

INSPECTION REPORT

SWINDON VILLAGE PRIMARY SCHOOL

Cheltenham

LEA area: Gloucestershire

Unique reference number: 115744

Headteacher: Mr. C. Williams

Reporting inspector: Geoff Jones
11816

Dates of inspection: 25th – 28th September 2000

Inspection number: 225139

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Church Road Swindon Village Cheltenham Gloucestershire
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Susan Hillier-Richardson
Date of previous inspection:	27 th June 1996

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Tony Anderson 11437	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
Eva Wilson 20653	Team inspector	Under fives History	How well the school cares for its pupils
Ann Shaw 18524	Team inspector	Geography Design and technology Music Equal opportunities	
Peter Dexter 14976	Team inspector	Mathematics Physical education Special educational needs	How good are the curricular and other opportunities offered to pupils?
David Marshall 27681	Team inspector	English Information and communication technology	How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Swindon Village Primary School is above average in size and has 394 pupils on roll aged between 4 and 11 years. It is situated on the outskirts of Cheltenham and serves an area which consists mainly of private estates of low cost housing. Between September 1994 and August 1999 the school was Grant Maintained status. It now has foundation status but the governing body controls admissions, employs its own staff and owns the premises and grounds. There are fourteen classes with two classes per year group. There are 27 per cent of the pupils on the register of special educational needs of whom nine have statements of special educational need. This proportion is above the national average. There are eight pupils with English as an additional language but none of these are at an early stage of English acquisition. The ethnic backgrounds of pupils include Indian, Chinese as well as white pupils. Eight pupils are eligible for free school meals but this is well below the national average. Since the previous inspection the accommodation has been enhanced by the inclusion of a special educational needs room, a music teaching area, an additional teaching area for Year 2 and an information and communication technology suite. The overall attainment of children on entry into the Reception classes shows that children are of average ability.

HOW GOOD THE SCHOOL IS

The school is very effective. Standards in speaking, listening, reading and writing at the end of Key Stage 1 are above average. Pupils' English standards are well above average at the end of Key Stage 2. Levels of attainment in mathematics and science throughout the school are above average. The quality of teaching is good overall. There are a considerable number of examples of very good or even better lessons whilst the proportion of unsatisfactory lessons is very low indeed. Higher attaining pupils are extended appropriately and the percentage of pupils judged to be at least two years in advance of what is expected nationally in the annual national tests is usually above or well above average for their age. The leadership and management provided by the head teacher, deputy head teacher and other key members of staff are very good and gives a continual drive to improving the work and standards of the school, especially in the main subjects of English, mathematics, science and information and communications technology. Levels of attainment in religious education meet the expectations of the locally agreed syllabus at the end of both key stages and are close to what is expected nationally at the end of Key Stage 1 in information and communication technology. They are above national expectations in information and communications technology at the end of Key Stage 2 and in all other subjects throughout the school. The exception is history at the end of Key Stage 1 where levels of attainment are close to national expectations. The school gives very good value for money.

What the school does well

- The leadership and management provided by the head teacher and key staff are very good;
- Strategies for teaching literacy and numeracy skills are highly effective;
- The quality and range of learning opportunities are very high;
- It has very good provision for pupils who are under five;
- The provision for pupils with special educational needs is of high quality;
- Pupils have very positive attitudes towards school;
- Procedures for assessing pupils' attainment and progress are highly effective;
- The range of extra-curricular activities provided for the pupils is outstanding;
- Its aims and values are reflected very well in its work;
- The relationships it has with its partner institutions are very constructive s;
- The staff have a shared commitment and a capacity to succeed;
- Provision for the pupils' personal, social and health education is very good.

What could be improved

- Consistency of the teachers' marking;
- Attention to time slippage during the school day;
- Updating of the scheme of work in art and consistent use of sketch books;
- Monitoring of pupils' short-term attendance;
- Displays of mathematics around the school as a further medium for improving standards;
- Assessment of pupils' knowledge and understanding in religious education needs improvement.

None of the above suggested improvements are sufficiently important to be key issues for the governors and staff to address but are factors which the school may or may not decide to incorporate into an action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1996. Since that time standards have risen from being satisfactory to good in speaking, listening, reading, writing, mathematics and science at the end of Key Stage 1. Standards have also improved at the end of Key Stage 2 and are now very good in speaking, listening and reading and good in mathematics and science. The inclusion of success criteria, linking the initiatives to the school budget and regular monitoring of its progress by the governors has enhanced the quality of the school improvement plan. Performances of higher attaining and special needs pupils have been a successful focus for the school. Their progress has improved to the extent that many pupils with special educational needs are now meeting what is expected nationally in mathematics, English and science and the percentage of pupils achieving higher levels is now well above the national average. The quality of teaching is good and has been improved through a system of monitoring and appropriate advice on areas in need of development. This has reduced the proportion of unsatisfactory lessons to a very low percentage. The provision for children in their early years has improved overall. Pupils' learning is now regularly evaluated through reviews of targets set for their improvement. Pupils' information and communication technology standards have risen considerably, particularly in Key Stage 2. Assessment procedures have improved and are now linked with planning work so that pupils' needs are more closely met in the classroom.

STANDARDS

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

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

Key	
Very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The above 1999 grades are not the school's latest results and represent an untypical picture of the standards; a high percentage of pupils with special educational needs affected these results negatively. Comparative results for 2000 are not yet available. However, almost every Year 6 pupil achieved national expectations in English, mathematics and science. Two thirds of these achieved a level at least two years ahead of what is expected for their age in English, nearly half in science and one third in mathematics. Children make good progress in their learning in the foundation stage. Standards have also risen at the end of Key Stage 1 but not to the same extent as in Key Stage 2. With the exception of 1999 the school's national test results have been improving since 1996. The school has been particularly successful in meeting the local education authority's targets in English and mathematics. At present standards are high.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have a very good attitude to school and their work.
Behaviour, in and out of classrooms	Behaviour is good in the classrooms, during collective acts of worship and in the school playground. There are very few instances of bullying.
Personal development and relationships	Pupils develop well in a personal sense. They accept responsibility readily and develop independence. Relationships are good between teachers and pupils and between the pupils themselves.
Attendance	Attendance is above the national average and there is no unauthorised absence.

Pupils enjoy coming to school. The personal, social and emotional development of children who are under five is very good and is well above the level expected for children of this age. Pupil's relationships with each other and with adults are excellent. Pupils work well together. They usually arrive at school punctually and lessons start on time after breaks. Pupils' very good attendance and punctuality have a positive impact on their attainment and progress and ensure that maximum time is given to the curriculum.

TEACHING AND LEARNING

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

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

The quality of teaching in English and mathematics is good. Pupils' skills in literacy and numeracy are taught effectively resulting in high standards in reading, writing and number work. The overall quality of teaching in the school is good. There are a number of strengths in the teaching. Lessons are planned very carefully so that the differing needs of the pupils are met. Teachers get on well with the pupils and the pupils' behaviour is managed well. High expectations of what the pupils can achieve are very evident in most lessons. Where there are weaknesses, these are because teachers do not ensure that all pupils listen when they are teaching the whole class. Satisfactory or better lessons accounted for 99 per cent of the teaching and 30 per cent of the lessons were very good or better during the inspection. Pupils work very hard and are enthusiastic about their learning. The majority listen very carefully and sustain their concentration for long periods of time. Other than a small number of pupils not being fully attentive, there are no weaknesses in pupils' learning. The school meets the needs of all pupils very well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities are very good. The school has maintained its commitment to the full National Curriculum in spite of the pressures of the literacy and numeracy requirements.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is very good. Pupils are very well supported and their progress is tracked very regularly. The targets on their individual education plans are relevant to their needs and they make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal, social and health education is very good. Provision for the pupils' spiritual, moral and cultural development is good and that for social development is very good.
How well the school cares for its pupils	Procedures for child protection and ensuring pupils' welfare are good. Monitoring of attendance is satisfactory. Procedures for assessing pupils' attainment and progress are very good.

The school works well in partnership with parents. The quality of information provided for parents about their children's progress is good and gives details of strengths and weaknesses. Parents are sent a weekly newsletter and are provided with details of the curriculum so they can help children at home if they wish. Parents are very involved in fund-raising and extra-curricular activities for pupils and this provides very good support to the school in its work. The curriculum provided by the school is very interesting for pupils. All subjects have a policy and a scheme of work which underpin pupils' progress. All areas of the curriculum meet statutory requirements. The school is a caring school. This is evident in the way it looks after pupils' welfare and in the way it assesses pupils' work thoroughly so that it can meet their needs in the classrooms. The range of extra-curricular activities provided by the school is outstanding.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The head teacher provides very good leadership and gives a clear direction for the work of the school. The deputy head teacher works closely with the head teacher and other members of the senior management team to develop the curriculum and improve pupils' standards.
How well the governors fulfil their responsibilities	The governors understand the strengths and weaknesses of the school and play an effective role in shaping its direction. They work hard and fulfil their statutory duties effectively.
The school's evaluation of its performance	Lessons are observed by the senior management team to monitor the quality of teaching. Subject co-ordinators monitor pupils' work and tests results are analysed to set targets. The school evaluates its performance well.
The strategic use of resources	Classroom and support assistants work hard, are very effective and work very closely with teachers. The office staff provide a very good service connected with the administration of the school. The budget is used wisely but the school is having difficulty in adjusting its expenditure now that it no longer has grant maintained status. The grant for special educational needs and the standards fund are used effectively to raise standards in the school.

Teaching staff are deployed well and cover the requirements of the National Curriculum very well. Resources for learning are plentiful and are used effectively to enable the pupils to make progress. The accommodation of the school is sufficient to deliver the National Curriculum. The school takes great care that the best value is obtained in all purchases and for site work.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Children make good progress in school. • Behaviour in school is good. • Teaching is good. • The school expects children to work hard and achieve his or her best. • The school is well led and managed. • The school helps children become mature and responsible. • There is an interesting range of activities outside lessons. 	<ul style="list-style-type: none"> • The amount of work children are asked to do at home. • Information about how their children are getting on at school. • The way the school works with parents.

