

INSPECTION REPORT

TUFFLEY PRIMARY SCHOOL

Tuffley, Gloucester

LEA area: Gloucestershire

Unique reference number: 115602

Headteacher: Nuala Wooltorton

Reporting inspector: Harry Turner
4346

Dates of inspection: 13 – 17 November 2000

Inspection number: 224276

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	Tuffley Primary School Evenlode Road Tuffley Gloucester Gloucestershire GL4 0JY
Postcode:	
Telephone number:	01452 526442
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Appropriate authority:	Governing Body
Name of chair of governors:	Steve O'Connor
Date of previous inspection:	8 June 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Harry Turner, Registered Inspector (4346)	Equal opportunities Mathematics Design and technology	What sort of school is it? The school's results and pupils achievements How well are the pupils taught? How well is the school led and managed?
Patricia Bowen, Lay Inspector (13548)		How well does the school care for its pupils? How well does the school work in partnership with parents?
John Mursell, Team Inspector (30951)	English as an additional language English Geography History Religious education	
Sue Davies, Team Inspector (31158)	Under-fives Art Music Physical education	How good are the curricular and other opportunities offered to pupils?
John Warne, Team Inspector (18609)	Special educational needs Science Information and communications technology	Pupils' attitudes, values and personal development

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6 - 10
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?	11 - 14
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14 - 17
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	17 - 18
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18 - 19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	19 - 20
HOW WELL IS THE SCHOOL LED AND MANAGED?	20 - 21
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	22
PART C: SCHOOL DATA AND INDICATORS	23 - 26
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27 - 42

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Tuffley Primary School caters for pupils aged between four and eleven. It is smaller than average and currently has 134 pupils on roll. Fifteen pupils with specific language disorders attend the Language Centre which is attached to the school. The proportion eligible for free school meals is 31 per cent which is above average. The number of pupils on the school's register of special educational needs, currently 43 per cent, is well above the national average of 20 per cent. The main areas of special educational needs include support for reading, spelling and writing. The percentage of pupils who speak English as an additional language is low at less than one per cent. The attainment of pupils on entry is well below average.

Since the last inspection the school has reduced in size, there are fewer teachers and some changes in staff. A new headteacher started in June 2000. The school is a member of an Education Action Zone.

HOW GOOD THE SCHOOL IS

Tuffley Primary School, at its last inspection, was judged to have serious weaknesses. It has since improved, particularly recently and now provides a satisfactory standard of education for its pupils. Standards are improving for eleven year olds in English and mathematics but science standards are low. Good quality teaching in Key Stage 2 is raising standards. Overall leadership and management are good. The headteacher, staff and governors are committed to raising standards further. Teamwork and relationships on the staff are good. The school gives satisfactory value for money.

What the school does well

- Good teaching in Years 3 to 6 is leading to improved standards.
- The improvement in standards in mathematics by the end of Years 2 and 6 and in English by the end of Year 6.
- The very good leadership that the new headteacher is providing.
- Very good teaching in the Language Centre enables the pupils catered for there to make good progress.
- The pupils have positive attitudes to their work and behave well.
- Provision for the pupils' moral and social development is good.

What could be improved

- Standards in science and information and communications technology in all years.
- Standards in reading and writing at Key Stage 1.
- The use of information from the assessment of pupils' work to improve standards further.
- The quality of teaching is not monitored and evaluated sufficiently.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvement since it was last inspected in June 1998. Although standards are low in National Curriculum tests, there is improvement in English and mathematics since the last inspection. Standards in science remain low. Standards in mathematics for seven year olds have improved but English standards for pupils of this age remain low. The teachers now plan well using the standards of the National Curriculum to provide learning in all subjects. The teachers with subject responsibilities have action plans for their subjects which show how they will raise standards further. The quality of teaching

has improved considerably since the last inspection particularly in Key Stage 2. There is now a higher percentage of good and very good teaching. More significantly the proportion of unsatisfactory teaching has reduced from 19 per cent in 1998 to five per cent. Year 6 pupils, as a result of good teaching, are in line to achieve the national expectation in English and mathematics. There is now a good system for assessing the pupils' progress but the information is not yet used sufficiently to raise standards.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	E*	C	E	C
Mathematics	E*	B	E	C
Science	E*	C	E*	E*

Key

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

E equals in the lowest 5 per cent.*

Attainment on entry to the school is well below average. Five year olds achieve well below what is expected for pupils of their age in speaking, reading and writing and numeracy.

In the National Curriculum tests for seven year olds, pupils continue to achieve standards which are well below average in reading and writing. However, due to the implementation of the National Numeracy Strategy standards in mathematics are improving. Pupils achieved below average standards in mathematics compared to all schools nationally in the 2000 national tests but 91 per cent achieved the national expectation which is a big improvement on previous years. The work seen in reading, writing and mathematics during the inspection broadly confirms these standards for seven year olds. Standards achieved by eleven year olds, highlighted in the table above, have been inconsistent over the last three years. Results in 2000 overall did not maintain the improvement shown in 1999. The well below average standards in English and mathematics were affected in part by a comparatively high proportion of pupils with special educational needs. Standards in science were in the lowest five per cent nationally. Standards compared with schools of similar intake show average performance in English and mathematics but science is in the lowest five per cent. Inspection evidence shows standards overall to be improving in Key Stage 2 because of good teaching. Pupils are in line to achieve the national expectations in English and mathematics in 2001. However, standards in science remain well below average because the pupils do not receive a full science curriculum which enables them to reach the standards of which they are capable.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The pupils are enthusiastic in the vast majority of lessons and this has a positive impact on their progress.
Behaviour, in and out of classrooms	Behaviour is good, both in and out of lessons. The teachers work hard to maintain high standards of discipline.
Personal development and relationships	Personal development is good. The pupils respond positively to the opportunities to take initiative and responsibility. Relationships are good.
Attendance	Attendance is satisfactory.

The pupils' attitudes and behaviour are good and the school works hard to encourage the pupils to do their best. There have been no recent exclusions. The pupils are courteous toward staff, each other and visitors. They co-operate well with each other and are supportive of one another's efforts.

TEACHING AND LEARNING

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

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

The quality of teaching is satisfactory overall. The teaching is satisfactory in 95 per cent of lessons, good or better in 61 per cent and very good in 22 per cent. The quality of teaching has improved significantly since the last inspection when 19 per cent of lessons were unsatisfactory.

The teaching is best in Key Stage 2. The teaching of literacy and numeracy is particularly good and as a result pupils of all abilities make good progress. The teaching for pupils below the age of seven in literacy is satisfactory overall but there are significant weaknesses in Years 1 and 2 which effect progress more in reading and writing. The teaching of numeracy for younger pupils has made a good impact on raising standards. There are examples of very good teaching. In these lessons the teachers have high expectations for their pupils. In the very small proportion of unsatisfactory lessons in Key Stage 1, pupils are not given suitable work to enable them to make enough progress. The teachers are confident and have worked well to implement the national strategies for literacy and numeracy since the last inspection. There is good teaching in history, design and technology and physical education in Key Stage 2. The teaching of science and information and communications technology is unsatisfactory overall across the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall at all stages. The curriculum covers all areas of learning for the under-fives and all the National Curriculum subjects at Key Stages 1 and 2. All subjects have schemes of work, a clear improvement since the last inspection. Weaknesses remain in the provision for science and information and communications technology.
Provision for pupils with special educational needs	The provision for these pupils is satisfactory overall. Targets are set but not consistently shared with pupils and parents. Learning support assistants provide effective support.
Provision for pupils with English as an additional language	The provision for these pupils is good. The specialist teaching provided in the Language Centre improves the performance of these pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Sound for spiritual and cultural and good for moral and social behaviour.
How well the school cares for its pupils	The school takes good steps to support the pupils' personal development and to promote good behaviour. The monitoring of academic performance is satisfactory but assessment information is not used consistently to set targets for pupils, identifying the next steps in their learning.

The national strategies for literacy and numeracy have been well implemented. The National Numeracy Strategy gives a cohesive structure to the teaching which is raising attainment. The Literacy Strategy is contributing to raising standards in Years 3 to 6 but in Years 1 and 2 its impact is effected by inconsistent teaching of reading and writing. Pupils do not get enough experience of information and communications technology nor do they have enough access to computers. The curriculum for science at Key Stages 1 and 2 does not meet requirements and does not allow pupils to make satisfactory progress. The provision for extra-curricular activities is good. School clubs for pupils in Key Stage 2 in dance, football, recorders and the environment are well supported. Residential visits are highly valued by the pupils and parents. Curriculum links with the on-site playgroup are improving. The school programme for pupils' personal, social and health education is good. The school has good links with parents. Regular parents' evenings are organised to advise parents of the progress being made by their children.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The recently-appointed headteacher gives very clear educational direction, focusing on improvement and raising standards. Subject leadership is satisfactory overall. This is a clear improvement since the last inspection.

How well the governors fulfil their responsibilities	Good. The governors are very supportive and have a good understanding of the strengths and weaknesses in the school. However, they do not have sufficient information at this time to judge the overall effectiveness of the school.
The school's evaluation of its performance	Overall, this is satisfactory. There is good evaluation of pupils' performance and targets identified for improvement are very good. However, the teaching is not monitored or evaluated sufficiently.
The strategic use of resources	Satisfactory. The governors now have a clear financial plan. Spending decisions relate closely to priorities. Appropriate use is made of support staff and specific grants.

The headteacher has improved significantly the school's capability to tackle the weaknesses and take action to raise standards. Morale is high as staff feel valued. The staff fully recognise the need to improve levels of attainment. The governors have good strategies for monitoring some aspects of the school's performance but not enough information about the quality of teaching. School development planning is very good. The school manages its resources wisely.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The children like school. • The parents like the good teaching. • The school is open to parents' questions and problems. • The way the school expects children to work hard. • Children become mature and responsible. 	<ul style="list-style-type: none"> • The behaviour of children in school. • The amount of homework. • More after- school activities. • Better information about their children's progress.

The inspectors endorse parents' positive comments. However, inspectors disagree with the parents who feel that the children's behaviour is unsatisfactory. Inspectors judge the pupils' behaviour to be good, in and around the school. Inspectors also judge that the amount of homework required is similar to that of other primary schools and is consistent with government guidelines.

After-school activities include the provision of recorder, dance, football and an environmental club. In addition, there are residential field study trips organised for pupils in Years 4, 5 and 6 and many other events involving pupils such as dance festivals and football tournaments. Considering the size of the school, inspectors judge this to be good provision.

