

INSPECTION REPORT

**ST JOHN'S CHURCH OF ENGLAND PRIMARY
SCHOOL**

Coleford, Gloucestershire

LEA area: Gloucestershire

Unique reference number: 115618

Headteacher: Mrs Linda Gregory

Reporting inspector: Mr David Carrington
15414

Dates of inspection: 6th – 8th November 2000

Inspection number: 225234

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Bowens Hill Road Coleford Gloucestershire
Postcode:	GL16 8DU
Telephone number:	01594 832046
Fax number:	01594 837068
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Alison Stuttard
Date of previous inspection:	4 th March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr David Carrington 15414	Registered inspector	Religious education	The characteristics and effectiveness of the school
		Geography	The school's results and pupils' achievements
		History	Teaching and learning
		English as an additional language	
		Equal opportunities	
Mr Mark Brennand 9146	Lay inspector		Pupils' attitudes and values and personal development
			Pupils' welfare, health and safety
			Partnership with parents and carers
Mr Alan Blank 8358	Team inspector	Information and communication technology	Leadership and management
		Science	
		Design and technology	
Mrs Sharon Brown 1189	Team inspector	English	
		Art and design	
		Music	
		Aspects of education for children in the Foundation Stage	
Mr Peter Clark 20326		Mathematics	Quality of learning opportunities
		Physical education	
		Special educational needs	

The inspection contractor was:
Trio Inspections

Cherry Trees
Wenlock Road
Tasley
Bridgnorth
Shropshire
WV16 4QB

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	19
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
PART C: SCHOOL DATA AND INDICATORS	22
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	26

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St John's Church of England Primary School is located in the town of Coleford, within the Forest of Dean in Gloucestershire. It is one of three primary schools that serve the town and its 118 boys and 94 girls live in Coleford and its vicinity. All but a few pupils are of white ethnic origin. The proportion of pupils with special educational needs, including statements, is higher than is usually found. However, the proportion of pupils who speak English as an additional language is below the national average. The proportion of pupils entitled to free school meals is about average. When children start school they have well below the expected level of knowledge and skills for their age.

HOW GOOD THE SCHOOL IS

St John's Church of England Primary School is much improved and has a bright future ahead. Standards have risen well over the last few years and there is good dedication to success. The school is very well led and managed by the headteacher and other staff and the governors take an increasing lead in school improvement. There are still a number of things to do to make sure that everything in school is the best it can be, but it is evident that the staff and the pupils together are the key strength of the school. Because standards are good by the age of eleven, and the quality of teaching and learning is good, the school gives good value for money.

What the school does well

- The headteacher gives very good leadership to the school and is building a good team of staff who are committed to improvement.
- Standards have improved greatly and are good by the age of eleven.
- Teaching is good throughout the school and this means that pupils make good progress in their work.
- Pupils develop into good people who behave well, enjoy very good relationships with each other and who are interested in their work.
- Pupils also know much about what is special in life, they know right from wrong and they enjoy the works of artists, musicians and writers from their own and other people's cultures.
- The school provides well for pupils with special educational needs.
- The management of the school is good and finance is well taken care of.

What could be improved

- Standards in writing, although improved, could be even better than they are.
- Ways to find out what pupils know, understand and can do are not as good in some subjects as in others and the information gathered about standards is not always used to best effect.
- Key managers and subject managers are not yet as fully involved in management as they could be.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Four years ago there were three key issues for the school to improve:

- Make pupils' progress better and more consistent.
- Introduce ways to check the effectiveness of the school.
- Increase the role of governors in bringing about school improvement.

Since then, the school has made good improvement and standards have been boosted. Because of the strengths in leadership and management it is in a good position to continue with this rate of improvement.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	D	B	A*
mathematics	E	B	A*	A*
science	A	A*	A*	A*

Key

very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

Similar school are those schools with between 20% and 35% of pupils entitled to free school meals.

