

INSPECTION REPORT

BREAM C of E PRIMARY SCHOOL

Bream, Lydney, Gloucestershire

LEA area: Gloucestershire

Unique reference number: 115659

Headteacher: Mrs L. Banfield

Acting Headteacher: Mrs C. Alty

Reporting inspector: Mr S. Hill
21277

Dates of inspection: 28th – 31st January 2002

Inspection number: 222392

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	High Street Bream Lydney Gloucestershire
Postcode:	GL5 6JW
Telephone number:	01594 562628
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Appropriate authority:	The Governing Body
Name of chair of governors:	Rev. A. Kendall
Date of previous inspection:	March 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21277	Mr S Hill	Registered inspector	Science, Art and Design, Physical Education, Equal Opportunities	What sort of school is it? The school's results and achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
10329	Mr B Sampson	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
14997	Mrs V Emery	Team inspector	Mathematics, Design and Technology, Music	Pupils' attitudes, values and personal development,
21992	Mrs J Newing	Team inspector	Special Educational Needs, English, History, Religious Education	How good are curricular and other opportunities?
22392	Mrs L Wright	Team inspector	Foundation Stage, Geography, Information Technology	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	13
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	15
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	16
HOW WELL IS THE SCHOOL LED AND MANAGED?	17
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	19
PART C: SCHOOL DATA AND INDICATORS	20
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	24

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is an average-sized Church of England primary school catering for 205 boys and girls aged from 4 to 11, who live in the village of Bream or the surrounding area. All pupils are white, of United Kingdom origin, and their home language is English. The attainment of pupils on entry to the reception year covers a wide range, but overall is well below average. When pupils first come to the school, their mathematical development is particularly weak. Pupils' social circumstances cover a wide range, but overall are less favourable than average. The area is identified by the local authority as having relatively high levels of deprivation. The number of pupils with special educational needs is above average, at just under 40%. Most of these pupils have moderate learning difficulties. Since the last inspection, a new headteacher and deputy have been appointed.

HOW GOOD THE SCHOOL IS

This is a good and improving school where because of very good leadership, and effective and dedicated teaching, pupils achieve well. Standards meet national expectations in most subjects despite pupils' very low attainment on entry. The school gives good value for money.

What the school does well

- Teaching is consistently good throughout the school.
- The high quality of education in the reception year gives children a very good start to their schooling.
- Leadership and management are very good.
- Standards are high in physical education and are good in art.
- Provision for pupils with special educational needs is very good.
- Pupils behave well and form very positive relationships, because of very good provision for their social and moral development.
- Good relationships with parents ensure that they hold the school in very high regard.

What could be improved

- Standards need to be higher in mathematics.
- Provision needs to be better in information and communications technology (ICT).

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in March 2000, the improvement has been very good. Results of national curriculum tests have improved overall at both key stages. Teaching has improved and there is now a much greater proportion of good and very good teaching. Management has improved remarkably. At the last inspection, the school had serious weaknesses in management. Leadership and management now are very good. This is because of excellent leadership from the headteacher, and hard work from the dedicated team of staff.

Overall, the key issues from the last report have been tackled very well. Among the major improvements in leadership and management, staff and governors are much more involved, communication with staff is very much better, monitoring of teaching and learning is now good, and the appraisal process has been re-established, within the framework of performance management. The work of subject co-ordinators is now very effective. Good systems have been established for assessing pupils' progress, and their impact on standards is starting to be effective. Curriculum planning has been improved and effective schemes of work are in place in all subjects. The curriculum for ICT now meets statutory requirements, although standards in the subject still need to be higher. Among more minor issues that were identified in the last report, the provision for multicultural understanding has improved, more use is made of ICT in other subjects, the length of the school day has been increased, and facilities for research and investigation have improved.

STANDARDS

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

Performance in:	Compared with				Key
	all schools			Similar schools	
	1999	2000	2001	2001	
English	D	E	C	B	well above average A
mathematics	E	D	E	D	above average B
science	D	C	D	C	average C
					below average D
					well below average E

Results have fluctuated from year to year, but overall have improved over the last four years. Although results are low, comparison with results at Key Stage One show that pupils are gaining better scores than might be expected. Inspection evidence shows that pupils in Year 6 are attaining broadly average standards in English and science. Standards in mathematics are below average. Although most pupils attain the expected standard, and several achieve better than this, a greater number than average fail to meet the expected level. Standards in art are good, and standards in physical education are very good by Year 6. Pupils attain in line with national expectations in all other subjects except ICT, where standards are too low.

At the end of the infants, in Year 2, standards meet expectations in all subjects except mathematics.

Children in the foundation stage, in the reception year, are making good progress, but because they start from a low base, most are unlikely to reach the standards expected nationally (the early learning goals) by the end of reception.

Pupils' achievement is good, in view of their very low starting points, and they make good progress throughout their time in school because of consistently good teaching. Pupils with special education needs make good progress, and achieve well in the light of their difficulties, because of the school's very good provision.

The school sets challenging targets for results of national assessments, based on a careful analysis of pupils' capabilities, and works hard to achieve them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school and their attitudes to learning become more positive as they get older.
Behaviour, in and out of classrooms	Good, both in lessons, assemblies and in the playground.
Personal development and relationships	Relationships are very good. Personal development is good and improves steadily as pupils get older. By Year 6, they show good collaborative skills.
Attendance	Satisfactory; figures are line with national averages.

TEACHING AND LEARNING

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

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

Teaching is consistently good and has improved since the last inspection. Teaching is particularly good in the reception class, where all lessons observed were very good. In the 48 lessons seen during this inspection all the teaching was at least satisfactory, and seven eighths was good or better. Over a third of teaching was very good, and there were two excellent lessons. Examples of very good teaching were seen in every class in the school. Pupils learn well overall because of the good teaching they receive. Their enthusiasm and concentration improve as they get older, and they enjoy school.

Teaching in English and mathematics is consistently good, and the skills of literacy and numeracy are taught well. As the attainment of many pupils is low when they start school, teachers have to work very hard to enable them to make steady progress, often patiently reinforcing concepts until pupils have grasped them.

Teachers have high expectations and aspirations for their pupils and plan effectively to develop the learning of all of them, regardless of ability. They are careful to match their teaching style to the needs of the learners, and work with unfailing energy and enthusiasm to support their progress. Pupils are managed very well, and good discipline is supported by good relationships. Pupils are shown both respect and affection so that they are eager to please their teachers and work hard to do so. This strongly supports their good levels of personal development. Good use is made of the skilled support staff to help pupils learn, especially those with special educational needs. These pupils achieve well as a result. Teachers' subject knowledge is generally good, but many are still insecure in those aspects of teaching ICT where they have not yet received training. Teaching in ICT is, nonetheless, satisfactory overall. Marking of pupils' work, while satisfactory, is not as good as other aspects of teaching. As a result, pupils' knowledge of their own learning is only satisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The national curriculum is covered well, and pupils' experiences are rich and diverse, and are extended by a good range of visits and visitors. Good use is made of practical work in a range of subjects. The use of ICT in other subjects is restricted because of lack of equipment.
Provision for pupils with special educational needs	Very good. Staff work very effectively together to provide a coherent programme of work, and all efforts to help any particular pupil are well co-ordinated. This supports pupils' good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for social and moral development is very good. Good provision is made for spiritual and cultural development, including for pupils to understand the diverse range of cultures in modern Britain.
How well the school cares for its pupils	Day to day care for pupils is good. Good behaviour is promoted very effectively. Child protection procedures are sound. Good procedures are now in place for assessing pupils' attainment, although these are new and have not yet fully impacted upon standards.

The school works well in partnership with parents and is held in high regard by them. This is a significant improvement since the last inspection.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership to a dedicated team of staff. She is well supported by an effective deputy head, who has led the school very well through the inspection during the headteacher's illness. Subject co-ordinators are effective leaders and support their colleagues well.
How well the governors fulfil their responsibilities	Good. They have a good understanding of the school's strengths and weaknesses, and work hard to support the staff.
The school's evaluation of its performance	Good. Monitoring of teaching and learning is good, and good use is made of the information gained to improve practice and help raise standards.
The strategic use of resources	Good. Resources are deployed effectively to support the school's educational objectives. Financial management is good. The school makes satisfactory use of the principles of "best value."

Staffing is very good. Resources and accommodation are satisfactory overall. There is a lack of computers, which makes it difficult to raise standards in ICT.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Behaviour in the school is good.• The school is helping children to become mature and responsible.• Children are expected to work hard and do their best.• Children are making good progress.• The teaching is good.• Children enjoy school.	<ul style="list-style-type: none">• Some parents feel they are not well informed about how their children are getting on.• A few parents feel their children do not get the right amount of homework.

