

# INSPECTION REPORT

## **BERKELEY PRIMARY SCHOOL**

Berkeley

LEA area: Gloucestershire

Unique reference number: 115503

Acting Headteacher: Mr P Searle

Reporting inspector: Elisabeth de Lancey  
22272

Dates of inspection: 9<sup>th</sup> and 10<sup>th</sup> October 2000

Inspection number: 224720

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Marybrook Street Berkeley Gloucestershire
Postcode:	GL13 9AZ
Telephone number:	01453 810254
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr K Palmer
Date of previous inspection:	11 <sup>th</sup> November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Berkeley Primary Community School is the only primary school in the small rural town of Berkeley which is situated near the southern border of Gloucestershire. It is located in an area where unemployment is below the national average. The majority of pupils live in Berkeley, but some come from small villages and hamlets in the surrounding countryside. It is about the same size as other primary schools with a current roll of 213 pupils of whom 89 are girls and 124 are boys; the pupil roll is similar to that at the time of the last inspection. Children are admitted to the reception class in the autumn term following their fourth birthday. At the time of the inspection most of the children in the reception class were under five. Almost all the children benefit from some form of pre-school education. The children's attainment on entry represents a spread of ability, but is average overall. There are no pupils who speak English as an additional language. Almost all of the pupils are of white ethnic heritage. The number of children known to be eligible for free school meals is below the national average. Of the 31 pupils on the school's register of special educational needs, two have a statement of special educational needs.

The headteacher resigned at the end of the summer term. The deputy head teacher has been appointed acting headteacher for the Autumn Term. A new headteacher takes up his post next January.

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

This very effective school provides very good education for all its pupils. A high proportion of very good teaching enables pupils to make very good progress and attain high standards by the time they leave the school. Pupils with special educational needs receive well-structured support which enables them to make good progress and achieve well. The school is very well led and managed by the key staff and governing body. There is a strong commitment to maintaining successful practice and raising standards further. The school provides very good value for money.

#### **What the school does well**

- Pupils make very good progress and attain high standards in English, mathematics and science by the time they leave the school.
- A high proportion of teaching is good or very good.
- Very good leadership and management give the school a clear sense of educational direction and ensure commitment to educational improvement.
- A rich curriculum is enhanced by a wide variety of extra-curricular activities, educational visits and visitors to school.

#### **What could be improved**

- Pupils' writing skills should be developed, and reinforced and enhanced through other curriculum subjects.

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

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

The school was last inspected in November 1996. Since then its very good improvement has included consolidating its strengths and developing in other areas, including the few identified as weaknesses. Pupils continue to make very good progress and academic standards have been raised significantly at Key Stage 2. Teaching remains good, with a high proportion of very good teaching. The key issues identified in the last report have been addressed very well. The former headteacher's workload was reviewed to give him more time to lead programmes of monitoring and review. There are schemes of work for all subjects. The role of curriculum co-ordinators has been extended through the establishment of a policy for the monitoring of pupils' standards and the quality of teaching. A special educational needs co-ordinator has been appointed to provide leadership in this area. In addition, accommodation has improved, classrooms have been refurbished and a computer suite installed. Through a carefully planned programme of staff development there has been an increase in teachers' subject knowledge, in particular in ICT, which helps pupils to develop and use their ICT skills. Further improvement is needed in the development of pupils' writing.

## STANDARDS

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

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

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

In the 1999 national tests for 11 year olds, pupils' results in English, mathematics and science were well above national averages. When compared to similar schools, the results for mathematics and science were well above average, and in English they were above average. These high standards have been maintained for several years and the trend over the last four years has been one of good improvement in English, mathematics and science and at a higher rate than that seen nationally. Standards have been maintained this year but comparative data is not yet available. The school has set appropriately challenging targets for the future.

Trends over time indicate that the performance of pupils at the end of Key Stage 1 in reading and writing exceeds the national average and is close to the national average in mathematics. Results dipped in the 1999 tests, particularly in reading and mathematics and were well below those found nationally and in similar schools. Results for 2000 are much better though it is not possible yet to see how they compare with similar schools.