In the 2000 standardised assessment tests (SATs), pupils achieved better results in English than was found in most primary schools. Results in mathematics and science were amongst the top five percent of primary schools in England. When these results are compared with those in schools of a similar background, Year 6 pupils at St John's Primary School did even better in all three subjects. There has been a marked improvement in the test results of eleven-year-old pupils at St John's since the time of the last inspection. There has also been an improvement in the results of seven-year-old pupils, though results in writing are still not as high as they should be.

Evidence from work in school shows standards in science and mathematics in the juniors and religious education through the school are good. They are at the expected level for that age in all the other subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school and they are keen to learn and to make good progress.
Behaviour, in and out of classrooms	Good. The standard of behaviour has improved markedly although there are a number of pupils in most classes who do not behave as well as the others. The staff deal well with pupils who are not so co-operative.
Personal development and relationships	Good. The quality of relationships is very good and pupils have appropriate opportunities to work independently and responsibly.
Attendance	Unsatisfactory. The rate of attendance is below that found in other primary schools but has improved recently. The school has reduced the amount of unauthorised absence well.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	Aged 7-11 years
Lessons seen overall	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.

Of the 43 lessons or part lessons observed by inspectors, 96 percent were of satisfactory or better teaching quality, with four percent that were unsatisfactory. About two-thirds of all lessons were of good or better teaching quality and inspectors judge that teaching is good overall. Teaching is also good in English and mathematics and basic knowledge and skills are taught well. There are two aspects of teaching that could be boosted more:

- Planning does not always identify exactly what skills, knowledge and understanding will be learned in lessons.
- Marking of work is not used consistently to show ways to improve and targets for learning are not shared enough with the pupils.

On the other hand, there are many strengths of teaching, including the teaching methods used, the quality of discipline, teachers' expectations and the good support given by classroom assistants.

Because the quality of teaching is good, pupils learn at a good rate. This includes pupils with special educational needs and those who speak English as an additional language. Most pupils work hard and build knowledge and skills at a good rate. They concentrate well and are interested in what they have to learn.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school has introduced the literacy and numeracy hours with success and in general, other subjects are planned well and cover the necessary work. There is a very good programme of activities out of school hours.
Provision for pupils with special educational needs	Good. There is a large proportion of pupils with special educational needs in school. They are given work that is well matched to their individual learning programmes and they are well supported by all staff. This means they make good progress.
Provision for pupils with English as an additional language	Good. Not many pupils speak English as an additional language, but those who do keep up with the others and speak English well by the time they are eleven years old.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. This is a strength of the school. Pupils learn about the special qualities of life and think carefully about what they like and find important. They do the right thing when making difficult choices and they help each other out when there are problems. Their knowledge of their own culture and that of others is good.
How well the school cares for its pupils	Good. Pupils are well taken care of and their health and safety is safeguarded. Ways to assess how well they are doing are improving though there is still work to be done in some subjects.
The partnership with parents	Very good. Parents think a lot of the school and they take a strong role in the education of their children.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher gives a very good lead to the school and has introduced many improvements with a great deal of success. She is well supported by her deputy in this work. Key staff are ready for the challenge which more involvement in management will bring.
How well the governors fulfil their responsibilities	Good. Governors have good insights into the strengths and weaknesses of the school and play a good part in making improvements. They make sure that the school's results are rising to meet the best found elsewhere and use the principles of best value well to check the school's performance.
The school's evaluation of its performance	Good. The quality of information about how well the school is doing is much improved and priorities for future development are very well thought out. There is careful and successful checking of whether these priorities are met.
The strategic use of resources	Good. Finance is managed efficiently and spending is directed at the priorities of the school. All forms of resources are used for the benefit of the pupils.