The inspection team agrees with all of the positive views of parents. It disagrees with the main negative points arising from the analysis of the parents' questionnaire. The inspection team considers that arrangements for homework are reasonable and the school's homework policy is made clear to parents. Tasks are linked with the work covered in lessons and pupils' progress is enhanced as a result. Annual written reports provide useful information for parents on the strengths and weaknesses of their children's achievements. The school works closely with parents. Information about what is to be taught is provided for parents and curriculum evenings have been arranged so parents are aware of the methods used for teaching mathematics.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. When children are first admitted to the school initial assessments show that their attainment is close to the average level expected for their age. Children in the reception class make good progress in their learning as a result of very effective teaching. When they leave the reception classes almost all children are ready to move on to the National Curriculum. By this time they attain standards above those expected nationally by the end of the reception year in communication, language and literacy; knowledge and understanding of the world; mathematical, creative, personal, social and emotional development. They attain standards in line with those expected in physical development. The Reception class teachers and learning support assistants work closely together in planning and assessing pupils' achievements and this ensures the good progress that the children make.
2. The school's results in the annual national tests in 1999 at the end of Key Stage 1 show that the pupils' reading standards were well above the national average. Levels of attainment in the same series of tests showed that the school's results were close to the national average in writing and in mathematics. The percentages of pupils achieving higher levels than expected for their age group were well above average in reading, close to the national average in writing and above average in mathematics. Teacher assessments of the overall levels of attainment in science were below the national average but the percentage of pupils achieving higher levels was well above average. When these results are compared with similar schools, they were close to the average in reading, well below average in writing and well below average in mathematics. The school has a higher proportion of pupils with special educational needs than most other schools and this accounts largely for the results which are below average. As yet there are no statistical comparisons available to compare the school's results in the 2000 annual tests with national averages. However, these latest results show that the percentages of pupils achieving the nationally expected levels were improved last year with an extra ten per cent of pupils achieving the expected level in reading, six per cent more in writing and a thirteen per cent increase in mathematics. Over the past four years the school's results at the end of Key Stage 1 have been consistent in reading but show a gradual improvement in writing and mathematics.
3. The results in the 1999 national tests at the end of Key Stage 2 show that the proportion of the school's pupils achieving national expectations was above the national average in English, mathematics and science. The proportion of pupils achieving higher levels was well above average in English and mathematics and above the national average in science. In comparison with similar schools the results show that English is below average whilst mathematics and science are broadly in line with the average. These results show that the school is very successful in raising pupils' levels of attainment in the three main subjects. Compared with the pupils' overall levels when they are first admitted to the school they make good progress to reach their above average levels of attainment at the end of the key stage. The school's latest test results in 2000 show that almost every pupil at the end of the key stage achieved the expected national standards in English, mathematics and science. Furthermore, a third of the pupils achieved higher levels in English and mathematics and nearly 50 per cent achieved this in science. This is a clear indication that the school is extending and challenging higher attaining pupils because these children are working at a level in their knowledge and understanding that is two years above what is expected for their age. With the exception of the 1999 results the school has been steadily improving its standards over the past four years in the three main subjects. In comparison with schools that serve pupils of a similar background, the school's results are below average in English and close to the average for mathematics and science. An analysis of the 1999 results shows that overall girls have performed better than boys in each of these main areas of the

curriculum over the past four years. This is the reverse of the trend in mathematics at the end of Key Stage 1.

4. The findings of the inspection show that pupils' present standards at the end of Key Stage 1 in speaking, listening, reading and writing are above average. At the end of Key Stage 2 standards are above average for writing and are well above average in speaking, listening and reading. This is an improvement since the previous report when standards in English were judged to be average at the end of Key Stage 1 and average but not well above average at the end of Key Stage 2. At the end of Key Stage 1 pupils listen to pupils and to their teacher and speak confidently, even in front of an audience. The school places an appropriate emphasis on developing pupils' phonic skills and this has enabled nearly all to acquire basic reading skills. The majority of pupils have a good understanding of stories they have read and have good recall of the content. Higher attaining Key Stage 1 pupils read independently and lower attaining pupils make good progress in their reading skills through good support from classroom assistants. Pupils' writing is also good at the end of Key Stage 1. Pupils' skills at spelling and simple punctuation are good and this enables them to write accurately and meaningfully. At the end of Key Stage 2 pupils talk authoritatively and with understanding about themes and characters in stories. They read fluently and their skills at scanning pages for information are developed well through the use of the school library. Pupils' standards of writing are good but not as good as their reading skills. They write stories, letters, poems, book reviews and even develop note-taking skills. Their spelling is usually accurate and punctuation is good with correct use of full stops, capital letters, question marks and speech marks. Pupils' handwriting is neat, legible and they use a good cursive style.
5. Present standards at the end of Key Stage 1 are above average in mathematics and science. Pupils work confidently with numbers up to 100 and add and subtract competently with most having quick recall of number facts up to 20. They have a good understanding of science and, for example, recognise that forces result from objects being pushed or pulled. Their understanding is underpinned by a practical approach to learning science and their knowledge is built on first hand investigations such as sorting 'mini-beasts' according to their characteristics and discovering the properties of magnets. Standards in mathematics and science at the end of Key Stage 2 are above average. Pupils work quickly and accurately with numbers, handling decimals and fractions with assurance. They measure angles accurately and plot co-ordinates of, for example, shapes drawn within a circle. Pupils' knowledge and understanding of science at the end of Key Stage 2 is good. Again, their understanding is developed through direct experience and good quality teaching. For instance, they have investigated the insulating properties of a range of materials as well as learning about light and sound.
6. Pupils make good progress in their learning in both key stages. They are interested in their work and work hard, responding well to time targets set by their class teacher. Their ability to recall mathematical facts has improved markedly, for example, since the introduction of 'speed maths' in Key Stage 1. They acquire new skills, knowledge and understanding very effectively through the provision of a wide range of interesting activities and varied opportunities for investigating aspects of mathematics and science. Higher attaining pupils make good progress through work that is planned to challenge and extend their knowledge and understanding. Proof that this is occurring is in the high proportion of pupils attaining levels in the annual national tests that are above the levels expected for the particular age groups. Lower attaining pupils are also challenged effectively. Work is planned that meets their needs and they make good progress as a result. Comparing the above average percentage of pupils on the register of special educational needs with the school's test results it is very apparent that the progress made by pupils with special needs is very good. Special needs assistants support them very well and the targets on their individual educational plans are very suitable. Pupils' success at meeting these individual targets is checked frequently and new challenges are set to replace these whenever appropriate.

7. Levels of attainment in information and communication technology are average in Key Stage 1 and above average in Key Stage 2. Key Stage 1 pupils use a computer mouse competently to load and to draw using a number of functions connected with different art packages. They also use word processing programs to write simple stories and make labels for classroom displays. Key Stage 2 pupils access the Internet and store data in a word processing program or database. Pupils in both key stages meet the required levels of attainment in religious education in the Gloucestershire Agreed Syllabus. Key Stage 1 pupils have a sound knowledge of Christianity and develop a sense of increasing wonder at God's world. At the end of Key Stage 2, pupils have developed their understanding of Christianity further and have a satisfactory knowledge and understanding of Judaism and Islam.
8. Attainments in history are sound in Key Stage 1 and good in Key Stage 2. Levels of attainment are good in all other subjects in both key stages. The school has exceeded its targets for results in the annual national tests set by the local education authority

Pupils' attitudes, values and personal development

9. Pupils' behaviour, personal development and attendance are good and this is in line with the previous report.
10. The overall attitudes of pupils across the whole school were very good overall but there were a very small number of examples observed in the classroom where pupils displayed attitudes that were slightly less than the general high standards elsewhere. Where the teaching element of a lesson was good or better, pupils were also quick to respond and demonstrate very positive attitudes and interest to their work in the classroom.
11. Pupils' behaviour in lessons is mostly good and sometimes very good. During the inspection, there were many examples of positive responses to teachers from pupils in the classroom such as during a literacy lesson in which very good teaching was reflected by enthusiastic pupils who worked hard to develop a poem about a whale. Good behaviour was particularly evident during collective acts of worship, even though the hall was very tightly packed with children for 20 minutes. Pupils listened carefully to an interesting story presented by the head teacher with a moral theme.
12. The day to day relationships between pupils and teachers and pupils and pupils are good overall. There are times when it is very good, as observed in a personal, social and emotional development lesson in which groups of pupils were invited to 'brainstorm' their ideas to an elected captain on each table. Judging by the good level of partnership work, observed in a game linked to a numeracy lesson, pupils are also able to work collaboratively. The school provides a variety of opportunities for pupils to develop their social skills through speaking, listening and taking responsibility for undertaking tasks around the school such as delivering registers to the office, operating the overhead projector, setting out chairs for assembly and acting as monitors in the classroom. Pupils respond in a very positive manner to this provision which also includes a Year 6 prefect system.
13. The overall attendance at the school is good and is above the national average. The incidence of unauthorised absence is low and is below the national average. Although there is some evidence of occasional pupil lateness, the majority of pupils come to school and lessons on time. School registers are correctly marked at the beginning of the school day and at the start of the afternoon session. No pupils were excluded from school during the past year.
14. Pupils' attitudes, behaviour and attendance make a very positive contribution to their learning and personal development.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching is good overall throughout the school. There are a number of examples of very good lessons, mainly in the Reception classes and in Key Stage 2. Thirty per cent of the lessons were very good or better and 57 per cent were good. Only one per cent of the lessons observed during the inspection was unsatisfactory. This is a great improvement over the last inspection when ten per cent of the lessons were judged to be unsatisfactory.
16. Lessons for children who are under five are very well planned and organised. The teachers provide good role models and have high expectations of children's work and behaviour. Children are assessed carefully and the outcomes are used very effectively to plan the next step in each child's learning. Teachers and learning support assistants work very effectively as a team. Reception class teachers have a very good knowledge of how young children learn and children's confidence and independence are promoted strongly. Teachers make sure that classrooms provide an attractive and stimulating learning environment. Children are given a very good start to their schooling and have a firm foundation on which to build their National Curriculum work.
17. Literacy and numeracy lessons have been implemented according to prescribed guidelines and have enhanced pupils' learning. Of particular note is the good impact on progress made by regular mental mathematics sessions that improve pupils' quick recall of number facts. The quality of teaching in English is good and contributes strongly towards the pupils' good progress and positive attitudes. Mathematics lessons are also good and pupils' understanding and quick recall of factual information have developed strongly. The cross-curriculum planning in mathematics and science, whereby pupils consolidate their learning of graphs, charts and data handling, has also had a good impact on pupils' progress.
18. Examples of very good teaching in the school have a number of factors in common. Firstly, teachers get on with pupils extremely well. As a result, a high level of respect between both teachers and pupils is mutual. This leads to hard work, real attempts from pupils to produce their best efforts and the security in knowing that they can always ask for support with their learning without fear of losing self-esteem. For example, in the Reception classes, the teacher and nursery nurse create a warm and calm working atmosphere in the classroom. They are patient, kindly but expect much of the children. As a result, very good habits are fostered and children are confident, secure in the classroom and eager to do well. Secondly, the planning and research carried out initially ensures that lessons have a very clear focus, are well organised and the pace is brisk because the teacher knows exactly what the next step for the pupils will be. This is well exemplified in an excellent information and communication technology Year 5 lesson where the purpose was for pupils to find, highlight, copy and paste information from the Internet into a word processing package by minimising and maximising the screen. The teacher planned meticulously and much research had gone into choosing exactly the right web-site for the purpose of the lesson. The lesson proceeded at a good pace due to the excellent organisation, well prepared challenges and pupils followed their notes made in a previous lesson, which provided them with very good opportunities for revision. Very good progress in developing information and communication technology skills was made as a result of an outstanding lesson. Finally, teachers have very high expectations of what pupils can do. They ensure that the work planned, or the questions asked, lead pupils to be appropriately challenged for their particular levels of attainment. In a Year 4 literacy lesson, for example, the teacher had planned work at different levels of difficulty that was demanding yet suitable for different groups of pupils within the class. Not only did the activities extend pupils' thinking but the teacher made sure that searching questions about pupils' work provoked thought and even more careful choices of words.
19. When teaching was unsatisfactory it centred round not making sure that pupils were listening to the teacher's instructions and not paying sufficient attention to ensure that all pupils were engaged in the lesson. A well-planned information and communication technology lesson

was spoiled because the teacher was unaware that pupils were not paying attention when the activity was being explained. This resulted in some pupils not knowing what to do for most of the lesson and others disturbing neighbouring children for second-hand instructions. This had a detrimental effect on pupils' progress.