The inspection team found that the information provided for parents is good in newsletters sent by the headteacher. However, the written reports to parents are unsatisfactory. They do not give sufficient information on the pupils' standards or sufficient suggestion for improvement. Inspectors therefore agree that this aspect should be improved.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Although standards have improved since the last inspection, results of national tests show attainment of pupils aged 11, when they leave the school, to be well below national expectation in English, mathematics and science. Inspection evidence finds that due to consistently good teaching in Key Stage 2, standards are improving. Pupils are now on course to achieve results in line with national expectations in English and mathematics in 2001. Although improved, standards in science continue to be below average.

2. The results of National Curriculum tests for eleven year olds in 2000 were well below average in English and mathematics and in the lowest five per cent of schools in science. These results were lower than in 1999 when standards achieved by pupils showed a big improvement on previous years. Results therefore in 2000 were disappointing. These can be explained partly by the increase in the number of pupils with special educational needs and also as a result of low expectations set for pupils to enable them to achieve at the higher levels in mathematics and science. For example, the proportion of pupils achieving above average standards in English was broadly average but in mathematics and science it was well below average. When compared with schools with similar intake pupils achieve average standards in English and mathematics; and in the lowest five per cent in science. The school trend in National tests over the last four years in English, mathematics and science shows improvement overall to be broadly in line with the national trend. The evidence from the inspection, based on lesson observation and scrutiny of pupils' work, clearly shows that the attainment of the oldest pupils in English and mathematics is now average. This represents good achievement given their below average attainment when they joined the school. Standards of pupils in science are unsatisfactory due to low expectations. There is no significant difference between the performance of boys and girls in National Curriculum assessments.

3. In National Curriculum tests in 2000 pupils aged seven, at the end of Key Stage 1, achieved well below average standards in reading and writing but below average standards in mathematics when compared to all schools nationally. Very few pupils' achieved above average standards in reading, writing or mathematics and science. The pupils' performance in the last three years in national tests has been similarly well below average except in mathematics where there was a significant improvement in the 2000 results. Ninety-one per cent of pupils achieved the national expectation in mathematics in the year 2000, a big improvement on previous years. When compared to the performance of pupils in similar schools standards in reading are well below average, writing is below average and standards in mathematics are average. Whereas, significant improvement in the pupils' standards in mathematics has been achieved due to the implementation of the National Numeracy Strategy standards remain well below average in reading and writing. The evidence from the inspection based on lesson observation and scrutiny of pupils' work, clearly shows that the teaching of reading and writing is inconsistent and does not enable the pupils to make enough progress in these areas. At the present time pupils standards are too low in the skills of speaking and listening, reading and writing.

4. Attainment of the children on entry to the school at four is well below expectations overall. The majority of children begin school with poorly developed skills in literacy, speaking and listening and mathematics. Early assessments taken in the first six weeks of school also show the majority to be well below expectations in their physical, social and emotional development, in their knowledge and understanding of the world and their creative development. The pupils' current levels of achievement indicate that the majority are not in line to achieve the Early Learning Goals at the end of the reception year in all six areas of

learning. By the time they are ready to start Year 1 they have made satisfactory progress, but are still below expectations for this age group.

5. Standards of pupils in English in Year 2 are well below the national expectation. Pupils lack the confidence and vocabulary to express themselves clearly in front of the class and too few are beginning to read simple sentences with accuracy and understanding. In writing, similarly, too few pupils can accurately spell common words and use capital letters and full stops. Progress in Key Stage 1 is satisfactory overall in English. The pupils make satisfactory progress in their knowledge of letter sounds and letter formation is more accurate. However, progress in constructing sentences is slow.

6. In mathematics Year 2 pupils are below average but standards in numeracy are improving. Most pupils are able to count in tens to a hundred, and add and subtract numbers within 20. There are a few pupils achieving above average standards in knowledge of multiplication facts and place value. The pupils lack of knowledge and understanding of mathematical language is a block to them achieving higher standards. For example, standards in solving word problems and sharing strategies for mental calculation are below expectations for this reason.

7. Pupils in Year 2 in science achieve standards which are well below expectations. Too few pupils can talk confidently about a fair test and predictions are hindered by under-developed speaking and listening skills. Most of the pupils have a satisfactory knowledge of materials and their properties but generally standards are too low because of weaknesses in the curriculum and low expectations. In science achievements overall are hampered by poorly developed language and recording skills. However, satisfactory progress is made in learning about proteins, carbohydrates and minerals.

8. In Key Stage 2, pupils in Year 6 are achieving average standards in reading and writing but many pupils still lack accuracy in spelling. They are beginning to read a range of fiction and non-fiction texts with fluency and expression. Many can predict key events in books and 'read between the lines' to explain the motives of characters in a story. The majority of pupils can write for a range of purposes, for example writing a report for a newspaper and high attainers can use a variety of sentences and an expanding vocabulary. In Key Stage 2 pupils achievements are good due to consistently high expectations set in the teaching, in particular, in Year 6. Pupils are making good progress in reading for information and to explain motives of characters in a story. In writing they are learning to write unbiased fair and balanced reports although accuracy in spelling is not always in evidence. High attainers are learning to evaluate texts and use a variety of sentences to enhance meaning in independent writing.

9. In mathematics, Year 6 pupils are on track to achieve national expectations. The majority of pupils are able to multiply and divide whole numbers by 10 and 100, add and subtract decimals and use fractions and know timetable facts up to 12 times 12. Above average pupils are able to write formulae and work with negative numbers and decimals accurately. Pupils are on line to meet expectations in mental arithmetic and the majority can collect, present and analyse data. Standards continue to be lower in problem solving because of under-developed knowledge and understanding of mathematical language. Year 6 pupils make good progress in calculating averages and in using mathematical knowledge and understanding to analyse data. High attainers make good progress in using knowledge and understanding of the number system to calculate relationships between millimetres and kilometres. In science Year 6 pupils achieve well in relation to what they have done before but many lack general understanding and use terminology inaccurately which affects progress.

10. Standards in science of Year 6 pupils are below expectation but improving. They can make generalisations about the effects of forces such as wind resistance and gravity. They

can separate simple mixtures and high attaining pupils can use the terms evaporation and condensation accurately. The majority of Year 6 pupils can carry out an investigation into the strength of elastic bands and higher attaining pupils can draw sensible conclusions from their experiments.

11. Overall, pupils with special educational needs make satisfactory progress across the school. In lessons where they are well supported by the well-qualified classroom assistants and learning targets are appropriate pupils make good progress. For example, pupils in Year 3 make good progress in counting in twos and fives and are able to contribute well in the whole class mental and oral session with the support of a classroom assistant. Sometimes, progress is insufficient because the match of work does not meet the pupils' stage of development. This leads to poor recording of work and a lack of understanding. Pupils who work in the Language Centre make good progress because clear targets are set for individual pupils which represent their next steps in learning. Pupils' achievements overall have improved since the last inspection, particularly in Key Stage 2.

12. Standards of pupils in information and communications technology are well below expectations and progress is poor in Key Stages 1 and 2. The majority of pupils have inadequate access to computers in school and the planned curriculum does not meet statutory requirements. Pupils in both Key Stages 1 and 2 are on line to achieve national expectations in art and make satisfactory progress. Standards in design and technology are in line with expectations for pupils of their age and progress is also satisfactory. Although, no teaching was observed in geography, scrutiny of pupils' work and teachers' planning shows pupils reaching appropriate standards for their age. Standards in history of pupils in Key Stage 1 are below expectations but pupils in Year 6 are on-line to meet national expectations. Progress of pupils in Key Stage 1 is hampered by their poorly developed language and literacy skills. Pupils in Year 6 make good progress in their knowledge and understanding of the Second World War. There was not enough opportunity to make a judgement about pupils' standards in music. However, some good progress was observed in Year 3 where the pupils create sea and volcano sound pictures. In physical education, standards meet expectations for pupils of their age and progress is satisfactory. Standards in religious education are in line with expectations of the locally agreed syllabus and progress is satisfactory.

Pupils' attitudes, values and personal development

13. Pupils are positive about their school. They enjoy their lessons, like their teachers and work well together when given the opportunity. Before the inspection parents commented that they feel children at the school develop positive attitudes to learning and that the school helps them become mature and responsible. A minority of parents believe that behaviour is not good. However, inspection findings show that the behaviour of the pupils in and around the school is good.

14. Inspectors found that pupils show interest in the range of activities the school provides. They participate with enthusiasm in, for example, dance club, football practice and environmental club. A keen group of boys and girls raked up leaves and enjoyed learning about trees while they tidied the school grounds after school with a classroom assistant who runs the club. They expressed sensible opinions about litter and had previously made a good wall display of their activities. At the same time another group were practising enthusiastically with their teacher on the football pitch.

15. Pupils are courteous to staff, to visitors and to each other. Teachers model very good examples for the children. An effective assembly used the theme of expressing thanks. Another promoted the powerful statement clearly articulated by the teacher, "It's OK to be different", when promoting the theme of tolerance and respect for individuals. Pupils helped by repeating the message verbally and by using sign-supported English.

16. There have been no recent exclusions. No examples of bullying, oppressive behaviour or racial intolerance were observed. Pupils commented that any quarrels are quickly and effectively sorted out by adults. Circle time is used in classrooms as a good opportunity for pupils to express opinions on matters which interest or concern them. There is an emphasis on respecting the views of others. Responsibility for routine tasks is taken by pupils as appropriate. Year 6 children choose music for assemblies and set out the hall in a quiet and responsible manner according to their normal routines.

17. Attendance is satisfactory and the school takes appropriate steps to monitor the reasons for absence.

HOW WELL ARE PUPILS TAUGHT?

18. Overall, the quality of teaching is satisfactory in the Foundation Stage and Key Stage 1. It is good in Key Stage 2. The teaching is satisfactory or better in 95 per cent of lessons, good or better in 61 per cent and very good in 22 per cent. The quality of teaching has improved significantly since the last inspection when in 19 per cent of lessons the teaching was less than satisfactory. The biggest improvement has taken place in Key Stage 2, where the teaching is now well structured and draws closely on National Curriculum levels of attainment to set high standards for the pupils. Now, pupils of all abilities in Key Stage 2 generally make good progress in acquiring new skills, knowledge and understanding and in working productively as a result of good teaching. In Key Stage 1, although teaching overall is satisfactory there are significant weaknesses in Years 1 and 2. Sometimes lesson objectives are not clear, work is not well matched to pupils' abilities and too many activities are organised. Teaching assistants work effectively in all stages to raise levels of progress made by pupils, in particular for those pupils with special educational needs. In the Foundation and Key Stage 1 stages, the teaching of numeracy has a greater impact on the pupils' standards than the teaching of literacy. This can be explained by the success of the National Numeracy Strategy, to accelerate the progress of pupils in their knowledge and understanding of basic number facts. There are weaknesses across the school in the use of assessment in order to raise pupils' knowledge and involvement in their learning and in some instances to plan the next steps in learning. The small proportion of teaching judged unsatisfactory was as a result of low expectations and a failure to set clear learning targets for pupils of differing abilities.