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 coming to school.• The quality of teaching is good and all staff have good expectations of their children.• Progress is good and standards are rising well.• Pupils are well behaved and are developing as mature and responsible children.• They get good information about the work of the school and have no problems in discussing problems or concerns.• The school is well led and managed and works well with parents.	<ul style="list-style-type: none">• Nothing

The inspection team has no hesitation in agreeing with all of these opinions of the parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In the past, standards were not high enough in many subjects but pupils are now achieving at better levels because teaching and learning have improved and overall standards are good. This represents good progress from the well below average starting level when children start school. There has been good determination to raise standards in recent years and the school is in a good position to maintain this advance.

2. It is very clear that year groups differ in potential and actual attainment. The overall proportion of pupils with special educational needs has risen markedly since the last inspection and this has a profound impact on the standards achieved. In some classes, the proportion of pupils with special needs is particularly high. This makes it unlikely that the well above average standard attained in the 2000 standardised attainment tests (SATs) for eleven year olds will be matched totally in 2001. The evidence from the study of current work supports this picture. Nonetheless, managers and staff share the determination that the present Year 6 pupils will do as well as they can.

3. The 2000 SATs results were the best that the school has ever achieved. The standards achieved by seven-year-old pupils were as expected nationally in reading, mathematics and science, though they were below the average found in most other schools in writing. Even in the last named subject this marks a good improvement on the well below average level of skills and knowledge that children have when they start school.

4. It is very evident that the school adds value to pupils' achievement. The 2000 SATs results at the age of eleven showed sound standards in English, and attainment in mathematics and science that puts the school in the top five percent band nationally. When these results are set against those in schools with between 20 percent and 35 percent of pupils entitled to free school meals, standards were very high in English, mathematics and science. Judging from their results as seven-year-old pupils, last year's Year 6 class made very good progress during their time in the juniors in order to achieve such good standards.

5. As part of its bid to raise standards, the school has set a number of targets for attainment. These have been achieved to a great degree and the school can point to a rate of improvement that surpasses that found in most schools in the county. The school is in the process of revising its targets upward to reflect the greater value that it adds to pupils' attainment. Refinement to assessment processes and the interpretation and use of the information produced will make the process of target setting an even sharper tool for the improvement of standards.

6. The deputy headteacher analyses the outcomes of SATs and other assessment data very carefully to identify trends in attainment. This analysis points to differences in the results of boys and girls. Over the last few years, girls have beaten the boys in the tests for seven-year-old pupils but the boys catch up in the junior classes and tend to outshine the girls in the SATs for eleven-year-old pupils. Staff have begun to look carefully at the resources, work and teaching styles used to minimise the difference in standards between boys and girls, though it is too early for this to have had great impact.

7. Some pupils with special educational needs do particularly well. The quality of support given to them is good and the learning support assistants play a good role in ensuring those

pupils with special needs keep up well in their work and that they make good progress. The success of this support can be seen in the school's overall results that often belie the proportion of pupils with special educational needs. For most of these pupils, however, progress is variable in lessons. It is best where tasks are well matched to their needs and they have close support from teachers or classroom assistants. In these lessons pupils make measurable learning gains against the targets set for them. In a few lessons however, planning is insufficiently specific for their needs, so they make less progress.

8. Higher attaining pupils are catered for satisfactorily in school. There is evidence to show that on occasions, the work set for the top few pupils in each class could be even more demanding. The proportion of pupils achieving the higher levels in the SATs has improved well over the last few years, but the provision of taxing work for the highest attaining pupils is something the school knows it can boost even more.

9. There are a few pupils who speak English as an additional language. These pupils are well targeted by teachers and other staff and they make good progress in their mastery of spoken and written English. On a number of occasions during the inspection it was noted that these pupils joined in well, spoke clearly and coped effectively with the demands of their work.