The team agrees with parents' positive views. The information provided for parents is good, and provision for homework is good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the school with standards of attainment well below those normally found. The school's records of "baseline" assessments of children new to the school over the last few years confirm these low standards when children go into the reception year. Overall, by the time they are in Year 6, pupils attain average standards, and this represents good achievement compared to how they started.
2. Many children start school with limited concentration skills, and quickly become tired. It takes most of them a long time to develop their learning skills. Their attainment covers a wide range, but overall is very low when they come into the school in all areas except physical development, where attainment is average. Children's attainment is particularly weak in mathematical development. During their time in the foundation stage (the reception year) they make good progress and achieve well, despite their weak learning skills, because of the very good teaching and the well-organised provision. Despite this, at the end of the reception year, most children are unlikely to reach the expected levels for children of this age (the early learning goals) in any area of learning except physical development. As a consequence, when they start Key Stage One (in Year 1) their attainment overall is still below average.
3. Results of national curriculum tests have fluctuated from year to year, in line with the different abilities of each cohort, but overall over the last few years have been slightly below average. They have improved in line with the national trend. Results in mathematics have been weaker than in other subjects. This is consistent with pupils' relatively weak attainment in mathematics when they start school.
4. At the end of Key Stage One (in Year 2), results of national tests in reading and writing have been broadly average and for the last two years have been above average for reading. Results in mathematics have been below average overall, but in the last two years have been closer to average. 2001 results show the school is good at getting pupils to the nationally expected Level 2, but less successful in getting pupils to the higher levels (of 2a and 3). Results in science reflect those in writing, with the school good at getting pupils to Level 2, but with few getting to Level 3.
5. At the end of Key Stage Two (in Year 6) results over time have been below average overall, but are improving. In 2001 results were below average overall, although English results were average. Science results were below average. Results in mathematics have been consistently below average, and in most years have been well below average, including in 2001. Comparison with "similar schools" where pupils come from broadly comparable economic circumstances indicates better achievement. Careful analysis of individual pupils' progress by the school, comparing how pupils did in Year 6 compared to Year 2, show they are achieving better overall than would have been predicted.
6. Inspection evidence broadly reflects the results of testing, with standards in English and science being in line with expectations at the end of each key stage, and standards in mathematics below expectations. In mathematics, inspection evidence shows that standards are better at the end of Year 6 than test results suggest, although still below expectations. This reflects the hard work and extra support that the school has provided in the last year. However, particularly at the end of the school the impact is not yet fully realised.
7. Speaking and listening standards, and standards in reading, are generally better than in writing. Pupils make good use of their skills in reading across the curriculum, but insufficient use is made of their writing skills, particularly in science. The latter impacts on the results they get in national

curriculum tests, where scores in Year 6 do not always reflect the sound understanding which pupils display in lessons. Pupils' improving numeracy skills are generally used appropriately in other subjects.

8. Standards in ICT are rising and now meet national expectations at the end of Key Stage One, but are still below expectations at the end of Key Stage Two. Despite current sound teaching in the juniors, the pupils in Year 6 still have a lot of ground to make up to compensate for earlier inadequate provision. Current provision of computers, while improved, is still insufficient to give Year 6 pupils the extra practice they need to catch up.
9. Standards in all other subjects are in line with national expectations at the end of Year 2. By the end of Year 6, standards are well above expectations in physical education, above expectations in art and design, and in line with expectations in all other subjects.
10. The school has 73 pupils who have been identified as having special educational needs. There are 3 pupils with statements. The percentage of pupils with special needs in the school is 38% which is higher than average. As a result of very good teaching, and very good support, these pupils make good progress and achieve high standards in the light of their capabilities.
11. There are no significant differences between the achievements of boys and girls. Higher and low attaining pupils do similarly well. The school is good at supporting pupils who struggle with their work, and more than might be expected gain the national expectation in most subjects. Similarly, the relatively small number of higher attaining pupils are challenged by harder work and attain good standards, as is reflected in the numbers who attain the higher Level 5 scores in national tests in Year 6.

Pupils' attitudes, values and personal development

12. Pupils' attitudes to school, their behaviour in and around the school and personal development are all good. Relationships are very good. Pupils have maintained the standards found at the time of the last inspection and improved their understanding of the values and beliefs of people from different cultural backgrounds. Parents are very positive about behaviour in the school. They indicate that if there are issues, the school deals with them quickly and well. Inspection findings support these views.
13. Throughout the school, pupils show increasingly good attitudes to their work as they grow older. The good teaching is a contributory reason for this as many children enter school with poor skills in this area of development. Their positive approach is beneficial to their good progress and pupils are eager to come to school. They form very good relationships with their teachers and they listen carefully to what is going on in the class. They are eager to answer questions and to share their work at the end of lessons. For example, pupils in a music lesson watched the teacher very carefully, listening to the instructions and watching for signals from the conductor. Consequently, they were able to play together successfully by the end of the lesson.
14. Behaviour in classrooms and around the school is good. Pupils settle quickly to their lessons. They move around the school sensibly, hold doors open for each other and chat together amicably at lunch times. Additional support for pupils who find it difficult to behave well is successful in helping them to conform. As a result, lessons are very seldom disrupted. No bullying or harassment was observed during the inspection and there have been no exclusions in recent years.
15. Pupils show increasingly secure self-esteem as they get older, in response to teachers' very positive attitudes. They work hard and are proud of what they achieve. They show good levels of respect for property and no vandalism or litter was evident during the inspection. Pupils are polite to teachers and other adults in the school. Very good relationships exist throughout the whole school community, with pupils working and playing well together. Pupils work with each other in

pairs and in groups showing good collaborative skills. This is a contributory factor to their good achievement in lessons. For example, in a dance lesson for eleven year olds, because of very positive relationships, boys and girls collaborated and performed well. Very good relationships between staff and pupils develop right from the reception class and these support pupils well, both personally and academically.

16. The very effective help from learning support assistants enables pupils with special educational needs to be successful learners and, therefore, they have very positive attitudes to learning.
17. Pupils are happy to take on responsibilities such as taking registers to the office, and operating the overhead projector for assemblies. Regular opportunities to raise money for charities are provided and pupils show initiative in these and also in their involvement in village and school activities, for example, in the School Fete and bulb planting activities around the village. Pupils have developed a very good understanding of the impact of their actions on others as a result of the very good personal, social and health education they receive, which has a very high profile in the school. Additionally, their respect for the feelings, beliefs and values of others is now good, as is shown in religious education lessons, in assemblies and in discussions in the classroom. They show sensitivity when asked to reflect on their own and others people's feelings and customs. For example, in an assembly taken by Year 2 / 3 pupils, they were asked to reflect on the customs of people who live in other parts of the world, when presenting 'The Chinese New Year'.
18. The attendance for the most recent reporting year is satisfactory. It is in line with national averages for this type of school and compares favourably with the figures at the previous inspection. Unauthorised absences are below the national average and the school has no unexplained absence trends. The majority of pupils come to school and into classes on time and most lessons commence promptly.

HOW WELL ARE PUPILS TAUGHT?

19. Teaching is consistently good and has improved since the last inspection. Teaching is particularly good in the reception class, where all lessons observed were very good. Examples of very good teaching were seen in every class in the school. Because of most pupils' low initial starting point, teachers have to work very hard to enable them to make steady progress, often patiently reinforcing concepts until pupils have grasped them. Pupils learn well overall because of the good teaching they receive. Their enthusiasm and concentration improve as they get older, and they enjoy school.
20. For reception pupils, very good quality teaching across all areas of learning ensures that all groups of pupils make good progress. Teaching is always interesting and lively and, because the teachers have a very good understanding of the children's needs, they constantly reinforce new learning in different and relevant contexts.
21. Teachers' subject knowledge is generally good, but many are still insecure in those aspects of teaching ICT where they have not yet received training. Teaching in ICT is, nonetheless, satisfactory overall. The skills of literacy and numeracy are taught well.
22. Teaching in literacy is consistently good and frequently very good. The strengths in the teaching are the high expectations and the way teachers match their teaching style to the needs of the pupils. They provide good opportunities for pupils to consolidate their understanding through consistent revision and reinforcement. There is a strong emphasis on teaching phonics and high frequency words in the younger classes, and these skills are developed well. Reading skills are taught well throughout the school. Teachers' successful encouragement for pupils to read regularly at home contributes well to their progress.

23. The quality of the teaching in mathematics is good and results in good learning. Planning is securely based on the national numeracy strategy. Teachers' knowledge of the subject is good and there is a universal commitment to raising standards through carefully matching teaching methods to the particular needs of the pupils in the school. Teachers use a wide range of practical resources very well. Pupils are made to feel confident and not afraid of giving wrong answers.
24. Teaching is consistently good for pupils with special educational needs. Class teachers plan lessons effectively to meet the needs of all pupils. Learning support assistants are well qualified and give very effective support both in the classroom and when pupils are withdrawn in small groups for extra help in literacy or numeracy. Teachers and learning support assistants work very closely together and assess and monitor pupils' progress very frequently. Individual education plans are written jointly between class teachers and the learning support worker so that all have a thorough understanding of them and work together coherently to the same goals.
25. Throughout the school teachers have high expectations and aspirations for their pupils and plan effectively to develop the learning of all of them, regardless of ability. Care is taken to provide suitably challenging work for pupils who are capable of high achievement. Pupils who struggle with aspects of their work are enabled to make good progress, either through different tasks matched to their needs, or through extra support. Good use is made of the skilled support staff who are thoroughly briefed before lessons.
26. Pupils are managed very well, and good discipline is supported by good relationships. A relaxed and purposeful atmosphere prevails in lessons. Pupils enjoy their work, and teachers use humour well to enliven lessons and maintain pupils' interest. Teachers respond positively to pupils' contributions so that they know that their efforts are valued. As a result, they are willing to offer suggestions even if they are not sure they are correct. Pupils are shown both respect and affection so that they are eager to please their teachers and work hard to do so. This strongly supports their high levels of personal development.
27. A strength of much teaching is that the lesson starts with an explanation of what the teacher intends that pupils should learn. This gives them a clear focus for their work, and helps them concentrate on the most important or relevant aspects of what they are doing. In some of the better lessons, this is consolidated by a review at the end of the lesson, to consider what learning has taken place. In such cases, pupils gain a better understanding of how they are getting on. Marking of pupils' work, while satisfactory, is not as good as other aspects of teaching. Work is marked conscientiously, but marking does not always give pupils a clear enough understanding of how well they have done, or about what they should do to improve further. As a result, pupils' overall knowledge of their own learning is only satisfactory. Homework provision is good. It is used effectively in a range of subjects, and is often carefully chosen to consolidate or extend work in class.

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

28. There is a broad, balanced relevant curriculum which effectively meets the needs of all pupils. All subjects receive an appropriate allocation of time. There are schemes of work which incorporate the nationally recommended guidance for all subjects. These have been personalised to meet the learning needs of pupils in mixed age classes to ensure full curricular entitlement for all pupils. Planning is secure and provides good learning opportunities for all pupils whatever their ability, including those with special educational needs. The curriculum has improved since the last inspection when it was judged to be satisfactory and a weakness was identified in the lack of schemes of work for many subjects.