At both key stages standards of work seen are above the national average in reading and mathematics and pupils are doing at least as well as can be expected. There is scope for further improvement in writing and in the use of writing in other subjects of the curriculum.

There are no significant differences in the performance of boys and girls.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are eager to learn.
Behaviour, in and out of classrooms	Satisfactory. Occasional, inappropriate behaviour is handled well by teachers. There is some over-boisterous play in the playground but there was no evidence of bullying. There have been no exclusions in the last year.
Personal development and relationships	Good. Pupils show initiative and take responsibility for their own learning. Relationships are good throughout the school.
Attendance	Good. It is above the national average

Pupils' positive attitudes to learning, their good personal development and very good relationships with staff make a strong contribution to their achievements.

## TEACHING AND LEARNING

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

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

Teaching was excellent in 12 per cent of lessons seen, very good in 29 per cent, good in a further 41 per cent and satisfactory in the remaining 18 per cent. The quality of teaching was very good in English, and good in mathematics at Key Stage 2. Insufficient teaching was seen to judge the quality of teaching in English or mathematics at Key Stage 1.

At both key stages, teachers plan their lessons carefully. They are clear about what pupils are to learn. They have high expectations of the pupils and conduct lessons at a brisk pace consistently requiring pupils to do their best whatever their ability. Pupils with special educational needs receive good support. Numeracy and literacy skills are well taught but there is scope for improving writing in other subjects. Information and communication skills are also well taught and they are used effectively to support learning across the curriculum.

The school meets successfully the needs of all its pupils. Pupils are enthusiastic, keen to succeed and they achieve well. They are eager to acquire new skills, explore their ideas and display their independence. Pupils take great pride in their work and this is reflected in the good quality of work displayed around the school. Homework is used well to reinforce pupils' learning in class.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	All pupils follow a rich curriculum which is broad, balanced, relevant and meets statutory requirements. It is a strength of the school.
Provision for pupils with special educational needs	Good, especially the high quality additional guidance they receive from their teachers and support staff which results in them making good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good; pupils are encouraged to understand right from wrong, to take responsibility for their own actions and understand the viewpoints and experiences of others including those from other cultures. There are very good opportunities for pupils to develop their personal and social skills which have a positive impact on their development, attainment and achievements.
How well the school cares for its pupils	This is a caring school where pupils' well being is central. All the staff take good care of the pupils and support them well in helping them to reach the appropriate targets set for them.

The school enjoys the support of the overwhelming majority of parents and carers and maintains good relationships with them. The school and parents and carers work effectively in partnership to promote pupils' learning.

The curriculum is enriched by the good quality provision for educational visits, instrumental tuition, competitive sports and through visitors to the school. There is a good health and safety policy which includes a risk assessment programme, but formal procedures for recording the action taken have not been established.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led and managed by the key staff and governors. Staff and governors work successfully together as a productive team and there is a shared commitment to ensuring high standards. A well-planned programme for the monitoring of teaching by the curriculum co-ordinators has been established.
How well the governors fulfil their responsibilities	The governors are very effective in helping to manage the school's continuing success. They fulfil their statutory duties responsibly. Individual governors support the school well through their regular involvement in its daily activities.
The school's evaluation of its performance	Very good procedures for evaluating pupils' personal development and academic performance. Good use of the information to identify areas that need further work and well targeted action to bring about improvement. This has a positive impact on the standards pupils achieve.
The strategic use of resources	The school makes effective and efficient use of its resources.