10. Inspectors spent much time looking at the work finished this year and during 1999-2000. From this it became apparent that pupils make good progress through the school, but that in some places it could be better still. Handwriting, presentation and spelling are three aspects of English that managers know could be improved considerably. The school has identified improvement to standards in writing as a major priority, and evidence from the inspection supports this evaluation. There is also evidence in the sample of work of some variation in the amount and overall quality of work completed from year to year, particularly in junior classes. Some important changes have been made to teaching in these classes in the last three months and the difference is less than it was, but this is an issue that school managers are still working to improve.

11. Standards are good currently in mathematics, science and religious education by the age of eleven and are at the expected level for this age in all other subjects, including English. This marks an improvement in art, mathematics, religious education and science. These standards are discussed in more detail under the separate subject headings starting at page 29.

Pupils' attitudes, values and personal development

12. Pupils' attitudes are very good. They are keen to come to school, arriving on time and starting lessons promptly. Their manner is courteous and welcoming and they have a good grasp of the difference between right and wrong.

13. Behaviour is very good, being either good or better in the majority of lessons observed. Parents are also very complimentary about behaviour particularly outside the school where they describe it as exemplary. The headteacher has had a significant influence on this shifting the emphasis to promoting positive attitudes but with sanctions where appropriate. She is aware that there are behaviour issues but where they occur they are dealt with in a sensitive and very effective manner. The school has its *Golden Rules* and each class also devises its own set of rules. This helps to reinforce pupils' understanding of the impact of their behaviour on others. Staff deal well with the few pupils who are not as co-operative.

14. Bullying and behaviour policies are reviewed annually and these reviews always

include the views of parents. No incidences of bullying were observed during the week of the inspection and parents and pupils are confident that if bullying does occur, that it will be dealt with speedily and well.

15. The personal development of pupils is good. The pupils are one of the main strengths of the school and they develop as thoroughly pleasant young people during their time at St John's. They work independently and responsibly when required and co-operate well together in group work, as seen in a Year 6 history lesson.

16. The behaviour, response and attitudes of pupils with special educational needs are good. Most persevere willingly and enjoy producing work that is as neat as their literacy skills allow. Pupils whose concentration is not well established are helped to stay on task by appropriate and very effective guidance from support staff. Pupils with special educational needs are fully integrated into the life of the school and are well accepted by other pupils.

17. Attendance, which over the last four years has remained between just under 93 percent is unsatisfactory. The school has however been active in looking for the reasons for this and during the last academic year undertook a very detailed analysis of the reasons for their high level of absences. As a consequence school managers have adopted a more rigorous approach to dealing with absenteeism which is built on personal telephone calls. This appears to be bearing fruit with attendance during the Autumn 2000 term averaging 94 percent.

HOW WELL ARE PUPILS TAUGHT?

18. Pupils have better learning opportunities than in the past and this has a direct impact on the standards achieved. Inspectors visited 43 lessons and judged that the quality of teaching and learning is good overall. There is some variation from year to year in the quality of teaching, and there is a small amount of unsatisfactory teaching, but in general, Foundation Stage, infant and junior pupils are all taught well and learning is frequently lively and fun.

19. Many teachers have worked in school for just a short time, but they have settled well to the teaching routines fixed by the school. The teaching staff are well supported by their non-teaching colleagues and all staff form a strong team of professionals working for the good of the pupils. The staff like their children and take good pains to ensure lessons are productive and purposeful. In turn, the pupils respond with interest, enjoyment and no little enthusiasm. Inspectors observed several lessons in which there was a productive learning partnership between staff and pupils.

20. One example of successful learning was in a Year 6 lesson where different groups of pupils were researching the evacuation of families during the Second World War. Some were signed up to the Internet and following links that gave them fascinating insights into the world of children during the blitz. Other pupils were studying items from that war and relating them to their own experiences – gas masks were not particularly liked! Two pupils were dressed as a mother and evacuee son. There was much conjecture as to what was in the newspaper wrapped parcel the son was bearing off to places afar. Books, costume and other items were in use by yet others and some were recounting the experiences of nan, uncle or aunt as discovered when interviewing these relatives. All the while, the *White Cliffs of Dover*, *We'll meet again* and other popular songs were broadcast in the background. The teacher managed this session very well as she moved from group to group, quizzing, reminding, reinforcing and urging pupils in a bid to heighten motivation and boost progress. This made for a lesson of direct learning that would be remembered for a long time.

