

# INSPECTION REPORT

**TEMPLE GUITING CHURCH of ENGLAND  
PRIMARY SCHOOL**

Cheltenham

LEA area: Gloucestershire

Unique reference number: 115653

Headteacher: Mr Iain Rushin

Reporting inspector: Mr George Crowther  
18814

Dates of inspection: 11<sup>th</sup> – 14<sup>th</sup> September 2000

Inspection number: 224363

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Michael Krier
Date of previous inspection:	September 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
George Crowther <i>Registered inspector</i> 18814	Mathematics Information technology Art Physical education	What sort of school is it? The schools results and achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
Gordon Stockley <i>Lay inspector</i> 19365		How well does the school care for its pupils? How well does the school work in partnership with parents?
Lillian Simmons <i>Team inspector</i> 8073	English Geography History Music Special educational needs	Pupils' attitudes, values and personal development.
Lynne Wright <i>Team inspector</i> 22398	Areas of learning for children in the foundation stage Science Design and technology Religious education Equal opportunities English as an additional language	How good are the curricular opportunities offered to pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

Temple Guiting is a small, rural, voluntary controlled primary school for boys and girls who are 4-11 years old. It has 97 full-time pupils. Socio-economic data suggest that the circumstances of the families in the area are more favourable than national averages. The proportion of pupils eligible for free school meals is well below average. Taken together, pupils' attainment when they start school is above average. Twenty-one pupils have been identified as having special educational needs, mainly for moderate learning difficulties. One pupil has a statement. The proportion of pupils needing additional support is about average. There are no pupils from ethnic minority backgrounds or who are learning English as an additional language.

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

Temple Guiting is an effective school, with many strengths and very few weaknesses. The staff provide a positive, caring environment that supports pupils' learning very well. Relationships between all members of the school community are excellent. The quality of teaching is good overall, but better for the younger pupils, with some aspects that need strengthening in Key Stage 2. Most pupils achieve well during their time at the school, but higher attainers do not always make the progress of which they are capable because work is not challenging enough. By the time they leave the school, most pupils reach standards that are well above average in English and mathematics, and above average in science and religious education. Standards in most other subjects are as expected for pupils' ages, but below average in information and communication technology. The school is effectively led, with clear priorities for future development. Evaluation of the quality of teaching and learning, by senior staff and governors, is developing but is not yet systematic enough. Staff and governors work well together and have been successful in improving a number of aspects of the school's work. The school provides good value for money.

### **WHAT THE SCHOOL DOES WELL**

- Children get a good start to their education in the Reception year.
- Standards of attainment in English and mathematics are high.
- Pupils' very good attitudes, their very good behaviour, and their excellent relationships with each other and with staff support learning very well.
- The quality of teaching is good.
- Very good provision for pupils with special educational needs ensures that they make good progress.
- The school has a very caring approach to all aspects of pupils' welfare.
- The school sustains very good links with parents.
- The school is well led by the headteacher and governors.

### **WHAT COULD BE IMPROVED**

- Attainment in information and communication technology is not high enough.
- Higher-attaining pupils are not always challenged sufficiently by the work they are given in lessons.
- The school does not monitor and evaluate the quality of teaching and learning systematically enough, so that weaknesses are identified and standards raised.

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

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

When it was inspected last in September 1996, the school was judged to be good, with many strengths and few weaknesses. Since then, the school has sustained all the good features, and there has been a significant improvement in the results of national tests at the end of Key Stage 2, at a better rate than the national trend. The school has also made good progress in addressing most of the action points from the last inspection. Weaknesses in planning the curriculum have been remedied; improved schemes of work

are now in place, which support teaching and learning well. Pupils now make sound progress in design and technology and art, though progress in information and communication technology is still unsatisfactory during Key Stage 2. The school has worked hard to provide more opportunities for pupils to learn about a diversity of cultures. There are now more opportunities for pupils to use their initiative and independence, but the tasks given in some lessons are still too prescriptive. A suitable health and safety policy is in place. The school is continuing to improve, and has a good capacity to raise standards further.

### STANDARDS IN SUBJECTS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	A	A	A
mathematics	B	B	C	E
science	A	C	B	D

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

**NB** For small schools, comparisons with other schools are difficult because one child counts for a large percentage of the overall score; significant fluctuations are to be expected, often between subjects.

Attainment on entry to the school is above average overall. Pupils make good progress in the Reception year and through Key Stage 1 and, by the time they are seven, they achieve standards that are well above average in English and mathematics. They make sound progress during Key Stage 2. Results achieved in national tests for 11 year olds have been consistently well above average in English, but have fluctuated in mathematics and science. The school's results for 2000 showed high attainment in all three subjects.

Inspection evidence shows attainment in the current Year 6 class is not as high as in the previous two years, because there are more pupils with special educational needs than is usual for the school. Attainment in English and mathematics is normally well above average, though standards in science are only above average because the pupils' skills in the experimental and investigative aspects of the subject are relatively weak. Pupils have good literacy skills and these are used and developed well in other subjects; there is less attention to the use and development of pupils' numeracy skills across the curriculum. Attainment in information and communication technology meets national expectations at the end of Key Stage 1, but is below average at the end of Key Stage 2 because pupils have not had enough experience of working on computers. Attainment in religious education is above that expected by the locally Agreed Syllabus. In all other subjects, pupils make sound progress and reach standards that are close to those expected for their ages.

### PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school; they are eager to be involved in activities, concentrate well and work hard.
Behaviour, in and out of classrooms	Very good in lessons and around the school; pupils are polite, courteous, and respond very positively to the good role models provided by all the staff.
Personal development and relationships	Relationships between pupils and with teachers are excellent; pupils of all ages work and play well together; pupils are capable of taking responsibility for their work, and tasks around school, but activities in some lessons do not encourage this enough.
Attendance	Above the national average.

## TEACHING AND LEARNING

Teaching of pupils	aged under five	aged 5-7 years	aged 7-11 years
Lessons seen overall	good	good	sound

*Inspectors make judgements about teaching in the range: excellent; very good; good; sound; unsatisfactory; poor; very poor. 'Sound' means that strengths outweigh any weaknesses.*

Teaching was sound or better in 96 per cent of the lessons observed. In 18 per cent of lessons it was very good, in 61 per cent of lessons it was good or better; it was less than satisfactory in four per cent. This represents a good standard of teaching compared with the national picture. Teachers plan lessons meticulously so the organisation of activities runs smoothly. They explain concepts and tasks clearly, and draw well on pupils' ideas in discussions. They have excellent relationships with pupils and manage behaviour very well, which results in a calm, productive environment in most lessons. Where teaching is most effective, there are high expectations of what pupils can achieve; teachers ask searching questions, set challenging tasks, and ensure that pupils work quickly. In some lessons, however, work is not challenging enough, particularly for higher attainers, and the pace of learning is too slow. In a few lessons, weaknesses in teachers' knowledge of the subject prevent them from incorporating appropriate challenge in to the work. Teaching of English, mathematics and religious education is good, and teaching is sound, overall, for other subjects. Literacy and numeracy are well taught. Teaching generally meets the needs of all pupils.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Sound: the school provides a generally broad and balanced curriculum; there are weaknesses in information and communication technology, which does not meet statutory requirements at Key Stage 2, and in aspects of mathematics, science and physical education; extra-curricular activities are good.
Provision for pupils with special educational needs	Very good: work is well matched to pupils' needs in lessons and they receive good support from adults.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good: provision for pupils' personal development is fostered within a supportive school community, and is enhanced by excellent relationships; provision for pupils' social development is very good; provision for spiritual and moral development is good, and there is sound provision for cultural development.
How well the school cares for its pupils Assessment of pupils' progress	The school provides very good care and support for its pupils through a range of effective policies and procedures; pupils' progress and attainment in English, mathematics and science is assessed thoroughly, and this supports their learning effectively; in other subjects, assessment is less well established.
How well the school works in partnership with parents	The school has very effective links with parents, which support children's learning well; many parents play a valuable role in enriching the work of the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good: the headteacher has provided effective leadership over many years and through many changes and developments; he plays a vital role in sustaining the school's positive ethos, and his judgement is well respected by all members of the school community; he has been successful in leading a number of improvements since the last inspection, including raising standards in national tests; he is well supported by the staff team who carry out their management responsibilities well.



How well the governing body fulfils its responsibilities	The governing body is very supportive and thoroughly involved in the work of the school; it fulfils its statutory responsibilities well; governors visit school regularly, but do not yet have a sufficient focus on monitoring standards and the quality of the school's provision, so that they can play a full part in planning the way forward.
The school's evaluation of its performance	There is too little evaluation of the quality of teaching and learning, by the headteacher and subject co-ordinators, so that good practice can be shared and weaknesses identified and tackled.
The strategic use of resources	Financial planning and management are good.
The adequacy of staffing, accommodation and learning resources	The school is well staffed; teachers and support assistants are committed and hard working; aspects of the accommodation are unsatisfactory; learning resources are sound for most subjects.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>▪ Their children enjoy going to school and make good progress.</li> <li>▪ Teaching is good.</li> <li>▪ The school expects children to work hard and achieve their best.</li> <li>▪ The school helps children to become mature and responsible.</li> <li>▪ Behaviour at the school is good.</li> <li>▪ The school works closely with parents and keeps them well informed about their children's progress.</li> <li>▪ The school is approachable if parents have concerns.</li> <li>▪ The school is well led and managed.</li> <li>▪ There is a good range of activities outside lessons.</li> </ul>	<ul style="list-style-type: none"> <li>▪ A few parents feel that they would like more information about what children are taught.</li> </ul>

The great majority of parents are very pleased with all aspects of the school's work, and inspectors' judgements support parents' positive views. The school is improving the information it sends to parents concerning what children are taught.

## **PART B: COMMENTARY**

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

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

1. There is a range of attainment amongst the children who join the Reception year but, overall, attainment is above average compared with what is expected nationally, particularly in language skills and in personal and social development. Skilful teaching, and a very well planned and interesting curriculum, enable children to make good progress in all areas of learning. By the time they start Year 1, most children exceed the early learning goals in nearly all aspects of their learning, and many children have made a good start on the early stages of the National Curriculum for English and mathematics.
2. In the end of Key Stage 1 assessments in 1999, results in reading were well above the national average, and much better than those achieved by schools in similar social circumstances. In writing, results were close to the national average, but below average compared with similar schools. Whilst all pupils reached the expected standard in both aspects of English, half gained the higher Level 3 in reading, but none in writing. Following action taken by the school, results for 2000 were better, with about a fifth of pupils reaching the higher level in writing. In mathematics, the 1999 results were very high compared with all schools, and well above average compared with similar schools; high standards were sustained in 2000. Based on teachers' assessments, attainment in science was very high in 1999, when almost two-thirds of pupils exceeded the expected standard. In 2000, however, whilst all pupils reached the expected standard, none exceeded it.
3. Inspection evidence shows that attainment in Year 2 is well above national expectations in English and mathematics, and above expectations in science. Most pupils begin Key Stage 1 with skills that are above average. In English and mathematics, their achievements during the key stage are good overall. Progress in writing has improved recently, though standards are still not quite as high as in other aspects of English. In science, though most pupils make sound progress, all pupils experience the same teaching programme, so those who are potentially higher attaining are not challenged sufficiently. Achievements in religious education are good, and Key Stage 1 pupils make sound progress in all other subjects. Overall attainment is higher than reported at the last inspection, and the school's results in national tests have improved at a better rate than the national trend.