20. Although teachers' assessment of pupils' attainment and progress is good, the quality of their marking is inconsistent throughout the school. It is usually effective and provides useful advice for pupils to improve and make progress in their learning. On other occasions the marking is simply a matter of ticking the positive aspects of a pupil's work and putting a cross against wrong answers. When the latter occurs teachers lose valuable opportunities to enable pupils to gain understanding.
21. Teachers and classroom assistants support pupils with special educational needs very well. Their individual education plans have precise targets and meet the needs of the pupils very effectively. The special needs co-ordinator withdraws a number of pupils from classrooms and provides high quality teaching that enables them to make very good progress. Teachers extend the learning of higher attaining pupils very successfully resulting in a high proportion of pupils attaining levels at least two years ahead of what is expected nationally for their age group. This results from good quality teaching and a good knowledge of National Curriculum subjects, especially in English, mathematics and science.

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

22. The curriculum, which contains all subjects of the National Curriculum and religious education, is generally broad and balanced. There are occasional pressures on time when, for example, four physical education lessons are squeezed into an afternoon timetable, or a mathematics lesson is taught in two half sessions because of swimming. Work is organised for different levels of attainment in each subject so that all pupils have challenging work. The school has maintained its commitment to the full National Curriculum in spite of the pressures of the literacy and numeracy hours.
23. This commitment is reflected in its excellent approach to extra curricular activities. During each term, pupils from both key stages are offered an extensive range of activities which includes all sports, dance, gymnastics, information and communication technology, science, art, recorder groups, choir and guitar playing. In addition there are popular literacy and mathematics clubs that contribute very positively to pupils' progress. The provision for extra-curricular activities is a strength of the school.
24. The school's approach to literacy and numeracy, strongly linked to the provision for special educational needs and the higher attaining pupils, is very effective. There are very good analyses and assessment procedures in these subjects so that resources and teaching are targeted precisely to raising standards. Pupils with special educational needs have very good individual educational plans. The higher attaining pupils are identified accurately on a separate register, and have an added opportunity to attend a special extra curricular activity. Pupils of average ability have good extra support, funded by government initiatives, both for younger Key Stage 2 pupils, and for those at the end of the key stage. Overall, these strategies are very successful in raising standards. This is reflected in the sharp rise in the number of pupils achieving national expectations, or above, at the ends of both key stages. Provision for pupils with special educational needs is very good. There is very good caring and considerate support from both the special educational needs co-ordinator and the learning assistants.
25. The provision for pupils' spiritual, moral, social and cultural development is good overall. The school is a caring community, in which all pupils are valued and supported by the adults who work there.

26. The provision for spiritual education is good. Acts of collective worship take place every day for the whole school. The theme for the week is of a broadly Christian character and over time, includes good opportunities for prayers, for sharing values and for music and drama. In one assembly the colour slides from the school environment gave a good opportunity for pupils to reflect on the beauty of nature and its importance in life. School house teams are named after the hills which overlook the school, which is a simple but potentially effective way of reminding pupils of a more enduring aspect of nature. Good use is made of myths and legends in history or literacy, and studies of living things such as the painted lady butterflies in science, add further to pupils' spiritual experience. Religious education lessons cover successfully the beliefs, ideas and practices of major world religions and philosophies. They also provide opportunities for pupils to reflect on their own ideas of the nature of God and discuss with each other the good aspects of each other's personalities and characters. This enables each pupil's self esteem to grow and for him or her to begin to think really positively about themselves.
27. The provision for pupils' moral development is good. Pupils are encouraged and reminded to be truthful, to co-operate one with another, to respect others and to exercise self control. Times when pupils sit in a circle to discuss issues are used effectively to emphasise these aspects and other values. Teachers set a very good example for moral behaviour by treating all pupils with respect and consideration and demonstrating that they value all pupils equally.
28. The opportunities for pupils' social development are very good. Some of these opportunities are provided by the excellent extra curricular activities. Some are provided by the very good structures for pupils to act as 'responsible people'. For example, all pupils at the end of Key Stage 2 become prefects, prepare the hall for assembly, act as librarians or help Reception pupils during the year. They take part in sponsored events for charity or for the third world. Other opportunities are provided during the school day when pupils share ideas or apparatus readily, or play together harmoniously at break times.
29. The opportunities for cultural development provided by the school are good. This includes the development of their understanding both their own culture and the significant cultures within our society. The wide curriculum gives good access to art, music, language, technology and physical movement. In religious education, the major ethnic religions are taught and parents from these communities come to school to help. For example, pupils dress in Hindu costume, and eat Hindu cuisine, all arranged by parents.
30. There are well-organised visits to museums or places of interest, and theatre groups and musicians bring live cultural traditions into the school. One such link was when the Daylight Theatre Company performed a play about drugs misuse to Years 5 and 6 as part of the school's comprehensive personal, social and health programme (PSHE). PSHE is provided for very effectively in different ways. The local education authority's health education programme is used very effectively throughout the school. Science lessons such as 'Living Things' cover sex education successfully for pupils at different stages of development appropriately. In physical education lessons teachers explain appropriately the importance of exercise to health. Thus the overall provision for personal social and health education is well thought out, well structured and very good.
31. The local community is a rich source of support to the school that has very close links with a number of local organisations and institutions. The local church (St Lawrence's) plays an integral part in the life of the school as does the Village Hall and Prestbury Library. Pupils are regular visitors to the library and this venue is also occasionally and advantageously used for children to give musical and dramatic performances to older people in the community. The school itself is often used for community events as is the case during the weekend following the inspection when it will be used for an Arts Fair. It also has very strong and positive links with several local supermarkets, a good example being a recent curricular project on growing which was very cleverly linked with plants grown at a nearby supermarket. Sporting links are another strength of the school which offers pupils the opportunity to partake in a very wide

variety of activities including football, rugby, hockey, cricket, swimming and athletics. The links with partner institutions are also very good and there are very positive transitional arrangements including curricular visits and 'taster' lessons in preparation for the eventual transfer to senior school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. The procedures for child protection and ensuring pupils' welfare are good. Child Protection procedures are in place and are effectively carried out. Teachers know their pupils well and, in the classroom, they are quick to observe any personal difficulties and to take appropriate and remedial action. The school carries out regular health and safety checks to ensure there are no hazards and that the building and surrounding premises are safe places.
33. Although the school, with the occasional assistance of the Education Welfare Officer, monitors the individual levels of pupil absence over the long term, the monitoring of short-term absence is a weakness. The school is aware of this shortcoming in its monitoring system and is taking proactive action to remedy this situation. The school has developed a range of effective strategies for the monitoring and control of behaviour and the head teacher maintains a rolling log of any observed challenging behaviour for monitoring purposes. A tiny minority of these pupils are also in receipt of further support from external agencies. Pupils' personal development is monitored informally by the school and steps are taken to identify individual problems with a range of strategies which may include more formal assessment and the preparation of individual education plans as appropriate.
34. Accidents at school are effectively recorded and parents are kept well informed. The school has also constructed a very comprehensive medical file which helps to ensure that pupils' welfare and guidance is maintained at a high standard.
35. The school has improved its assessment practice and procedures to a good level since the previous inspection. Information gained from assessment findings is used very well to guide the planning of teaching at long and medium term stages. Significant examples of this include analyses of Key Stages 1 and 2 statutory tests, as well as optional tests taken by pupils of Years 3, 4 and 5. Taken together with teacher assessments, findings from such analyses have initiated greater emphases being given to the teaching of data handling and explaining workings in mathematics. As well as that, improved, whole school strategies for teaching spelling and poetry structure have been implemented. Additionally, booster funding is used to provide extra teaching time for groups of Year 6 pupils, who in the light of analyses, require assistance towards raising their standards in English and mathematics. Similarly, additional literacy help is provided for pupils who need it, in Years 3, 4 and 5. Results of reading age tests in the autumn and summer terms are tracked by the co-ordinator of special educational needs and remedies put in place when necessary. Reception children are tested using a nationally recognised baseline test within the first seven weeks of their schooling and again at the end of the reception year, giving a good indication of progress and attainment.
36. Short-term planning is also guided to some extent by Year Group teachers' weekly dialogue about the successful or unsuccessful features of the week's teaching. However, at the time of the inspection, there was no assessment co-ordinator with responsibility for ensuring that assessment findings from processes such as weekly planning reviews and marking were being used purposefully to guide teachers' short-term plans. The school now intends to take immediate steps to remedy this.
37. Assessment and record keeping systems for English, mathematics and science are good. Systems are also in place for foundation subjects, but these are not consistently useful or manageable. A new comprehensive, narrative record, together with a curricular coverage record, is about to be tried out. This record has the potential of being manageable and useful

in providing important information for both tracking pupils' progress and reporting to parents in all subjects.