The senior management team plays a very effective role in leading the work of other staff. The school makes good use of the principles of best value.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Their children make good progress.</li> <li>• The teaching is good.</li> <li>• They feel comfortable approaching the school with their concerns.</li> <li>• The school expects their children to work hard.</li> <li>• The school is well led and managed.</li> <li>• The school is helping their children become mature and responsible.</li> <li>• The regular newsletters that they receive</li> <li>• The regular residential trips for pupils in Years 5 and 6</li> </ul>	<ul style="list-style-type: none"> <li>• Information about how to help their children at home.</li> </ul>

Most parents are very positive about the school. Inspectors feel that staff provide sufficient evidence about how parents can help their children at home, formally at parents' meetings, informally at the beginning and end of the school day and by arranging additional meetings if parents request them.

## **PART B: COMMENTARY**

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

**Pupils make very good progress and attain high standards in English, mathematics and science by the time they leave the school.**

1. Pupils' attainment on entry to the reception class fluctuates from year to year. It is broadly average. Pupils make very good progress during their time in school and attain results in the national tests at the end of Key Stage 2 which are well above average in English, mathematics and science. In 1999, the proportion of pupils gaining level 5, which is above that expected of pupils aged 11 was well above the national average. When compared to similar schools, the results in mathematics and science were well above average, and in English they were above average. It is a strength of the school that these high standards have been maintained over several years and the improvement over the last four years in English, mathematics and science is at a higher rate than that seen nationally. These high standards have been maintained this year but comparative data is not yet available. Similarly high standards were evident in the work seen during the inspection. This reflects the high quality of much of the teaching observed. Appropriately challenging targets have been set for the future.
2. The school's results in the 1999 national tests at the end of Key Stage 1 were average in writing, and well below average in reading and mathematics. When compared to similar schools, the results were also well below average in writing and mathematics and in the lowest five per cent for reading. These results were much lower than those in 1998, when they were well above the national average in reading and writing and average in mathematics. There is a high proportion of boys in the 1999 cohort, many of whom have special educational needs. This may account for these below average results. Trends over the last four years indicate that the performance of pupils in reading and writing exceed the average and is close to the average in mathematics. There has been a significant improvement in results this year with a high proportion of pupils reaching the national standard, though comparative data is not available.
3. The school has taken action to improve the standards that the pupils attained in 1999. Staff make good use of the Additional Literacy Support materials to help the pupils who have fallen behind in reading and writing. An additional support worker, who has been trained to use these structured teaching materials, has been appointed to help raise standards for these pupils.
4. Throughout the school, pupils attain high standards in speaking and listening. Activities to promote these skills are an integral feature in a range of subjects. By the age of seven most pupils talk and listen confidently in a range of different contexts and respond to what they have heard by asking and answering questions that clarify their understanding. As they move through the school, they listen with growing attention and concentration. They sustain more prolonged conversations, make mature contributions to class discussions and learn to adapt their increasing vocabulary in response to different situations. Pupils share ideas, offer advice to one another and present their work well at the end of lessons. The teachers encourage pupils to use appropriate, specialist vocabulary and this has a positive effect on pupils' ability to express themselves accurately and to use language effectively to explain, enquire and compare.

5. Pupils' reading skills are very strong. Enthusiasm for reading is evident in pupils of all ages. At Key Stage 2, pupils read a good range of popular and classic fiction, by Arthur Ransom, Edith Nesbitt, Anna Sewell, Louisa Alcott, Dick King-Smith, Jacqueline Wilson and Roald Dahl. They talk about their favourite authors and why they like or dislike particular books. One pupil gave a clear account of why she liked the Harry Potter books and offered persuasive reasons why the forthcoming filming should take place in Gloucester Cathedral.
6. The pupils' appreciation and understanding of literature and poetry are enhanced in whole-class and group reading sessions. Pupils talk enthusiastically about the books they read and the stories that are read to them. Many parents give valuable support by reading regularly with their children and this has a positive impact upon standards.
7. Pupils' research skills are developing well at Key Stage 2 and they make good use of dictionaries and thesauruses. They understand the purpose of the contents, index and glossary. Pupils in Years 5 and 6 are confident using the Dewey decimal system.
8. Pupils' mathematical understanding is effectively developed through a well-structured, integrated approach with good opportunities for them to work in groups and to undertake investigations. In Year 2 they readily explain number relations and patterns and use basic number facts appropriately. In Year 6 they are confident and competent at handling numbers and perform quickly and accurately in the mental mathematics' sessions.
9. Pupils have a very good scientific knowledge and understanding across the science curriculum. The school's emphasis on investigative work in science helps pupils use their scientific knowledge effectively while developing good experimental skills.
10. Skilful teaching and support ensure that pupils with special educational needs make good progress towards the appropriate targets set for them.