19. The teaching of pupils under five in the Foundation Stage is satisfactory overall. The teaching of literacy is satisfactory and enables the pupils to make steady progress in speaking and listening, reading and writing. However, sometimes expectations of pupils in speaking and listening are too low. The pupils are not always encouraged to ask questions and explain their work sufficiently. The teaching of numeracy is satisfactory and all pupils make sound progress in counting and knowledge of shapes. The teaching of music is a strength and as a result the pupils make good progress in singing and music making. Other areas of strength include the use of first hand experiences to involve the children in learning about themselves and their environment. For example, the school grounds are used to enable the pupils to observe the changes which take place in nature and a visit to a local church provides opportunity for them to witness a christening. However, the teaching does not provide enough opportunities for the pupils to explore and investigate, for example, in technology and creative art. Also, insufficient opportunities are provided for pupils to develop handwriting skills, which is a weakness.

20. The teaching of English in Key Stage 1 is satisfactory overall, but scrutiny of work and listening to pupils read highlights weaknesses in important areas which affects progress in reading and writing. Given the pupils' low standards when they start in Key Stage 1, teaching needs to ensure faster progress towards expectations for pupils by the age of seven. There is satisfactory use of the literacy hour which gives a good structure to the learning for pupils

in lessons. The teacher demonstrates well reading skills using big books but gives too little time for discussion, vocabulary extension and practising writing. More emphasis generally should be placed on pupils learning letter sounds and blends in literacy lessons.

21. The teaching of mathematics in Key Stage 1 is also satisfactory. The implementation of the National Numeracy Strategy has given a good structure to lessons and is having a good impact on expectations and planning. In particular, teachers use a good range of strategies to enable the pupils to learn counting strategies. Teaching sometimes challenges the above average pupils in Year 2, for example through modelling by the teacher of partitioning as a strategy to support learning in multiplication. Sometimes learning is unsatisfactory, for example, in a Year 1 lesson on counting where progress was not sufficient because the teaching did not set clear learning targets for all pupils. Not enough emphasis is placed generally in lessons on the pupils improving their knowledge and understanding of mathematical language.

22. The teaching of science is unsatisfactory in Key Stage 1. The pupils do not receive sufficient teaching of the Key Stage 1 curriculum which results in them making poor progress and achieving standards which are well below expectations. Limited observation of science teaching during the inspection showed that pupils are enthusiastic and able to make progress in, for example constructing a fair test if the teaching is satisfactory. Work in pupils' books shows low expectations and a poor match of work set in relation to the abilities of pupils.

23. The teaching in English in Key Stage 2 is good and enables all pupils to make good progress in literacy. There are clear learning objectives, for example in Year 3, where pupils are involved in using notes to organise and present their ideas in a simple non-chronological report on rocks and minerals. Teachers' guide pupils well through reading texts and emphasise appropriate technical vocabulary. There are high expectations set in lessons for pupils to present their work. Teachers effectively model writing in whole class lessons which gives the pupils confidence to improve their writing. Sometimes learning is less successful because the pupils are not given enough time to finish work. This is particularly evident in writing.

24. The teaching of mathematics is also good at Key Stage 2. The pupils across Key Stage 2 make good progress in mental arithmetic. For example, Year 5 pupils make good progress in developing strategies for subtraction following demonstrations by the teacher. Year 6 pupils of all abilities make good progress as a result of challenging questions being asked by the teacher about negative numbers. Good progress is made by pupils in using knowledge and understanding to solve problems, because of high expectations, set by the teacher in Year 6. Special educational needs pupils in Year 3 stay involved in whole class mental and oral sessions because of the supportive intervention of a teaching assistant.

25. In science, teaching is unsatisfactory in Key Stage 2 although there is good teaching in Year 6. Teaching does not enable the pupils to make enough progress because too little work is completed and not enough builds on their previous knowledge. In some classes pupils do not receive sufficient feedback to help them improve. In Year 6, where the teaching enables children to make good progress in lessons, the pupils show a high level of interest in learning in science. Pupils in Year 6 make good progress in conducting an experiment investigating the effects of adding weights to an elastic band due to the skilled organisation and planning of the teacher. Pupils do not receive consistent teaching and coverage of the science curriculum to enable them to make enough progress to enable them to meet national expectations.

26. The teaching enables pupils with special educational needs to make satisfactory progress overall. In some lessons, they make good progress due to the teacher setting clear targets and the teaching assistant supporting the involvement of the pupils in making progress towards them. These lessons have a good impact on the pupils' self-esteem. In a few lessons pupils do not make enough progress because support is not provided. For example, not enough support is given to enable below average pupils in science to record their work. Teachers, overall, enable pupils with special educational needs to have access to the full range of experiences which enhance their level of interest in learning. However, not enough opportunity is provided for the pupils to be involved in their own learning. The targets of pupils identified on their individual education plans are not shared consistently with the pupils.

27. The teaching in information and communications technology is unsatisfactory because pupils do not have enough opportunities to enable them to reach national standards. There are isolated examples of effective teaching such as in a Year 3 literacy lesson and to support pupils in reading information, including photographs and writing, for a local study. However, at this time teachers do not have sufficient subject knowledge of data handling and the use of controlled technology to ensure that pupils make satisfactory progress. However, plans are in place to remedy this and there is clear determination among the teaching staff to improve in this area.

28. Teaching in design and technology is satisfactory overall but good in Key Stage 2. The teachers use links with other subjects to motivate and give purpose to pupils' learning. For example, Year 6 pupils make air-raid shelters as part of their history topic on the Second World War. A suitable range of tools and materials are provided for pupils to use.

29. No judgement could be made about the effectiveness of teaching in geography, art and music because of the lack of opportunity to observe lessons in these subjects during the inspection.

30. Teaching in history is good in Key Stage 2 and satisfactory in Key Stage 1. Teaching in Year 3 involves pupils in developing critical skills of inquiry which engage the pupils in the role of archaeologists using tools to sift the information. In Year 6, teaching challenges the pupils to research their own experiences from their own family histories which contributes to them making good progress in knowledge and understanding of the second world war.

31. The quality of teaching overall in physical education is satisfactory but good in Key Stage 2. Pupils of all ages enjoy physical activity. Lessons in Key Stage 2 set high expectations of pupils which encourage them to make good progress in developing linked movements and sequences. Some pupils make very good progress in dance as a result of expert modelling and coaching of dance steps and routines by the teacher.

32. Teaching of religious education enables pupils to make satisfactory and sometimes good progress in their knowledge and understanding of Christian traditions. In lessons where teachers use personal experience and religious artefacts pupils are more involved and make

more progress. Teachers provide good opportunities for pupils to reflect and listen to ideas during circle time.

33. The assessment of pupils' work, including the quality of marking is satisfactory overall, but the information is not used consistently to plan the next steps in learning. For example, periodic assessments in English, mathematics and science give good quality information about pupils' progress and their strengths and weaknesses. This information is not used to set targets for individual pupils or to support the delivery of the curriculum so that pupils' learning needs are met more consistently. All teachers set satisfactory levels of homework which supports, in particular, the pupils in developing reading skills and learning number facts.

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

34. The school provides the pupils with a broadly balanced curriculum covering all National Curriculum subjects, religious education and personal, social and health education. However, not enough curriculum opportunities are provided in science at Key Stages 1 and 2 and in information and communications technology in Key Stage 1 to enable the pupils to reach standards of which they are capable. The curriculum takes account of the National Numeracy and Literacy Strategy frameworks. The Numeracy Strategy gives a cohesive structure to the teaching of mathematics throughout the school and the National Literacy Strategy is enabling language development links to be made with other subjects. The time dedicated to each subject is appropriate except in information and communications technology in Key Stage 1 where coverage does not give enough opportunity for pupils to learn data handling and control. There are schemes of work to support teachers' planning for all subjects. The teachers are making good use of the guidance offered by the national strategies in English and mathematics and the guidance for other subjects provided by the government's Qualification and Curriculum Authority. The provision for the teaching of science is unsatisfactory, as the planned curriculum is not enabling the pupils to make enough progress in either Key Stage 1 or Key Stage 2.

35. The curriculum for the Foundation Stage is based on the recommended Early Learning Goals for children under five. The curriculum takes account of all six areas of learning: communication, language and literacy, mathematical development, knowledge and understanding of the world, personal, social and emotional development, physical and creative development. The curriculum provides the children with a suitable range of learning experiences and the children's social skills are well promoted.

36. All pupils, including those with a special educational need have equal access to the curriculum and extra-curricular activities. They have good support from the additional adults in each class. Many opportunities are given to the pupils based in the Language Centre to work with the pupils in the main school. This works very successfully.

37. The implementation of national strategies for literacy and numeracy, is having an impact on raising standards particularly in Key Stage 2; however, whilst the pupils in the Foundation Stage and Key Stage 1 do make overall satisfactory progress in English, this is not enough to enable the pupils to reach national expectations.

38. Provision for extra-curricular activities is good particularly for a school of this size. The school offers a number of clubs that are open to pupils in Key Stage 2. These include dance, football, recorders and an environmental club that helps develop and improve the outdoor space. The head teacher is very keen to develop more extra-curricular opportunities for the pupils and has plans to do so. The curriculum is enriched by a range of visits and visitors. The school organises Year 4, 5 and 6 residential trips that are highly valued by children and parents. A number of day visits are organised for pupils in each year group. For

example, children in the reception class visit the local church to learn from the vicar what happens when a baby is christened. There are good links with the community. The Sunshine Playgroup continues to be based in one of the school classrooms and the head teacher has recently joined the committee, a move welcomed by the play leader. Visits to South Cerney Water Centre, Robinswood Hill and Whaddon Green extend pupils' experiences. The oldest pupils take an active part in local community events participating in the Gloucester Festival and a local dance festival. The children fund raise on Children in Need day and take pride in helping others. The vicar comes once a month to take assembly. The school is now part of an Education Action Zone and this has the potential to improve the liaison and links between the local primary and secondary schools which is identified as an area for development. Students from the local secondary school work in school regularly.

39. The school provides a good programme for personal, social and health education. Circle time gives pupils the time they need to discuss concerns and feelings. Aspects of sex education are dealt with appropriately in the science curriculum. There are good guidelines and policies, which meet the requirements for sex and drugs education.