4. In the end of Key Stage 2 assessments in 1999, results in English were well above the national average, and much better than those achieved by schools in similar social circumstances. In mathematics, results were close to the national average, but well below average compared with similar schools. In science, results were above the national average, but not as good as those achieved by similar schools. Evidence from national assessments must be considered in the context of the small number of pupils taking the tests each year, which causes greater fluctuations in results than for larger schools. Indeed, the results for 2000 show very high attainment in all three subjects, with over half of the pupils exceeding the nationally expected standard. Aggregating the school's results over the past four years shows that standards at the end of Key Stage 2 have improved steadily.
5. Evidence gathered during this inspection shows that attainment at the end of Key Stage 2 is normally well above average in English and mathematics, and above average in science. However, standards in the current Year 6 are not as high because the year group contains more pupils with special educational needs than is usual for the school. Most pupils start Key Stage 2 with attainment that is well above average, and their achievements during the key stage are sound overall, and good in English where high standards are sustained. In mathematics and science, however, higher attainers do not always make the progress of which they are capable because the work they are given is not challenging enough. There are too few tasks that encourage them to use and apply their mathematical knowledge, or to plan and carry out investigations and experiments in science. Achievements in religious education continue to be good. Progress is sound in all other subjects except ICT (information and communication technology). Overall attainment is higher than reported at the last inspection.
6. Pupils with special educational needs make good progress in relation to their initial attainment. They are given good quality support, which enables them to make gains in their learning against the targets set for them, particularly in phonetic strategies for reading. In most lessons, tasks are well matched to pupils' special needs and they have close support from teachers or classroom assistants. As a result, many pupils cease to need additional support during their time at the school.
7. Attainment in speaking and listening is well above national expectations. Pupils listen very attentively and use language effectively, with clear diction and a good range of vocabulary. By Year 6, pupils are developing the ability to adapt their informal spoken language to the more formal styles required for oral presentations, persuasion and debate. Attainment in reading is well above national expectations. By Year 2, pupils have a good range of reading strategies to tackle unfamiliar texts and are beginning to appreciate more than the literal meaning of what they read. By Year 6, most pupils' comprehension of more challenging material is deepening. They read widely in and out of school and have well informed fiction and non-fiction preferences. At the end of Key Stage 1, standards in writing do not quite match those in speaking and listening, or reading. Most pupils write fluently for a range of purposes but, whilst handwriting, spelling and punctuation are good in class activities, they are not yet quite as good in independent writing. By Year 6, however, most pupils write clearly and confidently to record their work in a range of subjects and they are developing a lively and imaginative style in narrative writing and poetry. Pupils' literacy skills are well above average, and are used and developed effectively in other subjects.
8. In mathematics, most Year 2 pupils work confidently with numbers to 100 and are beginning to appreciate the significance of the place value of digits. However, their mental recall of number facts to 10 is not as good as would be expected. Pupils' work from last year shows an early understanding of fractions, accurate measuring, and a good knowledge of two and three-dimensional shapes. By Year 6, most pupils carry out a range of calculations with numbers to 1000, and higher attainers work confidently with larger numbers and decimals. Pupils' work from the previous year shows a large proportion who were able to calculate accurately using fractions, decimals and negative numbers, as well as having a firm grasp of concepts such as factors and square numbers. A good standard was also reached in aspects of measures such as calculating

area and volume, and in handling data, using a range of graphs and charts. In both key stages, pupils' skills in using and applying their mathematical knowledge are weaker than other aspects. Pupil's numeracy skills are at least above average and often very good, but they are not given enough opportunities to use and develop these skills through tasks in other subjects.

9. Attainment in science is above national expectations. For example, by Year 2, pupils have a good understanding of how to sort objects according to the materials from which they are made, and they know the changes that occur when some materials are heated and cooled. There are, however, too few opportunities to measure results, which limits the chances pupils have to explain observations and simple patterns in recorded measurements, and restricts higher levels of learning. Year 6 pupils can describe physical changes to materials well, using their knowledge of the characteristics of solids, liquids and gases. Their understanding of the concept of evaporation and condensation is limited, and prevents higher-level explanations. They make satisfactory progress in explaining phenomena in terms of accepted science ideas, sometimes linking areas of knowledge. Throughout Key Stage 2, pupils take part in more systematic approaches to investigating a question, but these are often teacher-led and offer insufficient scope for personal initiative.
10. In religious education, pupils make good progress across the school and reach standards that are above those expected by the locally Agreed Syllabus. Good teaching and a well-planned curriculum support their achievements. In art, design and technology, geography, history, music and physical education, pupils' achievements are sound, and most reach standards that are close to those expected for their ages. In ICT, pupils' achievements are sound during Key Stage 1, but they make unsatisfactory progress during Key Stage 2 because they do not have enough experience in using ICT for data handling, creating sequences of instructions to control events, and using simulations to explore questions. As a result, standards of attainment are below expectations. In art, design and technology and ICT there has been an improvement in pupils' progress and attainment since the last inspection.

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

11. Pupils' attitudes and behaviour are very good and are a strength of the school. They support pupils' learning and progress very effectively. Excellent relationships between pupils and with staff have a very positive impact on pupils' personal development. In all these aspects, the school has sustained the great strength identified at the last inspection.
12. Pupils are attentive in lessons and eager to be involved in all the school's activities. They settle quickly to tasks, show good levels of concentration and can work effectively on their own, in pairs or in groups. Pupils apply themselves well, work hard and are confident enough to explain what they are doing and to discuss their ideas with others. They contribute well to lessons by asking and answering questions. The positive ethos of the school successfully promotes friendly and trusting relationships at all levels. Pupils treat one another, their belongings and school property with respect. They show courtesy to each other and adults, opening doors or the school gate for visitors as a matter of course. Pupils are proud of their school, and parents appreciate the attitudes and values which the school promotes as having a positive effect on their children's learning. The great majority of parents say that their children like coming to school.
13. Standards of behaviour, both in lessons and about the school, are very good. No incidents of inappropriate behaviour were seen during the inspection. Pupils play happily together during lunch and break times. They are kind to each other and are pleased when others succeed or are praised. Lunchtimes are pleasant, calm, social occasions when pupils relate well to one another and show respect and appreciation for the cook and dinner staff who look after them. Staff provide good role models. Pupils show good understanding of the difference between right and wrong and this is demonstrated by the school rules they have helped to formulate. They are learning to be good citizens, showing concern and consideration for others and the environment.

Litter, graffiti and vandalism are unknown in the school and the grounds. No pupils have been excluded during the last year, and there were no incidences of bullying observed during the inspection. Because the school strongly encourages feelings of self-worth and self-respect, pupils with special educational needs are as positive about their learning as other pupils. They are encouraged to acknowledge their difficulties, recognise their strengths and take pride in their improvements. Other pupils offer them empathy and consideration, which helps them to succeed.

14. The last inspection found insufficient opportunities for the pupils to take responsibility or to use their own initiative. The school has made progress in addressing this issue, but there is still scope for improvement in the tasks given to pupils in some lessons. All pupils undertake jobs around the classrooms. They organise themselves well, using resources such as books and computers to find things out for themselves, such as when Year 6 pupils search a CD-ROM to prepare for their forthcoming geography topic on rivers. Some supporting independent research takes place at home with pupils finding information about topic themes. In mathematics and science, however, pupils are not given enough activities to allow them to develop the skills of independent investigation and enquiry. Older pupils are very caring towards younger ones, helping them at break and dinner times. Year 6 pupils carry out a rota of duties conscientiously, showing a developing sense of responsibility towards the school and the wider community through links with the village and church. Visits to local places of interest, and annual residential visits for the older pupils, make a significant contribution to developing personal responsibility. This inspection acknowledges the school's improvement and confirms parents' belief that the school helps children to become mature and responsible.
15. Pupils' rate of attendance is good. It is above the national average and there is no unauthorised absence. Pupils attend punctually, registers are kept appropriately, and most lessons start promptly. Pupils' good attendance and punctuality have a positive effect on their learning.

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

16. The quality of teaching is good overall, with a number of strengths and few weaknesses. Teachers plan lessons meticulously so the organisation of activities runs smoothly. They explain concepts and tasks clearly, and draw well on pupils' ideas in discussions. They have excellent relationships with pupils and manage behaviour very well, which results in a calm, productive environment in most lessons. Where teaching is most effective, there are high expectations of what pupils can achieve; teachers ask searching questions, set challenging tasks, and ensure that pupils work quickly. In some lessons, however, work is too easy, particularly for higher attainers, and the pace of learning is too slow. In a few lessons, weaknesses in teachers' knowledge of the subject prevent them from incorporating appropriate challenge in to the work.
17. The quality of teaching was at least satisfactory in all but one of the 28 lessons observed. It was good or better in 61 per cent of lessons, and very good in 18 per cent. This represents a good standard of teaching compared with the national picture. The school has sustained the good quality of teaching found at the last inspection. The teaching of literacy and numeracy is good overall, and was very good in many of the literacy lessons observed. The teaching of religious education is good. In ICT, in Key Stage 2, based on pupils' work seen, there are weaknesses in teaching some aspects of the subject. Teaching of all other subjects is sound.
18. Pupils on the register of special educational need benefit from good teaching, both in lessons and when they are withdrawn for extra support. Teachers use pupils' individual education plan targets effectively to ensure that the work matches their needs. In literacy and numeracy lessons, teachers provide appropriate activities and good support. In other lessons, teachers ensure that these pupils are involved fully in discussions and are supported well when completing tasks. As a result, pupils with special educational needs make good progress, and a significant number cease to need extra help. Weekly sessions with a highly-skilled teacher for special educational needs are very well taught and are successful in raising standards for the pupils who take part.