29. Provision for pupils with special educational needs is very good. There is a very wide range of provision; withdrawal groups and specific projects such as Additional Literacy Support, “Booster” groups for literacy and numeracy as well as in-class support for the core subjects. The support is very well organised to ensure pupils receive the maximum benefit; for example, the same person often supports in the classroom during the literacy hour as well as providing the additional literacy support for a group of pupils.
30. There is equality of opportunity for all pupils in all aspects of provision, lessons, extra-curricular activities, and visits. Teachers plan carefully to ensure that all pupils are suitably involved.
31. The national strategy for literacy is having a positive impact on standards. Although the numeracy strategy has been implemented well and is helping to raise standards, it still has some way to go to raise them to national average levels.
32. The provision of a good range of extra curricular activities enhances the curriculum and contributes to pupils’ personal development. These include a wide range of sports activities such as football, cricket and netball, which contribute to the high standards in physical education. In addition there is a good range of musical and other activities including country dancing, choir, and clubs for art, textile, French and playing the ocarina and recorder. Visitors, such as poets and artists help deepen the curriculum, as does the involvement of local clergy in assemblies. Good use is made of visits, including two residential trips, to further enrich the curriculum.
33. The provision made for pupils’ personal development, social and health education is very good, and is a strength of the school. There is an effective programme that is taught to all pupils every week. This includes advice on keeping healthy, sex education and the advantages and dangers of drugs. The programme includes ‘circle time’ in which pupils have opportunities to discuss and share challenges that confront them and any issues that may be causing concern. The teaching of religious education is very effective in encouraging pupils to reflect on their own and others’ values, and makes a significant contribution to their personal development. Attractive posters displayed around the school, for example, “There is no I in TEAM” or “We all smile in the same language”, help to reinforce the teaching in lessons.
34. As well as academic targets, pupils have personal targets which are rewarded with stickers and certificates. Pupils in Years 5 and 6 participate in the “Compact” scheme and this provides a good link with secondary schools. (Compact is a series of targets, which the pupils review monthly and record in a folder.) The deputy head offers individual counselling to pupils and several have availed themselves of this opportunity and found it helpful. The very good provision does much to raise pupils’ self-esteem and the pride they take in their work.
35. There are good links with the community. For example, a local theatre group performed a play to raise pupils’ awareness of the danger of drugs. The community police officer visits regularly and discusses a range of issues, including drugs awareness, the cost of graffiti and vandalism and ‘stranger danger’. There are strong links with the local church as well as with other churches in the neighbourhood. Pupils plant bulbs in the village to enhance its beauty. They take part in the local service at the war memorial for Remembrance Day.
36. There are strong and effective links with the playgroup which meets on the school premises. Good links have been established with the secondary school to which most pupils transfer. For example, the teachers responsible for pupils with special educational needs in both schools meet to ensure continuity in learning for these pupils. The good links help to ensure the transition is as smooth as possible. There are good links with Bristol and Gloucester Departments of Education and students frequently visit to gain work experience.
37. The provision for pupils’ spiritual, moral, social and cultural development is a strength. Cultural, social and moral development have improved since the last inspection.

38. Provision for spiritual development is good. Pupils are encouraged to understand human feelings and emotions through religious education, in class discussions and in assemblies. For example, pupils were asked to reflect on people who might need help in their lives when discussing Mother Theresa. The school is very successful in promoting an ethos within which all pupils can grow and flourish and there is respect for others. Teachers achieve this through their constant interest and respect for all pupils' contributions to lessons and their ability to make all pupils feel valued. Class discussions contribute well to building self-esteem when activities such as 'Special Person' are regular features. Pupils contribute enthusiastically to statements about their friends, such as 'I like.... because....'
39. The provision for pupils' moral education is now very good. All teachers have high expectations of pupils and they are clearly taught the difference between right and wrong. This is promoted very well in the 'Aims of the School', in collective worship and in personal, social and health education. Here, pupils are asked to consider the consequences of and take responsibility for their own actions. The school's behaviour policy is applied consistently by all who work in the school and this has a positive impact on behaviour. Pupils are regularly rewarded for good behaviour in a weekly award assembly.
40. The school also makes very good provision for pupils' social development. All staff are very good role models in their relationships with each other and with the pupils. The personal, social and health education policy provides a secure framework for the teaching of social education. Good opportunities are provided in lessons for pupils to work together collaboratively in groups of different sizes. Pupils are given responsibilities to lead collective worship as a class and older pupils look after younger pupils with supervised support during wet play and lunch times.
41. Provision for cultural development is good and has improved since the last inspection. Pupils are provided with opportunities to explore their own cultural heritage and values through involvement in village activities such as the restoration of the local Cenotaph, and Harvest Festival services in the local church. Pupils' cultural awareness is extended by visits from theatre groups, local artists and groups of musicians. Opportunities to explore the attitudes, values and traditions of diverse cultures are promoted well. Pupils study a wide range of cultures in different subjects. They also learn through well-planned occasions, such as the school's Multicultural Week, which celebrated the dance, art, customs and food of Africa and the Caribbean. Pupils learn about other faiths in religious education by visits to places of worship, such as a mosque in Gloucester. This area has been a focus of development for the school and has improved substantially.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The school has sound procedures for child protection and ensuring the welfare of its pupils. These procedures ensure that the children are taught and learn well in a safe and caring atmosphere, maintaining a strength from the previous inspection.
43. The headteacher is the named and trained child protection person. The deputy headteacher is covering these duties appropriately during the headteacher's current absence. The school has a detailed, written policy and all staff are made aware of their relevant responsibilities. There is good liaison with the local social services.
44. The school has appropriate procedures for ensuring pupils' health and safety. With the aid of a very experienced governor the school is evolving a more coherent risk assessment document from its clear and detailed health and safety policy. A very effective accident and sickness procedure is provided for the children by the school. At present there is no specific medical room and sick children have to sit outside the staff room or in the foyer. There are sufficient trained first aid personnel. Lunchtime supervisory staff contribute well to the good day-to-day care provided.

45. The procedures for monitoring and improving attendance at the school are satisfactory. The individual class registers are well maintained and marked both morning and afternoon. The school has a good range of absence and lateness letters, which it sends to parents, as required and all parents are made well aware of their relevant responsibilities. An effective routine to check on lateness is maintained by the school and there is good liaison with the educational welfare officer.
46. The school has very good procedures for monitoring and promoting good behaviour and eliminating that of an oppressive nature. These procedures are linked directly to the good behaviour witnessed during the inspection and are strengths of the school. The school's very detailed, written policy contains clear and realistic awards and sanctions. Both the children and parents are well aware of these. All classes have their own specific rules, which they help to formulate themselves. During the inspection, outside the office, two girls were filling in forms for putting into the box, to nominate someone for the head teacher's award. One said, "No, I am not telling you because it might be you!"
47. The school has a separate policy for bullying but oppressive behaviour is not a problem in the school. All of the pupils are given the confidence to report any relevant incident to an adult or a friend and staff are well aware of what to look for concerning a potential situation. Such behaviour is also sensitively covered in circle time and at assemblies. Where incidents of inappropriate behaviour do occur a file is maintained in the staff room. If there are problems, they are monitored well and parents are kept fully informed.
48. The school's procedures for monitoring and supporting personal development are also very good and include a very good personal, social and health education programme. Each child has a personal profile in which are recorded, outstanding examples of work and personal achievement certificates. Useful comments on personal development are included in annual reports to parents.
49. Teachers and learning support workers value pupils with special needs and the efforts they make. Through continuous effective support these pupils become successful learners and strive to reach the highest standards possible. Individual education plans are reviewed formally in February and July, but pupils' progress is carefully tracked throughout the year. Statutory annual reviews are carried out appropriately.
50. Assessments made when the children start school in the reception year, and the very good tracking systems of the progress that individual pupils make, enable staff to plan a learning programme that suits the needs of all the children very well. This helps to ensure that all children make good progress, as well as giving teachers information about the effectiveness of their teaching.
51. The school has good systems for regularly gathering information on the pupils' knowledge, skills and understanding. These systems are especially detailed for English and mathematics, enabling the school to closely evaluate the progress each pupil makes, and to set targets for future attainment. This analytical approach is increasingly helping the school to target extra support to pupils who need it in order to raise their attainment. Clearly identified targets for learning for all pupils are often shared with the pupils at the start of lessons, but are not often reviewed formally at the end. As a result so that teachers and pupils do not have a shared measure of their understanding and learning. Teachers make useful assessment of areas of learning that may be causing difficulty, or where pupils are doing particularly well. This helps them to plan lessons that are well-matched to the needs of each group of pupils. The older pupils set targets for their own progress and review how they are progressing towards achieving them. This is helping to give them a better understanding of their learning.
52. Teachers' marking of pupils' work varies in quality, but generally it does not give the pupils sufficient information on the strengths and weaknesses in their work and what they need to do to improve. The co-ordinator has worked hard to improve systems in place at the previous

inspection. In this she has been well supported by subject co-ordinators who are committed to managing the systems in their subjects so that the school has a good insight into pupils' learning and the progress that they make. However, the systems are new and have not been in place long enough to have had an impact on standards in all subjects.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. The majority of parents think that Bream is a very good school. This is now a significant strength of the school and parents' opinions are much more positive than at the previous inspection.
54. The quality of information that the school provides for its parents is good, and improvement since the previous inspection. The school's prospectus complies with current statutory requirements. The Governors' annual report has one minor omission of which the school is now aware. Annual reports to parents about their children's progress cover all subjects of the curriculum, are clearly individual and easy for parents to understand. However, although reports do say what pupils can do they do not always indicate clear targets for improvement. A regular newsletter and details of what pupils will be learning, sent from each class, are very well appreciated by parents. Regular termly parent meetings are well attended and all members of staff are available on an "open door" policy to talk to parents as necessary.
55. Good links are maintained with parents of pupils with special educational needs. Parents are informed as soon as the school has a concern about a pupil's progress. They are supportive and follow the suggestions made by the school. The co-ordinator for special needs, the special needs teacher and the governor for special needs are very experienced and have built up good relationships with parents, who feel confident to ask questions about their children's progress.
56. The contribution that parents make to their children's learning is good. The school can always turn to volunteers who will help with activities such as literacy, numeracy, listening to readers or help with sports such as netball, football, cricket and swimming. At Christmas, parents help with costumes for the concert. Parents are well informed of forthcoming homework. Many parents contribute by listening to reading or preparing research into topics and projects.
57. The impact of parents on the work of the school is good. The school is well supported by its active friends association, which arranges various social and fund raising events. They raise considerable funds for the school and help run the swimming pool, for example, and donate a sum of money to each class annually.
58. Overall the effectiveness of the school's links with its parents is good and contributes significantly towards the success of the children's learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