**A high proportion of teaching is good or very good.**

11. The good quality of teaching identified at the last inspection has improved further. During the current inspection, teaching was judged excellent in 12 per cent of lessons, very good in 29 per cent, good in 41 per cent and satisfactory in the remaining 18 per cent. No unsatisfactory teaching was seen. This high quality teaching makes a significant contribution to the extent to which pupils acquire new knowledge, develop understanding, learn new skills and attain high standards. The quality of teaching in English in Key Stage 2 is very good and the quality of teaching in mathematics is good. Insufficient teaching was seen to judge the overall quality of teaching in English or mathematics in Key Stage 1.
12. Teachers have high expectations of their pupils and conduct their lessons at a brisk pace. They consistently require pupils to do their best, whatever their ability. Teachers ensure that pupils are aware of this by the challenging work they set, the probing questions they pose and the valuable, oral and written feedback they give to help pupils with their work. Consequently, pupils have a clear understanding of their own work, how well they are doing and what they must do to improve. Teachers relate well to their pupils, use praise sensitively and openly value pupils' contributions. As a result, pupils are highly motivated and confident tackling new tasks. Teachers' very good planning reflects this commitment to continuing to raise standards. They design their lessons well so that the work is carefully matched to the full range of pupils' abilities, and there is an appropriate balance between direct teaching and opportunities for pupils to work independently. The teachers' effective use of homework also supports pupils' independent study because its value and

contribution to pupils' learning is promoted actively by the school.

13. An additional example, of better teaching, has been the significant improvement in the provision for pupils with special educational needs since the last inspection. For example, in one lesson the specialist teacher's readiness to engage such a pupil throughout the session, reflect back her contributions and develop her thinking and the accuracy of her use of language ensured she made very good progress. Teachers and support staff offer pupils with special educational needs good individual assistance and they have access to all areas of the curriculum. The hallmark of the high quality of this support follows from the outstanding teamwork of all the staff. They work closely together to secure a consistent approach in their teaching and an effective exchange of information. As a result, pupils with special educational needs achieve well and make good progress towards the targets set for them in their individual plans.
  
14. To engage pupils' interests during literacy lessons, teachers select lively reading materials to develop pupils' skills. In Year 2, for example, the teacher uses the story 'Timothy Toad' well to help the pupils respond to rhymes. As they practise they display their increasing facility to anticipate appropriate pairings. Year 3 pupils investigate letter sounds in the poem 'Andrew Groom'. They demonstrate confidently their use of these sounds in reading new words. In mathematics lessons, teachers make good use of opening sessions to draw on pupils' knowledge, recall previous work and introduce pupils to each lesson's main activities. For example, in Year 4, the teacher insists pupils count forwards and backwards with greater clarity and care. Consequently, pupils reinforce their learning as they improve the accuracy of their responses and display greater precision in the sequences they identify. Teachers make good use of their questioning techniques to gauge pupils' understanding. Year 5 pupils demonstrate a good grasp of number values and accuracy in the recall of number facts to help them multiply two and three-digit numbers as the teacher probes the methods they have used. In science, teachers insist on careful observations and precision in practical activities. Year 6 pupils' clear understanding of a fair test enables them to devise an appropriate experiment to investigate the bounce of a power ball, and record their measurements systematically. Challenged effectively by their teacher, pupils use their findings to draw realistic conclusions and identify how their methods could be improved. Teachers' high expectations promote pupils' independence. In Information and communication technology, the teacher's careful response to Year 5 pupils' questions requires them to call on their established knowledge to think through and resolve their own difficulties satisfactorily. In history, teachers make good use of artefacts to help pupils understand about earlier times. Year 1 pupils compare household objects enthusiastically, and recognise that 'a dolly and washboard' were used in the past for washing clothes.