19. The quality of teaching for children in the Reception year is good, as at the last inspection, and is based on a clear understanding of how they learn best. At the time of this inspection, children in the Reception year were just starting school, and their needs were very well catered for through early assessment, detailed planning, and an appropriate range of activities. The staff quickly build secure relationships with these children, so they are confident to offer their ideas and try new tasks. Whatever the children are doing, staff support and question them skilfully to consolidate and extend their learning. As a result, the Reception children make good gains in learning, showing a high level of interest in activities, and relating well to their teachers and classmates.
20. Teachers have a secure knowledge of most subjects of the curriculum, which supports good teaching. For example, in a mathematics lesson for Year 2 pupils, confident knowledge of how to teach place value enabled the teacher to explain the concept clearly, check the pupils' understanding, and set appropriate tasks to extend their learning. However, in some mathematics and science lessons, weaknesses in teachers' knowledge of the subject reduced their ability to extend pupils' learning, particularly that of higher attainers.
21. Basic skills are generally taught well. Reading is taught systematically, using a good range of books, and parents play a very valuable role in supporting teachers. In literacy lessons, clear teaching of letter sounds and spelling patterns strengthens pupils' ability in reading and writing. In mathematics, pupils' counting and calculating skills are developed effectively, though there is sometimes too little emphasis on exploring the various strategies for reaching an answer. Basic skills in other subjects are often taught well, for example in art when teachers demonstrate techniques for drawing with pencils and chalk.
22. Teachers plan lessons very thoroughly, including precise learning objectives and key questions for discussion. For example, in a religious education lesson for Year 5/6 pupils, a discussion about the nature of prayer was guided by a well-structured plan. The teacher encouraged all the pupils to take part in the debate, drew on their ideas, but brought the focus of the lesson back to the key questions in her plan. As a result, learning moved at a brisk pace, with the pupils very interested and having to think hard to address the questions. Most plans include tasks for pupils of differing prior attainment, but some do not give enough attention to the needs of the higher-attaining pupils. Most plans identify the timing of the lesson and, as a result, activities proceed at a good pace and pupils are kept interested and productive.
23. High expectations of the progress pupils can make are a good feature of many lessons. For example, in a literacy lesson for Year 1, the teacher asked challenging questions about the text to extend pupils' understanding, and set written tasks that really made them think. Equally, the lower-attaining pupils were well supported so they could achieve as much as possible. In better lessons, work is well matched to pupils' needs, for example when higher-attaining pupils in Year 5/6 were set difficult calculations involving doubling and halving decimals. In some lessons, however, particularly in mathematics and science, work was too easy for higher-attaining pupils, or the task was too closed to allow them to extend their own learning.
24. Teachers organise lessons effectively and use a good range of methods to encourage learning. For example, in a science lesson for Year R/1 about touch, the teacher led a very lively discussion about what the pupils already knew, skilfully introducing new language and focusing the pupils' thinking. An imaginative activity with a 'feely box' encouraged the pupils to describe and discuss a range of objects, successfully consolidating their knowledge. At the last inspection, it was judged a weakness that teachers did not expect pupils to work independently and to manage their own learning often enough. In a mathematics lesson for Year 2, a group of higher-attaining pupils were set the task of counting a large number of sweets by grouping them in 10s, and they learnt much by working in a collaborative group. However, this type of activity is the exception rather than the rule and pupils still do not have enough opportunities to tackle open-ended tasks independently.

25. Teachers create a settled and productive environment in lessons. They have excellent relationships with their classes, they praise good work and behaviour, and pupils respond by listening attentively, concentrating on their work and behaving well. Time was used effectively in most of the lessons observed, and better lessons moved at a brisk pace. For example, in a numeracy lesson for Year 5/6, it was the good pace of the mental questions that kept pupils alert, and time targets for their group activities that kept them busy. The urgency shown by the teacher was transmitted to the pupils, and they worked quickly to complete their tasks. Where teaching was less effective, whole-class introductions moved too slowly and pupils' attention began to waver. No time targets were set for tasks, so pupils tended to work at a comfortable pace rather than as quickly as they could. Classroom assistants are used very well in many lessons, for example working with a group, or sitting alongside a pupil with special needs. In a few cases, however, they were under-employed during the introduction to the lesson.
26. Teachers generally have good strategies to assess pupils' understanding. They evaluate the outcomes of each lesson carefully, and there were a number of good examples where a subsequent lesson was planned to build on pupils' previous learning, such as when Year 2 pupils developed their use of punctuation. The school has a very consistent approach to homework and is well supported by parents. From starting school, reading is a nightly activity, and good co-operation between teachers and parents supports the high standards children achieve. There is an increasing amount of homework as pupils move through the school so that, by Year 6, they are expected to complete an amount that prepares them for secondary school. The work that pupils complete at home makes a very valuable contribution to their learning at school.

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

27. The curriculum for children in the Reception year is very well planned to cover all areas of learning effectively in an interesting way. Activities are well structured to give children a rich variety of worthwhile experiences in both formal classroom and play contexts, enabling each child to make good progress intellectually, socially and emotionally. Development of some physical skills, such as jumping and balancing, cannot be developed fully, owing to the absence of a secure outdoor play area or a large indoor space.
28. The curriculum for pupils from Year 1 to Year 6 is of sound quality and is sufficiently broad and relevant to their ages and interests. The school makes sound provision for pupils' intellectual and physical development, and good provision for their social development. Pupils with special educational needs experience a good quality curriculum, which meets their needs very well. Their learning is supported effectively through high quality individual education plans and good support in lessons. The school's strong commitment to valuing every pupil is reflected in the way in which they all have equal access and opportunity within the curriculum, and most are given every opportunity to succeed. Some pupils move classes in English and mathematics lessons to ensure the best match for their abilities. This is highly effective in maintaining their motivation and enthusiasm, and promotes good learning. Despite this, curriculum plans for some lessons do not offer sufficient challenge for higher-attaining pupils, and in these lessons they make slower progress than they should. Pupils with physical disabilities join in games such as football, and take their turn at representing the school in competitive matches.
29. Curriculum plans are thorough and make clear the purposes of learning. They are firmly based on schemes of work, which outline the development of pupils' knowledge, skills and understanding throughout the school. At the last inspection, curriculum planning was judged to be a significant weakness in the school's work, but it has now been strengthened. This has contributed to improved standards in design and technology throughout the school, in ICT at Key Stage 1 and in art at Key Stage 2. The National Numeracy Strategy has been introduced effectively, with good emphasis on mental skills, though there are too few opportunities planned for pupils to use and

apply mathematics in a range of contexts. Numeracy is not integrated sufficiently into work in other subjects, such as drawing scale plans in design and technology, or measuring observations in science, and this is a weakness. Strategies for teaching English are good, and extend across subjects. Pupils retell religious stories in detail and structure extended pieces of writing effectively, for example when describing life in World War II. Teaching programmes for geography and history make particularly good use of the local environment, and visits further develop pupils' learning.

30. There are weaknesses in aspects of some subjects. In science, insufficient attention is given to developing pupils' skills of scientific enquiry, and standards do not reflect their good science knowledge. Similarly, time allocated to ICT in Key Stage 2 does not enable all aspects to be taught in sufficient depth so statutory requirements are not met, and topic plans do not emphasise how ICT skills should be used and developed within other subjects. In art, the breadth of work offered is heavily dependent on drawing and painting with little planned development in three-dimensional work, printmaking or textiles. The absence of suitable facilities for gymnastics and dance means the pupils' have a restricted curriculum in these areas, though the school tries to counteract this through the games and swimming programmes. Overall, there has been improvement in the quality and range of curricular opportunities since the last inspection.
31. The provision for pupils' personal, social and health development is satisfactory and is mainly addressed through aspects of the curriculum, mostly in science and physical education. The older pupils' participation in the Junior Citizenship project prepares them for life in a larger school community and helps them consider ways of keeping themselves healthy and safe, as they grow older. The school has not yet put into place a comprehensive and effective programme to heighten pupils' awareness of the misuse of drugs, but there are plans to introduce a new, structured scheme this term.
32. The school provides well for pupils' spiritual, moral, social and cultural development. Regular assemblies make a good contribution to pupils' moral and social development and allow quiet moments for personal reflection. The development of the spiritual dimension is good, and is firmly embedded in the caring ethos of the school. Staff have a clear understanding of the concept of spirituality and develop it effectively across the curriculum, especially in religious education and music. Good provision is made for pupils' moral development. All staff promote good behaviour and a strong moral code. School and home values support each other in teaching pupils the difference between right and wrong, and understanding the consequences of unacceptable actions.
33. The school provides very well for pupils' social development and this results in very high levels of co-operation and friendship between pupils. The school is a very warm and caring community in which all staff demonstrate their high expectations of good behaviour and relationships in their dealings with pupils and other adults. The school fosters a sense of belonging to the community and pupils accept responsibility within that community readily. Residential visits offer very good opportunities for personal development. Over-prescription in some lessons limits the amount of independence and initiative that pupils can bring to their learning and, in this respect, the weakness identified at the last inspection has yet to be addressed fully. Since the last inspection, the school has made a considerable effort to improve provision for cultural development. Pupils are given a sound understanding of their own and others' cultures through residential experiences and visits, as well as through the curriculum for religious education, music and geography. An appreciation of other cultures' traditions and values is explored in other subjects, for example studying naan bread in design and technology. Although this happens across many parts of the curriculum, there is no planned programme to ensure the improvement continues.
34. There is a good range of extra-curricular activities. A variety of sporting clubs are well attended by boys and girls of all ages. Residential visits for all Key Stage 2 pupils include outdoor adventurous activities, which enhance physical education as well as other areas of learning. High



standards are achieved in the school's regular musical performances, which are a popular feature of the school in the community. Pupils visit interesting places such as the Synagogue in Cheltenham, and visitors are welcomed to the school. These experiences enrich the curriculum by providing a wide range of opportunities for pupils to learn. All these activities benefit from the involvement and support of parents.

35. The school is geographically isolated and it makes a particular effort to involve the pupils in the village and wider community. There are good relationships with the community, including local village schools and the church, which make a valuable contribution to the curriculum. The school has very good relations with the local nursery school and the secondary schools to which the majority of pupils transfer. Consequently pupils are well informed and confident when they move on to the next stage of their education.