59. At the time of the last inspection, this was an area of serious weakness. The situation has since improved out of all recognition, and leadership and management in the school are now very good. This change has been brought about through excellent leadership by the headteacher, committed support from colleagues on the staff and the governing body, and hard work from all concerned. The key issues from the last report have been addressed very well.
60. The headteacher was ill at the time of this inspection. However, the quality of her work is apparent from the very good systems of management which are in place, as well as the commitment and enthusiasm of the staff, and the respect in which she is clearly held by staff, governors, parents and pupils. During the inspection the school was led by the deputy headteacher, who had only taken up post the previous September. She has managed the school very effectively,

as well as teaching her own class each morning. The very good management apparent during the week was indicative both of her own positive leadership and of the effective systems put in place by the headteacher over the last two years.

61. The impact of the management runs throughout many facets of school life. Results of national curriculum tests have improved overall at both key stages. Teaching has improved and there is now a much greater proportion of good and very good teaching.
62. Governors are much more involved in the running of the school and have a clear understanding of its strengths and weaknesses. They take an appropriate role in all aspects of the school's work, because they now have a much better understanding of both their role and the needs of the school. They are well informed about issues such as attainment in different subjects, and the distinction between this and achievement of pupils.
63. Communication with staff is very much better, and it was noticeable during the inspection that if information was required about aspects of the school's provision, many members of staff were able to provide it.
64. The monitoring of teaching and learning is now good, and subject leaders play a full role in this. The work of subject co-ordinators is now much more effective and they give good support to colleagues. Suitable systems are in place to enable each co-ordinator to know what the strengths and weaknesses are in each subject. This is well matched to the needs of the subject, so that analysis of pupils' written work is well established in some subjects, whereas in physical education, monitoring necessarily involves the observation of lessons. Useful written records are kept of the results of monitoring, and any points for improvement fed back to individuals or to the staff as a whole. This enables co-ordinators to target their expertise effectively where it is most needed. Co-ordinators have also been involved in establishing suitable schemes of work for each subject. These are tailored to the particular needs of the school, and its mixed age classes, and provide a rich and interesting programme for pupils which fully meets the needs of the National Curriculum.
65. Good systems have been established for assessing pupils' progress, and their impact on standards is starting to be effective. The provision for pupils to gain a good understanding of a range of different cultures has improved, and there was wide evidence of this in displays of work in a range of subjects. The length of the school day has been increased, and the organisation of the school day is well suited to the needs of these pupils and of the national curriculum. It ensures that little time is wasted, and that good progress can be made in lessons.
66. It is a strength of the school that, despite the major improvements made, staff are not complacent and are constantly striving to analyse how they can make further improvements in what is provided for their pupils. All staff and governors work together well as a team, and are well placed to build on their success and enable the school to improve further.
67. Provision for pupils with special needs is managed well. There are clearly defined roles for all the adults who work with these pupils. There is a great deal of expertise and experience between these people and their teaching is very effective in the classroom and in groups. The organisation is good and allows for the same person to work with the same group of children in the classroom and in a withdrawal group. There is good liaison with outside agencies, for example, the educational psychologist, the speech therapist and a teacher from a local special school. The school is aware of the new Code of Practice and of what needs to be done by September. The governor for special needs is herself one of the learning support assistants, and keeps the governing body well informed about the provision. The co-ordinator liaises effectively with her counterpart at the secondary school to which most pupils transfer. This helps to ensure continuity of learning.

68. The school uses its financial resources well, and there are good standards of financial planning and structures for administering the budget. The most recent financial audit made only minor recommendations, to which the school responded quickly. The headteacher and governing body plan the school's finances carefully and thoughtfully, ensuring that sufficient funds are available to meet agreed priorities. The relatively high current reserve is prudent in view of a projected fall in roll in the next few years. Grants and additional funding are used appropriately to improve the learning opportunities for all pupils, with the ultimate aim of raising standards. In this the school is supported strongly by the Friends' association, which raises money for particular projects, such as maintaining the swimming pool. Satisfactory use is made of new technology in all aspects of school life, but some systems, such as pupil registration, have yet to be computerised. The school applies the principles of "best value" satisfactorily. Spending, and the effects of that spending, are monitored carefully. All major aspects of financial management have improved since the last inspection.
69. The quality of resources for teaching and learning is satisfactory, as it was at the last inspection. There is a very good range to support pupils with special educational needs. A good range of videos and artefacts make learning in history, geography and religious education more effective. Resources for English are still being built up, and there is a need for more reading scheme books, but the school has a good selection of Big Books and guided readers, which are helping towards raising standards in English. In all other subjects resources are satisfactory, with the exception of those for ICT which remain unsatisfactory. There are insufficient computers for the pupils to practice and apply newly taught skills, and this prevents the pupils from making better progress. All available resources are used well by staff to make learning enjoyable and relevant to the pupils.
70. The provision of accommodation is satisfactory. Consistently good standards in swimming result from the pupils' regular use of the school's own swimming pool.
71. The school has very good provision of qualified, experienced teaching and support staff who have the expertise to address the needs of all pupils. They are all very committed and work well as a team to create the best possible learning environment for all pupils. The school's strategy for performance management is securely in place. Suitable induction procedures are in place for new staff.
72. In the light of the good achievement of pupils, their positive relationships and behaviour, the good quality of education, particularly teaching, and the high quality of management, the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

73. In order to build on the considerable improvements attained in the last two years, the school should, in line with the priorities in the school development plan:-
1. Raise standards in mathematics by continuing to implement the various effective measures recently undertaken in the subject, in particular by
 - a. Providing "springboard" and "booster" classes for identified pupils.
 - b. Implementing the programme of training for staff as appropriate.
 - c. Carefully monitoring standards, including the detailed results of national tests, in order to inform planning.
 - d. Making use of specialist advice from the Local Education Authority.
(Paragraph Nos. 2. 3. 4. 5. 6. 93. 94. 95. 96. 97. 98. 99. 100)
 2. Improve provision in ICT and so raise standards, particularly in the juniors, by

- a. Providing more computers as funds permit.
- b. Implementing the programme of staff training already planned.
- c. Improving the provision of hardware and software to support work in other subjects, (for example data-sensing in science.)
- d. Making more use of computers, when they become available, to support work in other subjects.
(Paragraph Nos. 128. 129. 130. 131. 132)

In addition, the governors might wish to consider the following more minor issues for inclusion in the school development plan.

- A. Improve marking, particularly for older pupils, so that it more consistently gives them a clear view of how well they have succeeded, and what they need to do to improve.
(Paragraph Nos. 27. 52)
- B. Give pupils more opportunity, in their writing in science, to explain their understanding in their own words.
(Paragraph Nos. 101. 102. 103. 105. 108)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	48
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	17	23	6	0	0	0
Percentage	4	35	48	13	0	0	0

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

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)	N/A	205
Number of full-time pupils known to be eligible for free school meals	N/A	18

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		73

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	13
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.6

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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	12	13	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	12	11	12
	Total	24	23	24
Percentage of pupils at NC level 2 or above	School	96 (86)	92 (92)	96(95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	11	12	12
	Total	23	24	24
Percentage of pupils at NC level 2 or above	School	92 (92)	96 (95)	96 (95)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	17	17	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	8	15
	Girls	13	11	13
	Total	24	19	28
Percentage of pupils at NC level 4 or above	School	71 (57)	56 (67)	82 (76)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	8	13
	Girls	13	11	14
	Total	24	19	27
Percentage of pupils at NC level 4 or above	School	71 (52)	58 (67)	82 (48)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	205
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

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

Total number of qualified teachers (FTE)	9.5
Number of pupils per qualified teacher	21.58
Average class size	25.62

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	85

FTE means full-time equivalent

Financial information

Financial year	2000 - 01
	£
Total income	402715
Total expenditure	389421
Expenditure per pupil	1900
Balance brought forward from previous year	12220
Balance carried forward to next year	25514

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	205
Number of questionnaires returned	62

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	47	47	5	2	0
My child is making good progress in school.	44	50	3	0	3
Behaviour in the school is good.	32	65	0	0	3
My child gets the right amount of work to do at home.	32	53	11	2	2
The teaching is good.	34	56	5	0	5
I am kept well informed about how my child is getting on.	31	48	18	3	0
I would feel comfortable about approaching the school with questions or a problem.	68	27	5	0	0
The school expects my child to work hard and achieve his or her best.	48	50	2	0	0
The school works closely with parents.	27	58	11	0	3
The school is well led and managed.	42	44	11	0	3
The school is helping my child become mature and responsible.	44	56	0	0	0
The school provides an interesting range of activities outside lessons.	21	65	6	3	5

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

74. The provision for the children in the early stages of their education (in the Foundation Stage) is very good. Children enter the reception year in the autumn term, and at the time of the inspection there were thirty children in reception, the oldest six sharing a class with Year 1 pupils.
75. Initial baseline assessments made when the children first enter school show that, although there is a spread of abilities, overall attainment is well below the national norm. The children have better developed physical skills due to the good programme of physical development most of them receive in the playgroup. The reception teachers make very careful analysis of individual children's needs, both when they enter the reception year and throughout their time in it, so that all children are given the learning programme and activities they need to help them progress. Pupils with special educational needs are identified at an early stage so that the very effective support is organised quickly. In this, all reception staff, and the playgroup leader, work together for the maximum care and benefit of the children.
76. Many children start school with limited concentration skills, and quickly become tired. It takes most of them a long time to develop learning skills. Very good quality teaching across all areas of learning ensures that all groups of pupils make good progress. However, most are unlikely to attain the national expectations by the end of reception, because of their very low starting points. The exception to this is in physical development, where they are likely to match expectations. Teaching is always interesting and lively and, because the teachers have a very good understanding of the children's needs, they constantly reinforce new learning in different and relevant contexts.