38. At the time of the statutory tests, all teachers engage appropriately in assessing pupils' work and reach agreement about the levels to be assigned to it. National exemplification materials are used as reference documents. This process keeps teachers abreast of the demands of the levels of the National Curriculum and gives them confidence and accuracy when assigning levels to their own pupils' work.
39. Procedures for monitoring and supporting pupils' personal development are good. Effective action is taken to help individuals and groups of pupils to raise their standards of attainment in English and mathematics. As a result, every pupil has sensible and achievable individual learning goals to work towards. There is also very good provision made to support pupils with special educational needs. Wall displays are used well to acknowledge pupils' achievement. Badges and certificates are awarded in acknowledgement of both effort and achievement. There is a lively house rivalry in the school when pupils of all ages compete for house points. These are awarded for social as well as academic achievement and are not won easily. Behaviour is monitored regularly and frequently and to good effect by the head teacher, special educational needs co-ordinator and learning support assistants.
40. Times when pupils sit in a circle to discuss issues are used to good effect by many teachers who have a very genuine interest in the everyday development of the children for whom they are responsible. In one class, the very gentle approach to pupil safety was evident in the careful questioning on the part of the teacher and in the way in which other pupils were encouraged to listen quietly until it was their turn to speak. Pupils are also provided with many useful opportunities to practise their social skills both in the classroom and around the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. Although a small proportion of parents feel the school does not work sufficiently closely with them, parents receive useful advance information about what will be taught in their child's class so they can help at home if they so wish. This is good practice and has a beneficial impact on pupils' progress. Parents' views on the work of the school are also sought by means of a questionnaire and the information which results from this initiative is analysed and acts as a good pointer towards aspects of the school's life that need attention.
42. Annual written reports on each pupil's progress provide useful information on the strengths and weaknesses of their knowledge, skills and understanding. These give useful information to parents about how their children are getting on at school and also set appropriate targets for their future learning. Parents of pupils with special educational needs are invited to attend a rolling programme of interviews to inform them about progress and provide other information such as how to support their children at home. The annual governors' report to parents contains useful information on the work of the school and meets the legal requirements for such reports fully.
43. The school has a good home/school agreement in place which has been signed and agreed by most parents. This document sets out succinctly the part that parents, pupils and the school have to play in order to enhance the pupils' personal and academic progress. The impact of the agreement has a very positive effect on the work of the school.
44. Parents support the school strongly. Evidence of this can be seen in their responses to the questionnaire distributed prior to the inspection. Many parents support the school's work by assisting teachers in the classrooms and by running activities outside of school hours. The Friends of the School Association raises considerable sums of money each year to purchase resources for the pupils' learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The leadership and management of the school is very good overall, which is an improvement on the position noted in the previous inspection where there were just good features.
46. The head teacher provides very positive, knowledgeable and caring leadership. His very effective day-to-day management ensures the smooth running of the school, and he has a very good understanding of the school's needs. He is very clear about the school's priorities and has secured the confidence and loyalty of both teachers and governors. Parents' questionnaire returns and interviews with governors and all staff show how much they appreciate his care and commitment to raising standards of both behaviour and work.
47. The role of the deputy-head teacher and other senior teachers is well organised. During the inspection it was possible to see how their individual influence was being used in the school to enhance the learning opportunities of the children and to improve the overall quality of the education being provided. The senior management team are now taking an active role in the monitoring of teaching in their own subject which is beginning to enhance attainment and progress and is an improvement on the position at the time of the last inspection.
48. The curriculum leaders for the core subjects of English, science and mathematics, are also the deputy-head and Key Stage 1 and 2 co-ordinators respectively. The head teacher and senior management team work hard and use a variety of monitoring strategies to improve pupils' standards within the school.. They are fully involved in setting the school budget and the school improvement plan. Core subjects also have shadow co-ordinators and this enables them to fulfil all these roles thoroughly and with insight. The many improvements made in the way the senior management team and co-ordinators operate makes them very effective and meets the requirements of the key issues of the last inspection report.
49. The chair and other members of the governing body are involved in writing the school's aims and policies and support them well. The formation and role of the governing body has changed recently when the school's status changed from Grant Maintained to Foundation. The school has its own independent set of governors and those interviewed show great loyalty and commitment to the school. They are adopting their overall management role very well. Governors clearly show great confidence in the head and staff. The head teacher meets regularly with the chair and other governors to review the progress of a range of issues on an informal basis.
50. The school's finances and resources are well managed and very effectively deployed. There are sub-committees, or working parties, of the governors to monitor staffing and buildings. They are very involved in the review of the school's finances and the formulating of the school improvement plan. There is a curriculum committee and governors understand the importance of their role in monitoring the curriculum and educational standards and visit different classes on a frequent basis. Governors have appropriate systems for ensuring that all funding is used appropriately, including for those pupils with special educational needs. The standards fund is used appropriately and its good use has assisted the school's work in raising the standards of pupils' attainments. Great care is taken to make sure that best value is obtained in all purchases and site work. There are now good systems in place for evaluating the impact of spending on standards. This is now in full detail as required by the last inspection report. The school now provides very good value for money.
51. The school has an appropriate number of suitably qualified and experienced teaching staff. They are dedicated and show care and concern for the pupils. They have sufficient knowledge and expertise to teach the school's curriculum. The enhancement of their knowledge and understanding of all aspects of information and communication technology, where some teachers lacked confidence in their ability to teach database or modelling, is now well developed. This was a weakness at the time of the last inspection.

52. Teachers are deployed well in the school, with the special abilities of some teachers being employed effectively. Learning support assistants are well qualified and meet regularly with teachers to discuss how to provide for the needs of the pupils. The numbers of support staff for a school of this size is good and they are very much appreciated by the teachers and parents. This provision has a positive impact on the level of support which teachers can give to individual pupils, especially to those with special educational needs and to the management of pupils with more challenging behaviour. The school's corporate needs and those of individual members of staff are addressed through annual job description reviews as well as through the recently suspended appraisal cycle. This means that all money for the in-service training is used to good effect. The bursar and school secretary work well as a team. The bursar ensures that the financial aspects of the school are run smoothly and effectively and that the governors are informed fully and regularly of the budget details. The secretary provides a very good service in making sure that all the administrative tasks necessary to the running of the school are carried out efficiently.
53. The school's level of accommodation is good and enables the curriculum to be taught effectively. The fact that there are specialist rooms for music and information and communication technology, and withdrawal rooms for pupils with special educational needs, enables all pupils to receive an appropriate curriculum. The buildings are maintained to a high standard of cleanliness and repair by an able caretaker and her cleaning staff. Although some of the teaching space is in outside mobile classrooms, the space is used well and pupils receive the same quality of education as those in the main building. There are some good examples of displays of pupils' work across the school, such as the writing and art and design technology work in the hall. Overall, the use of displays to enhance learning and celebrate achievement is well developed and makes a good contribution to the pupils' learning and self-esteem. The extensive outside areas are well used by the school for physical education.
54. The overall quality and range of resources to support and enhance teaching and pupils' learning across the curriculum are good. Resources for English and mathematics are very good and are sufficient for the teaching of all other subjects. The level of resources available in information and communication technology is particularly impressive since the new computer suite was opened. Now all the demands of the curriculum are being met. There have been some improvements in resources since the last inspection, most notably in provision for literacy. The stock of 'big' books for class use is now very good, well organised and of good quality.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In the context of the school's many strengths there are no key issues for the school to address but the following minor points for improvement should be considered in the action plan:

- Ensure that all teachers mark pupils' work using the same aims and criteria so that pupils benefit consistently and make further progress in their learning. (20)
- Improve the management of time within the school so that the lunch break and other whole school activities finish on time in order that there be no shortage of time for lessons. (21)
- Update the scheme of work for art and ensure that the pupils make consistent use of their sketchbooks. (91)
- Introduce a system for monitoring pupils' short-term attendance. (38)
- Promote and encourage more displays of mathematics as a medium for improving pupils' knowledge and understanding further. (79)
- Improve the frequency of assessments in religious education to make judgements on the extent of pupils' knowledge and understanding and for the resulting information to be used to plan lessons to meet the needs of the pupils. (127)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	102
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	27	57	12	1		

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

English as an additional language	No of pupils
Number of pupils with English as an additional language	8

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.4

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	29	26	55

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	21	24
	Girls	24	23	23
	Total	46	44	47
Percentage of pupils at NC level 2 or above	School	84 (85)	80 (79)	85 (84)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	23	22
	Girls	22	22	25
	Total	44	45	47
Percentage of pupils at NC level 2 or above	School	76 (79)	82 (79)	85 (79)
	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	38	20	58

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	30	35
	Girls	16	12	17
	Total	44	42	52
Percentage of pupils at NC level 4 or above	School	76 (89)	72 (79)	90 (91)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	32	32
	Girls	16	15	16
	Total	45	47	48
Percentage of pupils at NC level 4 or above	School	79 (81)	81 (85)	83 (91)
	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	1
Black – African heritage	
Black – other	2
Indian	11
Pakistani	
Bangladeshi	
Chinese	2
White	376
Any other minority ethnic group	2

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		
Black – other	0	0
Indian	0	0
Pakistani		
Bangladeshi		
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)	16.2
Number of pupils per qualified teacher	24.3
Average class size	27.7

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	201.75

Qualified teachers and support staff: Reception

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	28.5

Total number of education support staff	2
Total aggregate hours worked per week	60

Number of pupils per FTE adult	22.3
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FTE means full-time equivalent.

Financial information

Financial year	1999
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	£
Total income	573316
Total expenditure	601028
Expenditure per pupil	1529
Balance brought forward from previous year	8850
Balance carried forward to next year	3092

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	394
Number of questionnaires returned	198

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	44	5	1	
My child is making good progress in school.	40	54	4	1	
Behaviour in the school is good.	35	61	4		1
My child gets the right amount of work to do at home.	26	55	12	5	2
The teaching is good.	42	54	2		2
I am kept well informed about how my child is getting on.	26	52	18	3	1
I would feel comfortable about approaching the school with questions or a problem.	44	50	5		1
The school expects my child to work hard and achieve his or her best.	43	54	2		1
The school works closely with parents.	26	52	19	1	2
The school is well led and managed.	38	54	4	1	3
The school is helping my child become mature and responsible.	29	64	4		4
The school provides an interesting range of activities outside lessons.	49	40	9	1	1

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

55. Children begin school in September of the year in which they are five. They are admitted into the two reception classes, which provide for this age group. At the time of the inspection 55 children were under five. For the first half of the autumn term children attend on a part time basis. During this time, they are arranged into two alternating weekly groups so that they experience both morning and afternoon sessions. Profitable links between the school and neighbouring play groups form part of the school's good induction arrangements, which provide a pleasant introduction to school life for both children and their parents.
56. The quality of teaching in the reception classes is very good, particularly of basic skills and contributes significantly to the good progress children make and to the good attitudes they have towards their work. These inspection findings show that teaching, together with children's attainment and progress have improved since the previous inspection. Work is planned thoroughly to provide a stimulating, broad and balanced curriculum within which all of the required areas of learning are addressed. The content of different subjects is linked meaningfully when appropriate and very good use is made of children's unpredictable responses, maximising learning opportunities. Children enter school with levels of attainment equal to those expected nationally. As a result of this very good provision they attain standards above those expected by the end of the reception year in: communication, language and literacy; knowledge and understanding of the world; mathematical, creative, personal, social and emotional development. They attain standards in line with those expected in physical development.
57. Children's personal, social and emotional development are given very high priority and they make very good progress. A wide range of successful teaching strategies enables children to enjoy their learning and feel secure in the classroom and wider school community. Teachers build confidence in children through skilled encouragement and by showing that their responses to work are valued. Consequently children are keen to succeed and have good attitudes to their work. This is evident by the high level of enthusiasm they have for activities such as imaginative dance, phonic practice and number recognition games. Class teachers and assistants encourage children to dress and undress unaided and clear away materials at the end of lessons, consciously fostering self-care and independence to good effect. Anti-social behaviour is discouraged through positive attitudes, the implementation of a few simple rules and the encouragement offered by staff for all forms of good behaviour. Consequently, children behave well and relate agreeably to each other as they work and play. Great respect and concern are shown to children, building in turn their self-respect and esteem. This is extended to nurturing a respectful sense of community when teachers and children talk about their family life and read stories about families who have different customs, views and beliefs.
58. Children's communication, language and literacy skills are promoted successfully in very well taught literacy lessons as well as in other curricular areas and as a result their progress is good. Thus, by the end of the reception year they attain standards above those expected for this age group. They are given constructive opportunities to speak and listen and their skills are good. They listen attentively and knowing that their contributions are valued, respond confidently and clearly. A good example of this was seen as children actively listened to a story about keeping the environment tidy, asking and answering questions sensibly and vowing not to drop litter. All the early reading skills are taught effectively. These include phonics, word recognition, reading for enjoyment, understanding and information, and awareness of how books are made up. By the time they complete their reception year, most children read simple texts and recognise initial sounds and some blends and are building book vocabulary well. Writing skills are linked well to reading so that children draw on their book awareness to inform their story writing. They draw pictures, recognisable letters, a few

phonetically plausible words and one or two sentences to represent their stories. As with the rest of the school, pupils with special educational needs and lower attainment are given valuable help towards specific early learning goals.