40. The school provides sound opportunities for spiritual development. This is fostered through assembly, as pupils reflect on their own and others' lives. Pupils in Year 6 show great insight and appreciation during a history lesson of the impact of the Second World War on their families and the local community of Gloucester. The school curriculum complies with the statutory requirement for a daily act of worship. Provision for the pupils' moral and social development is good. In class discussions and assembly the pupils are taught right from wrong, stories focus on issues such as friendship and helping others. The pupils work well with each other, are respectful and kind to each other. Relationships between the pupils and the teachers are good. No unruly behaviour was seen during the inspection. Good behaviour is rewarded with a smile, a word or an award sticker and this has a positive impact on everyone. The midday supervisors continue to make a strong contribution to playground behaviour and award stickers to pupils in the celebration of achievement assembly. The school's provision for cultural development is sound overall. The pupils are taught to appreciate their own cultural traditions through the curriculum, community links and visits to local places of interest. Aspects of other cultures and times are studied through topics, for example, Year 5 pupils take part in an African dance workshop and study carnival traditions; however there is not enough evidence around the school to suggest that an understanding of other cultures is promoted other than at times when it is being specifically studied.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The school has a caring ethos, where staff know the pupils well and provide a warm, supportive community. This view, is shared by the parents who attended the parents' meeting and responded to the questionnaire. The previous inspection team reported that support, guidance and pupils' welfare was good.

42. The school has taken steps to ensure that the school is secure. Regular checks are carried out and suitable arrangements are in place for first aid. The school has a designated teacher for child protection, who has undertaken training and is familiar with the procedures. In addition, the headteacher is also to undertake training in this field. Staff are aware of the signs of abuse or neglect and, although no formal training for staff has been provided for some years, information is included for newly appointed staff. The school has a successful early warning assessment system which alerts all staff to any concerns about individual children. Good relationships exist with social services staff and the Education Welfare Service. Attendance is monitored regularly by a governor, who alerts the class teacher to any unauthorised absence or patterns of absence. All of this is similar to that found by the previous inspection report.

43. The school is successful in promoting good behaviour. There is a good personal and

social education programme in place, which includes health, drugs and sex education. The pupils know what is expected of them and show consideration for each other. There is a good behaviour policy which is consistently applied by all staff in the school. Each week there is a celebration assembly when the pupils receive awards for special effort. The parents are satisfied that any incidents of bullying are dealt with quickly and effectively.

44. Staff work hard to maintain the self-esteem of pupils with special educational needs and there is a very clear and successful policy to ensure full participation in all activities. However it is important for pupils to know what their difficulties are and to understand what they need to do to improve. The Language Centre provides a good model of clear target setting. Some gifted and higher attaining pupils are identified and often work with an older age group. However, there is as yet no coherent programme to meet their needs.

45. In the last inspection report a key issue was putting in place an agreed system for assessing and recording pupils' attainment and progress. The school has successfully implemented this in the core subjects. However, insufficient use is made of this data to ensure that teaching consistently matches individual needs. Work is marked and includes helpful comments, but where targets are set, they do not help the pupils to identify their weaknesses nor the next steps to be taken in their learning to help them to improve.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. The parents who attended the parents' meeting expressed positive support for the school. Just over 50 per cent of parents responded to the questionnaire and they also felt that the school was providing a good education for their children. However, 16 per cent felt that behaviour in the school was a problem. The inspection team disagreed and found the behaviour to be good in the classrooms and around the school. The same number of parents had concerns about homework. The inspection team felt that the homework outlined in the home/school agreement was appropriate for the school and found that in only one class was it not being adhered to. Sixteen per cent disagreed that they were kept well informed about how their child was getting on. The inspection team found that information provided for parents is good in the newsletters from the headteacher and curriculum information from the class teachers. However, the reports do not give a clear indication of how children are doing, nor are they linked to national expectations and this is unsatisfactory. Twenty one per cent of parents disagreed that the school provided an interesting range of activities outside lessons. The inspection team found that, for a school of this size, the after-school clubs were good and that a good range of visits and trips were provided for children to enhance their learning.

47. The school has good links with parents. Regular parents' evenings are held to advise parents of the progress being made by their children. In addition, curriculum evenings are held, in particular there was praise for a Maths Extravaganza linked to the numeracy strategy. A home/school reading diary provides the opportunity for dialogue between parents and the class teacher. This also includes advice to parents on how to help their children. The parents reported that class teachers were approachable and eager to help children with problems. They also appreciated the fact that the headteacher made a point of being on the playground at the beginning and end of most days, when informal contact could be made.

48. Individual Education Plans (IEPs) are drawn up by teachers and shared with parents. The plans have clear and appropriate aims. However, there are some inconsistencies and the plans are not always signed by parents. Teachers aim to discuss targets with pupils and some teachers include pupils' comments on their IEPs. However, pupils interviewed did not know their targets and were not able to identify that they received extra help although it was specified on their IEP. The Language Centre provides good information for parents and encourages thorough participation.

49. The school has made a room, which is no longer used by a class, available as a family room. This is used for coffee mornings and has been used for adult education classes. A bid has been submitted to develop its use further and encourage parents to come into the school. There is at present no parent teacher association although there is a group of parents and friends of the school who are active in fund-raising. Few parents help in the school at present. Overall the impact of parents' involvement in the work of the school and their contribution to children's learning at school and at home is satisfactory. This is a similar picture to that reported at the time of the last inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The headteacher took over the leadership of the school in June 2000. Since that time she has worked very effectively with the governors and teachers to address the key weaknesses in the school relating to raising academic standards. In this comparatively short period of time she has created a strong team ethos involving all staff and governors who show commitment and the capacity to improve the quality of education for the pupils. Her leadership gives very clear direction. The priorities set in the school's improvement plan give a clear and appropriate agenda for raising standards. The majority of weaknesses identified in the last inspection have been satisfactorily addressed. Teachers now use the National Curriculum to plan work, there are schemes of work for every subject, there is a good system for assessment and subject leaders are effective in providing leadership for their subjects. Standards achieved by pupils however are not consistently high. The pupils do not make enough progress in English in the Foundation Stage and Key Stage 1. Standards in science and ICT are unsatisfactory. The quality of teaching has improved significantly particularly in Key Stage 2 and no longer constitutes a serious weakness. However, the system for monitoring and evaluating the effectiveness of teaching is not sufficiently developed to ensure that expectations of pupils are consistently high.

51. Senior staff and subject leaders make a satisfactory contribution to the management of the curriculum, which is a significant improvement since the last inspection. All curriculum leaders have developed schemes of work in line with the National Curriculum and have good knowledge of the strengths and weaknesses in their respective subjects. There are also effective action plans in place which address the weaknesses. The management of the special educational needs provision is satisfactory overall. There are good systems in place but there are some inconsistencies in the pupils' individual education plans which should be addressed. For example, targets are not always shared with the pupils and parents are not always fully involved.

52. The governors are very supportive and have a good understanding of the strengths and weaknesses in the school. They are well organised and meet all statutory requirements except in the provision of the curriculum for science and information and communications technology. Their knowledge of the school improvement plan is good and since the new headteacher has taken up her appointment they have played a full part in the school. They receive reports from subject leaders on improvement initiatives and from the head on the strengths and weaknesses of the pupils' performance in assessments. But in the absence of an effective system for monitoring and evaluating the quality of teaching they do not have sufficient information upon which to judge the overall effectiveness of the school.

53. The School Improvement Plan is very good. It identifies key points for the school relating to raising standards and is based upon an effective analysis of the pupils' and school's performance. The plan describes a vision for the future and gives everyone working in the school a sense of purpose. It identifies appropriately financial and other resources in order to achieve the priorities and clearly identifies the responsibilities of staff and governors. Challenging targets are set for pupils' performance in both English and mathematics. Subject leaders also have action plans which identify the key areas for development during the academic year. These set out achievable targets, such as the review of policies and

resources and aspects of monitoring, for example, teachers' plans. The targets in all instances have been identified through an audit of strengths and weaknesses and give a clear way forwards.

54. The school has a falling roll which will have significant impact on the school budget. A contingency of fifteen per cent of the whole school budget has been ear-marked by governors to use to supplement the decreasing school budget in the next three years. At this time the projection is that the school roll will start to increase as a result of the building work in the immediate area being completed. There is effective financial planning in evidence by the governors which aims to safeguard the school and enable the pupils to reach higher standards. There is a clear determination from governors and the headteacher that the school will be in very good order to ensure the families returning to live in the area send their children to the school.

55. The school makes appropriate use of the resources available. Grants for booster classes, training teaching assistants and for special educational needs are all used to support the purpose intended. The financial management and organisation meets requirements and the budget is suitably monitored. The school seeks best value through its purchases, in comparing their pupils' performance with other pupils, in setting challenging targets and through consultation at school level between teachers and governors to identify the key priorities for improvement.

56. The school is attractively presented and provides satisfactory accommodation overall. Good use has been made of available space to develop an ICT suite. The school is well monitored and cared for. The immediate environment is well developed and provides a good environmental and play area for the pupils. The hall is well used and the library well stocked with books and attractively presented.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

1. Improve standards in science and information and communications technology in all years by:

- ensuring that both subjects are taught regularly and the teaching follows National Curriculum expectations;
- improving access to computers;
- setting high expectations for pupils;
- improving the range of resources.

(See paragraphs 2, 7, 9, 12, 102 and 129.)

2. Improving standards in reading and writing at Key Stage 1 By:

- using an accelerated approach to the teaching of phonics;
- increasing the use of teaching strategies for improving speaking and literacy;
- consistently demonstrating writing skills to the pupils.

(See paragraphs 3, 78, 79 and 80.)

3. Improve the use of assessment information to raise standards further in the core subjects by:

- setting individual and group targets;
- informing all pupils of their next steps in learning;
- using pupils' targets to inform teaching.

(See paragraphs 33, 45, 89 and 100.)

4. Continue to improve the quality of teaching by:

- implementing a regular system of monitoring and evaluating the quality of teaching;
- providing feedback to the teachers about strengths and weaknesses.

(See paragraphs 52, 90 and 101.)