Personal, social, and emotional development

77. Most children come into school happily and are comfortable with other children and adults. They quickly choose something to do and play cheerfully until lessons start. Some are still tearful parting from their parents and carers but the staff welcome them into class routines and they settle quickly. Children know that they are part of a class and that there are clear routines that must be followed. The teachers provide many opportunities for children to work in groups and to co-operate. Few children engage spontaneously in conversation, despite the interesting activities, and talk tends to be short and to the point, as when a customer took her cat to the 'vet'. During a turn-taking game the children had to pass on toys. The teacher gave very good and enthusiastic support and talked the children through every stage of the game, but when she briefly left the game it stopped and the children waited in silence for her return, despite the good quality toys she had provided. Most children play side by side, not yet co-operating in group games of their own devising. The teachers work very hard to get the children to respond to the teaching, and although the children respond well to praise and stickers, many are not yet interested in learning. The children respond well to the teachers' high expectation that they will become independent. They work hard at getting ready for physical education lessons and organise their milk stickers and snack times sensibly.

Communication, language and literacy

78. This area of learning is given top priority, and in all activities staff take every opportunity to reinforce and extend the children's vocabulary. In a physical education lesson few children could name the body parts they were balancing on (knees and feet) and the teacher then stressed the names in further demonstrations. Staff endeavour to get the children to express preferences and to make choices in order to build confidence and fluency in speaking. As a result many children now speak in basic sentences or phrases, but with little elaboration or detail. There are many opportunities to share books and learn rhymes and songs, thereby linking their language with

practical, meaningful activity. Writing and reading skills are developed slowly and surely through very well-structured and planned lessons, so that most children write letters correctly and recognise some common words and letter sounds. All children handle books correctly, and a few are reading with enjoyment and understanding.

Mathematical development

79. Teachers work very hard to enthuse and involve the children in mathematical learning. Through oral activities, puzzles, games and songs the children learn to recognise numbers and count objects. Many can add on 'one more' correctly and draw extra objects to make a given total. At every opportunity staff reinforce mathematical language, for example the names of simple shapes or terms to compare longer and shorter objects. Much of the work is done in small groups so that each child receives individual attention when needed. Children benefit well from this and grow in confidence in counting and solving very simple mathematical problems. Resources are interesting and attractive so that children are building up mathematical skills in a practical way.

Knowledge and understanding of the World

80. The children are interested in the activities provided to help them find out about their environment, how things work, and how things change. Although many do not show much inclination to explore independently, they are happy to follow the teacher's lead in finding out and talking about their discoveries. In an imaginatively planned session on using the sense of smell, children enjoyed smelling hidden objects, but did not have the vocabulary to describe their guesses. The teacher worked very hard describing each smell and helping the children to decide whether they liked the smell or not. The children cut, fold and stick carefully to make advent calendars and animal masks. They enjoy using the computer and are gaining sound control of the mouse. In this they receive careful and close support for every step. Even if staff guide the children's fingers they consult the children at every stage – 'Are you ready to start?' Children learn about the past through thinking about their own babyhood and how they have changed in the time to when they started school. They gain an initial insight into the Christian religion through their celebrations of Christmas and Christening role play, and consider why they are special and their own special times. Teaching in this aspect is often imaginative and enthusiastic and ensures that children make good progress.

Physical development

81. The children's physical development is in advance of other aspects of their learning. They manipulate materials effectively and are developing satisfactory co-ordination in handling pencils and paintbrushes. They learn what is needed to keep healthy, including aspects of personal hygiene. They have a good awareness of space and awareness of others in physical education lessons and have sound control of their movements such as bouncing or galloping, and show satisfactory skills when balancing. Access to an outside play area is limited, as are resources for outdoor use, and this restricts further development and progress. There are plans to put a doorway into the playground from the classroom so that outdoor play is more independent and regular, thereby maximising the children's opportunities.

Creative development

82. Many opportunities are provided for the children to draw, to explore materials, to paint and print and to develop their imagination. Teachers have a very good understanding of effective ways of stimulating the children's imagination and role play is particularly well planned, with opportunities for all children to experience an wide range of imaginative scenarios. They ensure that all resources and materials are of good quality and promote more complex play. Music making is well represented. Many sessions often begin or end with a song, which reinforces recent learning, and the children follow the teacher's lead, singing lustily and mostly tunefully. They can sing quietly

and loudly following instructions accurately. The teacher's enthusiasm gives the children confidence to join in and play their instruments at the required pitch, but they have little developed sense of rhythm.

83. Very good standards of provision have been maintained for all pupils in the reception year since the previous inspection, due to the hard work and perseverance of a dedicated team.

ENGLISH

84. Most pupils reach the expected standards in English at seven and eleven years of age. This represents good achievement because pupils enter school with skills in language and communication well below those expected. The school is working hard to enable the more able pupils to achieve the higher levels, Level 3 and 5, but data shows that there are fewer pupils in this range than in most schools.
85. Speaking and listening are seen as priorities and are promoted well. By the end of Year 2 most pupils are developing satisfactory skills in this area despite starting school with very weak communication skills. Younger pupils are given many good opportunities to talk to adults one-to-one, in small groups, in role-play as well as in larger groups. The learning support assistants interact with pupils very effectively and this has a significant impact on the progress pupils make. By Year 6, most pupils listen to the teacher attentively, answer questions in full sentences, take part in discussions and report back confidently to the class on their learning. Some pupils with special educational needs have the opportunity to focus on oracy skills once a week. Pupils make very good progress in speaking and listening throughout the school. Good use of speaking and listening skills was observed in a Year 6 dance lesson when pupils prepared a dance sequence and in a science lesson when they negotiated the roles each was to take in an experiment.
86. Standards in reading are in line with the national average throughout the school. This is good achievement in reading because the youngest pupils do not have the early reading skills seen nationally, when they start school. Reading strategies are taught and continually reinforced during the literacy hour in all classes for the younger pupils. Pupils have frequent opportunities to read both individually to the teacher or another adult and in small groups. Most pupils read regularly at home and staff and parents complete the home/school reading diaries conscientiously. This makes a positive contribution to the standards achieved. The oldest pupils read a good range of books. They are encouraged to share their reading experiences with each other using the traffic light system – green, good, yellow readable, red not interesting. They are given useful guidance in choosing books, which helps them to become confident readers. Most older pupils have sufficiently high reading skills to give them full access to the curriculum. They are beginning to skim and scan to gain specific information more efficiently. The learning support assistants are very effective in assisting pupils whose reading skills are not so good when it comes to reading texts in class.
87. Standards in writing are close to the national average, although not as high as in reading. Writing has been a focus for development recently, and will continue to be, and there are signs that standards are improving. Year 1 and 2 pupils are writing weather poems in the style of Shirley Hughes, using adjectives effectively. Pupils in Years 2 and 3 have written character profiles using powerful adjectives to make good sentences. After watching a candle burn and listening to some poems written by former students Year 4 pupils wrote effective candle poems of their own. The more able pupils managed to write a poem with a clear structure as well as using powerful words, 'bursting into life', 'dancing, flickering, glowing all around'. In this lesson pupils who struggle with writing were given very good support and as a result all managed to write a poem. The oldest pupils study various poems and understand how a poet manipulates words to create sound and rhythm. As a result, they are able to write their own tongue twisters. After reading *The Secret* by John Agard they wrote their own secret poems which showed original thinking - "I'll hide it in my dreams, carry it like a baby, never tell a living soul, take it to the grave".

88. Handwriting is taught consistently throughout the school and standards are satisfactory. Pupils are beginning to join letters in Year 2 and by Year 6 most pupils are using a fluent joined script.
89. There is a strong emphasis on teaching phonics and high frequency words in the younger classes. Older pupils learn spelling rules and lists of words which are tested weekly. As a result of consistently good teaching and high expectations the oldest pupils reach the expected standard in spelling and their work is not spoiled by careless mistakes.
90. Teaching in literacy is consistently good and frequently very good. The strengths in the teaching are the high expectations and the way teachers match their teaching style to the needs of the pupils by continuously providing opportunities for pupils to reinforce and extend their learning. Teachers assess pupils' learning accurately and provide interesting, challenging activities to enable pupils to achieve well. The well-qualified learning support assistants are used extremely well and make a very significant contribution to the standards achieved by pupils of lower ability and those with special educational needs. The more able pupils are continually challenged by harder work and enabled to reach higher standards.
91. As a result of the consistently good teaching the pupils are enthusiastic learners. Homework is set which complements the work done in class and most pupils complete their homework and return it on the right day. Younger pupils sometimes do work at home, without being asked; for example, a pupil in Year 1 wrote her own story of 'The Five Little Ducks' after reading the rhyme in school.
92. English is managed effectively. The national literacy strategy has been implemented well and standards are rising. Good links are being forged across the curriculum; for example, a Year 5 literacy lesson used writing about Ancient Egypt. The co-ordinator monitors teachers' planning, pupils' work and teaching and learning. Careful analysis is made of national test results which influences teachers' planning. Comparison of the standards achieved against pupils' verbal reasoning quotients show good achievement by all pupils. Good assessment procedures allow teachers to predict and track pupils' progress as they move through the school. There are good resources in literacy, although some of the early reading scheme books need replacing. The school has identified this need, and plans to make improvements when funds are available.