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

36. The school offers a warm, caring, welcoming environment where everyone is valued and respected. This was exemplified during inspection week in the Year R/1 class where children new to the school were welcomed by staff who had planned carefully to ensure that the young newcomers would immediately feel comfortable and 'at home'. The children settled quickly, allowing parents to leave knowing that their children were happy and safe.
37. The school has very good procedures for ensuring pupils' health, safety and welfare, and staff have a genuine concern for the well being of all the pupils. A high priority is given to child protection matters. The designated teacher attends regular training and shares the information with all other staff. One member of staff is fully qualified in first aid and others have had training. Fire drills are held regularly and recorded, as are any accidents to pupils. Parents are fully informed about any injuries sustained by their children. At the last inspection, the lack of a health and safety policy was a significant weakness; the school now has such a policy, which is reviewed regularly by the headteacher and the governing body.
38. There are very good procedures for monitoring behaviour, promoting good behaviour and eliminating oppressive behaviour. There is an appropriate policy, which emphasises consistency of approach by all staff and recognises the crucial role that parents play in helping the school to maintain high standards of conduct. The pupils themselves are involved in setting school and class rules, thus giving them ownership and making them more willing to abide by them, a strategy that clearly works well. Pupils' motivation is encouraged by having their achievements recognised with the award of stars, and celebrated during school assemblies.
39. There are very good procedures for monitoring attendance. Teachers have clear guidance about recording authorised and unauthorised absence and, if any pupil fails to appear at school without explanation, parents are contacted straight away.
40. Pupils' personal development is monitored satisfactorily. This is done mostly informally because the teachers know their pupils very well. Pupils' personal achievements are celebrated and this promotes their sense of achievement, though no formal record is kept.
41. Careful baseline assessment is used positively to plan activities for the youngest children. The processes for assessing what the children know, and how well they are learning, are very good across all aspects of the foundation stage curriculum.
42. Throughout the rest of the school, there are good procedures for assessing attainment and monitoring pupils' academic progress. Teachers use informal daily records and thorough evaluation of each lesson to note individual and group successes and problems. Marking of pupils' work further adds to this bank of information. Teachers use these records effectively to plan the next stages in the pupils' learning. There is a consistent approach to the formal testing and recording of what the pupils know in English, mathematics and science. Records are carefully

kept and give the teachers a clear picture of any areas where curriculum planning needs strengthening, and an accurate understanding of pupils' strengths and weaknesses. Formal assessment procedures do not extend to other subjects of the curriculum, but the processes are well suited to doing so. Older pupils write their own termly, personal targets for subjects. This helps them become more aware of how they learn, what they are good at and what they need to improve.

43. Assessment and record keeping for pupils with special educational needs is of good quality. Parents are informed and consulted. Care is taken to ensure that the designated support provided meets the needs of the pupils so that they make good progress. Some pupils respond so well to the curriculum they receive that they move out of the special needs category. The school's policy for special educational needs meets statutory requirements.

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

44. Parents have very positive views of the school and are very satisfied with the quality of education that their children receive. They consider that the school is well led and managed and that staff are very approachable, responding well to any concerns that are raised. An active parents' association raises large sums of money for the school, including a contribution towards the cost of swimming lessons and funding for additional teaching staff. Fund-raising events organised by the association are well attended by parents.
45. The school provides good quality information for parents. The prospectus is clear and well presented, though there is little information about the curriculum. Parents are kept well informed about what is happening in school by regular newsletters containing useful information about school life. Teachers have recently started to send letters to parents at the beginning of term about the curriculum to be covered, and there is advice for parents on helping their child at home. A few parents feel that they would like more information about what their children are taught. The school has a good partnership with the parents of pupils with special educational needs. They are consulted, kept well informed, and their involvement is encouraged and welcomed. The school organises regular curriculum events for parents, which are usually well attended. However, a proposed session on drugs' awareness had to be cancelled due to lack of parental interest.
46. Pupils' annual reports give useful information about what pupils have learned and what they need to do to improve. Although these reports are specific in relation to what the particular pupil has covered during the year, they are rather brief in the non-core subjects. There are no sections for parents' or pupils' comments. Parents have three formal opportunities each year to discuss their child's work and progress and, if they have concerns, they are encouraged to speak to their child's teacher at any time.
47. The contribution of parents to their children's learning at school and at home is very good. The school has good links with parents that support pupils' education well. A number of parents provide valuable help in lessons as well as accompanying school visits. Overall, parents' substantial involvement in the work of the school supports their children's progress and attainment very well.

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

48. The school is effectively led and managed by the headteacher, staff and governors. The strong teamwork that is so evident in the day-to-day life of the school extends to matters of leadership and management, with the headteacher providing clear direction for school improvement, teachers managing important developments in aspects of the curriculum, and governors providing considerable expertise and support. There is a shared vision for the future, and a shared

commitment to improving aspects of the school's work.

49. The headteacher provides experienced and astute leadership, and his judgement is well respected by all members of the school community. Continuity, during a period of considerable change, has been an important factor in sustaining the good leadership and management found at the last inspection. Since then, the school has been successful in achieving a steady improvement in standards of attainment, as shown in the results of national tests and the findings of this inspection. The very strong values of the school, based on the advantages of a small, close-knit community, have been maintained as pupil numbers have grown. As a result, the school provides a very positive educational environment, which supports pupils' learning and personal development very well, and ensures equality of opportunity for all. The school's aims are fulfilled well in practice.
50. All staff are encouraged to play a significant part in the management of the school. Frequent whole-staff meetings ensure that there is a strong commitment to school improvement. Curriculum co-ordinators are effective in leading improvements in their subjects, and each has a clear agenda for the future. Those responsible for English and mathematics have been particularly successful in guiding staff through the introduction of strategies to strengthen teaching in literacy and numeracy.
51. The provision for pupils with special educational needs is effectively managed. The governing body has a member with responsibility for special educational needs and, since this is currently the staff governor, there is especially good liaison between the school and governors about this area, enabling the governors to monitor the school's provision closely. The co-ordinator provides good leadership and manages the aspect effectively, working in close partnership with the specialist part-time teacher who knows the school well. Pupils' needs are identified early, targets are set, good resources are provided, and teaching is effective. These factors contribute to the good progress made by pupils with special needs.
52. Procedures for monitoring and evaluating all aspects of the school's work are unsatisfactory at present, though there are plans for improvement. The school analyses the results of national assessments, and this has informed measures to raise standards, such as the increased emphasis on mathematics in Key Stage 2. An annual review, in partnership with the local authority adviser, helps the school to focus on successes and areas for improvement. However, in this small school, with limited resources, creating time for the headteacher and subject co-ordinators to observe teaching and learning in lessons has been difficult. Funds have now been secured to enable a programme of monitoring to begin, and a suitable policy has been agreed. At present, though co-ordinators strive to be as well informed as possible about practice in their subjects, they do not have a whole-school picture of strengths and weaknesses, so that good practice can be shared and weaknesses tackled. The headteacher has recently completed training in school self-evaluation, which will support an improvement in this aspect of the school's work.
53. Governors bring considerable expertise to their leadership of the school, and the Chair is particularly knowledgeable and works closely with the headteacher. They recognise and value the positive learning environment the staff have created, and are very committed to further development and improvement. They have a clear view of future priorities though, as yet, this is not based firmly enough on an accurate picture of the school's strengths and weaknesses, because governors are not sufficiently involved in monitoring all aspects of the school's work. Governors visit the school frequently, sometimes to find out about a particular subject or aspect, and this is good practice. Their involvement in school development planning is limited to approval of plans drawn up by the headteacher and staff. Governors do not take a pro-active part in formulating the school development plan, and this lack of involvement in the process means that they do not play a full part in the strategic leadership of the school. In matters of finance, premises and staffing, the governors are well organised and carry out their duties effectively. If they do have concerns, governors are not afraid to ask searching questions, but they are also very supportive so the school values their views. All statutory requirements are met with the exception

of the full implementation of the National Curriculum in ICT.

54. Whole-school development planning has been disrupted because the headteacher has been waiting for a new guidance from the local authority. The current plan is largely outdated, but identifies a number of important targets, many of which have been achieved. At present, planning for school improvement is not focused clearly enough on raising attainment, and most of the initiatives relate to improving aspects of provision without making the necessary link to how these will enhance pupils' learning and progress. Because evaluation of the quality of teaching and learning is partial, plans for improvement are not based firmly enough on identified weaknesses. The process of formulating plans for improvement is not shared sufficiently with all members of the school community. Despite these shortcomings, the development plan has been effective in helping the school to address successfully issues raised at the last inspection, to introduce national initiatives for the curriculum, and to improve standards of attainment.
55. Educational priorities are well supported through financial planning, which is a particular strength of the leadership and management of the school. For example, during the past few years, the governors have been determined to sustain four classes, and this has been achieved through prudent financial management and funds provided by the school association. Appropriate attention is given to implementing national initiatives, and making good use of associated funding. The school makes good use of new technology for administrative purposes, but has not yet fully developed this aspect to support pupils' learning.
56. The staff are a committed, hard working team, who clearly enjoy working at the school. Teachers are appropriately qualified to meet the needs of the curriculum, and some have particular expertise, for example in English and mathematics. There are weaker areas, such as ICT, but teachers pursue a good range of training to enhance their skills. Enthusiastic and skilled support staff work closely with the teachers and support pupils' learning effectively. Induction procedures for newly-qualified teachers are supportive. All staff have a job description and teacher appraisal is well established.
57. As the school has grown, the original building has been supplemented by two temporary classrooms, one of which also houses the administration. There is no hall, which restricts physical education, though use is made of the nearby village hall. Pressure on space results in meals being served in the two classrooms in the main building, and whole-school assemblies can only be accommodated by moving all tables and chairs to the sides of one of the classrooms. Children in the foundation stage do not have easy access to a secure, outdoor area for independent physical activity. The library is small and can only be reached through one of the classrooms. The classroom currently used for Year 5/6 pupils is very cramped. There is no staff room. Despite these challenges, the school makes very efficient use of unsatisfactory accommodation. Resources for learning are adequate for most subjects, good for English, mathematics and music, but unsatisfactory for ICT and physical education.
58. The school has successfully addressed most of the key issues arising from the last inspection, and pupils' performance in national assessments has improved steadily. The school's effective leadership and management, the commitment of the staff and the increasing involvement of governors, gives the school a good capacity to achieve further improvement.

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

59. The school provides an environment that is very supportive of pupils' learning and development. As a result, most pupils make good progress during their time at the school. Results of national tests for pupils in their final year are normally well above average. The quality of teaching is good overall, but there are weaknesses in some lessons that hold back the progress of higher-attaining

pupils. Within this context, and to improve the standards of work and the pupils' achievements, the governors, headteacher and staff should:

- ◆ raise standards in ICT, particularly in Key Stage 2, as planned, by:
  - teaching a curriculum that meets all the requirements of the National Curriculum;
  - implementing the new scheme of work to ensure that pupils build their skills and understanding steadily;
  - increasing the amount of time pupils spend on computers;
  - ensuring that pupils use and develop their ICT skills whilst supporting work in other subjects of the curriculum;
  - improving the quality and range of resources, as funding permits;
  - strengthening teachers' subject knowledge and making full use of improving expertise.

*(paragraphs 5, 10, 17, 30, 73, 80, 91, 109-114)*

- ◆ improve the progress made by higher-attaining pupils, by:
  - identifying the needs of higher-attaining pupils more systematically and setting targets for their progress;
  - ensuring that, in all lessons, the tasks provided for higher-attaining pupils are sufficiently challenging and allow them to develop their initiative and independence;
  - monitoring the progress of higher-attaining pupils more closely to ensure their continued progress;
  - strengthening teacher's subject knowledge, particularly in mathematics, science and ICT, so that they can respond more effectively to the needs of higher attainers.