59. Children practise successfully skills such as counting, quantifying, ordering, adding and subtracting numbers to 10 and beyond, through well-structured activities and games. They sing a wide variety of rhymes and jingles and use computer programs to reinforce these skills and improve mathematical vocabulary effectively. Problem solving skills are developed through mental mathematics and by using every day opportunities as they occur, such as register calculations. Time is used well in lessons and children benefit from the appropriate balance between teaching time and time to practise and consolidate their skills, through suitably challenging tasks and good supporting resources. Further opportunities are provided at the end of lessons when teachers go over the key points and skilfully draw together the main learning objectives. Such very good practice maximises learning opportunities and enables children to make good progress and attain above the expected standards in mathematical development by the time they complete their reception year.
60. Children develop a broad awareness of the world around them and progress well in their knowledge and understanding. Worthwhile opportunities are provided for them to be aware of nature. They profitably observe seasonal changes during walks in the school grounds and local environment. Upon returning to school, they record their findings by painting and writing. They visit a Garden Centre in springtime, plant pansies and observe their growth. In studying helpful people of the community, children meet the crossing warden, for example, and are made aware of how to cross the road safely. Materials are explored effectively and skills of cutting, sticking, joining, baking and painting are used well for a variety of purposes such as baking salt dough cakes and pastries for use in the classroom café. Good opportunities are provided for children to develop computer skills to support and extend understanding of mathematics and reading. The very youngest children use some keyboard keys efficiently. As well as that, children enjoy listening to taped stories while they follow the story in the book. This very good provision enables children to make good progress and attain standards above those expected, by the end of the reception year.
61. Teachers plan exciting, hall-time physical education lessons when children grasp awareness of space soundly in routines and games, which involve a variety of movements such as running, walking and jumping. They move with developing control and co-ordination and use a variety of small apparatus to strengthen their skills well. However, teachers' are unable to provide equally as useful outdoor activities due to the lack of large apparatus, vehicles and materials. This limits children's experience and impedes otherwise good progress. Children are given many opportunities to strengthen their fingers so that they use scissors, pencils, paintbrushes and a variety of construction toys well. Staff are diligent about keeping children safe in movement and dance lessons and when handling tools. Children make satisfactory progress and attain standards consistent with expectations in physical development.
62. Creative development is nurtured profitably through stimulating activities involving art, music, dance and imaginative play. Children paint bold, colourful self-portraits very effectively. They sing and perform action songs such as 'Head, shoulders, knees and toes' and enjoy using percussion instruments naming them accurately. Good opportunities, such as the Christmas Play, are offered for children to perform to an audience. Children engage well in role-play in the classroom café, making believe and relating well to each other. During dance lessons they move imaginatively, making simple movement sequences in response to very good guidance and demonstrations from their teacher. They are highly motivated and well supported through such creative activities, not only by good quality teaching but by classroom assistants and parent helpers too. As a result, children make good progress and attain above the expected standards by the end of the Reception year.

ENGLISH

63. In the 1999 national statutory tests for pupils aged seven, the proportion of pupils attaining the levels expected was close to the national average in reading, writing, speaking and listening. However, the results in all these aspects were average in reading and well below average in writing in comparison with pupils from similar backgrounds. This untypical result was due largely to the admission into Year 2 of a small number of pupils with special educational needs.
64. For pupils aged eleven in 1999, the proportion of pupils attaining the levels expected in English was above the national average but below average in comparison with pupils from similar backgrounds. The high percentage of pupils who are on the Special Needs Register must be taken into account and this accounts for the difference between the two results. These pupils make good progress and are testament to how carefully the school now assesses their individual needs and plans appropriately. Results of tests over the last three years show that the overall trend at the end of Key Stage 2 is upwards.
65. The overall standards of English throughout the school are good. At the end of Key Stage 1, English standards are above average and standards of pupils at the end of Key Stage 2 are well above average. However, although writing standards at the end of Key Stage 2 are good, they are not quite as good as pupils' level of attainment in reading.
66. It is impossible to use the school's national test results for the year 2000 because, as yet, there are no statistical comparisons with national averages. However, it is important to note that these latest results show a very large increase in the percentages of pupils gaining national expectations and a big improvement in the proportion of pupils achieving higher levels, particularly at the end of Key Stage 2 in English.
67. At Key Stage 1 pupils' speaking and listening skills are above average. Most pupils are able to listen attentively to their teacher and listen to the opinions of each other well. Almost all pupils speak confidently to adults and in front of an audience and they enjoy expressing their views. This was evident in a Year 1 Literacy Hour when all the pupils took part in the reading of a Big Book with real enthusiasm. This was followed by very interesting and lively discussions in their groups that extended the ideas of the story. By the end of Key Stage 2 most pupils are able and willing to contribute to debate and discussion and benefit from the increased opportunities presented to them to extend their range of vocabulary, particularly during the literacy hour. The level of response in a Year 4 class that the teacher created when considering "The Whales Song" was impressive. The poems that they then created after their group discussions showed the benefits of their earlier deliberations. A lesson in Year 6 about the construction of a story and the use of words like "whispered", "shrieked" and "muttered" was an object lesson in how pupils respond in kind to the example of their teachers when speaking and listening. Pupils experience speaking to larger audiences participating in assemblies and school productions and in the widening range of opportunities offered to them through class or group discussion in many subjects and through the developing role of drama, especially in the later years of 5 and 6 classes. This enables pupils to extend their skills and gain in confidence and make good progress.
68. At the end of Key Stage 1 all pupils have acquired basic reading skills. Higher attaining pupils can read independently and are fluent and expressive when reading aloud. There is an emphasis on the development of phonic skills, and so lower attaining pupils work hard to improve strategies for decoding and reading unfamiliar words. The majority of pupils have a good recall and understanding of stories they have read and some are able to recognise the difference between fiction and non-fiction. Overall, the standard of reading is above average and pupils make good progress.
69. By the end of Key Stage 2 many pupils are fluent readers. Most pupils are able to talk with understanding about themes and characters in stories. They become more confident about

expressing their own preferences and opinions. The range of reading material for higher attaining pupils is good and there is a great deal of evidence of the effective development of higher order skills. This is an improvement on the position noted at the time of the last inspection. Throughout the school pupils are encouraged to use wordbooks, dictionaries and thesauri. Pupils' reading skills are developed effectively through the sharing of whole class texts and through group and individual reading opportunities. Pupils' sight vocabulary is extended through the repeated sharing of the same text. This is particularly effective through the use of "Big Books". Children with limited reading skills benefit from this approach and display confidence when reading together. The higher attaining pupils in Year 6 made good progress in skimming and scanning text with accuracy, in their science lesson based on a non-fiction book. Most children show an enthusiasm for books and there is evident enjoyment of reading, particularly in group reading sessions. A key factor that enhances the school's ability to further raise standards in reading, especially higher order skills, is access to the good school library. Evidence of the school's focus on this important aspect can be found in the shadow literacy co-ordinator's plans to make the library even better with individual consoles and enclosed reading/study areas.

70. Progress and level of attainment in writing is good at both key stages although the overall standards achieved are lower than in the other aspects of English. At Key Stage 1 pupils gain skills in spelling and simple punctuation, which are closely linked to their reading. Handwriting skills develop through practice of their formations and patterns. The standard of handwriting throughout the school improves significantly from Year 1 upwards. Pupils have the opportunity to practise handwriting skills and many are developing a good, personal style by the end of Key Stage 1. When handwriting is good at Key Stage 2, work is often written and put on display to the greater motivation and delight of all concerned. At Key Stage 2 children write for different purposes and for different audiences. There are examples of children writing poetry; autobiographical writing; newspaper articles and dialogue in interview situations. Children are familiar with drafting and editing processes. The work is often good, the content is thoughtful, interesting and uses appropriate vocabulary. This was true of a Year 5 lesson based on learning the technique of making notes where punctuation and grammar were used competently by many pupils. The lesson in Year 6 on rewriting the classic text of "Treasure Island" showed how pupils understand how themes are developed. The teacher's technique of "note it, think it, rehearse it, write it, read it, check it" was exemplary and already part of the pupils' thinking. Writing in subjects other than English is often good and there are examples of good writing demonstrating effective research skills in History and Geography. For example, Year 5 pupils use a range of information sources, including documents, to find out about aspects of the Tudor period. Pupils use research skills to compile a list of information about Henry V111 in order to put forward both negative and positive views of him. Information and communication technology is also used effectively to support pupils' progress in English. For instance, Year 3 pupils are taught how to amend text so they can improve the content of their writing quickly and easily when using a word processing program.
71. Throughout the school attention is paid to spelling development through regular testing and assessment. Pupils are introduced to a variety of strategies which encourage them to be accurate in their spelling of words. Provision for the teaching of spelling has improved since the last report. Displays in most classrooms reflect a range of written language to stimulate interest and provide examples of useful words. Reading standards are closely monitored and record keeping is efficient and effectively used to ensure progress. This means, in particular, that pupils with special educational needs make good progress in reading and writing as most special educational needs support focuses on the development of language skills. The setting of shorter, clearer targets, that are more readily achievable, has a positive effect on progress.
72. Overall, teaching is good, never less than satisfactory, and in 95 per cent of lessons observed during the inspection it was at least good, and in 43 per cent it was very good. Where teaching is best, aims of the lesson are made clear to the pupils; the pace is brisk;

tasks are challenging but well suited to the needs and ability of the pupils and the teachers' expectations are very high. The Year 4 lesson based on the poems about whales was a good example of a lesson that contained all of these elements. The teacher also moved round the class frequently to make sure that pupils were always on task and making progress. Teachers are very thoughtful about their lessons and try to develop new and interesting ways to present their lessons. The way that a Year 5 teacher used humour to inspire the pupils was particularly effective. Teachers' planning takes careful note of the recommendations set out in the national framework. The head teacher and the English Co-ordinator, with her shadow, have managed the implementation well and this is having a positive effect on both teaching and learning. Work during the literacy hour is organised well. There is a good balance of whole class, group and individual work. Effective structures and procedures have been established which allow teachers to focus on individual groups whilst being sensitive to the needs of all pupils. Plenary sessions are generally well used to re-cap and share work and check pupils' understanding. The way that the two different teachers of pupils in Year 1 elicited very good responses from their pupils when considering the Big Book about "Billy Duck" to focus the pupils' attention was especially effective. The fact that they adopted such different approaches but achieved the same good effects shows the care the school is taking over the literacy hour. Some teachers are adapting the recommended timing of the Literacy Hour to suit the needs of pupils with great skill and this maximises learning opportunities.