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Other areas of weaknesses not included in the issues for action above:

- improve reports to parents (see paragraph 46);
- improve individual education plans for pupils with special educational needs ensuring that parents are consistently involved in the process (see paragraph 48).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	41
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9	16	14	2	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		134
Number of full-time pupils eligible for free school meals		44

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		15
Number of pupils on the school's special educational needs register		58

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	34
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.8
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	15	17	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	12	14
	Girls	11	12	15
	Total	21	24	29
Percentage of pupils at NC level 2 or above	School	66 (77)	75 (73)	91 (73)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	12	7
	Girls	10	13	12
	Total	16	25	19
Percentage of pupils at NC level 2 or above	School	50 (73)	78 (68)	59 (82)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	13	10	23

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	11
	Girls	6	5	4
	Total	14	14	15
Percentage of pupils at NC level 4 or above	School	61 (71)	61 (71)	65 (83)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	9	9
	Girls	5	5	5
	Total	12	14	14
Percentage of pupils at NC level 4 or above	School	52 (29)	61 (63)	61 (33)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	131
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	17
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	152

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	99/00
	£
Total income	426525
Total expenditure	417983
Expenditure per pupil	2212
Balance brought forward from previous year	56200
Balance carried forward to next year	64742

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	122
Number of questionnaires returned	64

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	47	2	0	0
My child is making good progress in school.	45	42	6	2	5
Behaviour in the school is good.	41	41	14	2	3
My child gets the right amount of work to do at home.	41	41	8	8	3
The teaching is good.	58	36	2	0	5
I am kept well informed about how my child is getting on.	42	41	8	8	2
I would feel comfortable about approaching the school with questions or a problem.	67	23	5	3	2
The school expects my child to work hard and achieve his or her best.	52	42	6	0	0
The school works closely with parents.	42	39	14	2	3
The school is well led and managed.	38	42	5	2	14
The school is helping my child become mature and responsible.	52	42	2	3	2
The school provides an interesting range of activities outside lessons.	45	23	12	9	9

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

57. Children start school in the September of the year in which they become five. They attend on a morning only basis, building up to full-time school by half term of their first term. Prior to entry into school there is a good induction programme for the children and their parents, including opportunities for those who attend the Sunshine Playgroup, which is based in the school, to visit the reception classroom or join in school assemblies in the summer term. The playgroup leader welcomes the opportunity to have even closer links with the school to ensure that there is a satisfactory transition for pupils. The playgroup now deals with the first two years of the newly named Foundation Stage and the end of the reception year marks the end of the Foundation Stage.

58. Children in the reception class receive a broad and balanced curriculum that is based on the recommended Early Learning Goals for children under five. The curriculum takes account of all six areas of learning and provides children with a range of experiences. Children's social skills are well promoted. There is a classroom assistant attached to the reception class. This additional adult support positively enhances the learning opportunities for the children.

59. The majority of children begin school with poorly developed skills in literacy, speaking and listening and mathematics. This is confirmed by the initial assessments taken by the children in the first six weeks in school. Pupils' current levels of achievement indicate that the majority are not in line to achieve the Early Learning Goals at the end of the reception year in all six areas of learning. By the time they are ready to start Year 1 they have made satisfactory progress in these areas, but are still below expectations for this age group. The information gained from the initial assessments is used soundly to identify areas for development for individual children and to set learning targets for them. There are good systems in place to record children's progress, which are used to identify the strengths and weaknesses of individual pupils and to inform curriculum planning.

Personal, Social and Emotional Development

60. When children join the reception class the majority are well below the national expectations in the area of personal, social and emotional development. Children make satisfactory progress due to the emphasis both the teacher and classroom assistant place on praising and encouraging children to feel confident about what they are doing. The children play and work well together, listening attentively to each other and to the teacher. They enjoy coming to school and settle quickly to the daily routines of the class.

61. The teaching in this area is satisfactory overall, though the teachers do not give children enough opportunities to make choices and select activities for themselves. However, pupils are working soundly towards the early learning goals for self-care, as children are encouraged to take responsibility for looking after their teeth, collecting brushes and toothpaste after lunch each day. They are able to explain why this is important. They are able to dress and undress for physical education independently. By the time they leave the reception class the majority are below average in meeting the expectations of the Early Learning Goals in this area of their development.

Communication, Language and Literacy

62. Children are well below expectations in the areas of communication, language and literacy when they join the reception class. The majority enjoy listening to stories and sharing books with each other, but few have the vocabulary to talk about favourite books. The children take it in turns each day to choose a story for the teacher to read. The children handle books carefully. Nearly all the children can follow the print on a page, and use pictures to give meaning to the story. A few children are beginning to recognise simple words, for example 'toys' from the shared story and are able to relate actions in the story to their own experiences. The teacher models the reading process soundly to support the children in their development, and they are making satisfactory progress overall.

63. Some children can recognise their own name and most attempt to copy their name from a card. Most children can match the initial sound of an object to a letter. However, the pace in this area of learning is not always brisk enough. The children's writing skills are very poor and insufficient opportunities are provided for them to experiment with writing within the context of their own play. The children's listening skills are under-developed. They have difficulty in using language imaginatively or in explaining their thinking. They make good progress in speaking and listening when the teaching provides a clear purpose for their involvement. For example, in the follow up to the children's visit to the local church where they experienced first hand a christening. Sometimes however, when the dialogue is not meaningful the teaching does not challenge the children sufficiently with the result that unsatisfactory progress is made. However, the teaching of literacy is satisfactory overall, and the children are making satisfactory progress towards the Early Learning Goals. However, the majority are not in line to achieve the Early Learning Goals for communication, language and literacy by the end of the reception year.

Mathematical Development

64. The majority of children are well below average in mathematics when they start in the reception class. The majority have secure counting skills to seven and can match numbers to objects. The children learn to count forwards and backwards, and use objects to help them. The children use the vocabulary of 'more' and 'less' to add and subtract and develop their number awareness. They enjoy singing a number song to accompany this activity.

65. The range of practical activities provided by the teacher enables the children to make satisfactory progress in their knowledge and understanding of shape and space. As a result, one child is able to explain to the class that a solid shape cannot be made with water because it keeps running away. A group of children are able to use building blocks to make towers and walls and create a pattern of a large shape followed by a small shape. The majority of children can name squares, rectangles and triangles accurately. Teaching is satisfactory and children are making satisfactory progress overall. However, the majority are not in line to achieve the Early Learning Goals by the end of the reception year, although a significant minority may achieve average standards.

Knowledge and Understanding of the World

66. The majority of the children are well below average in their knowledge and understanding of the world when they start in the reception class. However, there is a good range of first hand experiences provided by the teacher and staff which enable the children to learn about themselves, for example the class made a visit to a church to experience a christening. As a result the children make sound gains in their knowledge and understanding. The children were asked to bring a 'memory box' into school, to share their own memories with the class. Most children were able to share their objects but few had sufficient language skills to ask questions.

67. The teacher makes effective use of the surroundings, encouraging the children to

explore the extensive school grounds collecting leaves and conkers as part of their autumn study. The children can plant bulbs using forks and trowels so that they can observe the changes taking place over time.

68. The children are able to talk about the weather and describe it as 'foggy', 'cold' and 'misty'. The teacher soundly extended the children's vocabulary when the word 'damp' was introduced with an explanation of the meaning. The teacher also gave the children the opportunity to consolidate their learning, repeating the word and explaining the meaning. The children are eager to respond even though some find it difficult to speak with clarity.

69. The children can colour a long strip of card to make into a hat for the toys party, but their learning was not sufficiently extended, and the children were not provided with the opportunity to solve the problem of joining it, and making it fit. This activity does not challenge children to be confident investigators.

70. No children were seen using a computer during the inspection. This suggests that as yet the children are not having regular opportunities to find out about the everyday uses of technology. Overall, the teaching and learning is sound, but there are insufficient opportunities for the children to achieve the Early Learning Goal for exploration and investigation. Overall, the children are not in line to achieve the Early Learning Goals in this area of learning by the end of the reception year.

Physical Development

71. The children join the Reception class well below average in physical development. The children are able to run around the hall, balance on a low bench and jump from a box approximately 70 centimetres high with confidence. During a physical education lesson using the apparatus the children show they can take different routes around it without bumping in to anyone. The teacher makes good use of language to encourage the children in their responses. The use of the apparatus to represent obstacles in the story of 'Rosie's Walk', a story the children knew well, was good. For example, the teacher used directions such as 'around the pond', 'over the gate', 'under the hedge' to link language to action and help the children move well. The children use the outdoor play area every day and these opportunities support pupils in making good progress. There is space to run, use an interesting range of climbing equipment and use big-wheeled toys to develop their skills.

72. The children's fine motor skills are not so well developed. Many children find it difficult to hold pencils correctly to colour or to write. The majority of children can paint boxes following instructions from the teacher. All the children hold up their fingers as part of a counting exercise to help their manipulative skills. Some children are in line to meet the expectations of the Early Learning Goals by the end of the Foundation Stage, however the majority are working at below average levels of achievement and are not in line to achieve the Early Learning Goals by the end of the reception year.

Creative Development

73. The children are well below average in their creative development when they start in the reception class. The quality of teaching in music is good and children are making good progress. For example, children first listen to the teacher singing the song and they do the actions before they repeat the song, which they do with gusto! The children are able to start and stop on a signal, use their voices to make soft and loud sounds, use un-tuned instruments in the same way and clap a steady rhythm to spoken rhyme. They are able to distinguish between fast and slow and loud and soft and respond accordingly.

74. The children's progress in art is satisfactory although the majority are not on line to achieve the Early Learning Goal in this area. The children do not receive enough

opportunities to experiment with different materials or to make choices about the range of materials to use in order to complete a piece of work. The experiences are therefore, too directed which is a weakness in the quality of teaching.

75. A role-play corner provides satisfactory opportunities for the children to re-enact stories they have been told. For example, the children are able to prepare for a toys' party, enjoying this activity and playing well together, with some children able to extend the story and give it a different ending! Overall, the majority of pupils are making satisfactory progress in this area of learning, however, the majority are not in line to achieve the Early Learning Goal by the end of the reception year.

ENGLISH

76. Although, standards in English have improved since the last inspection, results of national tests in 2000 show attainment at ages 7 and 11 to be still well below national expectations. Inspection evidence confirms this at Key Stage 1. However, scrutiny of pupils' work and lesson observations, clearly shows that the attainment of the oldest pupils in Key Stage 2 is now average. This represents good achievement given their well below average attainment when they joined the school.

77. The majority of pupils start school with low levels of language and literacy skills. Early reading skills are poorly developed and pencil control is weak. In particular, pupils have under-developed speaking and listening skills. These levels of under achievement still persist at the end of Key Stage 1. This is due to the inconsistencies in the teaching the children receive. Although, the teaching during the inspection was satisfactory overall, scrutiny of the pupils' work shows there are significant weaknesses which effect the pupils' progress in reading and writing.

78. In Key Stage 1 the pupils' skills in speaking and listening continue to be below average. Pupils lack the confidence and vocabulary to express themselves clearly in front of the class. This has a direct bearing on the progress of the majority of pupils in developing their literacy skills.

79. Standards in reading in Key Stage 1 are low. In Year 1 the proportion of children who recognise individual words on sight and are able to use their knowledge of letter sounds to work out unknown words is too low. In Year 2, too few pupils read simple, unfamiliar books with accuracy and understanding because of their lack of phonic knowledge. The teaching for pupils in Years 1 and 2 is not enabling the pupils to make enough progress in the acquisition of letter sounds and blends.