*(paragraphs 3, 5, 16, 22-24, 28, 74, 77, 83, 90)*

- ◆ increase the focus on evaluating standards of attainment and the quality of teaching and learning, as planned, by:
  - the headteacher taking a firmer lead in more rigorous evaluation;
  - involving subject co-ordinators more fully in evaluating the quality of lessons and pupils' work, so that they have an overview of standards;
  - involving governors in the monitoring process; so that strengths and weaknesses are identified, and action taken to improve standards.

*(paragraphs 52-53, 75, 84, 92)*

In addition to the key issues, the following less important weakness should be considered for inclusion in the action plan. It is followed by a reference to the paragraph(s) in which it is discussed.

- ◆ ensure that gains in learning made in numeracy lessons are consolidated and developed through work in other subjects of the curriculum. *(8, 29, 81, 87, 91)*

## **PART C: SCHOOL DATA AND INDICATORS**

**Summary of the sources of evidence for the inspection**

Number of lessons observed

28

Number of discussions with staff, governors, other adults and pupils

22

**Summary of teaching observed during the inspection**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	18	43	35	4		

*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**

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)

97

Number of full-time pupils eligible for free school meals

2

*FTE means full-time equivalent.*

**Special educational needs**

YR – Y6

Number of pupils with statements of special educational needs

1

Number of pupils on the school's special educational needs register

21

**English as an additional language**

No of pupils

Number of pupils with English as an additional language

0

**Pupil mobility in the last school year**

No of pupils

Pupils who joined the school other than at the usual time of first admission

2

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

2

**Attendance**

**Authorised absence**

	%
School data	4.5
National comparative data	5.6

**Unauthorised absence**

	%
School data	0.0
National comparative data	0.5

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

**Attainment at the end of Key Stage 1**

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	4	4	8

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	4	4	4
	Girls	4	4	4
	Total	8	8	8
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (86)	100 (100)
	National	82 (80)	83 (81)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	4	4	4
	Girls	4	4	4
	Total	8	8	8
Percentage of pupils at NC level 2 or above	School	100 (93)	100 (100)	100 (100)
	National	82 (81)	86 (85)	87 (86)

**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
	1999	0	6	6

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	n/a	n/a	n/a
	Girls	6	5	6
	Total	6	5	6
Percentage of pupils at NC level 4 or above	School	100 (73)	83 (73)	100 (73)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	n/a	n/a	n/a
	Girls	6	5	6
	Total	6	5	6
Percentage of pupils at NC level 4 or above	School	100 (73)	83 (73)	100 (73)
	National	68 (65)	69 (65)	75 (72)

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

***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	97
Any other minority ethnic group	0

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

***Exclusions in the last school year***

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

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

***Teachers and classes***

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

Total number of qualified teachers (FTE)	4.7
Number of pupils per qualified teacher	21
Average class size	24

**Education support staff: YR– Y6**

Total number of education support staff	1
Total aggregate hours worked per week	25

*FTE means full-time equivalent.*

***Financial information***

Financial year	1999/2000
	£
Total income	186961.56
Total expenditure	177829.16
Expenditure per pupil	1975.88
Balance brought forward from previous year	00.00
Balance carried forward to next year	9132.40



***Results of the survey of parents and carers***

**Questionnaire return rate**

Number of questionnaires sent out	97
Number of questionnaires returned	68

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	28	1	0	0
My child is making good progress in school.	72	24	4	0	0
Behaviour in the school is good.	72	22	4	1	0
My child gets the right amount of work to do at home.	45	40	9	4	1
The teaching is good.	75	25	0	0	0
I am kept well informed about how my child is getting on.	56	35	7	1	0
I would feel comfortable about approaching the school with questions or a problem.	78	18	0	0	4
The school expects my child to work hard and achieve his or her best.	79	19	1	0	0
The school works closely with parents.	54	41	4	0	0
The school is well led and managed.	74	25	1	0	0
The school is helping my child become mature and responsible.	70	30	0	0	0
The school provides an interesting range of activities outside lessons.	44	46	6	3	1

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

60. The high standard of education provided for children in the foundation stage has been maintained since the last inspection. Children start school at the beginning of the academic year in which they become five. At the time of this inspection, there were nine children in the foundation stage, most of whom had benefited from pre-school education. They were attending in the afternoons only, to introduce them gradually to school routines, and had only been in school for four sessions. An excellent induction programme enables parents, children and staff to get to know each other well. The children are happy to come to school and join in class and school activities confidently, with the gentle support of their teacher, her assistant and the Year 1 pupils with whom they share the class.
61. There is a range of attainment on entry to the Reception year but, overall, it is above average. The children's speaking and social skills are well above average for their ages. All the children make good progress and, by the time they start Year 1, most exceed the early learning goals in nearly all aspects of their learning. Many children have made a good start on the early stages of the National Curriculum for English and mathematics. This good progress is due to good quality teaching in all areas of learning and a very well planned and interesting curriculum.
62. Nearly all the children enter the Reception year with well-developed **personal and social skills**. By the time they move to Year 1, they are exceeding the early learning goals in this area. This shows good achievement and reflects the high quality of teaching; all children are encouraged to try their best and to work hard, so they feel confident that they will succeed. Children show very high levels of co-operation in their work and play. They know how to take turns and share. Being 'out' in games such as 'Simon Says' does not upset them. The children settle quickly into work patterns and are keen to join in lessons. They work happily and independently on tasks such as jigsaws and the computer, persevering until they have completed the task.
63. The adults are caring and show through their treatment of each other and all children their high expectations of courtesy and respect. This promotes very good social development in all kinds of groupings. The children are confident in whole school situations, such as playtimes. They listen with care to what other children have to say and spontaneously debate issues important to them, such as why they have to come to school to learn. Adults promote children's independence effectively by gradually increasing expectations that children will choose and organise some activities themselves, such as following a recorded story using headphones. They are also expected to clear away quickly and efficiently.
64. As a result of effective teaching, children make good progress in **communication, language and literacy**. They love listening to stories and often choose to share a story with a friend. Adults take care in the language they use so that they are constantly expanding the children's vocabulary. When children have a lot to say, adults allow them the freedom to talk at length, asking questions if the discussion needs refocusing, as when children told each other how they knew what the missing number in the number line was. By the end of the Reception year, children are exceeding

the early learning goals in writing and are working within the National Curriculum. Most children can spell simple words, such as 'ten' and 'pig', and use this knowledge to write their own stories of some length. They make plausible attempts at spelling more adventurous word such as 'tiggz liv in a jngl' (tigers live in a jungle). The classroom is set out to encourage children to read and write in many activities, as well as in the reading and writing areas.

65. **Mathematics** is taught well and, by the end of the Reception year, most children have exceeded the early learning goals. By then, most children can add numbers and money to ten, and some can subtract numbers from ten. They identify many two-dimensional shapes from a collection, and some are beginning to recognise and record the time 'o'clock'. Many opportunities are planned for the children to think mathematically by using their growing understanding of mathematical concepts in every day situations.
66. Children enter the Reception year with a good **knowledge and understanding of the world** around them. In lessons, the teacher skilfully introduces new learning by reminding the children what they already know, giving them opportunities to reflect upon what they have learnt. Stimulating and interesting ways are planned to help children build on their knowledge. For example, the children found out that they needed hands to help them do many things, by trying simple tasks such as drinking from a cup using just their mouth. In some activities, there is a tendency for the adults to talk for the children, though they are well capable of talking for themselves. This limits the value they get from these experiences. Through sorting the clothes and photographs of babies and children they learn to compare change. They learn to sequence time through school routines and their own diaries. The locality is used effectively to explore their surroundings and to make simple maps. Children quickly learn how to control the cassette player and acquire satisfactory 'mouse' control skills at the computer.
67. Children make sound progress in their **physical development**, though there is no secure, outdoor space to which they can move freely to run and jump, climb and balance. The lack of physical education apparatus further prevents children from developing sequences and learning to control their movements more precisely. To overcome this as best they can, the school has borrowed some ride-on toys from the local nursery and supervises group play in the playground. Staff compensate by planning the teaching of rhymes and songs, such as 'Follow my leader' and 'I sent a postcard', to enable the children to explore body movements and develop control and co-ordination. The school is actively exploring the possibility of using the village adventure playground and is doing all it can to address the deficiencies in accommodation. There are many toys, construction kits and games, which help the children to develop their hand and eye co-ordination and finer body control, which they do well.
68. To encourage their **creative development**, curriculum plans show that the children will be taught to explore colour, pattern, shape and form in two-dimensional representations, for example using a mirror to paint a self-portrait. They will experiment with line by considering what can be drawn from the same starting point. They will use a variety of media to follow through their own designs for masks and wiggly caterpillar models. In their musical development, children are using alternate hands to copy a clock sound, maintaining a steady beat. Most can clap in unison with the teacher and join in class singing confidently.

## ENGLISH

69. Standards of attainment in English are well above national expectations at the end of both key stages. The school has improved the good standards found at the last inspection.
70. Results of the 1999 national assessments for pupils near the end of Key Stage 1, showed attainment to be well above average in reading, but close to the national average in writing. Whilst all pupils reached the expected standard in both aspects of the subject, half gained the higher

Level 3 in reading, but none in writing. Results for 2000 were better, with about a fifth of pupils reaching the higher level in writing. At the end of Key Stage 2, the 1999 results showed attainment well above the national average, and well above average compared with standards achieved by schools in similar social circumstances. Results for 2000 were even better. At the end of both key stages, trends over the last four years show an improvement in the school's results at a better rate than the national picture, and the school has made good progress towards the targets it has set. All groups of pupils achieve well, including those with special educational needs.