21. Teachers at St John's School have the craft of teaching from initial planning and preparation through to the selection and use of quality learning resources, skilful questioning and a well paced delivery that focuses learning successfully on relevant knowledge, skills and understanding. Pupils, therefore, make good strides with their learning and during their time in school move from a level of skills and knowledge that is well below average to one that is better than is usually found. The teaching of basic language, literacy and numeracy is good and the national strategies to boost learning in these elements of English and mathematics are developing well. Homework is used effectively to practice and extend the activities set in lessons.

22. Within the overall good profile of teaching and learning there are a couple of aspects that could be better still. The first of these concerns planning. In general, the quality of planning is good. It is thorough and is undertaken conscientiously but does not always list precisely what skills, knowledge and understanding are to be learned in lessons. Additionally, targets for learning are not shared or reviewed often enough with pupils and so they sometimes only have hazy notions of what they have learned or have still to learn about the theme. Also, the marking of work is not used consistently to show pupils how to improve their work.

23. The unsatisfactory teaching observed was due to relatively low expectations of what pupils could achieve in lessons and a slack pace to the work. This led to boredom and distraction and so not enough was completed in the available time. At other times, teachers have good expectations and lessons are brisk. It is clear that the unsatisfactory teaching is the exception and not general practice. Senior managers recognise the need to eliminate weaknesses in teaching and their success in improvement of teaching and learning to date is indication of likely future success.

24. The quality of teaching for pupils with special educational needs is good overall and very good where they are withdrawn for extra support. In English and most mathematics lessons teachers generally meet the needs of pupils well, providing appropriate activities and good support. Classroom assistants play a very important part in ensuring that pupils with special educational needs benefit from activities and make good progress. Additional literacy sessions are well taught resulting in good gains in pupils' skills. In some lessons in other subjects pupils with special educational needs complete the same work as others when an easier task would promote better learning. Work in these lessons is planned without direct reference to targets set in individual education plans and this affects progress.

25. Pupils get a good deal from lessons and their learning is supported well, whether they have special educational needs, speak English as an additional language, are young or relatively old. The pupils develop good measures of independence and responsibility in their work and show increasing maturity as self-reliant learners. The Second World War evacuee did not have the good opportunities for settled learning that the current pupils at St John's school experience.

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

26. The curriculum is generally broad and balanced and suitable to the ages, needs and interests of pupils. The school has made many good improvements to the curriculum since the last inspection. It satisfactorily meets the intellectual and physical needs of most pupils. The school curriculum meets all statutory requirements of the National Curriculum and those of the locally Agreed Syllabus for religious education. All curriculum requirements are met for pupils with special educational needs. Individual education plans include targets for literacy where appropriate. However, targets to support numeracy and inappropriate behaviour are

less well developed. The school is aware of these weaknesses and is taking appropriate steps to address them. All pupils with special educational needs have good access to extra-curricular activities and are fully integrated into the life of the school. Additional literacy support provides an effective way of giving extra help to groups of pupils. The curriculum generally provides equal opportunities for all pupils ensuring pupils receive a comparable set of learning experiences.

27. Recently reviewed curriculum policies and guidelines effectively support teachers in their planning and teaching. The curriculum is planned carefully, ensuring that each subject receives the designated amount of time each term and, where possible, aspects of learning complement each other. For example, the study of Moses and Mount Sinai in religious education led Year 6 pupils to design symbolic illustrations of God through art, applying style colourfully and powerfully with great success. The previous inspection report noted that the use of information technology to support work in other subjects lacked cohesion. The school has addressed this effectively and the use of information technology is evident in most classrooms. The implementation of the National Literacy and Numeracy Strategies is good. Both strategies support teachers' termly planning well. These strategies are contributing to raising standards in English and mathematics as improved planning enables tasks to be better matched to pupils' previous learning. However, there is still little opportunity for pupils to write reports and accounts in subjects other than English.