**Very good leadership and management give the school a clear sense of educational direction and ensure commitment to educational improvement.**

15. The decisive leadership and management of key staff and the governors have made a significant contribution to the pupils' attainment and maintenance of high standards. Their mutual respect generates and sustains an outstanding team spirit which underpins the school's success. They are justly proud of what they have achieved. All members of staff and governors are conscientious in their efforts to retain and advance the school's established reputation amongst parents and the wider community.
16. The mutual trust and confidence that they have for each other are strongly demonstrated in the school's well-structured procedures for the monitoring and evaluation of standards and teaching, and the setting of targets. Roles and responsibilities for both staff and governors are clearly defined in the policy statement. Subject co-ordinators' careful monitoring of teaching, their detailed evaluation of the standards of pupils' work and well-judged identification of priorities are regularly undertaken. The detailed, written reports that emerge from these processes are formally presented to staff meetings and governors' meetings to support their deliberations and account for the school's practices. In their turn, the outcomes of these meetings are used effectively by staff and governors to inform their comprehensive, annual and long-term planning. Consequently, policies are manageable and relevant, and result from a carefully constructed consultation process. This process extends to both parents and pupils and underlines the school's commitment to both bodies and the importance it attaches to its accountability. For example, parents, staff and governors were invited to complete questionnaires relating to standards, attitudes and relationships in the school. Feedback and analysis were provided for staff, governors and parents through the headteacher's report to governors and the regular newsletters to parents. Its gaining of the Charter Mark is indicative of the school's success in meeting both its own aims and its statutory obligations in these areas.
17. Governors make a very significant contribution to the effectiveness of the school. The governing body is very well organised and brings a broad range of personal and professional expertise to the leadership and management of the school. Governors have a very good understanding of what the school does well and where it can improve further, and a clear awareness of local and national initiatives that impinge on their responsibilities. Their active committees, to which appropriate duties have been delegated, usefully cover all aspects of school life and provide the agreed system by which they carry out their obligations so well. Each governor's close association with an aspect of the curriculum and the positive working relationships they each maintain with the respective subject co-ordinators enhance this success. This is illustrated by their formal involvement in the regular subject reviews and their accompanying of the subject co-ordinators in their presentation of their curriculum reports to the appropriate governors' committee and the full governing body. Governors are appreciative of the advice and guidance they receive from key personnel and they have every confidence in the staff's day-to-day management of the school. Governors' financial management is guided by the principles of best value and it is very successful in enabling the school to reach its declared goals efficiently.

**A rich curriculum is enhanced by a wide variety of extra-curricular activities, educational visits and visitors to school.**