71. Inspection findings show that pupils' attainment in speaking and listening is well above national expectations. Pupils listen very attentively and follow instructions carefully. They use language effectively, with clear diction and a good range of vocabulary. They show confidence when talking, developing and explaining their ideas in discussion, using standard English very well in relation to their ages. For example, in a literacy lesson, Year 1 pupils offered word definitions and knew about tongue twisters, gaining much amusement from the teacher's examples. Near the end of Key Stage 2, pupils are developing the ability to adapt their informal spoken language to the more formal styles required for oral presentations, persuasion and debate. They are confident and fluent in speaking aloud to the whole class and to larger audiences when school concerts are performed. All pupils make steady progress in speaking, widening the context of their speech, developing more extensive vocabulary and becoming able to speak freely about their deepest feelings. Similarly, they develop the skills of listening and show empathy and sensitivity in a mature manner. Role-play and drama are important elements in this development.
72. Pupils' attainment in reading is well above national expectations. At the end of Key Stage 1, pupils have a good range of reading strategies to tackle unfamiliar text and are beginning to appreciate more than the literal meaning of what they read, using inference and deduction. Year 2 pupils thoroughly enjoyed learning to read aloud with expression and 'attitude' during a literacy lesson. Standards in reading are high as a result of a good balance of activities that include both phonics and access to a wide variety of attractive and interesting books, including children's classics. The support and involvement of parents is another important factor in pupils' high achievement. During Key Stage 2, pupils continue reading individually and in small groups, extending their range and developing fluency and accuracy. In Year 4, a pupil reading aloud gave an excellent, brief and cogent summary of what she had read in the story so far. By Year 6, most pupils' comprehension of more challenging material is deepening. They read widely in and out of school and have well informed fiction and non-fiction preferences. Pupils are taught information retrieval skills, but there is no central school library. They use the mobile library van to practise selecting books by alphabetical order of author or by the Dewey classification system. Pupils in Year 5/6 make good use of the library on the first floor, though space is restricted.
73. At the end of Key Stage 1, standards in writing do not quite match those in speaking and listening or reading, though they are above average; at the end of Key Stage 2 standards are well above average. The school has recognised this slight variation and is implementing good strategies to raise further the standards of writing in Key Stage 1, which are already achieving success. An early start is made in encouraging independent writing so that, by the end of Key Stage 1, most pupils reach above average standards in fluency and coherence. Careful teaching is ensuring planned improvements in handwriting, spelling and punctuation, and in class lessons standards are very good, but are not yet quite as high in independent writing. By the end of Key Stage 2, most pupils write clearly and confidently to record their work in a range of subjects and they are developing a lively and imaginative style in narrative writing and poetry. Most pupils have a clear, cursive handwriting style and know how to plan, structure and improve their writing. ICT is not used sufficiently for drafting and editing, as was the case at the last inspection.
74. The quality of teaching is good, and was very good in a number of lessons seen. This has a positive effect on pupils' learning. The support provided for pupils with special educational needs is well organised and promotes good progress. In Key Stage 1, all teaching observed was good or very good with particular strengths in skilful class management, a good balance between teacher

instruction and pupil activities, and effective promotion of independence in writing. In Key Stage 2, the quality of teaching is good overall, but there are weaknesses when higher-attaining pupils in the earlier part of the key stage are not sufficiently challenged and lesson pace is sometimes too slow to promote rapid learning. For the oldest pupils, lively and dramatic teacher-led study of the class novel increases their motivation and interest in literature. Throughout the school, teachers plan lessons carefully, use effective strategies and have good subject knowledge, which aids pupils' learning. Effective questioning is used to enhance and extend pupils' thinking and work is generally well matched to pupils' needs. Assessment is thorough and used effectively to inform future planning. Marking is done conscientiously and guides pupils on how to improve. The recently introduced system for the oldest pupils to set their own targets, review them, and report on their achievement at the end of the year, is helping them to evaluate their own work and take some responsibility for their own learning. This is a marked improvement since the last inspection when pupils were not encouraged to use their initiative sufficiently.

75. The English co-ordinator is knowledgeable and committed to maintaining high standards. There is a planned intention for the co-ordinator to be given time for monitoring teaching and learning in lessons but, as yet, there is no system for monitoring the English work done by pupils over the whole school. Money has been spent widely on resources for literacy and these are good. Literacy skills are used well in other subjects of the curriculum such as science when pupils in Year 1 achieved high levels of debate and discussion. In Year 5/6, in religious education, pupils used language effectively to develop a theme of saying sorry and structuring prayer.

## **MATHEMATICS**

76. Results of the 1999 national assessments, for pupils near the end of Key Stage 1, showed high attainment, and were well above average compared with those achieved by schools in similar social circumstances. Results for 2000 indicate that high standards have been sustained. Pupils begin school with above average mathematical ability and their achievements during Key Stage 1 are good, because teachers have high expectations of the progress pupils can make.
77. At the end of Key Stage 2, recent national assessment results have been more variable. The 1999 results were close to the national average, but well below those achieved by similar schools. In contrast, results for 2000 show very high standards. Evidence from national assessments must be considered in the context of the small number of pupils taking the tests each year, which causes greater fluctuations in results than for larger schools. Aggregating the school's results over the past four years shows that standards at the end of Key Stage 2 have been above average overall, and there has been a steady improvement. However, inspection evidence indicates that, whilst all pupils make at least sound progress during Key Stage 2, higher attainers do not always make the progress of which they are capable because the work they are given is not challenging enough.
78. Inspection evidence of pupils' work from last year shows attainment at the end of each key stage to be well above national expectations. However, attainment in the current Year 6 is likely to be only average because the year group contains a larger proportion of pupils with special educational needs than is usual for the school. The last inspection judged that attainment was above national expectations at the end of both key stages. Bearing in mind the conflicting evidence available, but recognising the very good results achieved at the end of both key stages in 2000, attainment is now higher than at the last inspection.
79. In Year 2, most pupils work confidently with numbers to 100 and, even at this early stage in the year, they are beginning to appreciate the significance of the place value of digits. They count in 10s and 20s, using a 100 square appropriately to support calculation. Higher attainers show a solid grasp of place value, for example when counting a large quantity of sweets accurately by grouping in 10s. However, pupils' mental recall of number facts to 10 is not as good as would be expected. Pupils' work from the previous year shows competence in a range of calculations to 100, early understanding of fractions, accurate measuring, and a good knowledge of two and three-dimensional shapes. All pupils were working at the expected level and many were exceeding it.

However, this work shows too little evidence of pupils using and applying their mathematical skills in a range of problems and investigations.

80. In Year 6, most pupils carry out a range of calculations with numbers to 1000, for example working out doubling and halving patterns. Higher attainers work confidently with larger numbers and decimals, and some of them can carry out quite difficult calculations mentally, such as doubling and continuing to double 1024. Most pupils recognise inverse operations and can work back to an answer through a series of calculations. Pupils' work from the previous year shows a large proportion who were able to calculate accurately using fractions, decimals and negative numbers, as well as having a firm grasp of concepts such as factors and square numbers. A good standard was also reached in aspects of measures such as calculating area and volume, and in handling data using a range of graphs and charts. Absent from this work is sufficient attention to using and applying skills in investigations and problem solving. Equally, there is little indication that ICT was used to support work in mathematics, as was noted as a weakness at the last inspection.
81. Pupil's numeracy skills are at least above average and often very good. They are given some opportunities to use and develop these skills in other subjects, but this usually incidental rather than planned. Some data handling in geography, collecting information about the weather, encourages pupils to use their numeracy skills. Overall, however, inspection evidence indicates that the use and development of numeracy skills in other subjects is not yet incorporated into planning procedures.
82. Pupils with special educational needs generally make good progress and are well supported in their learning. Teachers form groups within their classes so that tasks can be matched to these pupils' needs, and they monitor progress carefully. Higher-attaining pupils are sometimes set work that challenges them, for example when Year 2 pupils carried out an investigation in to the best way to count a large number of sweets. However, particularly in Key Stage 2, the same work is often set for the middle and higher attainers, and the latter are not extended sufficiently. The work completed in Year 6 last year shows little variation between middle and higher attainers, though it is a positive development that the teacher is currently giving more emphasis to extension activities.
83. The quality of teaching is good overall, as was the case at the last inspection. Lessons are planned meticulously, and teachers have successfully adopted the suggested format of the National Numeracy Strategy. Mental starter sessions usually move at a good pace, with questions that have been prepared carefully to challenge all the pupils. As a result, pupils are very attentive during these sessions; they have to think carefully, but they offer answers readily. In some mental sessions, however, not enough emphasis is placed on exploring the range of strategies that can be used to solve a calculation. Individual and group activities are well organised, and teachers introduce interesting games to capture pupils' interest. Tasks are generally well matched to pupils' needs, which enables them to make good progress. In some lessons, however, the individual activities are too easy for the higher-attaining pupils, for example when they are asked to carry out calculations on paper that they are capable of completing mentally. All teachers have excellent relationships with their classes, which support very good management of behaviour, and ensure that pupils concentrate on their tasks. On occasion, the pace of learning is too slow because careful delivery of questions and instructions becomes ponderous. Teachers are generally competent in their knowledge of the subject, but some lack sufficient confidence to set investigation work that allows pupils to be more independent in their learning.
84. Co-ordination of the subject across the school is good, and has contributed to the successful implementation of the National Numeracy Strategy and a steady improvement in standards. To date, there has been little monitoring of the quality of teaching and learning by observing lessons, or by scrutinising pupils' work. However, the school has plans to introduce more systematic evaluation in the near future. The school already has clear plans to improve aspects of provision, such as the lack of emphasis on pupils using and applying their skills, and there is a clear commitment amongst all staff to raise standards still further.

## SCIENCE

85. At the end of each key stage, a very high proportion of pupils attain the expected standard, so overall attainment is above average. Pupils make sound progress in acquiring scientific knowledge, but achievement in the development of enquiry skills, though generally satisfactory, is weaker at Key Stage 2. Teachers' planning to develop the pupils' scientific knowledge is good, but it is not specific enough in outlining how pupils will collect and evaluate evidence. Time allocated to the teaching of science has been cut in response to national priorities; as a result, the experimental and investigative aspects of the subject are not given enough emphasis. In this respect there has been a decline since the previous inspection, which found that experimentation and investigation underpinned all science activities.
86. The 1999 end of Key Stage 1 teacher assessments showed standards to be very high. In 2000, all pupils reached the expected Level 2 of attainment, but none gained the higher Level 3 because all pupils experienced the same teaching programme and those who were potentially higher attaining were not challenged sufficiently.
87. Pupils start Key Stage 1 with good general knowledge of their own environment, and a well-developed vocabulary that enables them to describe their observations. By the time they are seven, they can describe stages of childhood development and recognise general changes within the human life cycle. There is, however, little written recording of work in this aspect of science, which would enable pupils to see how much progress they make. They have a good understanding of how to sort objects according to the materials from which they are made. When investigating the best material to make a raincoat for Teddy, they use this knowledge to predict the best material to keep him dry, giving plausible reasons. They know the changes that occur when some materials such as butter, water and wax are heated and cooled, and that some changes are permanent, such as when burning a match. They list many sources of light and use this knowledge correctly to explain accurately how shadows are formed. The pupils are given too few opportunities to measure, for example how far a car will roll down a slope when the gradient is changed, and this limits opportunities to explain observations and simple patterns in recorded measurements. This restricts higher levels of learning and is a weakness.
88. Results of the 1999 national tests at the end of Key Stage 2 were above the national average, but below average compared with those achieved by similar schools. Whilst all pupils reached the expected level of attainment, far fewer pupils gained the higher level than in similar schools. This year's test results, which have not yet been moderated, show higher standards, with an increase in the percentage of pupils reaching the higher level. However, the tests are mainly of pupils' scientific knowledge rather than their skills, and inspection evidence shows that there are weaknesses in pupils' experimental and investigative work.
89. Year 6 pupils can describe correctly the effect of micro-organisms in soil. They understand the concept of life cycles satisfactorily and have in-depth knowledge of seed dispersal. They describe physical changes to materials well, using their scientific knowledge of the characteristics of solids, liquids and gases to give causes for change. Their understanding of the concept of evaporation and condensation is limited and prevents higher-level explanations. Pupils understand the nature of reflection and the concept of sound. They make satisfactory progress in explaining phenomena in terms of accepted scientific ideas, sometimes linking areas of knowledge. They are progressing satisfactorily in building abstract models of real situations, as when they explain why a bobsleigh travels at different speeds on different surfaces. Throughout Key Stage 2, pupils take part in more systematic approaches to investigating a question, but these are often teacher-led and offer insufficient scope for independent learning. Pupils make sound progress in their use of diagrams to represent ideas, such as how light reaches the eye.
90. Teaching is sound overall. It is better at Key Stage 1 where there is some good teaching.