73. Effective assessment procedures are in place for all aspects of the subject and are fully used to inform future planning and target setting. This means that arrangements for all classes are accurate and pupils are provided with appropriate challenges throughout. National and many other test results are analysed well and they are also used effectively to guide teachers with their planning so that they identify strengths and weaknesses throughout the school. The use of extra-curricular sessions, by invitation, to enhance the provision for the more able is an especially good additional feature since the last inspection.
74. The English co-ordinators are well qualified and bring expertise and enthusiasm to their posts. The way that they are now taking responsibility for different aspects is beginning to have an impact on overall standards. These, together with the very good documentation they have produced, form a very firm foundation on which to support future teaching and learning.

MATHEMATICS

75. The results of the 1999 statutory assessments show that the number of pupils reaching the expected level of attainment in Key Stage 1 is close to the national average. Results for higher attaining pupils are above average. Boys and girls achieve similar scores. Over four years, pupils' results are close to national average figures. When compared to schools with pupils from a similar background, results are below average.
76. In Key Stage 2 the 1999 assessments are again close to the national average, whilst higher attaining pupils' results are well above average. Over the last four years, results have been above national average figures, apart from one year. When these results are compared to schools with pupils from similar backgrounds, they are average. There has been much improvement on the results of the most recent annual national tests. Almost every pupil achieved what is expected nationally as opposed to just over eighty per cent in 1999.
77. Attainments at the end of both key stages were found to be above average during the inspection. Standards have risen sharply over the last year in both key stages. The reasons for this are several. The mathematics co-ordinator has analysed pupils' attainments very carefully and identified the areas for improvement during the last three years. The special educational needs co-ordinator has ensured that there is a very good process for identifying all pupils with learning difficulties in mathematics. The numeracy hour over the last year has built on these school processes very effectively. It has enabled the school to ensure challenging work in all areas of mathematics and for all pupils involved in tasks involving

group work. Good in-service training for teaching staff by the co-ordinator has ensured all staff are able to teach the numeracy strategy very effectively. Resources have been reviewed and matched to the requirements of the numeracy strategy. These structures are sufficiently secure to enable the school to maintain its improvement.

78. These developments address all the issues raised in the last report very successfully. Progress in mathematics since the last report has been good in both key stages.
79. By the end of Key Stage 1 pupils are developing a good understanding of place value. They work confidently in numbers to 100, adding and subtracting numbers such as $79 + 11$, $34 + 9$ which almost all pupils did successfully in a lesson during the inspection. They recognise regular shapes, both two-dimensional and three-dimensional and during discussions, pupils recognise symmetrical shapes because they have seen them in their work in art. During numeracy lessons, pupils use mathematical terms readily and show good progress in understanding and using mathematical language. Most pupils are secure and can recall addition and subtraction facts up to and beyond 20. They can remember some multiplication facts for the 2, 5 and 10 times tables. Pupils can recognise fractions such as $\frac{1}{2}$ and $\frac{1}{4}$. Since the inspection was at the beginning of the school year this confirms good progression in Key Stage 1.
80. By the end of Key Stage 2 pupils apply their mathematical knowledge successfully to solving problems. They have 'Investigation Books' which contain interesting and challenging work in shape, space and measures. Pupils can plot co-ordinates of shapes drawn within a circle, or trapeziums drawn in the four quadrants. Angles are measured accurately. They work quickly and confidently with numbers such as $1635 - 1360$, or $67 \div 8 = 8.375$. In mental work on fractions pupils tackle questions such as $\frac{1}{3}$ of 45 or $\frac{1}{7}$ of 49 or $\frac{3}{4}$ of 24 readily. They use information and communication technology well to construct and interpret graphs and diagrams, linked to work in science or mathematics.
81. Pupils throughout the school respond very positively to mathematics. Key Stage 1 pupils are interested in numbers and enjoy the rapid pace of their 'Speed Maths'. They concentrate very well throughout the whole class teaching section of the numeracy hour, and are always eager to ask and answer questions. In group tasks they work hard and present their work neatly. They make full use of resources such as grids or digit cards. The same is true for Key Stage 2 pupils. They enjoy mathematics, again participating fully. All are willing to explain their methods, and all answers are respected, whether they are correct or not. Pupils are attentive, confident, well behaved and are keen to make progress during the lessons.
82. Teaching is good in both key stages. Because all teachers teach the numeracy strategy using a similar structure many lessons share the same characteristics. Teachers plan well together most making use of information and communication technology to help them with daily and weekly plans. Lessons are well structured and taught at a lively pace. Teachers use smiles, eye contact, praise and house points to involve and reward pupils very effectively. They are knowledgeable about mathematics and the numeracy hour. Groups are well organised and the work set is matched appropriately to pupils' abilities. Resources are readily available in all classrooms. Homework is set regularly. Pupils with special educational needs have very good support from learning assistants. All higher attaining pupils are identified and there is an extra curricular activity specifically for them.
83. The co-ordinator is leading the subject very effectively and successfully. Areas for further development have been identified through regular monitoring of mathematics lessons. Target setting has been introduced successfully. Teachers' marking of each pupil's work is matched to the targets set and this has enhanced the progress made in mathematics. All classrooms have mathematical displays but their purpose and organisation are under review with a view to linking these to improving pupils' progress further. There is a detrimental effect on some numeracy lessons because of timetable arrangements. For example, the arrangement for

some swimming sessions detracts from mathematics lessons because it results in splitting the mathematics lesson into two sections before and after the lunch break.

SCIENCE

84. Teacher assessments of Key Stage 1 pupils' knowledge and understanding of science in 1999 show that standards were below average overall. The 1999 test results show that the proportion of pupils achieving national expectations at the end of Key Stage 2 was above the national average. The proportion of pupils achieving higher levels was also above the national average. Although there are, as yet, no means of comparing the school's latest test results at the end of Key Stage 2 in 2000 with national averages, there has been a dramatic improvement in the proportion of pupils achieving the level expected when they are eleven years of age. Almost every pupil achieved national expectations and nearly half of these achieved a level two years in advance of pupils of a similar age. With the exception of the school's 1999 test results there has been a steady improvement in science test results at the end of Key Stage 2.
85. This very positive latest picture was reflected in the classrooms during the inspection period. Observation of lessons and an examination of pupils' work show that standards are above average at the end of Key Stage 1 and Key Stage 2. At the end of Key Stage 1 pupils recognise that forces can cause objects to move or change shape. They know that if things are pulled and pushed these are examples of forces. They have a good knowledge and understanding of life and living processes. These aspects are developed through first-hand activities which provide them with a sequence of experiences to develop pupils' learning. For example, they are encouraged to sort a selection of mini-beasts using their own criteria such as whether there were 'wings' or 'no wings.' Key Stage 1 pupils have a thorough understanding of experimental and investigative science and are encouraged to make predictions of the outcomes of their experiments. This provides a good grounding to the experimental approach and is a precursor to pupils having a hypothesis to prove or disprove. Pupils continue to develop their skills at investigative science and Year 6 pupils have a very good grasp of how to ensure that an experiment provides a fair test of a hypothesis. For example, they carry out experiments such as investigating the insulating properties of different materials and, in so doing, they construct a hypothesis, know that they need a control sample with no insulation at all and carry out the experiment rigorously. They understand that materials can be solids, liquids or gases and have a good knowledge of atmospheric pollution. Their knowledge and understanding of materials and their properties and of physical processes is good. Most pupils are very interested in developing their knowledge about living things and their understanding of a range of life processes is very good. Year 4 pupils build a good understanding of friction through carrying out an investigation comparing the slope of a plank of wood which allows a variety of objects to move along its surface. All such classroom activities result in pupils making good progress in both key stages. Higher attaining pupils are extended in their learning successfully. The high percentage of pupils attaining higher levels in the annual national tests at the end of Key Stage 2 provides clear evidence for this. Classroom assistants support pupils with special educational needs very well in the classroom and this enables them also to make good progress.
86. Since the previous inspection the school has made good progress in improving the science provision. There has been an effective thrust to co-ordinate pupils' learning in mathematics, science and information and communication technology. For example, pupils' progression in learning how to use graphs and charts has been co-ordinated so that pupils consolidate what they have learned in mathematics lessons by using it to illustrate the results of their experiments in science. Teachers now have a good knowledge of the required levels of attainment in the science curriculum and this has helped them to make accurate assessments of pupils' levels of scientific achievement. The information is used to develop the science curriculum in both key stages and for teachers' planning of lessons.

87. Teaching is good overall but there are also examples of very good teaching. Teachers know precisely what they require pupils to learn in each lesson and they place high demands on the pupils in terms of their behaviour and their learning. As a result pupils have very positive attitudes to their work and make good progress in acquiring knowledge, understanding and skills. For example teachers in Year 3 capture pupils' interest and enable them to learn about the properties of a magnet. This effectively fosters pupils' progress, so that when they reach Year 6 they build securely on this prior knowledge using correct scientific vocabulary. Pupils generally listen carefully and retain knowledge well. Teachers use effective questioning strategies to develop pupils' thinking and teachers' very good relationships with pupils result in good standards of behaviour. Teachers have very good control of their pupils and they use humour effectively to foster pupils' positive responses. They use the plenary at the end of lessons well to consolidate learning. Records of what pupils have achieved are precise. Teachers' marking of pupils' work usefully indicates to pupils how they can improve their work. For instance, one Year 6 teacher picks out anomalies in pupils' results relating to experiments they have carried out. By doing this it draws pupils' attention to patterns in the results and helps clarify their thinking. Teachers liaise very well with classroom assistants. This enhances the support that is able to be provided to groups of pupils and enables a clear focus to be given to the objectives of the lesson. Individual isolated weaknesses in teaching centre around a slowing of the pace of lessons when the poor organisation of parts of the lesson results in too much time being lost by pupils in gathering the items they need. Too much time is sometimes spent in discussion with the whole class ending in boredom and restlessness.
88. As yet, there is no monitoring of science teaching and so there is no means of identifying specific weakness in individual classrooms or for teachers benefiting from advice following an observation of their lessons. The co-ordinator for science has worked very hard over the past few years to improve successfully the development and further improvement of science teaching and learning throughout the school.