18. The school provides a rich curriculum which is broad, balanced and relevant and successfully promotes the intellectual, physical, moral, social and personal development of all its pupils, including those with special educational needs. It complies with statutory requirements and meets the school aims. The staff have worked hard to implement the guidance in the National Literacy and Numeracy Frameworks and they have developed effective strategies for teaching the key skills of literacy and numeracy, though a greater emphasis needs to be placed on developing pupils' writing skills. Literacy and numeracy skills are strengthened when there are opportunities for pupils to use them in other subjects. There is a good, structured programme to develop pupils' information and communication technology skills to support their learning in other subjects. The school is successfully maintaining access to all areas of the curriculum and in response to requests from parents provides the teaching of a modern foreign language for pupils in Year 6.
19. Curricular planning is very good. Planning for children in the Foundation Stage is good; it integrates successfully with the early stages of the National Curriculum and takes account of those children who are ready to make further progress in their work. All policies, many recently updated, are in place and reflect the school's aims. They are supported by well-constructed schemes of work, based on national guidelines and have relevant objectives which reflect the requirements of the National Curriculum. The staff use the detailed objectives in the frameworks for teaching literacy and numeracy and plan the pupils' work appropriately. The school's schemes of work provide a very clear framework for planning. They are well adjusted to suit the school's needs and give good guidance for teachers' short and medium-term planning. They identify the progression of skills and understanding to be developed in each subject as pupils move through the school. Pupils are very well prepared for the next stage in their education.
20. The provision for pupils with special educational needs is good. There are very good procedures for identifying such pupils at an early stage in their education. Individual educational plans are written for all pupils on each appropriate stage of the special needs register and contain relevant short-term targets linked to suitable strategies. Very good teamwork between teachers and learning support workers secures the progress of these pupils. Provision fully meets the requirements of the code of practice and statutory reporting requirements.
21. The school is fully committed to equal opportunities and has regard to all statutory requirements. The staff ensure that all pupils have equal access to all aspects of the curriculum. They plan their work to provide for the needs of all pupils, including those with special educational needs and those who are gifted and talented. They are concerned to develop pupils' abilities whether academic, artistic or sporting. Girls and boys are encouraged to take part in all activities. Pupils with special educational needs enjoy equal access to the full curriculum and the total range of the school's activities; this is enhanced by the high quality of the support from learning support workers.

22. The curriculum is enriched by educational visits and visitors to the school. Talks from regular speakers include dental health, firework safety, Berkeley Hospital and the lifeboat association; these experiences enhance pupils' learning. Pupils have visited Oldbury fire station, Gloucester Cathedral, St Mary's Church, Hucclecote planetarium, Berkeley Castle, HMS Berkeley and Westonbirt arboretum. Education in the arts is well provided for, through visiting theatre, dance and music groups. Pupils in Years 5 and 6 benefit from residential visits to London and Pembrokeshire which extend the curriculum and promote pupils' access to more adventurous activities.
23. There is a very good extra-curricular programme, which includes art, first aid, nature, sporting, musical, dance and drama activities. Pupils have worthwhile opportunities to develop their special interests and talents: in sport, through clubs and competitive team games and in music, through instrumental tuition in violins, guitars and recorders. The school provides a significant number of opportunities for pupils to perform with others and pupils develop a good sense of audience and occasion. The school is proud of its productions in which all pupils take part. Parents report they are of a high standard. Recent productions have included 'The Tinder Box' and 'Storytime'. Pupils have participated in local community events; for example, they sang carols at Berkeley hospital and a local residents' home. The school choir sang at Gloucester Cathedral. This provision makes a very positive contribution to pupils' personal and social development.

## **WHAT COULD BE IMPROVED**

### **Pupils' writing skills should be developed, and reinforced and enhanced through other curriculum subjects.**

24. At the end of Key Stage 2, results in both the 1999 and 2000 tests show that the proportion of pupils who did not reach the national average was higher in writing than in reading and mathematics. In 1999, almost a quarter of the pupils did not reach level 4 and in 2000, it was almost one-third. Whilst the proportion of pupils who attained level 5, in writing in 1999 was similar to the proportion who attained this level in reading and mathematics; in 2000, fewer pupils, only one quarter, reached level 5 in writing, whilst, over half the pupils reached level 5 in reading.
25. Although standards in English at Key Stage 2 are above the national average, inspection findings confirm that standards in writing are not as high as standards in reading and they could be higher.
26. At Key Stage 1, results in the 1999 and 2000 tests show that the proportion of pupils who reached the national average in writing was higher than in reading. However, in both years a higher proportion of pupils reached the higher level, level 3, in reading than writing.
27. Whilst standards in writing are better than reading at the expected level, fewer seven-year olds achieve the higher levels in writing. Reading is stronger than writing at the higher level. Inspection findings reflect the test results.