MATHEMATICS

93. Standards by the end of Year 2 and Year 6 are below those seen nationally, as was the case at the last inspection. However, pupils enter the school with poor mathematical development and have achieved well to reach this level from a low starting point. Results of the national tests in 2001 indicated standards in mathematics for pupils aged 11 to be well below average. The effects of the considerable support which the school has provided in the form of extra classes, both in school and out, together with a more able Year 6 class, contribute to the higher inspection judgement.
94. National tests at the end of Year 2 in 2001 indicated average standards. The reason that current standards in Year 2 are below expectations are that these Year 2 pupils came into school with very poor mathematical skills, and have not yet caught up, in spite of the good teaching and considerable efforts of the school. Pupils with special educational needs achieve well and make good progress in relation to their prior attainment.
95. Pupils make good progress in Years 1 and 2 and their achievement is good. The youngest pupils are starting to relate subtraction to taking away and have sound knowledge of the properties of shapes, such as circle, square, pentagon and hexagon. The oldest pupils in Year 2 have a secure knowledge of number facts to 10, but are not yet confident to recall these to 20. They are confident in interpreting simple graphs. For example, they count from a class block graph how many children have different pets. Pupils are becoming confident in simple word problems, such

as finding the cost of a number of items at a particular price. Teachers give constant reinforcement to technical mathematical vocabulary as well as the everyday name, such as 'multiply by 3' and '3 lots of', to help pupils to remember this.

96. Progress in Years 3 to 6 is also good. Pupils achieve well and build on the knowledge they have gained in the lower classes. In Year 3 for example, as well as counting on in 10s in mental work, they start to count on in 25s. In Year 4, pupils build on their basic knowledge of fractions and become confident in changing fractions to decimals. Additionally, they learn how to calculate simple percentages such as 25%, 50% and 75%. In Year 5 they use their previous knowledge to calculate areas and perimeters and find methods for mentally calculating the addition of 2 two-digit numbers. In Year 6, pupils are confident in calculating doubles and halves of numbers and higher attaining pupils can apply this to 3 figure decimals. They can find fractions of numbers and quantities and can construct and use graphs to record and interpret information. Although most pupils at the end of each key stage will be able to do the level of work expected of them, standards are still below average overall. This is because a smaller proportion than average will get to these standards, and not many will exceed them.
97. The quality of the teaching for pupils in Years 1 to 6 is good and has been maintained since the last inspection. The good teaching results in good learning. No lessons observed were less than good and there was some very good teaching in the juniors. Teachers' knowledge of the subject is good and there is a universal commitment to raising standards through carefully matching teaching methods to the particular needs of the pupils in the school. Teachers use a wide range of practical resources very well to reinforce new learning in a variety of ways. For example, in a good Year 1 / 2 lesson, the teacher used corks, unifix and bundles of tens sticks to reinforce place value in a variety of different activities. Teachers use activities that interest and motivate pupils, and this results in them enjoying mathematics lessons and feeling challenged. In a Year 2 / 3 lesson for example, the teacher brought in a range of toys which were priced. Pupils were asked to work out mentally what they could buy for a pound and how much change they would receive. They enjoyed the challenge and all were eager to participate.
98. The pace of lessons is usually good, although at times pupils are asked to sit on the carpet for too long and become a little restless. This is generally because teachers are being very careful to ensure that the pupils have grasped some new mathematical learning. All teachers display and discuss with the class the objectives of the lesson, so that they will know what they will be learning. At the end of better lessons, these objectives are recapped so that pupils know if they have achieved them and the teacher can assess the learning in order to plan the next lesson. Work is regularly marked but not all the teachers comment consistently on pupils' strengths and areas for development. Teachers manage classes well and create a good atmosphere for learning. As a result, pupils feel confident and are not afraid of giving wrong answers. They settle quickly to work in groups, and try hard to achieve the tasks set for them.
99. Lessons are well organised and teachers apply the components of the National Numeracy Strategy well. Lessons start with a whole class mental "warm-up" session in which teachers involve everyone. White boards, on which pupils write their individual answers, are used very well by teachers to help them to assess pupils' knowledge and understanding. In all lessons, after warm up activities, there is direct teaching of new knowledge or consolidation of previous work and assessed difficulties. Pupils then work in groups, often organised by ability. Pupils with special educational needs are given good support by teaching assistants, who are well-briefed. In a Year 2 / 3 lesson, for example, pupils with special needs made good progress, identifying coin values and adding them, whilst the rest of the class worked with money problems. Not enough use is made of ICT to support the subject, although some good examples of its use were seen.
100. The management of the subject is good. As well as a good programme of monitoring and support of teaching, the co-ordinator has provided a good role model of teaching for teachers to watch. A thorough audit of pupils' test papers is carried out in order to identify strengths and weaknesses to

inform teachers' plans. Specific additional classes have been organised for Years 3, 4, 5 and 6 and extended training has been arranged and carried out for teachers. Additionally, consultant support has been bought in to advise and support raising attainment in the subject. A significant factor identified in the success of pupils in test situations is the pupils' lack of understanding of mathematical language. The school is aware of this and is working hard to address it.

SCIENCE

101. Standards are broadly in line with national expectations at the ages of 7 and 11. In view of pupils' low attainment on entry to the school, this represents good achievement. Sound standards and good achievement have been maintained since the last inspection. The trend in standards is upwards, and is in line with national trends of improvement.
102. The results of national tests for the last few years show that, at the end of Year 2 and Year 6, results have been below average. On the whole, most pupils have attained the nationally expected levels at each age, and several have exceeded them. However, fewer than average have gained these higher levels.
103. Inspection evidence broadly supports this picture, but standards are a little higher than results would suggest. In Year 2 most pupils are attaining national expectations, but not many are on line to exceed them. In Year 6, average numbers of pupils are attaining the nationally expected level and some should exceed this. However, at both key stages, pupils' written work does not fully reflect their understanding. This is because they do not have enough opportunities to practise writing about their understanding in their own words.
104. In Year 1, pupils gain a sound understanding of a range of topics. For example, they know that some objects will stick to a magnet and that some will not. They work effectively on practical tasks, making simple observations and recording them accurately with help. Pupils in Year 2 build upon these skills and start to have an understanding of aspects of a fair test, with prompting from adults. For example, they understood that in testing how far toy cars would travel, it was important to give them the same "push".
105. By Year 4, pupils continue to show a secure understanding of scientific concepts, for example when studying thermal insulation. However, their recording of their work is often not clear or logical. Pupils in Year 5 have good observational skills, and can explain the patterns in their observations. Pupils make good use of their reading skills to read questions on worksheets, and most can answer them accurately, about changing the pitch of a vibrating string, for example. Throughout the juniors, pupils build on and consolidate their understanding of a fair test and, during the inspection, pupils in Years 5 and 6 showed a secure understanding of this. Pupils in Year 6 showed good understanding in applying their knowledge to designing an experiment. For example, when working out how they would compare the effects of adding different powders to liquids, they took care to ensure that equal quantities of liquid and powder were used, and that mixtures were stirred equally.
106. Teaching is good at both key stages. Teachers have secure subject knowledge and plan their lessons effectively. Good use is made of practical work, which greatly enhances pupils' understanding as well as generating interest and enthusiasm. Classes are managed well, and little time is wasted. Teachers make good use of extra adults when available. For example, in a very good lesson with Year 2 and 3 pupils, the two extra adults working alongside the teacher greatly helped the gains in pupils' understanding. They had been well briefed by the teacher, and their well-directed questioning enabled pupils to improve their understanding of a fair test. The good adult ratio helped those pupils who find it difficult to concentrate to maintain their attention and to make good progress.

107. Pupils enjoy their science lessons and work hard. They are enthused by practical tasks, and do them sensibly. They are well behaved and show improved concentration and independence as they get older. By Year 6, they have very well developed collaborative skills. During the inspection, they worked effectively in groups, sharing ideas and taking turns amicably while planning and performing an experiment. They organised themselves independently, allocated tasks such as who would be the group spokesperson, and did them conscientiously. All this supports their learning effectively.
108. The subject is well led and managed. The co-ordinator is well qualified and provides effective support to colleagues. Since the last inspection a suitable scheme of work has been introduced and implemented, well adapted to the school's class structure. This helps ensure that pupils cover the full range of the national curriculum in their time in school. The curriculum is generally broad and balanced. Practical and investigative work are strengths, but not enough use is made of pupils' writing about their work in their own words. Good systems have been introduced to enable the co-ordinator to monitor standards across the school. This means she has a good understanding of the strengths and weaknesses in the subject, and is able to target her help accurately to help colleagues to improve provision. Resources are generally satisfactory, but there is a need for equipment for data-sensing, if good use is to be made of ICT to support the subject.

