, watching the teacher very

closely and listening very carefully to other parts of the class orchestra and singers of other parts of the song, in two parts, they are accompanying. In assemblies, the recorder group and brass instrumentalists play, showing above expected standards. For example, a trombonist plays the signature tune to 'Ground Force' with great style. Singing is a strong feature of the school's work. In an assembly celebrating good work, Year 6 pupils harmonise melodiously in 'Seek Ye First', with the rest of the school providing confident support.

119. Pupils enjoy music. There is a strong tradition in the school and the subject has a high profile. Pupils respond well to a wide range of music played and celebrated in assembly. During the inspection week, music by the South African group, Ladysmith Black Mambazo, was featured daily. Teachers referred to it during their inputs and a high quality display on the group, its musical background and identity was mounted prominently to further inform and inspire the pupils. This encourages very positive attitudes and turns pupils on to the subject from their earliest days in reception. Children there start a wide cultural diet appropriately early, with Beethoven used as part of a multi-media session, which they hugely appreciated.
120. Teaching is good overall. Weakness in planning marred a lesson in Year 1, where manuscript notes on a loose-leaf sheet strayed from the school's well-designed common daily planning format. This led to the lesson finishing early, although standards were acceptable in the productive part of the session. Planning is a strong feature overall, so that ambitious tasks are attempted in lessons of great pace, encouraging productive learning and considerable creative effort from the pupils. Teachers display good understanding of the subject and strong personal musical skills. Support staff are effectively deployed both to support pupils with special educational needs and to divide classes into smaller groups for composition or other activities. This helps maintain pupils' interest and encourages more rapid acquisition of skills and understanding. Resources are well used and pupils handle them carefully. In most classes, good relationships and positive management skills are seen. However, where these are missing the lesson needs rescuing by the learning support assistant to restore order.
121. The co-ordinator offers very strong subject leadership. She is a specialist, so good levels of support are available to non-musical colleagues, both in documentation and resource provision, encouraging good standards. Extra-curricular activities are well supported. Four teachers run after school recorder groups. Peripatetic brass teaching is also offered. The co-ordinator and chair of governors, who is the conductor, run the popular choir. Pupils from the school regularly perform for others in lessons, assemblies and school productions and also at festivals and local weddings. The curriculum is also well supported by a good range of visitors, who work with and play for the pupils. The subject strongly promotes pupils' cultural development.

PHYSICAL EDUCATION

122. Standards at the end of both key stages were judged to be satisfactory at the time of the last inspection, although there were varying levels of attainment within each key stage. Only gymnastics lessons were observed.
123. The hall has been out of action for much of this school year due to the need to use it as a classroom during the rebuilding. Two gymnastics lessons and two dance lessons were observed during the inspection, but no games due to timetable constraints, thus it is only possible to comment on standards in those two aspects of physical education. Standards at the end of Key Stage 1 are at the expected level in gymnastics. Pupils use an appropriate variety of body movements and improve their balancing skills well. However, attainment is unsatisfactory in dance for the youngest pupils because they do not listen to the music, and while their held positions are of sound quality their movements are disjointed.

124. Standards for pupils in Year 6 are average in gymnastics, despite the limited opportunities they have had lately to perfect skills and also the inadequate size of the hall. They perform and improve sequences using balance, rotation and different elevations on small apparatus. They observe each other acutely and give kindly, positive comments in order to improve others' performance. Pupils are highly aware of improvement. They include all special educational needs pupils fully. A pupil with physical disability gave constructive criticism and then worked on apparatus at his own level. They are very appreciative of good performance and watched a pupil balance along a narrow surface with bated breath. Pupils in Year 4 attain at appropriate levels in dance. They use very good starting positions for a sequence of movements, which become more graceful during the lesson as they interpret an excerpt from Swan Lake. Pupils work thoughtfully to avoid bumping into each other due to the small size of the hall. Pupils achieve appropriately, showing sound progress, compared to their prior attainments throughout the school.
125. Teaching is usually satisfactory, often good and on occasion it is very good. It is good overall. Good teachers plan carefully to give pupils opportunities to practise and improve their skills, and also to see and criticise other pupils' work. Pupils are very enthusiastic, concentrate hard and make definite improvement during a session. Most teachers have high expectations of good behaviour and pupils respond well, are quiet and take the lessons very seriously. Teachers raise pupils' awareness of the benefits of exercise and provide appropriate warm up and cool down exercises, which the pupils enjoy and perform carefully. In the unsatisfactory lesson, there was no warm up and there was uncertain control by the teacher who allowed high noise levels. These lessened pupils' concentration, and therefore their development of skills was not satisfactory.
126. Management of the subject is generally satisfactory and in some aspects it is good. The school uses the Quality and Curriculum Authority guidelines, but is aware that there is no overview to show the progression of skills through each year. The one weakness in the curriculum is provision for swimming. It poses some organisational problems, so has been unhelpfully confined to two weeks intensive provision for those pupils who cannot presently swim the required 25 metres and complete the water safety tasks. This inhibits the school's capacity to teach and revise skills over an extended period. There is good provision on paper for sports extra-curricular activities, but they do not take place all year. Resources are satisfactory except for the lack of climbing equipment in the hall, and the inadequate size of the hall itself, which impedes older pupils in the full development of skills. Sound progress has been made since the last inspection, including the key requirement to improve the quality of teaching in gymnastics.