Teachers plan their lessons thoroughly, and have a secure knowledge of science. Topics on 'materials' are taught particularly well, as this is the area where teachers are most confident in their own knowledge. Teachers prepare lessons thoroughly, know what they want pupils to learn, and communicate the purposes of lesson clearly to the pupils. However, planning does not indicate in enough detail what pupils of differing prior attainment will learn. Consequently, higher-attaining pupils are not making sufficient progress because their learning is limited by the investigations planned. Teachers often choose interesting ways of presenting learning, which build on pupils' own experiences, such as investigating what makes a good snack food. Pupils with special educational needs are well supported and make good progress, often matching nationally expected levels in their learning. Pupils' behaviour is satisfactory in practical situations and they respond quickly to the teacher. However, they are not encouraged to ask scientific questions, and spontaneous discussion tends to centre on what they are doing, rather than what they are learning. Again, this limits achievement for some pupils, and indicates that teachers' expectations of some pupils are not high enough. In better lessons, teachers use scientific vocabulary very carefully and insist their pupils do the same. Good quality questioning focuses pupils' observations and promotes rapid learning in a stimulating environment. In these lessons, pupils work hard, with enjoyment, and have very positive attitudes to their learning.

91. Teaching develops pupils' literacy skills well through many opportunities to describe and explain observations. The lack of use of ICT is a weak feature of the science teaching. Teaching plans do not indicate how ICT could support learning in science. Pupils' mathematical skills are not developed adequately in science. There are too few instances of pupils taking a series of measurements for comparison, recording results systematically, or presenting data in graphical form. This means that pupils are unable to draw conclusions and compare them with the evidence, explaining any discrepancies. This also restricts attainment at higher levels.
92. The leadership of the co-ordinator is good, despite having no time allocation to assess teaching and standards formally in a planned way. She has worked hard to maintain high standards in national tests despite a significant cut in the time available for teaching science, and she is aware of the impact of these cuts. Assessment procedures are good and the co-ordinator regularly leads sessions where pupils' work is evaluated. This enables her to have an accurate grasp of work done and progress made throughout the school. When formal monitoring and evaluation systems are introduced, the school is well placed to address weaknesses and make progress in science education.

## **ART**

93. Pupils of all abilities make sound progress in art, though in a rather narrow range of experiences. They achieve standards that are close to those expected for their ages, which is an improvement since the last inspection when pupils were judged to make unsatisfactory progress during Key Stage 2. Pupils' past work shows a predominance of drawing and painting, occasional printing, but very little work in three dimensions, fabric or collage. The restricted range of work was judged to be a weakness at the last inspection. Nonetheless, pupils experiment with a variety of techniques, learn skills, and focus on different aspects of art, such as line, colour or texture.
94. In Year R/1, as part of their topic about animals, pupils observe the patterning of a zebra and experiment by painting black on white and white on black; this theme is further developed using a simple graphics program. Bold use of paint to portray characters from books, and careful printing using fruits and vegetables are also good examples of the quality of pupils' work. In Year 2, pupils experiment with colour when painting seascapes, creating a variety of tones in the sky, sea and sand. Their pastel drawings of scarecrows show good control and an early appreciation of the possibilities of the medium. In Year 3/4, closely observed drawings of strawflowers, in pencil and pastel, show good attention to detail. Townscapes, inspired by the work of L S Lowry, show careful use of watercolour and capture the idiosyncrasy of his figures. Skills of hatching are developed methodically, drawing on examples from sketches by Hogarth. In Year 5/6, pupils



capture in water colour, fabric and wallpaper designs by William Morris, and some of this work is of very high quality. Their Victorian portraits replicate imaginatively the style of that time, and their study of art in the 20<sup>th</sup> century, including ‘Cubism’, ‘Art Deco’ and ‘Op Art’, draws on the work of an appropriate range of artists.

95. Sound teaching is evident in planning and the pupils’ finished work, but it is clear that there is a lack of confidence in teaching a wider range of techniques. In the two lessons seen, new skills were taught methodically and pupils were encouraged to experiment, as when Year 2 pupils used white chalk on black paper to achieve a variety of patterns and textures. The pupils enjoy their art lessons, which results in an atmosphere of quiet concentration that promotes learning. Lessons are planned thoroughly and learning objectives are clear. Teachers encourage pupils to develop their vocabulary for discussing art.
96. Since the last inspection, the school has introduced sketchbooks, but these are used in a rather limited way for drawing, rather than being a vehicle for pupils to develop a variety of ideas in a range of media. The work of artists and craftspeople, particularly those representing a range of cultures, is still not used enough to inspire the pupils’ work. The co-ordinator is relatively new to the role, but is in the process of developing the subject, monitoring standards through collections of pupils’ work. The school recognises the need to broaden the range of work that pupils tackle, and to develop ideas through a greater variety of techniques and media. The school is adapting a nationally recommended scheme of work to encourage a broader curriculum.

## **DESIGN AND TECHNOLOGY**

97. Design and technology was not taught during the inspection. However, the school keeps a representative sample of practical work, photographs, and folders of Key Stage 2 pupils’ designs and evaluations. Pupils’ at both key stages make satisfactory progress and achieve the expected standards for their ages. This is an improvement since the last inspection, when standards were found to be below average. Since that time, a published teaching scheme has been adopted throughout the school, which enables pupils to experience the process of designing, making and evaluating in interesting contexts. The scheme supports the development of pupils’ technological skills well and aids teachers in producing good quality termly plans.
98. Younger pupils in Key Stage 1 make paper hinge pictures. These are colourful and attractive and show care in cutting and sticking. The hinged pieces are an accurate shape and fit to the picture underneath. Year 2 pupils design and make high quality bags for their gym shoes. These are carefully joined using a sewing machine and decorated with very attractive screen prints. Photographs show the pupils are justifiably proud of what they have made.
99. In Key Stage 2, pupils satisfactorily develop their designing and making skills. For example, they designed a moving toy by considering what a child would like best and their own favourite toys. They made a design, ordered the stages of work and steps in construction, and identified the tools they would need. When the toy was made, they evaluated the process and the product, and said how they could alter it to improve it. These skills were further developed when making model roundabouts using gear assemblies and electric circuits, including variable resistors to alter the speed of rotation. However, despite these good examples of work, progress in evaluating process and products is unsatisfactory over time. The time allocation for design and technology has been reduced and, though teachers show in their planning how evaluation is to be developed within a topic, this part of the process is frequently under-emphasised to allow more time for making. The application of the pupils’ numeracy skills is unsatisfactory because they do not include dimensions in their diagrams or prepare scale drawings of models.
100. Teachers’ marking of pupils’ work is good and enables them to make accurate assessments of each topic. There are no formal methods for recording what pupils know and can do, but the co-ordinator has a good grasp of standards, despite having no time allocated to evaluate work in

lessons.

## **GEOGRAPHY**

101. At the end of both key stages, pupils' attainment matches that expected for their ages. In Key Stage 1, pupils become aware of their own locality by exploring the school grounds. During the inspection, the youngest pupils enjoyed such an exploration and achieved success in identifying geographical features and locations shown in photographs taken earlier by the teacher. Pupils extend their knowledge of places through the current 'Barnaby Bear' project in which a teddy bear accompanies children on their holidays. Postcards of locations in this country and abroad are then identified and marked on maps.
102. At the end of Key Stage 2, pupils widen their knowledge and improve their skills, undertaking fieldwork in connection with rivers as part of their water topic. Pupils are knowledgeable about the water cycle and pollution. In a lesson about the characteristics of settlements, the younger pupils in the key stage used their knowledge of maps to make sketches of geographical features, with a key. The oldest pupils record their topic work neatly in folders, which illustrate themes such as 'Mountain Ranges', and some of this work reaches high standards. Pupils identify mountain ranges in different parts of the world, write about how mountains and rivers are formed and use the correct terminology. Current Year 5 and 6 pupils are preparing for their river topic and some are undertaking independent research using CD ROMS on the computers.
103. The quality of teaching is satisfactory overall. Teachers plan their lessons carefully and make effective use of resources to interest pupils and to support their learning. Teachers make good use of the local area and visits farther afield. The fieldwork opportunities afforded by the annual residential visit to the Isle of Wight or York extend the pupils' learning beneficially.
104. Co-ordination of the subject across the school is sound. Since the last inspection, the development of a suitable scheme of work has ensured that there is a clear framework for the geography curriculum. Lesson plans have recently been adapted to show how teachers match work to the needs of different groups of pupils. Although teachers know their pupils well, there is no systematic procedure to record their assessment of pupils' progress. Literacy skills are purposefully reinforced and pupils show pride in presentation. The school has maintained the standards found in the last inspection.

## **HISTORY**

105. Only one lesson was observed during the inspection, but evidence from pupils' recorded work, teachers' planning and discussions indicates that the majority of pupils attain standards that match those expected for their ages.
106. The youngest pupils are developing their understanding of time through finding out about their family history, and their own growth and change from babyhood. They extend this by a study of changes in toys and kitchen equipment. Last year, this topic was enhanced by a visit to Gloucester Folk Museum whose loan service provided a box of old toys and appropriate books to support learning. Pupils then set up their own class museum using artefacts they brought to school. As a result, they were able to identify differences between homes nowadays and a century ago. The older pupils in the key stage extended their sense of chronology by recording their family tree and using a time line. They studied the Victorian period through old teddy bears and visits to the folk museum and a Victorian schoolroom. Pupils wrote satisfactorily about Samuel Pepys' diary and the Great Fire of London.
107. In Key Stage 2, pupils study 'Invaders and Settlers', linking with a geography lesson seen on characteristics of settlements. Case studies on Romans, Anglo-Saxons and Vikings help them to understand how British society was shaped. During last year, the oldest pupils studied Ancient Egypt, and this year will concentrate on the Aztecs and Ancient Greece, exploring the evidence

that remains of life in these civilisations. A particularly successful project has been a study of the history of Temple Guiting School, when pupils used an investigative approach, designing a questionnaire and gaining first-hand information from their parents and grandparents about village life in the past. Their knowledge, skills and understanding were enhanced by visits to the HMS Victory, and to Osborne House on the Isle of Wight.