28. There is a very good range of extra-curricular clubs that include French, drama, music, information technology, football, netball, recorders, basketball and tennis. All are very well supported by enthusiastic teachers, parents and pupils. School teams successfully enter a wide range of sporting tournaments. These activities contribute very well to pupils' personal, social and cultural development and enhance and enrich their experiences and relationships with other children and adults.

29. Educational visits and effective use of the rich local environment around the school and within walking distance of the school enrich the curriculum, particularly in science, history, geography and religious education. The school has good links with its community and the secondary school to which most pupils transfer. The school receives a wide range of visitors who enrich the curriculum with their expertise and experience. For example, in the Reception class, the trainee midwife talks to pupils about the care of babies and the importance of healthy food to maintain growth. There are very good links with local churches and local ministers lead assemblies weekly. The school uses the parish church to bring festivals into the heart of the community served by the school.

30. The provision for pupils' personal, social and health education is good. A well-structured plan ensures this across a range of subjects, particularly in science and religious education. Regular occasions are planned for pupils to talk about matters that concern them and they are well supported as they increasingly consider others' and their own thoughts and actions in a social and moral context. For example, in Year 6 pupils use a website of an emergency aid agency and imagine how they would feel in the same situation without adequate food and clothing. Sex education and heightened awareness of the misuse of drugs and medicines prepare pupils well for the future.

31. The school makes very good provision for pupils' spiritual, social, moral and cultural development. The school's aims relating to the pupils' development in these areas are strong and are very well supported by the values which permeate the daily running of the school. This contributes very effectively to creating a climate where pupils develop as confident, enthusiastic learners.

32. Spiritual development is very good, effectively promoted by opportunities for pupils to

reflect upon this dimension of their lives. Pupils have regular opportunities for reflecting upon significant events in the lives of people or upon the wonders of nature. Works of art and music feature in the curriculum so pupils develop an appreciation of the beauty of form, colour and sounds, for example, in artwork using the colour green, when it is pale and faint as a symbol of sadness. High expectations of pupils are matched by many expressions of praise which develop self-esteem and impact positively on pupils' desire to learn. A good example is the way pupils' work is valued and attractively displayed in most classrooms. Very good links with local churches contribute to the quality of worship, which is an important ingredient in the development of pupils' spiritual growth.

33. Pupils' good moral development is consistently and strongly fostered through the school's approach to promoting good behaviour. Through its aims and policies the school sets a high value upon the understanding of the difference between right and wrong, fostering awareness that individual behaviour impacts on others. Through work on other countries, for example India, pupils are provided with rich opportunities for discussing a variety of issues that raise moral questions. A sense of fair play is fostered in the playground and during games lessons. Pupils are involved in the agreement of their own classroom rules.

34. The school promotes a very good sense of social awareness. Adults provide role models of responsible, supportive relationships when working together in classrooms. Pupils in their turn provide an attitude of responsibility towards other members of the community and their school environment. Very good opportunities for pupils to participate in sporting and musical activities outside school provide a breadth of experience in mixing with others and responding appropriately in competitive situations. The commitment to contributing to local good causes as well as to national and world causes further develops pupils' awareness of their social responsibility. For example, pupils in infant classes collected details of different friendship groups within school and at home linked to work underpinning 'My Family is Very Special to me'.