80. Standards in writing in Key Stage 1 are well below average. In writing, too few pupils in Year 1 can spell simple words and use their knowledge of letter sounds to attempt the spelling of others. In Year 2, too few pupils can accurately spell common words and use capital letters and full stops. Too many pupils have difficulty in thinking of and rehearsing a sentence for writing. One group of pupils observed could not think of a simple caption to accompany a photograph and lacked strategies to attempt spellings or find words to copy. Handwriting is improving although still below average. This is due to regular opportunities being provided for the pupils to practice. Spelling, however, remains a weakness. The pupils do not have strategies to enable them to spell words accurately. Expectations are not high enough of the pupils and there are not enough examples of word books and letter strings available to the pupils to help them improve.

81. In Key Stage 2 by Year 6, pupils' reading is in line with national expectations. They are beginning to read a range of fiction and non-fiction texts with fluency and expression. They predict events in books and "read between the lines" to explain the motives of characters in a

story. Pupils who were heard reading during the inspection could quickly use an index in a non-fiction book to find pages to scan to discover what gorillas eat.

82. By Year 6, pupils' writing is similarly in line with national expectations. The pupils are able to write in a range of text types and styles. The higher attainers are beginning to use a variety of sentences and an expanding vocabulary. In one literacy lesson pupils were able to re-write a biased newspaper story as a fair and balanced report.

83. In Year 3, progress accelerates because of good teaching, which sets high expectations for all pupils. By Years 4 and 5 the pupils are able to write a poem in the style of Michael Rosen using repetition and alliteration. Below average pupils due to the support of the teacher assistant are able to be successful in writing.

84. Standards of handwriting in Key Stage 2 are satisfactory. Standards in spelling remain a weakness. By Year 6, too many pupils lack accuracy with word endings and the vowel sounds in the middle of words. The pupils have not received consistent teaching in this area, which highlights appropriate spelling patterns and rules.

85. The achievement of pupils in literacy at Key Stage 1 and 2 is directly related to the quality of teaching. The National Literacy Strategy has been positively implemented throughout the school, but is most effective at Key Stage 2 due to the teachers' interpretation of its planning and teaching methods.

86. In Key Stage 1, the teaching in literacy lessons is satisfactory overall but scrutiny of work identifies weaknesses, which affect the rate of progress made. For example, not enough emphasis is given to the regular teaching of letter sounds and blends, and their use in reading and writing. There is good demonstration and teaching of reading skills using big books but too little time is given for discussion and vocabulary extension and writing skills are not demonstrated regularly enough. Where the teaching is good, teachers have clear objectives, which are pursued through the lesson. However, too often literacy planning and teaching lacks clear objectives for pupil progress. There are also too many independent tasks planned which contribute to the lack of clarity and direction for the teachers and pupils in lessons.

87. Teaching at Key Stage 2 is more consistent and coherent. Good planning and teaching ensures all pupils make progress towards clear learning objectives.

88. In Year 3, for example, two weeks of literacy lessons were planned for all children to make progress in using notes to organise and present their ideas in a simple non-chronological report on rocks and minerals. This allowed the teacher to guide the pupils through reading and analysis of texts, the brainstorming of a bank of key technical vocabulary and demonstration of and support for drafting. In the following week they improved their first draft in terms of vocabulary, spelling and punctuation before neatly presenting and illustrating their finished reports as books, pamphlets and posters.

89. There are good systems for the marking and assessment of writing throughout the school. However, this information is not constructively used to inform the teachers' planning or to set targets for pupils, which represent the next steps in learning.

90. The management of English is satisfactory overall and has improved since the last inspection. The co-ordinator has undertaken a clear review of the subject and developed a clearly focused action plan. Resources are satisfactory and there are clear intentions to expand the range of texts for classrooms and the library. The co-ordinator has undertaken some lesson observations and given feedback to teachers.

MATHEMATICS

91. Standards achieved by pupils aged 11 in Standard Assessment Tests in 2000 were well below the national expectation. The school's performance was, however, average compared to schools with similar intake. There has been an improvement in standards overall since the last inspection in 1998. However, the results in 2000 are disappointing because they fail to continue the improvement trend and show a dip, in particular, in the number of pupils achieving above average standards. Strong inspection evidence, including lesson observation, discussion with pupils and scrutiny of work show that oldest pupils' are achieving the national average. There is also evidence to show a good proportion of pupils achieving above average standards. This represents good achievement given their below average attainment when they joined the school. The majority of pupils are able to multiply and divide whole numbers by 10 and 100, to use the four rules of number to solve problems, add and subtract decimals, use fractions and percentages and know table facts up to 12 times 12. The above average pupils are able to write a formula for a rule, for example, to explain the relationship between centimetres and kilometres, use negative numbers and decimals accurately. The pupils, overall, are less confident in solving mathematical word problems because their knowledge and understanding of mathematical language is below average.

92. The pupils' standards on entry to Key Stage 1 are well below to below average. In Standard Assessment Tests in 2000 91 per cent of pupils aged 7 achieved the national expectation. This shows a significant improvement in standards achieved in previous years when they have been well below average. Inspection evidence shows pupils in Key Stage 1 to be achieving broadly average standards at this stage in the year. Most pupils by the end of Key Stage 1 are able to count to 100 in ones and tens, and add and subtract numbers within 20. They can compare lengths and name common two- and three-dimensional shapes. The above average pupils are beginning to understand about place value, are able to add and subtract ten to any number within a 100 and can recall facts in the multiplication tables for tens, fives and twos.

93. Standards are improving in numeracy across the school. The high priority given to improving the pupils' oral and mental calculation skills in the numeracy lesson is successful. Pupils can with increasing confidence respond to questions involving the four rules of number and multiplication facts. Their weakness is in their ability to use and apply their basic skills to new situations. This is due to their under-developed knowledge of mathematical terms and language. There are some opportunities for pupils to use mathematics in other subjects. For example, in Year 2 pupils measure and draw accurately to make a church with a stained glass window and the pupils in Year 6 use knowledge of shapes to make strong structures in their air-raid shelters.

94. Overall, pupils' progress in mathematics across the school is improving. However, there are some inconsistencies in progress made, identified in the work of pupils due to staff changes and because of an unsatisfactory match of work to pupils' abilities. Evidence from lessons shows that pupils are making overall good progress in Key Stage 2 and satisfactory progress in Key Stage 1. For example, above average pupils in Year 6 are beginning to use their knowledge of number and measurement to develop a rule to explain the relationship between grams and kilograms. All abilities are improving their knowledge of data handling and calculating averages. Year 5 pupils after an inconsistent start are making good progress in developing strategies for subtraction and to count forwards and backwards in tenths, halves and quarters and decimal fractions. Average pupils in Year 3 know relationships between multiplication and division and below average pupils can use partitioning as a strategy to support them in adding big numbers. In Year 2, all pupils are learning to tell the time using o'clock and half past and some pupils can add and take away an hour accurately. Able pupils can count in 2s, 3s and 5s using cubes to support them. The majority of pupils in Year 1 can one to one correspond to 40 and some can record numbers above 20 accurately. Pupils' achievements and success in learning are hampered overall by their poorly developed

language skills. In particular, they are less confident in using their mathematical knowledge and skills to solve word problems and in explaining strategies orally in whole class lessons.

95. The teaching during the inspection in almost all lessons was at least satisfactory. In Key Stage 2 most is good and some very good, thus enabling the pupils to make good progress overall in learning. In Key Stage 1, it was satisfactory overall but with some weaknesses in the match of work to pupils' abilities slowing the progress made by some pupils. The implementation of the National Numeracy Strategy is having a good impact on expectations and planning. In particular, teachers are using a good range of strategies to improve the pupils' oral and mental calculation skills in whole class sessions. Weaknesses in planning to meet the learning needs of pupils of differing abilities, particularly evident in Key Stage 1, show unsatisfactory use of assessment information in lesson planning.

96. In the very good lesson, Year 6 are set high expectations by the teacher. The lesson moves quickly and all objectives are met. Questioning challenges pupils of different abilities. For example, rounding up and down to the nearest 10 quickly moves to tenths and large numbers for more able pupils. In this lesson there is high expectation of the pupils to work independently. The average attainers being set to collect data, calculate the arithmetic mean and present an analysis working independently and within a group. In the summary of the lesson the teacher challenges the pupils to explain what they have done and learned. In a good lesson with Year 3 pupils there is very good work by the teaching assistant. In the whole class oral and mental calculation part of the lesson the teaching assistant is actively working with two or three children to support their involvement in the lesson. A child in this lesson, learns to double 8s and then divide by two accurately as a result of the teacher's demonstration of partitioning and through the use of a number square.

97. In the one unsatisfactory lesson in Key Stage 1, the pupils made unsatisfactory progress in counting because objectives were not clear for pupils at different stages of learning, resulting in low expectations overall.

98. The pupils have positive attitudes to mathematics. They join in whole class sessions enthusiastically and even though their speaking skills, in particular, are low the majority are willing to explain their work to the class. The behaviour of pupils in lessons is good overall. They usually settle to tasks well and respond well to the teacher and support staff when working in groups. Many pupils, however, find difficulty in working independently without the support of an adult.

99. Good planning and good support staff enable pupils with special educational needs to make satisfactory progress. When there is no support progress for these pupils is less satisfactory.

100. Pupils are assessed regularly and systematically. Optional National Curriculum tests are used and periodic assessment tasks. Detailed records are kept of the children's performance. However, not enough use is made of the assessment information to support teachers consistently in planning the next steps in learning for pupils of differing abilities and in the process involving pupils in setting targets.

101. There has been satisfactory leadership in the subject. Clear priorities have been identified for training, pupils' performance in national assessment tests have been analysed and resources have been improved. There are clear priorities identified in the school improvement plan and challenging targets which Year 6 pupils are on line to achieve in 2001. The quality of teaching has not been monitored sufficiently and the teachers have not received sufficient feedback about strengths and weaknesses.

SCIENCE

102. Standards in science have not improved since the last inspection. The results of National Curriculum tests in 2000 showed that the proportion of eleven year old pupils achieving the average level expected was in the bottom five per cent nationally and well below standards achieved in similar schools. The proportion of pupils achieving the higher level 5 was also very low. The teachers' assessments of the standards reached by seven year old pupils in 2000 showed a similar pattern of very low attainment. Results were better in 1999 and showed an improvement on previous scores particularly by the time pupils left the school at the end of Key Stage 2. The school is aware of the weaknesses and is seeking to address them. Inspection evidence shows recent improvements in Year 6.