ART AND DESIGN

109. Pupils achieve well in art and design. As a result, despite weak standards when children start school, they are in line with national expectations by Year 2 and exceed national expectations by Year 6. Standards have improved since the last inspection.
110. Pupils develop their skills well across a range of media. For example, pupils in Year 1 made good progress in learning different ways of weaving. They used materials imaginatively, and could suggest how their work might develop. Pupils in Year 2, during a lesson on pattern based on African art, showed a strong and confident use of colour and line. They became more adventurous during the lesson in their exploration of using pastels.
111. By Year 6 pupils show good skills in a range of aspects of art. Their sketches and paintings based on Gujerati dancing dolls show imaginative use of colour, and care and precision in execution. Their landscapes in paper mosaic, based on the study of the work of a number of different artists, are of good quality, showing very effective use of colour. Their work in burnishing plaster casts, undertaken under the guidance of a visiting artist during the school's multi-cultural week shows a subtle use of more varied colours. Other work across the juniors shows good progress in a range of media, such as the imaginative "sculptural" chairs done by pupils in Year 4, and the carnival hats designed and made by Year 3.
112. Teaching is good. This is indicated by the quality of pupils' work and was confirmed in the two lessons seen during the inspection. Lessons are well planned to develop pupils' learning effectively from what they already can do. Classes are managed well, and clear expectations and good relationships support this. Pupils enjoy their lessons, behave well, and work hard. A good range of materials is provided for pupils to work with, and they are encouraged to evaluate the quality of their own and others' work. Good use is made of work by a range of artists from different times and places. This includes classic western artists such as Paul Klee, but also a range of artists and styles from around the world, typified by the interesting work that came from the school's multicultural week. This is an improvement since the last inspection. The use of sketchbooks is being developed, although this varies from class to class. It is good in Year 6, for example, where themes or ideas are developed well. In some other classes, sketchbooks contain mostly one-off pieces of work. Homework is used effectively, as in a lesson with pupils in Years 4 and 5 where portraits collected by pupils were used as a basis for discussion in class.

113. The subject is well managed. A useful scheme of work enables teachers to provide a broad and balanced curriculum, tailored to the needs of the school. Monitoring is improving and the co-ordinator has organised a file of work to exemplify standards in each age group. Some joint lessons have been undertaken with colleagues, to share ideas and expertise. Monitoring of planning and work on display has enabled the co-ordinator to identify and address any shortfalls in what was happening, such as the need for more 3 dimensional work in one class. A start has been made on using ICT to support the subject, with some useful work done. However, the lack of computers restricts further development of this.

DESIGN AND TECHNOLOGY

114. Standards are in line with those expected of pupils aged seven and eleven, This represents good achievement in the light of their low attainment when they start school. Pupils with special educational needs make good progress in relation to their prior attainment. Good improvement has been made since the last inspection. Pupils now benefit from an appropriate curriculum, which provides experience of a range of materials and skills. Pupils now have regular opportunities to work with textiles and good examples of this are seen on display in the school. There are now regular opportunities for food technology for older pupils. A good example of this is making pizzas in Year 5.
115. It was only possible to see one lesson during the inspection, in a Year 1 / 2 class. The teaching was good and the lesson well planned and resourced. A particular strength of the teaching was the good opportunity given to pupils to explore and investigate. A range of materials and fixings were available and pupils were encouraged to find out for themselves the most suitable ways to join different materials. This work was well supported by a well-informed teaching assistant. Pupils with special educational needs made good progress in relation to their prior attainment and have full access to the curriculum. The good progress which pupils make suggests this good teaching is generally typical. However, there was little evidence of information and communication technology being used in this subject.
116. Scrutiny of previous work and talking to pupils, indicate that pupils investigate and plan their tasks appropriately. Plans are not kept regularly in a particular book or folder, so it is difficult to make a judgement about the quality of the progression in pupils' details for guidance for construction, or the detail and accuracy of plans.
117. There is good subject management. The co-ordinator has looked closely at the long term planning and amended it to ensure that all skills and materials are now covered. Teachers' planning is monitored, pupil interviews are arranged and work at the end of a topic is scrutinised. A new assessment system has been devised, matching outcomes suggested by government guidance together with national curriculum levels. It is too early to make a judgement about the effectiveness of its use.

GEOGRAPHY

118. Most pupils start in Year 1 with a low knowledge base and restricted experiences of different places. Good teaching promotes good quality learning and progress, so that standards match those expected nationally by the ages of seven and eleven. This is an improvement on the standards at the previous inspection. Pupils with special educational needs make similarly good progress because their needs are planned for well and they are given good quality support, enabling them to work alongside their peers successfully.
119. Good quality, plentiful resources help the pupils to develop their geographical skills effectively and enough time is given to the teaching of geography to allow pupils to research and work on geographical topics in depth. This is also an improvement since the previous inspection. Teachers

plan the work thoroughly so that it is relevant to their pupils' developing experience and understanding of place and this makes a good contribution to the pupils' understanding of their own local culture and, increasingly, those of other people. Throughout the work the pupils are given opportunities to apply their newly acquired geographical knowledge to their own enquiries so that they become increasingly questioning as to why things are as they are.

120. By the age of seven the pupils have a clear understanding of the characteristics of their locality. They plot their journeys to school on a large scale map, depicting local landmarks pictorially. They can correctly identify features of the village from photographs and locate them on the map, beginning to think about the what?, where? and why? of each location. As yet they do not use letter/number co-ordinates to locate these features, as their mathematical skills are not sufficiently well developed. They understand that the High Street is a busy road and identify the different road signs that keep them safe crossing the road. The travels of Fluffy Bear and Ollie Owl help them to gain a growing insight into places further away. Through a variety of experiences, older infant pupils begin to explore differences in the life style of people in England and Kenya.
121. At Key Stage 2 pupils use primary and secondary sources successfully to study a range of places of different scales in order to understand the features of each place and how these shape the lives of people living there. They use videos, photographs and text to draw maps of land use in Bream, a village in Kenya and Chembakoli (a village in India). The writing and pictures of pupils in Year 6 show a clear understanding of life in another culture and environment. This work is made more interesting and meaningful by working with some Indian visitors. Pupils evaluate each other's work and write comments on what is good about it and what could be better. A residential field trip into the Wilderness gives the older pupils a good opportunity to work as 'environmental detectives' by examining soil samples, investigating acid rain and making sand from rock. The recent focus on map work is paying dividends in pupils' improving skills.
122. Teachers adapt the school teaching plans to meet the interests and needs of their pupils. The introduction of a curriculum map has increased teachers' confidence and enjoyment in teaching geography and they build successfully on work done in previous years. The co-ordinators give good support to their colleagues, both in help with planning when required, and in the thorough way in which they evaluate provision in order to more closely match the curriculum to the learning needs of the pupils. Assessment arrangements are good, and teachers are now beginning to use several methods of establishing progress made by individual pupils, where more help is needed and where pupils need their learning extending.

HISTORY

123. Standards in history are in line with national expectations for pupils of seven and eleven years of age. Pupils make good progress in acquiring knowledge and developing skills as they move through the school. There has been good improvement since the last inspection when weaknesses were identified in the teaching of the older pupils.
124. No lessons were observed for the younger pupils but displays in classrooms and corridors, analysis of pupils' previous work and teachers' planning clearly indicate that history is being taught in an investigative way. Year 2 pupils are considering famous people and what makes them famous. They focus on Florence Nightingale. At the beginning of the topic they share their knowledge of what they already know. Then they pose questions about what they would like to find out. Through listening to the teacher, watching a video, looking at books and pictures they answer their questions. The class display shows that pupils have gained secure knowledge about this important person.
125. Pupils in Year 4 have sound knowledge of Victorian children from watching a video, and looking carefully at artefacts, books and photographs. They then used their literacy skills effectively to

write about Victorian schools. Pupils in Year 5 have an appropriate understanding about life in Ancient Egypt. They use a variety of sources of evidence including CDROMS to find information about life in Ancient Egypt. They are developing good historical enquiry skills as they make inference and deductions.

126. Teaching is good, and sometimes very good. The features of the very good teaching are the careful planning which structures the research pupils are required to do so that they are all successful learners and the very good support given to the pupils of lower ability so that they learn how to develop historical research skills. Pupils have good opportunities for speaking and listening as they report back to the class on what they have found out. As a result of the good teaching pupils enjoy history lessons and concentrate well to produce their best work.

127. History is managed well. Since the last inspection a new scheme of work, which includes nationally recommended guidance, has been introduced. This addresses the school's needs to provide equal learning opportunities for pupils in mixed age classes. The co-ordinator has monitored teaching and learning by working alongside teachers. Teachers' planning and pupils' work is monitored regularly and a report is written for the headteacher on the strengths and weaknesses in the subject. Pupil interviews are held annually. All this gives the co-ordinator a clear view of strengths and weaknesses in the subject, enabling her to target her expertise to the benefit of colleagues. Resources are satisfactory and are gradually being increased for the younger pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