ART

89. Although only a small number of art lessons were seen during the inspection there was sufficient further evidence from pupils' previous work, photographs and current displays to confirm pupils at the end of both key stages make good progress in the subject. Pupils achieve levels of knowledge, understanding and skills that are better than those expected of this age when they leave school. This is particularly so in pencil drawing, pastel work, painting and art products in the style of famous artists. There is less evidence of three dimensional work and pattern. However all pupils have access to computer design in the information and communication technology suite and they produce interesting items using colour and pattern.
90. Throughout the school pupils record their ideas, feelings and observations in an imaginative way using pencil, pastel and paint. The collection of photographs from the summer term, together with some of that work still available, confirms pupils' enthusiastic achievements in artwork. Some of the links to other subjects are well thought out. The monkey faces made in the foundation stage linked to number bonds such as $3 + 2$ are a good beginning. Year 1 pupils visit Swindon Village and the Forest of Dean Heritage Centre as part of the geography curriculum. This results in good pencil and paint pictures of buildings and landscapes. Pupils draw in the style of Lowry and the resultant large picture is a good reproduction of his approach. The mini-beasts made as part of a science project using paint, pipe cleaners and scrap materials are imaginative and colourful. By the end of the key stage pupils look beyond their immediate world and use paint and careful colour mixing to produce effective camouflage paintings of jungle animals. There is some evidence of pattern and three-dimensional work but this is not extensive, so the good progression evident in drawing and painting is not so apparent.

91. In the early stages of Key Stage 2, pupils progress well. Work in the style of Monet reflects good use of colour. Maps of the village walk and the visit to Wyman's Brook created in pastel and pencil build on previous visits effectively. The drawings and models of pond creatures show good development from the work on mini-beasts in Key Stage 1. By the end of Key Stage 2 pupils produce colourful paintings recognisable as the style of Seurat, or good observational drawings of Victorian artefacts showing good progress in line and tone. These are displayed attractively as teachers add artefacts, drapes and word processed labels to enhance the quality of displays. Pupils with special educational needs make sound progress and are supported well by classroom assistants.
92. In the small number of lessons seen the teachers plan the lessons well, organise the room and resources carefully, give good clear explanations and support pupils well when they are working. As a result pupils know what to do, concentrate on their work, behave well and enjoy art. As a result of the small number of lessons observed during the inspection it was not possible to make a judgement on the quality of teaching.
93. The school has made sound progress in the development of this subject since the last inspection report. The scheme of work produced since the last report is satisfactory, but it is now in need of review. The school has recognised this and it is in the very early stages of introducing the Qualification and Curriculum Authority's scheme as a replacement. Sketchbooks are used, but they still do not contain sufficient work, or teacher assessments, to be of best value for teaching and learning. For example, the current sketchbooks in Year 6 have only three pieces of work from Year 5 and very few teacher observations.
94. Some of these improvements have been delayed because of the long-term absence of the co-ordinator, but a determined, monitored introduction of the new scheme together with more often used sketchbooks, would raise standards further.

DESIGN AND TECHNOLOGY

95. During the course of the inspection three lessons were observed - two in Key Stage 1 and one in Key Stage 2. In addition a large sample of pupils' work from Reception to Year 6 was examined, enabling a judgement to be made upon the knowledge, skills and understanding achieved by the pupils.
96. Pupils' attainment at the end of both key stages is above the national average. Pupils of all ages learn to plan their ideas, design the product, select the materials and tools and evaluate their completed designs. For example pupils in Year 1 learn to observe different designs of houses and identify significant features naming and labelling veranda, roof, window, doorway. They understand that not all doorways require a door. In Year 2, pupils learn successfully how to use an axle and understand its use in making objects move using wheels. Year 4 pupils design, plan and draw sketches very successfully of a wallet. They build good skills in learning to thread needles, to stitch evenly and to finish by over-sewing in the process of making them.
97. Pupils use a range of materials to make a variety of products. These include a whole school tapestry to be exhibited in various parts of the country as part of the millennium celebrations nationally. Pupils model food making in Reception using salt dough, tissue paper and polystyrene. Pupils in Year 1 learn to use construction kits and to cook pancakes. Year 2 pupils use felt skilfully to make puppets, card and wood are incorporated into model Tudor houses in Year 5 and electrical motors are utilised to run a model swing-boat in Year 6. Pupils in Year 4 make attractive and colourful nursery rhyme books with moveable figures, e.g. Three Blind Mice.
98. By the end of Key Stage 1 pupils are able to cut, stick, glue, paste, fold, assemble structures, use scissors appropriately and safely, measure and fix wood and card. By the end of Key

Stage 2, pupils have investigated the properties of materials extensively, learned to evaluate and modify their designs, to include an electric motor in a simple circuit and to understand how a pulley system increases or decreases the speed of rotation. All pupils learn to sketch their designs carefully in their design and technology books, to identify and select the tools required, to calculate the cost of production and to evaluate the product.

99. Since the last inspection where design and technology were judged to be satisfactory, attainment has risen in both key stages to good overall. Pupils, including those of high ability and pupils with special needs make very good progress in knowledge, understanding and skills in all aspects of the subject.
100. The quality of teaching is good. The displays and the examination of pupils' work show that all teachers have a good understanding and knowledge of design and technology. Teachers link other subjects highly successfully to design and technology. For example pupils' work in English, art, information and communication technology and mathematics are all linked with design and technology so that pupils are enabled to further their good progress in this area of the curriculum. Teachers ask effective questions that encourage pupils to think independently, arranging tasks that will involve pupils working in pairs and in groups. They organise resources appropriate to the task and use marking effectively to aid learning.
101. The co-ordinator's enthusiastic and knowledgeable management of the subject as displayed in the design and technology week enables teachers to develop their own expertise which increases the skills of the pupils. The work is assessed through photographs and after school observations by the co-ordinator. Plans are under way to track individual pupil progress using the Qualification Curriculum Authority documentation.

GEOGRAPHY

102. Levels of attainment in geography are good throughout the school. At the end of both key stages pupils have acquired geographical skills that encompass the appropriate programmes of study.
103. Pupils in Year 1 and 2 are taught successfully to identify features of houses and homes both locally and further afield. They investigate, write and paint pictures of the local area and learn the uses of various buildings like the church and the village hall. Pupils begin to learn symbols and simple mapping skills. They are able to follow and draw plans of the routes they take to school using the book entitled 'Rosie's Walk' as an example. Teachers make good forward plans to develop pupils' understanding of the differences between contrasting environments. For example, pupils spend the day in Clevedon to compare it with their immediate environment and make good progress in identifying differences. Good use of information and communication technology is made to develop geographical skills. For instance, Year 3 pupils work on the computer using a CD ROM to identify features of the immediate locality recognising the buildings from two different angles e.g. a bird's eye view and a side view. They learn to interpret aerial photographs identifying the physical and human features of the surrounding areas. Year 4 pupils reinforce and develop their knowledge of compass directions and scale. Teachers develop Key Stage 2 pupils' map reading skills from the good start made in Key Stage 1. They use a variety of resources such as street maps of the town and use references and co-ordinates to find significant places and buildings. They learn important features about the main rivers of the world. Year 6 pupils use the outside environment to develop research skills involving studies of soil, rocks and coastal erosion on the Isle of Wight. They also visit the local area to study land use and learn very successfully through first-hand experience.
104. Pupils of all abilities make good progress and those with special educational needs make very good progress. The written work of pupils in Years 4, 5 and 6 is a planned mix of work sheets and carefully presented writing. There is insufficient written work recording the work

covered in Years 1, 2 and 3. The use of work sheets enhances knowledge but does not allow pupils the opportunity to record geographical descriptions or facts in a written form.

105. The quality of teaching is good overall. Teachers plan and organise the lessons well and make good use of resources enabling the pupils to access and understand the lesson easily. The marking especially in years 4, 5 and 6 provide important messages to pupils encouraging them to note certain inaccuracies and giving them strategies to overcome them. Teachers praise pupils and frequently remind them to assist others if help is required. Pupils with special needs make very good progress. Teachers maintain good control usually by forming pleasant relationships strengthened with humour. The majority of teachers have high expectations of pupils' behaviour.
106. The introduction of information and communication technology, including the use of a digital camera, enhances pupils' learning as does the joint planning of the parallel class teachers. Teachers make links with other subject areas e.g. history, art, maths and science as part of geographical field trips and visits. Assessment using the Qualification and Curriculum Authority's documentation is in place and will aid and inform future planning. Resources are appropriately distributed and well maintained.

HISTORY

107. Levels of attainment in history at Key Stage 1 are consistent with those expected nationally for pupils of this age and at Key Stage 2 they are above expectations. Younger Key Stage 1 pupils develop a sound sense of chronology by sequencing objects, significant events in their life and generations of their families. By the end of Year 2, they have sound knowledge of aspects of life in Victorian times. This is due to the suitable provision made by teachers both in lessons and out of school trips to such places as the seaside, where remnants of the past such as a Victorian pier assist pupils in comparing seaside holidays of then and now. Examples of the lives of famous Victorians such as Florence Nightingale also add understanding as to why people of the past acted as they did. Key Stage 2 pupils achieve well, particularly in Years 4 and 5 where teaching is very good and occasionally excellent. Pupils make sound progress in Key Stage 1. Pupils have a good awareness of how the past is represented and use a variety of different sources, from which to draw information. They describe characteristic features of past societies and periods by studying the Ancient Egyptians, Celtic Settlements the Tudors and Victorians. Key Stage 2 teachers provide good opportunities for pupils to gain historical knowledge and understanding. Visits are arranged to places of historical importance and museums such as The Commandery at Worcester. These extend pupils' understanding of Tudor times as well as through role play activities in Year 6 to support their understanding of Victorian times. These findings show that standards have been maintained since the previous inspection.
108. Overall, the quality of teaching at Key Stage 1 is satisfactory with an example of one very good lesson in Year 2. In Key Stage 2, teaching is good overall with examples of very good teaching at Year 3 and 4 and one excellent lesson in Year 4. The quality of teaching overall is good. This is reflected in pupils' progress, which is satisfactory at Key Stage 1 and good at Key Stage 2. Throughout the school, pupils with special educational needs make good progress, due to the very appropriate support they receive towards meeting specific learning targets.
109. Planning is a particular strength of teaching. Lessons have clear learning objectives, which guide learning purposefully by keeping it well focused. When these objectives are shared with the pupils it has a very positive effect on the quality of their learning, as they know exactly what is expected of them and how to achieve it. An especially impressive example of this was seen in a Year 4 class when the objectives were written on the board, to remind pupils of the focus as they worked. Most teachers use resources very successfully to extend understanding. This, together with carefully thought out reinforcing tasks, provides pupils with meaningful experiences. Occasionally, this is not the case and tasks and resources are ill

matched to the learning focus, limiting pupils' progress in gaining knowledge and understanding, for example, of Ancient Egyptian farming. Teachers have high expectations of pupils' historical abilities, particularly in Key Stage 2. They set challenging tasks to extend awareness; pupils are encouraged to think. The thought pupils put into their work and their appreciation of knowledge of the past, representative of their own and other cultures, contribute well to their spiritual, moral, social and cultural development. Across the school, teachers and pupils trust and respect each other. This leads to good behaviour and positive working attitudes from the pupils.