103. Year 2 pupils watched their teacher demonstrate an experiment and one in four talked confidently about the key points. They framed sensible questions and made appropriate predictions. They were asked which paper bag would support the heaviest weight and were able to suggest classifying the bags according to strength, after carrying out a test. The majority were uncertain and hindered in their predictions because of under-developed speaking and listening skills. However most are developing their understanding of materials and their properties and can recall previous work on heating and cooling carried out in Year 1. Pupils with special educational needs were well-supported by the classroom assistant. She simplified questions for them and helped them express their answers. This enabled them to make good progress in the lesson.

104. In general pupils have completed very little written work and have difficulty drawing and labelling simple diagrams. Year 2 pupils studied the varieties of food which make up a balanced diet and make sound progress in learning about protein, carbohydrates and minerals. However there is insufficient work in science leading to insufficient coverage of the science curriculum which does not enable pupils of all abilities to achieve standards given they are capable.

105. The pupils' achievement at Key Stage 2 is unsatisfactory, though it does improve in Year 6. Too much work is repeated. For example pupils in Years 3 and 4 were studying the human body and diet. This topic was also being studied in Years 1 and 2. Pupils can name simple body parts, construct experiments with some guidance and classify objects according to their properties. Year 6 pupils can separate simple mixtures and higher attaining pupils can use the terms evaporation and condensation accurately. Many can describe the effects of environmental factors on plant growth. For example, higher attaining pupils carried out an experiment which showed that too much fertiliser had negative effects on plant growth. Year 6 pupils can make generalisations about the effects of forces such as wind resistance and gravity. However many pupils lack detailed knowledge and understanding and use terminology inaccurately. In general Year 6 pupils achieve well in relation to what they have done before. This is the result of the good teaching they have received in Years 5 and 6.

106. Pupils have good attitudes to science. They are keen to join in discussion and learn from each other. Pupils in Years 1 and 2 shrieked with enthusiasm during the paper bag experiment, but were sensibly quiet and attentive when necessary. In Year 6 pupils concentrated well and enjoyed a lesson, boys and girls working together sensibly and co-operatively.

107. It was only possible to observe two science lessons during the inspection. In both of these good teaching was seen. The best teaching was seen in Year 6 when pupils were challenged to investigate the effects of adding weights to an elastic band and to observe, measure and record accurately. The work was designed to lead on to drawing and interpreting graphs. The teacher posed provocative questions and most pupils made good progress. However teaching of the subject is generally unsatisfactory. Scrutiny of pupils' work reveals a lack of progression, and a poor match of work set in relation to the abilities of the pupils. Where helpful marking takes place there is little evidence of it being followed up and

influencing future learning. Much work is untidy and without scientific conclusions. Too little work has been covered in some classes.

108. Pupils clearly have not received a full science curriculum entitlement. However, long-term planning is now being drawn from national subject guidance in order to ensure pupils experience a full range of learning experiences. There are very good systems in place for assessment but information is not used well to inform teachers' planning. Staff are given detailed guidance by the subject co-ordinator about the results of assessment tasks undertaken by pupils in each class on a regular basis. However this guidance is not yet resulting in a balanced programme of activities. Learning resources are still unsatisfactory. They are insufficient in number and not well organised. Unfortunately the co-ordinator was absent during the inspection, however her leadership of the subject has insufficient impact on standards.

ART

109. It was not possible to see any art being taught during the inspection, although all pupils have an art lesson each week. Evidence about standards is gathered from displays in classrooms and around the school, teachers' planning, children's sketchbooks and discussion with the subject leader. Attainment at the time of the last inspection was in line with expectations at the end of Key Stage 1 but below at the end of Key Stage 2.

110. The attainment of children in both key stages is in line with that expected of their age. Children at both key stages make satisfactory progress. The school has recently adopted the scheme of work recommended by the Qualification and Curriculum Authority. Teachers' planning shows that there are units of work planned for each age group linked to three-dimensional work, an improvement since the last inspection.

111. The school has benefited from an artist visiting the school and this has resulted in improved textile work. The felt wall hangings made by Year 3 and 4 children are pieces to be proud of. The children based in the Language Centre have some very good weaving on display in the main school. They have used found objects, for example an old bike wheel and woven different textures and fabrics to create a pleasing effect.

112. The art-work displayed in classrooms is linked to on-going topic work, or specific study about artists. There is little evidence of children experimenting and trying out their own ideas. Key Stage 1 pupils make good use of their sketchbooks, using them as a working document to practise and refine skills and try out new materials and ideas. Key Stage 2 pupils use them to improve their observational drawing skills.

113. The school has a good range of resources and equipment, the emphasis still being on white or European culture. There has been little improvement in the examples of art from other world cultures, although children do study other times and cultures through their topic work. For example children in Year 3 study Egyptian art and dance and in a Year 2 study of Australia the children learn about aboriginal art.

114. The subject leader is enthusiastic and has a clear view and a manageable action plan of how the subject can be moved forward. Plans are already in place for an art week, in the spring term where the focus will be on creating big art. There have been limited opportunities to monitor teaching or to develop a method of assessing children's learning and tracking progress through the school. This needs to be developed.

DESIGN AND TECHNOLOGY

115. During the inspection only two lessons were observed. Additional evidence was obtained through discussion with teacher and pupils and scrutiny of pupils' finished products.

Standards at the time of the last inspection were broadly in line with national expectations at both Key Stage 1 and 2.

116. Standards in design and technology are satisfactory in both Key Stages 1 and 2. By the time the pupils leave the school they can design and make an air-raid shelter which is fit for purpose. The finished products show good attention being given to the strength of the structure, the shapes used and the effectiveness of the fastenings. Pupils use a range of tools including hacksaws and glue guns and a range of materials. They are able to discuss their products highlighting what they have learned, for example about the safe use of the glue gun and the need to plan and design carefully at the very beginning. They can evaluate financial planning and identify ways to improve them. For example, Year 6 pupils can discuss the various attributes of triangular and square shapes in order to make the strongest structure. Pupils in Year 2 can plan and make products from wood and card to a design brief. They can cut right angles in order to make a square, for example, in making an Egyptian mirror and use a range of fastenings in order to make products to be freestanding.

117. The progress of pupils is satisfactory overall. Pupils in Year 3, for example, are learning to set targets for their work. For pupils with special educational needs there is appropriate support provided by teaching assistants to enable them to make satisfactory progress. Teaching is good in Key Stage 2. Tasks are suitably selected to link with other subjects in the curriculum for example, Year 2 pupils are involved in planning and making a Christian place of worship as part of their topic on Christianity. There is a satisfactory range of materials used including, textiles, card, wood and construction kits at Key Stage 1. Pupils' attitudes to design and technology are very positive. Pupils in Years 3 and 5 work well together in groups to plan and make products. Overall, the subject is adequately resourced although there is a lack of opportunity for pupils to cook and there is a lack of suitable construction kits at Key Stage 2.

118. Since the last inspection the curriculum has improved as a result of a scheme of work and resources have been improved. The subject leader monitors curriculum plans and provides support and advice across the school. As a result she has a very good overview of the curriculum and of the quality of the pupils' work. There are clear priorities identified for continued improvement, which include monitoring of teaching and learning. The leadership is good.

GEOGRAPHY

119. No lessons were seen during the inspection week. Evidence gained from the scrutiny of work, an examination of teachers' plans and discussions with pupils indicates that levels of achievement are average overall. Standards were below average at both key stages at the time of the last inspection.

120. In Years 1 and 2, the teacher has led the pupils in a range of experiences to illustrate the geographical features of their immediate locality and has supported them in producing a guided tour of Tuffley on cassette tape. As a result, pupils are able to speak about their favourite places in Tuffley and their qualities. They can indicate the places that are close and those further away.

121. In Year 3, due to the effective teaching of a unit of work on rocks and minerals, integrating geography, history, science and literacy skills, pupils are able to describe in simple terms how rocks are formed through volcanic activity. They can locate volcanoes on maps.

122. In Year 6, although no units of geography were covered in the half-term of the inspection, pupils could use a map of Britain to locate cities effected by bombings in the Blitz during the Second World War.

123. Regular opportunities are planned for pupils to apply their geography on visits and field trips. During a recent trip to Cranham, for example; pupils used maps to guide their search for buried treasure in a treasure hunt.

124. The subject is managed efficiently. There is a clear list of topics which cover the curriculum in place to direct planning and teaching and support in planning is given to teachers on dedicated training days. The Co-ordinator has recently reviewed the subject and is aware of the current gap in resources. A useful file is kept with samples of pupils' work from each year group. This provides a clear overview of the coverage of units.

HISTORY

125. There have been a number of improvements in history since the last inspection. Standards of achievement at Key Stage 1, based on discussions and a scrutiny of pupils' work, remain below expected levels. Progress is steady but is greatly hampered by the pupils' poor language and literacy skills. In this terms unit of work on 'homes long ago', for example, pupils needed higher than average levels of teacher support to describe the features of a house and in recording their observations.

126. In Key Stage 2 progress accelerates because of good teaching. Pupils in Year 3, in a lesson observed, were able to identify and name the tools used by archaeologists and to describe their methods of work. By Year 6, the achievements of pupils are in line with national expectations. In one very good lesson, average and higher attaining pupils displayed a clear appreciation of how the Second World War impacted on their families and the City of Gloucester through sharing their own research into experiences and tragedies from their own family histories.

127. No lessons were observed in Key Stage 1 during the inspection week. Teaching observed at Key Stage 2 ranged from good to very good. History lessons are well planned and prepared. Teachers demonstrate and illustrate ideas in history very well. In Year 3, pupils were invited to become archaeologists, using their tools with care to discover objects buried in sand. Once discovered the pupils discussed the possible origin and use of the object before they were carefully wrapped to send to the 'laboratory' for analysis. The high quality of teaching ensures the interest and motivation of all pupils.

128. The leadership of the subject has improved. There is now a coherent scheme of work. The co-ordinator has produced a review of the subject and has clear ideas of areas for improvement in the future. Resources are still barely adequate and still need extending. There have been no opportunities, to date, to monitor the teaching of history.

INFORMATION AND COMMUNICATIONS TECHNOLOGY

129. The standards of attainment in information and communications technology at the end of both key stages are well below national expectations. They were judged similarly in the last inspection. Pupils in Year 2 have learned that words and pictures can be stored on disk and understand how new technology can help show this to a group. They have used simple drawing programs. Their knowledge of the keyboard is limited but they understand the use of the mouse and that they can change features of a program by touching an interactive screen.

130. Year 6 pupils use word processing programs to publish information. They have imported pictures, used text boxes and changed font size and colour. They have deliberately selected effects to emphasise text and make it inviting to a reader. Some pupils can recall using the school log books and recording historical information about the school. They anticipate this being incorporated into the school website and understand that this will provide public access to the information. However it is unsatisfactory that they are not able to discuss

the uses of microprocessors, spreadsheets, art programs or the use of technology to control movement or to collect information for an experiment.