28. The staff and governors are committed to raising standards in writing. It is a priority in the school development plan. They have drawn up a comprehensive plan for the monitoring of standards. The subject co-ordinator has examined the English test papers carefully and has analysed strengths and weaknesses in pupils' performance to inform future teaching. There is a planned programme for staff development which includes the sharing of good practice. The school has successfully bid for funding to support its writing project. Recent decisions by the school include focusing on one particular genre, such as biography, instructions and narrative for a longer period of time, allowing pupils to master the features of each text type before moving on to the next. Inspection findings suggest that this strategy is helping to improve the quality of pupils' writing. In one excellent lesson, the teacher helped the pupils to recognise the features of an established narrative text before using them as a model in their own writing. Their writing, on the theme of mystery showed that they were using adjectives and adverbs imaginatively for description and some used language very effectively to create suspense.
29. This example illustrates features of good practice which exist in the school and which are making a positive contribution to improving pupils' writing. However, whilst there are examples of the pupils writing for a range of purposes, there are too few examples of sustained writing which have been planned, redrafted and edited.
30. Although there were examples of pupils using their writing skills in other subjects such as science, geography, history and religious education, there was little evidence that the characteristics of the types of writing commonly used in these subjects were being systematically taught. Teachers are aware that they should provide more opportunities for pupils to develop their writing skills in other subjects and are currently involved in a project to develop pupils' writing skills in science.

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

31. In order to ensure that standards in writing are improved, as identified in the school development plan, the governors, headteacher and staff should:
- ensure that pupils are given more opportunities to develop their skills in extended writing;
  - ensure that writing skills are applied and developed in all subjects;
  - continue to improve teachers' subject knowledge through professional development and the sharing of existing good practice
  - develop the benchmarks that staff and governors are considering for each year group and involve pupils in setting and in evaluating their own targets.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	9

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
12	29	41	18	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	213
Number of full-time pupils eligible for free school meals	N/a	19

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	2
Number of pupils on the school's special educational needs register	N/a	31

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	17
Pupils who left the school other than at the usual time of leaving	19

### Attendance

Authorised absence	%
School data	4.3
National comparative data	5.4

Unauthorised absence	%
School data	0.1
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	23	8

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	18	18
	Girls	5	7	6
	Total	22	25	24
Percentage of pupils at NC level 2 or above	School	71 (97)	81 (97)	77 (89)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	20	20
	Girls	6	8	8
	Total	24	28	28
Percentage of pupils at NC level 2 or above	School	77 (80)	90 (83)	90 (80)
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		1999	13	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	13
	Girls	14	14	15
	Total	25	25	26
Percentage of pupils at NC level 4 or above	School	83 (93)	83 (75)	93 (89)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	12
	Girls	14	14	14
	Total	25	25	28
Percentage of pupils at NC level 4 or above	School	83 (79)	83 (86)	87 (89)
	National	70 (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	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	213
Any other minority ethnic group	

*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)	7.8
Number of pupils per qualified teacher	26
Average class size	29

#### **Education support staff: YR – Y6**

Total number of education support staff	5
Total aggregate hours worked per week	101.5

### ***Financial information***

Financial year	1999/2000
	£
Total income	383650
Total expenditure	377420
Expenditure per pupil	1772
Balance brought forward from previous year	18409
Balance carried forward to next year	24639

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

### **Questionnaire return rate**

Number of questionnaires sent out	205
Number of questionnaires returned	45

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	24	2	0	0
My child is making good progress in school.	47	44	7	0	2
Behaviour in the school is good.	44	42	11	2	0
My child gets the right amount of work to do at home.	40	47	11	0	2
The teaching is good.	64	31	0	0	4
I am kept well informed about how my child is getting on.	49	40	11	0	0
I would feel comfortable about approaching the school with questions or a problem.	64	24	7	2	2
The school expects my child to work hard and achieve his or her best.	64	29	4	0	2
The school works closely with parents.	51	38	7	2	2
The school is well led and managed.	64	27	2	2	4
The school is helping my child become mature and responsible.	58	36	2	0	4
The school provides an interesting range of activities outside lessons.	51	40	4	0	4