108. In the one lesson observed, the quality of teaching was satisfactory. Overall, good planning and marking of pupils' work result in sound teaching. Co-ordination of the subject across the school is satisfactory. The scheme of work supports planning well. There is no systematic recording of pupils' progress to inform reports to parents. The satisfactory standards found in the last inspection have been maintained.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

109. The school has made good progress since the last inspection when the National Curriculum was not effectively implemented, standards of attainment were below national expectations at the end of both key stages, and resources were poor. Now, standards of attainment at the end of Key Stage 1 match national expectations, but improvements have yet to transfer to pupils at the end of Key Stage 2. In aspects of ICT such as word processing, graphics and researching information from a CD-ROM or the Internet, the oldest pupils have competent skills. They have not had enough experience, however, in using ICT for data handling, creating sequences of instructions to control events, and using simulations to explore questions. As a result, the statutory requirements of the National Curriculum are not fully met, pupils' progress during Key Stage 2 is still unsatisfactory and, by the end of the key stage, attainment in some important aspects of ICT is below expectations.
110. In Year 2, most pupils use the keyboard and mouse confidently. In word processing, they can change font style and size, and know how to save and print their work. Past work includes some imaginative pictures using a simple graphics' program to complement topics about 'Weather' and 'Minibeasts'. A good start has been made in using ICT for data handling, with simple graphs of the hair colour of pupils. CD-ROMs are beginning to be used as a learning resource, as was seen in Year 2 when pupils researched facts about 'Rivers'. Pupils use a programmable vehicle and are learning to control its movement.
111. In Year 6, expertise in using the keyboard varies considerably. Higher attainers type quickly and know the functions of most of the keys; others are much slower and lack consistent practice using computers. Word processing skills are sound, and most pupils know how to incorporate images into their work, including use of a scanner. Higher attainers have used desktop publishing, for example to make programmes for school productions. Pupils have had experience of spreadsheets, working out prices and profits for goods in a supermarket. All pupils have had some experience of using the Internet, and are aware of its potential as a learning tool. However, very little control work has been carried out, and sensors are not yet used in science experiments. Only simple database work has been covered, at a level not much advanced from that seen in Year 2.
112. All pupils observed working on computers enjoy the activity and work particularly well co-operatively. In the one lesson observed where ICT was actually taught, as compared with pupils using the computers for a range of work, teaching was sound. The teacher had a detailed plan for improving pupils' word processing skills, explanation and demonstration of basic skills were very clear, but nine pupils were expected to share two computers and this made it difficult for all to be fully involved. All staff are aware of the importance of ICT skills. They still lack confidence in some aspects of the subject, which inhibits their teaching, but training is planned to improve their expertise.
113. Resources for ICT have improved considerably since the last inspection, but there are still weaknesses. Each class has one, good quality, multimedia computer, and there is a range of other

machines, though many of these are out dated. In all classes, and particularly for the youngest pupils, ICT is now being used to support work in a range of activities, which is an improvement since the last inspection. However, teachers are still not planning consistently enough for pupils to use and develop ICT skills. During the inspection, computers were too often not in use, for example during literacy and numeracy lessons, when a group of pupils could have been using ICT to develop their skills. The computer suite located near the Year 5/6 class is a valuable resource, and pupils make good use of it for research and independent activity. However, the machines vary greatly in type and quality, and the area is very cramped.

114. The school has rightly identified ICT as a priority for improvement, there are clear plans for future development, and two governors take a particular interest in monitoring progress. The subject is effectively managed. The co-ordinator has correctly identified the need to strengthen staff confidence and skills, but insufficient monitoring is taking place of the use of the school's ICT resources in classrooms. The planned introduction of a new policy, scheme of work, and guidance on assessment should ensure greater consistency in the school's approach to the subject and further improve standards.

## **MUSIC**

115. Pupils in both key stages make satisfactory progress and attain standards that match those expected for their ages. The school has maintained standards found at the last inspection. Music has a secure place in the school's curriculum and is important to the planned ethos, so teachers have worked hard to maintain standards during the prolonged absence of the music co-ordinator. Standards of attainment are high amongst pupils who receive specialist tuition in clarinet, guitar and violin.
116. In Key Stage 1, pupils sing a range of songs in assembly with enthusiasm, keeping the rhythm and melody appropriately. In lessons, the oldest pupils understand and clap a regular beat. They play percussion instruments carefully, following the conductor and learning about musical texture through graphic symbols. In this playing, the class reached standards that are higher than those normally achieved by the age group. In Key Stage 2, pupils build their skills steadily; the oldest pupils understand pitch, know how sound is created through vibration and can identify families of orchestral instruments. They are introduced to standard notation, which some pupils are able to follow when playing from a musical score competently. Pupils do well in public performance, singing and playing with enjoyment and confidence for parents and the local community. Every child participates in one of the three concerts each year.
117. The quality of teaching is satisfactory overall and has improved since the last inspection because teachers' planning is now well supported by a published scheme of work and resources are of good quality. As a result, pupils at all levels are challenged appropriately and both boys and girls progress equally. Their attitude in lessons is very good, showing enjoyment, paying attention and behaving well consistently. A group of pupils learning to play the clarinet quickly established good relationships with a new tutor, behaved impeccably and demonstrated keenness and commitment to improving their skills. Pupils are taught to listen to compositions played by various performers and this experience is enhanced by visits from professional musicians from local and national organisations. This range of experiences raises standards and adds to the quality of learning.
118. The subject is soundly managed. Resources are organised efficiently and best use is made of the restricted accommodation. Although teachers know their pupils well, there is no systematic procedure for recording pupils' progress. Music makes a sound contribution to pupils' spiritual development in assemblies, and to their cultural development in listening and appreciating music from other cultures.

## **PHYSICAL EDUCATION**

119. Owing to timetabling arrangements, no physical education lessons were observed during the inspection. However, evidence from discussions with staff, observation of extra-curricular activities, and the school's successes in sporting competitions indicates that the school has sustained the good standards in physical education noted at the last inspection.
120. The school provides a varied programme of physical activities though, as at the last inspection, the lack of a hall and suitable equipment for gymnastics restricts pupils' achievements in some areas. When good weather permits, the staff make best use of the playground for dance, games and gymnastics, and this area has been recently resurfaced. The village hall provides a room for physical education, but shared use, and the lack of storage facilities for equipment, are major drawbacks. The village cricket ground provides good facilities for games and extra-curricular activities such as the football club, which is attended by pupils of all ages. Overall, however, both accommodation and resources are unsatisfactory to enable the school to meet all the requirements of the National Curriculum. All pupils have swimming lessons for a term and a half during the course of each year, which is good provision and ensures that standards are close to those expected for pupils' ages. Older pupils participate in outdoor, adventurous activities as part of their residential visits. The school makes the best use it can of facilities for physical education. For example, the cricket team were regional finalists in a national competition, which shows that, where the school has good facilities, pupils are capable of reaching high standards.
121. Co-ordination of the subject across the school is sound. There are plans to monitor the quality of teaching and learning more closely. Staff have taken part in 'Top Play' and 'Top Sport' training, which has strengthened their expertise. There are clear plans to develop the subject as far as is possible within limitations of the existing accommodation.

## **RELIGIOUS EDUCATION**

122. All pupils make good progress in religious education and standards exceed the expectations of the Gloucestershire Agreed Syllabus. This is an improvement since the last inspection.
123. During Key Stage 1, pupils make good progress in understanding that religious texts have meaning. They recount Bible stories, such as the baptism of Jesus by John, in detail. They show good understanding of the meaning of the Good Samaritan story in their discussion on the qualities of friendship. They reflect thoughtfully on their own and others' feelings, through lessons on special places such as their own homes, and a personal recollection of a grandfather's funeral. These themes are mostly studied in a Christian context, but pupils' gain a good early insight into the values and beliefs of other faith groups by learning about the importance of church, temple and mosque in religious and home life. In a Year 1 lesson, the pupils were very keen to be involved in a discussion and game designed to teach them the importance of rules. The good lesson plan, and skilful way in which the teacher invited the pupils' views through well-focused questions, enabled them to make good progress in understanding the concept of rules, as well as developing very high levels of social skills.
124. Throughout Key Stage 2, pupils broaden and deepen their understanding of religious beliefs and values by connecting important features of several religions. For example, they study the purpose of pilgrimage and the nature of holy sites, such as Bethlehem and Mecca. They make good progress in gathering information from their own experiences. Visits to a church and synagogue help them to explore the significance of symbols and artefacts in Christianity and Judaism. In a Year 3/4 lesson, the teacher included opportunities for pupils to explore Bible stories through drama. The teacher's good knowledge, enthusiasm and encouragement to pupils enabled them to make good progress in considering the nature of God. Pupils in Year 6 continue to explore the key features of different faiths by studying ritual and practice in Christianity, Judaism and Islam. They understand the five pillars and prayer ritual of Islam. They display a maturing approach to

considering their own relationships and feelings in their writing about their own responsibilities and rites of passage. The Year 5/6 teacher promoted a very lively discussion on the purpose and elements of prayer, enabling the pupils to acquire good understanding which was reflected in their own written prayers.

125. The quality of teaching is good. Teachers have a good understanding of the content and philosophy of the Agreed Syllabus, which enables them to weave all the elements of the teaching programme together skilfully. Brisk pace in lessons and teachers' high expectations, as shown in the questions they ask and the level of debate they promote, maintain pupils' enthusiasm and effort. Consequently, pupils' attitudes to the subject are very good. They talk about personal matters and share their thoughts openly, confident that their views and feelings will be respected. This is justified as, from an early age, teachers expect and foster this approach and set very good examples in the way in which they respect their pupils. This ensures that religious education makes a very good contribution to pupils' social, moral and spiritual development. The pupils' enjoyment of religious education is reflected in the high quality of the written work they produce. It develops their literacy skills well, especially the skills of retelling, explaining and interpreting text.
126. The co-ordinator has a positive impact on the good quality of learning through her support of colleagues in planning and teaching the very new Agreed Syllabus. She has addressed the issue of lack of visitors from other faiths noted at the previous inspection by including visits to other religious places. Teachers' have no formal methods of assessing what the pupils know, and the progress they have made. However, they evaluate each lesson carefully, so that the next lesson is suitably challenging.