110. The subject is led and managed enthusiastically by a recently appointed co-ordinator, who has qualifications in history. The scheme of work is based on the Qualifications and Curriculum Authority's document that is used effectively in conjunction with the school's good teaching plans. It effectively apportions the curriculum to year groups for teaching purposes. It is about to be up-dated to reflect the Curriculum 2000. The co-ordinator's role in monitoring of planning, teaching and pupils' work is not sufficiently well developed, to maximise her expertise for the benefit of pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

111. Pupils' levels of attainment in information and communication technology are above what is expected nationally. This has maintained the position at the last inspection when standards were good. At the end of Key Stage 2, the attainment of the majority of the pupils is above national expectations in the major areas of word-processing, data handling and the use of illustrations. There is also evidence of good work in LOGO, a program that enables pupils to draw shapes using precise instructions, and the use of the Internet. Scrutiny of pupils' work used in displays showed evidence of information and communication technology being used in many different curriculum areas. Opportunities for pupils to use a range of information and communication technology equipment and software to perform different functions have now been established throughout the school and their progress has increased as a result.
112. By the end of Key Stage 1, pupils know and name different parts of the equipment. They are able to use the mouse with confidence to load and use various functions to draw with different art packages, and some can add text to their drawings. By Year 2 the higher attaining pupils write parts of simple stories on a basic word-processor and use text to make labels for classroom displays. In Key Stage 2, working in pairs, pupils access the Internet and begin to store data in a word-processor or database from the evidence collected. Pupils are occasionally using different programs to support their work in the literacy hour.
113. Good quality teaching enables pupils throughout the school to make good progress. A number of examples were seen of pupils using computers in different lessons as well as direct teaching in the computer suite. Teachers who were lacking skills in information and communication technology at the time of the previous inspection now have sufficient subject knowledge to load programs and get pupils underway. They now use their understanding of information and communication technology to make it more meaningful to pupils. Most teachers have good computer skills and have the ability to explain and demonstrate very clearly to pupils how to use information and communication for a variety of purposes. To accomplish this, teachers plan in detail so that pupils' differing needs are met. Higher attaining pupils are extended and lower attaining pupils are provided with the necessary support to enable them to make progress. The school has begun to use the Qualifications and Curriculum Authority guidelines to offer sufficient guidance to those staff who are not skilled in the use of computers in the classroom. The many examples of information and communication technology being used to enhance work in other subjects such as art, history, English and mathematics show the care that is being taken over planning.
114. In the reception classes, older pupils have already begun to input text into the computer, and learn how to use the shift and return keys. This overall experience in Reception is built on in Year 1 where pupils have begun to write their responses to stories in their own words. In

Year 3, pupils are able to highlight text and perform many simple word-processing functions. The words being used came from their science topic on weather. Year 4 pupils were using a spreadsheet to make graphs and pie charts based on evidence they had already collected. In Year 5, pupils access the Internet and download information about Tudor medicine. They minimise the Internet screen to allow access to a word-processor where they were able to paste their information and work on it.

115. Pupils' attitudes and behaviour in the examples seen of information and communication technology in use were good. The way in which pairs came together for their lessons and worked very co-operatively on the drawing tasks that they had been given, was impressive in all cases except one.
116. The co-ordinators are very keen and enthusiastic and have a very good idea of where the school needs to focus in the immediate future. There are now sufficient, good quality, computers in the school, each with a printer, to meet the needs of the National Curriculum. The software is adequate and the resources available make access for all pupils to control technology possible.

MUSIC

117. The standard of music is good throughout the school. Pupils in Key Stage 1 learn to sing, clap and play percussion instruments in time to the beat. They sing tunefully and with enjoyment making up lines to sing a response to their teacher. Pupils learn the names of instruments successfully and learn how to hold and play them correctly creating a variety of tonal and rhythmic patterns. Pupils learn to sing in tune together and are often unaccompanied during hymn practices where they develop singing techniques, memory skills and learning new vocabulary. By the end of the Key Stage pupils in Year 2 play recorders with confidence and musical skill.
118. Pupils in Key Stage 2 further develop their knowledge, understanding and skills during the class lessons and in activities at lunch- time and after school. They have opportunities to learn to play recorders, guitars, brass, woodwind and stringed instruments. They learn to recognise pitch, dynamics, rhythm, tempo musical patterns and mood in a favourable manner. Year 4 Pupils learn to recognise symbols to denote dynamics and degrees of sound. Year 6 pupils are introduced to individual notes joined together as in a chord to make harmonious sounds. As yet, pupils in Key Stage 2 do not make sufficient use of computer programs to support them with their musical compositions. Pupils of all abilities make good and consistent progress. Pupils with special needs make very good progress. This overall good progress has been maintained since the last report.
119. The quality of teaching is good overall. Teachers plan effectively, use resources well and have a good knowledge of the core schemes that are used to deliver the programmes of study for both key stages. Teachers encourage pupils to listen carefully and sensitively to themselves and to others singing and performing. They use appropriate musical vocabulary and introduce the elements of dynamics, timbre, pitch, harmony, notation and pattern very effectively. Teachers encourage pupils to listen to their own performance and to improve upon it. e.g. recorder group work. Formal individual assessment of pupils is not in place but the co-ordinator is trying out a new assessment procedure in both key stages in order to enhance pupils' progress.
120. Pupils respond to music with enthusiasm and enjoyment, listening and playing all types of compositions. They perform in assemblies, in outside concerts and in the Cheltenham Music Festival receiving recognition and commendation for their performances. Music contributes effectively to the pupils' cultural and social development.

PHYSICAL EDUCATION

121. Achievements in physical education are good throughout the school and pupils in both key stages make good progress.
122. Planning confirms that all pupils experience the full National Curriculum in physical education. Pupils throughout the school used the school swimming pool until it was vandalised in the summer term of 2000. Pupils in Key Stage 2 have a residential week on the Isle of Wight as part of the effective outdoor and adventurous activities programme, and continue their swimming at a local pool. The extra curricular activities for sport are excellent and school teams successfully compete locally, and sometimes regionally, in a variety of sports. In addition there are two dance clubs and the school participates in the Gloucestershire Festival of Dance.
123. Pupils make good progress at Key Stage 1. They are given good opportunities to plan, perform and refine a sequence of movements in gymnastics as they did when 'building a house'. In a dance lesson with very effective links to the current theme of 'Seaside,' pupils built an imaginative dance sequence from the words of a poem 'Waves'. Pupils with special educational needs make good progress in these sessions because of the caring individual support from learning assistants. At Key Stage 2, pupils build well on these skills in physical activities. In outdoor games, younger pupils in Key Stage 2 show good individual skills in ball control and change direction with good co-ordination. All pupils in this lesson had a football to control, so they made very good progress, and in the small competitive game at the end they showed good sportsmanship and enthusiasm. In gymnastics, pupils link skills and ideas on apparatus fluently, with good control. They readily evaluate their own performance and techniques as well as those around them..
124. Teaching is good overall. Teachers ensure pupils wear appropriate clothing for physical education lessons. Lessons begin with a 'warm-up' sessions and end with time spent for cooling down. There is a good emphasis on the importance of health and safety and teachers are very vigilant in case pupils do not follow instructions sufficiently carefully. They plan lessons well and build in good opportunities for pupils to demonstrate their skills so that others can improve their performance. Teachers are enthusiastic and knowledgeable about the subject, so that all pupils enjoy the lively pace in lessons. Resources are plentiful and accessible. However, on some occasions, four physical education lessons are timetabled into an afternoon and on these occasions teachers are not able to develop lessons as fully as they would wish because the lunch arrangements often are not completed on time.
125. Pupils are enthusiastic in all lessons. They are energetic and fully involved. All are dressed in matching shorts and tops. They change quickly and quietly before and after lessons. Behaviour is always good. Their observations about their own, and others' performances are expressed confidently and confirm a deepening understanding of how to succeed in different activities.
126. The school hall provides a suitable area for gymnastics and dance. The hard outside area and school field are well maintained and sizeable. Indoor and outdoor apparatus, large and small, is plentiful and readily accessible.
127. The good standards identified in the last report have been maintained. The co-ordinator has already begun to revise the scheme of work so that it matches curriculum 2000.

RELIGIOUS EDUCATION

128. Pupils achieve levels of knowledge and understanding at the end of both Key Stages 1 and 2 which are consistent with the recommendations of the Gloucestershire Agreed Syllabus. At the end of Key Stage 1 pupils are beginning to develop a knowledge of Christianity by initially nurturing in them a sense of belonging to a number of different groups. They develop an

understanding of belonging to their family at home, to their class and to the school family. They learn, through collective acts of worship, about God's world and develop a sense of wonder at its beauty and complexity. They have become familiar with a number of Bible stories and have a good knowledge of the creation story. They understand what religious celebrations are and can re-tell stories connected with Christmas and Easter. At the end of Key Stage 2, pupils have a sound knowledge of Christianity, Judaism and Islam. They have a satisfactory knowledge of stories from the life of Jesus and the life and traditions of Muhammad. They understand the main features of a church and a synagogue, as well as knowing the reasons for ritual actions that occur in a mosque such as facing Mecca to pray, the reverence in treating the Qur'an and removal of shoes when entering. They have a sound knowledge of Christian, Jewish and Islamic festivals such as harvest, Christmas, Easter, Pesach, Eid and Ramadan. Pupils make sound progress throughout the school.

129. Since the time of the previous inspection the school has introduced an assessment system. This entails one formal assessment per year on one of the topics covered in the curriculum provided for pupils. This is insufficient to be able to provide an accurate assessment of each pupil's knowledge and understanding throughout the year or to provide enough information to develop the subject or to modify planning to meet the needs of the pupils. Religious education artefacts have been purchased and this has enabled the subject to be more meaningful for pupils. Pupils now have more opportunities to write about their own personal views and to reflect on how religious teaching affects their own lives.
130. The quality of teaching is good overall. Introductions to lessons capture pupils' interests straight away and motivate them to think carefully and make considered contributions to discussions. The management of pupils' behaviour is good and this results in good quality group discussions on a variety of topics. This brings benefits to the pupils by providing a framework in which they can discuss their own feelings and listen to those of others in an atmosphere of trust. For instance, Year 3 pupils talked sensibly about what they liked about each other and Year 6 pupils discussed pictures illustrating different temptations and related these to their own values and attitudes. Good quality plenary sessions at the ends of lessons ensure that pupils consolidate their knowledge and understanding and this has a good impact on their progress. Lessons are planned thoroughly and teachers have a clear focus on what they want pupils to have learned by the end of the lesson. They have a good knowledge of the subject and this helps when answering pupils' questions and contributes positively to the progress made during the lesson. Observations of lessons have occurred a small number of times but no feedback on the teacher's strengths and points for development occurred and opportunities for improving teaching have been lost.
131. The religious education co-ordinator monitors lessons mainly through studying teachers' activity sheets each half term. She works hard and is committed to improving pupils' achievements. The school involves parents very usefully in demonstrating the ways of life of different ethnic groups. Parents, dressed in traditional costume, perform authentic dances together with celebrating and talking about their religion to Key Stage 1 pupils. Hindu parents also support the school during geography lessons in Key Stage 2. They talk about India, explain about their religious beliefs and explain the typical way of life in the sub-continent.