RELIGIOUS EDUCATION

127. The school has made good progress in religious education since the last inspection. Pupils make better progress in very well planned work, especially at Key Stage 2, where lessons were particularly effectively organised and pupils consistently well challenged. By the time pupils leave the school standards are higher than when last reported, with teaching a strong feature in lessons seen.
128. By the end of Key Stage 1, pupils attain standards in line with those expected by the locally agreed syllabus. They achieve appropriately compared to their prior attainment. Year 2 pupils compare creation stories from major religions, realising that each has a special book where they are written. Higher attaining pupils remember that the Christian Bible tells that the one God gave the Ten Commandments to his servant, Moses. Pupils know that some religions have many gods. A real sense of wonder is felt when the teacher reverently opens the Koran to show pupils another of the world's great books.
129. By the end of Key Stage 2, standards are above those expected. Pupils make good progress and achieve well. They are reflective and relate positively to the beliefs and values of others. Year 3 pupils know that Jesus used his parables and stories to deliver messages about how people should live. They understand that Bible references tell us which parts were written by

different authors. Year 6 pupils have above expected understanding of key elements of Judaism. They use this effectively to identify Bible references to the heritage of the Jews. They relate this clearly to the story of Moses, identifying why he is such a central figure in the history of his people.

130. Pupils respond well to religious education. They display positive attitudes to the lessons taught and the messages delivered, both in classes and in assemblies. They behave well and show interest, when teaching is good. Relationships are constructive, with teachers using collaborative tasks well to promote them further, as in Year 3 where pupils, in small groups, apply information and communication technology and design and technology skills to make learning particularly relevant in work on parables.
131. The quality of teaching is good overall but is very good at Key Stage 2. In Year 1, the lesson starts late and planning refers to a different class than that taught. Assessment opportunities relating to new learning and new language that occurs when introducing a Hindu family shrine are missed. Every opportunity is taken to reinforce key literacy skills in Year 2. Pupils are well managed and respond appropriately to opportunities for reflection when special books are introduced. This helps the very positive contribution the subject makes to pupils' spiritual awareness. Very effective teaching, with excellent features, including in the quality of planning and the motivational methods of introducing topics and for pupils' methods of recording what they have learned, typify lessons at Key Stage 2. This ensures that pupils learn at a very brisk rate, work very hard in lessons and are so switched on to learning that they undertake independent research or finish tasks overnight, unbidden. As in Year 6, where the very good teaching of Moses as Superhero, inspired by the class teacher's surfing of Jewish websites, and introduced by a video clip of Superman leaving the dying planet Krypton as a baby, got the pupils really buzzing.
132. Religious education is a strong vehicle for the school's core values, including respect and inclusion. Collective worship is well used to celebrate pupils' success and use music to promote prayer and praise. Some pupils find the occasions over exciting but they are joyous experiences for the vast majority. The co-ordinator has worked hard to support colleagues with helpful documentation and appropriate artefacts and other resources. These are effectively supplemented by those loaned by the Gloucester Diocesan Resources Centre. The contribution of local clergy to the delivery of collective worship is a good feature of the school's programme.