128. The previous inspection found that pupils made unsatisfactory progress in ICT and that standards were below those expected nationally. Standards at the end of Key Stage One now match expectations although they are still below expectations at the end of Key Stage Two. There have been significant developments in ICT since the previous inspection and the school has made a determined start in addressing the issues identified at that time. ICT is now taught as a regular, timetabled lesson by all teachers. However, this system, and the teaching and learning scheme now in place, have been unable to make up fully for the weaker skills of older pupils and the gaps in their knowledge.
129. The pupils now start using computers from the start of their time in school. They look forward to their time on the computer and start to control the mouse with increasing accuracy, for example to sort objects. Pupils in Year 1 develop this skill steadily to draw and colour in monsters with some recognisable features and detail. They know how to log on and access the program they want and correctly identify the draw, paint, fill and rub out icons. With help, they use them to get the desired effect. Older infant pupils develop a satisfactory understanding of how the computer can handle and display data they collect. They begin to understand that there are different sorts of questions that can be answered in different ways. Through looking at fruits they confidently work out questions which only have 'yes/no' answers and try hard to answer the questions.
130. At Key Stage 2 pupils' ICT skills develop soundly. Year 3 pupils make very good quality Indian patterns using symmetry and rotation. Pupils in Year 4 compose simple, but recognisable tunes for two instruments using a computer program. By Year 5 they use drawing and word processing programs with increasing control and skill to organise, amend and present information, such as a poem or the course of a river from source to mouth. They know the different parts of a spreadsheet and work out simple formulae for the transfer of information they have collected, such as total foot sizes of the class. Pupils in Year 6 are working at a similar level to the Year 5 pupils. In a good lesson seen nearly all pupils knew how to access computer files successfully and define a formula for the total cost of each food item in 'the café'. Most could describe the steps in using the spreadsheet, using correct terminology, such as 'active cell'. Pupils became increasingly confident and keen to answer as the lesson progressed. The pupils remained engaged throughout the lesson and were eager to learn. The teacher expanded the pupils' answers effectively by putting them in familiar contexts and her flexibility in handling their responses showed her confidence and good knowledge of the lesson's content. The oldest pupils search the internet successfully to help them plan an imaginary journey from Britain to India, by plane, and then to a small village that they study in geography. However, gaps in their knowledge and experience in control, in modelling and simulations mean that they are not reaching the expected standard. In addition, their fluency in using different applications is weaker than average, because of their lack of practice.
131. The school has an inadequate number of computers for the number of pupils; there is one per class. This means that teachers spend time at the beginning of each lesson arranging the pupils so that all can see the screen thereby losing teaching time. They ensure that all pupils are included. Of necessity, they spend most of the teaching time demonstrating new techniques. As a result, pupils are not sufficiently involved in the 'hands on' aspect. Despite this the pupils enjoy the ICT lessons and remain well behaved and interested. Classroom assistants are used well to give pupils time to practise new skills throughout the week. However some pupils may not have this opportunity until a day or two after the lesson, which lessens its impact.
132. Teaching of ICT is satisfactory. All teachers are benefiting from ongoing training and, where the teaching is based on recent training, teaching is good. They are committed to improving ICT provision in the school and they have persevered despite the many difficulties posed by lack of computers. The school has tried to use ICT in other subjects and is succeeding to some extent, although lack of computers makes it very difficult for pupils to research topics using CD ROMs or

the internet as needed, or to use computer skills as a normal part of learning, rather than when planned by the teachers. This limits their progress, despite the best efforts of the teachers. The co-ordinator has taken a determined and practical approach to the development of ICT, and gives considerable help, encouragement and advice, not least through demonstrating her own teaching skills. Through regular audits and looking at teachers' plans and pupils' work, she is well aware of standards and provision and has well-thought through plans to address many of the identified shortages in equipment. However, her effectiveness is limited by the lack of computers and the difficulty of getting more.

MUSIC

133. Standards are as expected for pupils aged seven and eleven and have been maintained since the previous inspection. Pupils come into school with well below average skills and are therefore achieving well throughout the school. Pupils with special educational needs make good progress in relation to their prior attainment.
134. Pupils sing tunefully and with enthusiasm in assemblies. A good example of this was pupils singing 'Never Smile at a Crocodile', during an assembly for younger pupils. In Years 2 and 3, pupils learn to recognise and maintain a steady beat and change its tempo as directed. In Years 3 and 4 they maintain a steady beat against a rhythm performed by others. In year 5 / 6 they can recognise and explore the relationship between sounds and the way in which music reflects intentions. They were identifying the sound of a train, for example, in their music. They also maintain their own part whilst performing in two parts. Pupils use simple notation to record their composition. They use suitable musical vocabulary when describing music, for example when they listened to "Pacific 321" in a Year 5 lesson. Here they were able to recognise and name a small range of musical instruments and discuss how the music reflected the composer's intentions.
135. Teaching is good and has improved since the last inspection. All the lessons seen during the inspection were good. There is a good level of musical expertise and staff are confident in teaching the subject. Teachers make a point of introducing and using musical terms such as crescendo and drone. They model how to hold and play musical instruments correctly and are very firm about pupils treating musical instruments with respect. A strength of teaching is the management of pupils, resulting in good behaviour at all times. Additionally, when playing music, all pupils watch the teacher very closely as the 'conductor', to watch for signals for when and how to play. The very good class control means that lessons run smoothly and no time is lost.
136. Pupils' response to music lessons is good. They enjoy practical activities and in particular, the regular access they have to the musical instruments. Lessons are planned carefully to give all pupils good musical experiences. A balanced range of work is planned to include composition, singing and appraising music. The learning intentions of the lesson are made clear to pupils at the start of the lesson, so that pupils have a clear idea of what they will be learning. There are too few planned links with information and communication technology.
137. Aspects of music have improved since the last inspection as there are now regular opportunities to monitor teaching and planning. Additionally, there are now good opportunities for shared discussion and agreement between colleagues. A carefully planned framework, using government guidance and a commercial scheme of work, is in operation. Work sampling (through tapes) and pupil interviews, ensure that the co-ordinator has a good overview of standards in the subject. An appropriate assessment system is in place, which uses lesson objectives to assess against.

PHYSICAL EDUCATION

138. This continues to be a strength of the school. By the end of Year 6 pupils attain standards well above national expectations. Pupils make good progress in lessons across the school. Only one lesson was seen at Key Stage One, where standards were satisfactory. Pupils in Year 1 showed a good use of space. They showed sound skills in passing and catching a ball.
139. At Key Stage Two pupils show consistently good skills in gymnastics and dance, and attain levels well above the national expectation by the time they are in Years 5 and 6. This is matched by the records of attainment in swimming, and only 2 or 3 pupils have failed to attain the expected level by the end of school over the last ten years. Skills in dance are developed particularly well. In Year 4, pupils show good skills in matching the pace, rhythm and weight of their movements to the music. Most have a good sense of “polish” in their performance, and about a half show a very good use of different levels when devising their own movements. These skills are consolidated and, by Year 6, pupils work together very effectively in pairs and groups, with a good awareness of each other’s movements. They show imagination in their use of space and different levels, and in devising a range of different steps to go with the music. They know the steps to specific dances and perform them well. All pupils in Year 6 are attaining standards in line with national expectations, and the majority are exceeding them.
140. Standards are equally high in gymnastics, as was shown in a lesson by pupils in Year 5. They have a very good understanding of symmetry in their own movements, and apply this knowledge very effectively to a sequence of rolls and balances. Although no lessons were seen with older pupils in games, the school’s consistently good achievement in competitive sport with other local schools indicates high standards here too.
141. Teaching is very good overall, particular for older pupils, and is occasionally excellent. Lessons are well planned to systematically develop pupils’ skills from year to year and from lesson to lesson. A high priority is placed on group work and pupils are successfully encouraged to work well together in devising performances. Classes are very well managed, a very brisk pace is maintained and expectations are high. Good subject knowledge enables teachers to analyse their pupils’ performances and to give them very specific advice about how they can improve. All these strengths were exemplified in an excellent dance lesson with pupils in Year 6. Pupils thoroughly enjoyed the lesson, worked very hard and got out of breath, and made rapid progress in their levels of performance.
142. Pupils’ positive attitudes generally contribute well to the high standards obtained. They listen carefully to instructions, work hard and show very positive attitudes in working together. Behaviour is consistently good and pupils concentrate well. Boys and girls perform together unselfconsciously, and work in the subject contributes very effectively to pupils’ social skills. Pupils share ideas well, contributing their ideas to the group and listening to each other effectively. In performance, they take careful note of each other’s movements, responding appropriately, so that the result is of a high standard.
143. The subject is well managed by a knowledgeable and enthusiastic co-ordinator. A good scheme of work has been implemented which results in a broad and interesting curriculum. Monitoring of lessons has enabled the co-ordinator to target advice more carefully to the needs of his colleagues. Lessons are enhanced by a wide range of extra-curricular activities that contribute to the standards obtained. Good opportunities are provided for outdoor and adventurous activities during an annual residential visit for pupils in Year 4 and 5. The use of the school’s own swimming pool enables pupils to have lessons each year in the summer. This is a significant factor in the high standards obtained.

RELIGIOUS EDUCATION

144. Standards in religious education are in line with those expected in the locally agreed syllabus for pupils of seven and eleven years of age. These standards are the same as at the last inspection.
145. Pupils in Year 1 know that the Bible is a special book for Christians and contains stories that Jesus told to teach people about God. They listen to, act and make pictures and paintings to illustrate the story of the Lost Sheep. After listening to the story they reflect on the qualities of friendship. Pupils in Years 3 and 4 study the parable of the Prodigal Son and gain a sound understanding when they think about the feelings of the characters. Pupils are helped to understand that the story portrays God as a loving, forgiving Father. Pupils then reflect on occasions when they have had to 'say sorry'. Pupils in Year 6 start to interpret symbols and metaphors and understand that Christians and Jews have different views of God; for example that Christians believe in the Trinity while Jews believe in One God.
146. Pupils make good progress in religious education throughout the school. They are given frequent opportunities to reflect on what they are taught and consider how it affects their daily lives.
147. Teaching in religious education is very good. Interesting, challenging lessons are planned which include a variety of activities to enable pupils to learn the facts as well as learn from religion. An excellent lesson was observed in Year 6 when pupils were encouraged to use their literacy skills very well as they studied the Psalms, looking for metaphors and images of God. They then wrote a paragraph of something that held special meaning for them. ICT is used effectively when pupils use CD ROMS to search for information about Judaism and Christianity. Good links are made with other curriculum areas, especially art, during studies on Creation, Remembrance Day and Chinese New Year. The teaching in religious education is well focused on encouraging pupils to reflect about different beliefs and the importance of religion for people's lives. This makes a very good contribution to pupils' personal development, and their spiritual development.
148. The management of religious education is good. A helpful scheme of work has been put in place with clear guidance from the agreed syllabus to enable teachers to teach about religion as well as what can be learnt from religion. Assessment opportunities are clearly identified for each unit of work. The co-ordinator monitors teachers' planning and pupils' work, and ensures there are sufficient good quality resources available for teachers to use. The school has very good links with the Church. The Church has provided money for artefacts and last year paid for thirty new Bibles. Visits and visitors enhance the curriculum well. For example, Year 4 pupils visit Gloucester Cathedral when they study pilgrimage and Year 5 pupils visit a mosque when they are learning about Islam. All this contributes well to pupils' cultural development.