131. Year 6 pupils use word processing programs to create a school newspaper and show they have made sound progress in relation to the way they used similar processes in Year 5. Two higher attaining pupils recall their teacher using e-mail to contact foreign schools in previous years. They accurately describe the use of a formula and how to highlight cells and columns within a spreadsheet to enable it to perform rapid, repetitive mathematical functions. They can use the Internet for research into the work of the charity Christian Aid. They explain the principle of a search engine and have some ideas about refining search techniques. These two pupils speak confidently about their use of new technology at home referring to mobile 'phones, downloading music and recording information onto blank CDs. However they have only used music programs in school on an occasional and recreational basis. Thus not building as satisfactorily to their existing knowledge and skill.

132. Progress generally is poor as the majority of pupils have inadequate access to computers in school and their experience has not been carefully planned in order for them to receive their curriculum entitlement. Important areas of the curriculum such as data collection and control technology are not covered consistently. Higher attaining pupils and those with special educational needs generally make unsatisfactory progress. The previous inspection report in 1998 found that children did not have a suitable range of experience of working with computers and information and communications technology equipment and this is still the case.

133. The pupils' attitudes are good and the subject makes a good contribution to their social development. They are enthusiastic and co-operate well. They are keen to take part but patient and wait their turn.

134. Not enough teaching was seen to make a judgement on its quality. A lesson with Year 3 pupils showed how well information and communications technology can make a contribution to literacy skills. However, apart from a check on pupils' access to computers maintained by some teachers there is no effective assessment system or accurate evaluation of progress or attainment which can be given to parents.

135. There are isolated examples of good practice, for example the photographs and children's writing about the local area saved on disk, retrieved and used for discussion. However generally expectations of individual pupils are too low.

136. The co-ordinator has recently taken responsibility for the subject and is already providing good leadership. He has made an accurate evaluation of the school's needs and has clear plans in place. Useful new resources are already in place. Teachers are enthusiastic about the opportunities available to the pupils and they are keen to use new technology well. The new co-ordinator has very good subject knowledge and has plans to provide in-service education for his colleagues. He has whole-hearted support from the new headteacher. The School Improvement Plan shows the school already recognises the shortcomings identified by the inspection. There is now sufficient capacity for improvement for the school to reach its ambitious but entirely appropriate aim of providing full curriculum entitlement for all pupils during the coming year.

MUSIC

137. There was little opportunity to see much music teaching in either Key Stage 1 or Key Stage 2 during the inspection although all children have a weekly music lesson. This is an improvement on the last inspection when not all children were taught regularly. The teaching of music in Year 3 is good. This is because the teachers have high expectations and make the learning activities challenging and fun.

138. The children in Years 1 and 2 sing well showing an understanding of pitch and tempo. They perform simple pieces using un-tuned percussion instruments and are able to start and stop on a signal. In Year 3 children create sea and volcano sound pictures using their voices and then instruments. They are able to talk about which sounds are most fitting for the sound picture. The lessons for both groups are well managed by the teachers and engage the children completely. They make good progress and are delighted by their achievements.

139. Children in Key Stage 2 sing well together. The singing in assembly of both the youngest and oldest children is tuneful. Assembly is a time when children are given an opportunity to listen to and appreciate various types of music. Children in Key Stage 1 listen to Scottish folk music when they hear a story about Robert the Bruce and all the children hear the music of Strauss and learn he was a 'pop' star of his day. Children can learn to play the recorder in a recorder club. They accompany singing in assembly.

140. The school has a policy and a scheme of work using units from the Qualification and Curriculum Authority which gives satisfactory guidance to teachers. This is an improvement since the last inspection; when there was no scheme of work. All the classes now have their own musical instruments stored in their classrooms, which are adequate for whole class teaching. The head teacher has recently become the subject leader for music and has plans to move the subject forward. Currently there is no monitoring of teaching or a process for assessing what children can do to track their progress through the school.

PHYSICAL EDUCATION

141. There was little opportunity to see any teaching of physical education in Key Stage 1, but standards of attainment and in a Year 1/2 gymnastics lesson were average. Standards in Key Stage 2 are in line to meet expectations. The picture is much the same as at the last inspection. There is no difference in standards of boys and girls. The school has maintained the extra-curricular dance and football clubs for the children in Key Stage 2, which are well attended. During the year the children in Key Stage 1 are taught dance, gymnastics and games. The same is taught in Key Stage 2 with the addition of swimming and athletics. Children in Year 6 have the opportunity to take part in outdoor adventure activities when they all attend a three-day residential centre trip. The only games teaching observed during the inspection, is the football club. The children have skills coaching, five-a-side competitions and are reminded about appropriate sporting behaviour! Overall, the pupils' receive a satisfactory curriculum.

142. The children in Key Stage 1 move with increasing control in their gymnastics lesson. They are able to 'follow my leader' in pairs and copy each other's movements. The teacher places a good selection of apparatus for the children to use, but does not explain clearly, what she wants the children to do, consequently they are unsure. This does not prevent them from working, but limits their achievements. The teacher makes good links between health and safety and finishes the lesson with a cooling down exercise. The teaching is satisfactory in Key Stage 1.

143. The teaching in Key Stage 2 is good or very good, mainly because the teachers observed have high expectations and tremendous enthusiasm. The teaching of the Year 3,4,5 and 6 children in the dance club is very good, the combination of the modelling and coaching from the teacher results in children producing dance sequences of very good quality. In gymnastics in Years 4, 5 and 6 warm-ups are challenging and children perform balances, travels and rolls with increasing control. They are able to work independently, linking movements together successfully, performing the simplest movements with style. Children are given enough time to reflect on their own and others' performance to help improve it. Pupils in Key Stage 2 learn to swim at the pool and by the time they leave the school, all can swim 25 metres.

144. The subject leader promotes good teaching in Key Stage 2, where he has a significant role. Good progress has been made with the policy, scheme of work and guidance for teaching, but currently there is no monitoring of standards or means of tracking children's progress through the school. The resources are adequate for all aspects of the curriculum and stored for easy access. The school has very good indoor and outdoor space.

RELIGIOUS EDUCATION

145. Pupils attain standards that are in line with the expectations of the locally agreed syllabus. Religious education is taught regularly and satisfactorily throughout the school. The agreed syllabus for Gloucestershire provides good schemes of work and lesson plans and teachers use these well to guide their teaching and to assess pupils progress.

146. Early experiences from their first year in school, such as taking their class doll to be baptised in church, are built upon in Years 1 and 2. Pupils can reflect upon places special to them and some can explain why. With support, they can relate this to the church as a special place. Pupils begin to relate their ideas and personal experiences to understanding bible stories. One pupil, for example, when considering the qualities of Jesus' work, wrote, "the widow only gets 2p but all the men get loads of money - Jesus doesn't mind what he gets."

147. In one Key Stage 2 lesson, pupils began to understand symbols related to Jesus; Jesus as a shepherd and as light of the world.

148. Teaching of religious education is satisfactory and often good. Where it is most effective teachers refer to personal experiences and use objects to illustrate and clarify learning. Circle time is regularly used as an opportunity to allow pupils to quietly reflect and listen to the ideas of others. Visits to local churches and the cathedral are regularly planned and local ministers visit school to tell Bible stories in assembly.

149. The co-ordinator manages the subject well and with clear commitment and enthusiasm. A map of taught units ensures, for example, that when Harvest, Christmas and Easter, are revisited by pupils, it is always from a different viewpoint. Regular assessment tasks are set termly for each year group. The co-ordinator collects samples of work and gives feedback, which has a good impact on the quality of teaching and the experiences the children receive.

THE LANGUAGE CENTRE

150. Tuffley Language Centre provides twenty places for pupils from Gloucestershire who have specific expressive and receptive language disorders. There is capacity for ten pupils in the Key Stage 1 class and ten in the Key Stage 2 class. The centre is part of Tuffley Primary School and pupils are full members of the school community.

151. The pupils in the centre make consistently good progress against the targets identified for them. As appropriate they work within the centre and at times within classes in the main school. They are supported, by well-qualified classroom assistants. By the time they leave the school some pupils achieve standards in line with those expected for their age group nationally in mathematics and science. Some achieve well in other subjects. This represents very good progress.

152. Pupils are proud of their achievements and behave well. They co-operate with each other and with visitors and exemplify the excellent class rules and expectations for pupils and teachers, which they have agreed and displayed in their classroom. They persevere at tasks and, although sometimes hampered by their language difficulties, show determination and

commitment.

153. Teaching in the unit is consistently very good. The teachers and support staff work very effectively as a team. They plan lessons carefully taking into account the individual needs of the pupils and their entitlement to the national curriculum. The programme of integration into the mainstream classes is organised well and enables pupils to co-operate with many others. For example one pupil investigated a computer program and learned many of its features during his time in a mainstream class. He explained his learning to adults and other children thus enhancing his expressive language. He had skilled support available to him from centre staff.

154. The curriculum available to the children contains all National Curriculum subjects. Experiences are very carefully structured in order to provide a very good approach to language teaching. For example, books read with the younger children, are accompanied, by role-play, art and drama. This provides very good motivation and helps the pupils strive to make progress. Staff know the individual pupils well, and make careful accurate assessments to plan the next steps in learning. Particularly effective features are the display of learning targets and discussion of these with pupils to ensure they understand what they need to achieve next. Staff and pupils use sign supported English confidently where appropriate, taking vocabulary signs from Makaton, Makaton Curriculum and British Sign Language.

155. Teachers work well with parents involving them as partners in the education of their children and welcoming them into classrooms. Management is very good. The teachers, support assistants and speech therapists work well as a team and have the support of the headteacher. All records and correspondence are properly maintained according to the Special Needs Code of Practice. Regular reviews of Individual Education Plans and Statements Of Special Educational Needs are carefully carried out.

156. The centre is housed in part of a Victorian building some distance from the rest of the school. The staff make very effective use of the accommodation and their creativity ensures that work by pupils is well presented. The carefully planned displays provide very good stimulation for learning. The building does have drawbacks: the path to the main school is uneven and unlit and this inhibits contact and full integration. However the staff work hard and effectively to overcome the disadvantages. For example they ensure the pupils all participate in playtimes and assemblies with pupils in the main school, as well experiencing classroom integration.

157. The Language Centre is a strength of the school. Teachers ensure that pupils from the mainstream school take advantage of the centre. They benefit by joining classes as appropriate. The staff share their expertise with colleagues in the main school and have particular expertise to share relating to the use of assessment to set targets for pupils' which identify clearly their next steps in learning.