35. There is good provision for pupils' cultural development both through the taught curriculum and through extra-curricular activities including visits and visitors. The quality of literature, including stories and poems from many countries, is brought to the attention of pupils and raises their awareness of the rich heritage of cultural achievement across the world. Through work in science, geography and history and the increasing focus on technology as a means of communication, for example the availability of CD-ROM information retrieval, pupil awareness is well supported and challenged. Many classrooms display a range of artefacts including those from Ancient Greece, the Second World War and shrine cloth from India, which support a wide range of cultures readily at hand and promoted. Many visitors including artists, story tellers, musicians, actors and older pupils teaching younger pupils traditional games like hopscotch enrich pupils' awareness of their own culture and the cultural heritage of other countries.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The school is very good at caring for its pupils and the arrangements for health and safety, risk assessment, first aid and child protection are also good. The school has sustained the strengths identified in the last inspection report and has made improvements in areas of weakness. The headteacher is both the health and safety representative and the child protection officer and in these roles she receives good support from the local education authority and governing body. Excellent policies have been devised and the headteacher has also attended training particularly in child protection the lessons from which have been passed on to all staff. The school has also devised a 'caring for all' policy and has recently introduced a personal and social record of each pupil which will be used to track their development as they progress through the school.

37. Since the last inspection considerable investment has been made in improving the fabric of the building including a new reception area and office for the secretary, a heating system, toilets for junior pupils and a new fire alarm. The toilets for infant pupils remain in an unsatisfactory state but money has been allocated to refurbish them in January 2001. The school will also be applying for funds to improve the external look of the building

38. Attendance is monitored diligently by the secretary and she in turn works closely with the headteacher on tackling incidences of poor attendance. Although attendance is below the national average, the school has had success in improving the level since the last inspection and informs parents of the effect on progress that repeated absence has. Reviews of both behaviour and bullying policies are undertaken annually. Incidences of bullying are few but the School is not complacent in dealing with the issue head on. Behaviour is monitored well and the procedures to promote good behaviour are successful.

39. Procedures for assessing pupils' attainment and progress are not as effective though the school is working hard to rectify this. In mathematics, English and science assessment is in place, but there is little in geography, history, ICT and religious education. The school has set appropriate targets for attainment by the age of eleven and is well on track to achieve these. At present, the school's internal targets for different year groups do not reflect enough the value that the school intends to add to pupils' attainment. The school is aware that work needs to be done on assessment and has identified it as such on its development plan.

40. Marking of work is not used consistently. The best practice is very good but is insufficiently shared. There is also a lack of emphasis on encouraging an improvement in presentation and particularly in handwriting. School reports are also of inconsistent quality, relying too much on a description of what pupils can do rather than the level they are at. There is also too little on what the pupils need to do to improve.

41. All statutory requirements are met for the assessment of pupils with special educational needs. Annual reviews are carried out and involve parents appropriately. The quality of targets in some individual education plans is variable and some do not support the tracking of progress. Pupils often do not know what targets they are working towards and at present are not involved in setting them.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. Parents have very positive views about the school. They find the staff approachable and they know that their concerns are listened to and acted upon. Furthermore the parents' questionnaire was overwhelmingly in support of the way the school is being run. This all marks an improvement since the previous inspection in the partnership between parents and the school.

43. The headteacher maintains an open door policy, encouraging parents to approach her on any matter of concern. She and her staff are very visible at the beginning and end of the day when they have an opportunity to meet with parents and talk with them informally. This 'opening up' has had the additional benefit of encouraging both current and former parents to get involved with the school as learning support assistants. As a result they make a good contribution to teaching in the Foundation Stage and to those with special educational needs.

44. The school produces a monthly newsletter, which is of good quality, allied to regular general correspondence. Parents' evenings are held three times a year and are well supported. Parents consider these evenings to be very valuable with staff giving up more than the set time to talk to them about their child's progress.

45. Whilst parents feel that the quality of the information they receive on their child's progress is good, the annual reports could stand improvement. A more consistent approach to presentation, greater emphasis on what the child can do relative to the attainment targets and more information on what they need to do to improve would make them more valuable. This would in turn provide them with more information on areas where they can help with their child's development

46. For pupils with special educational needs individual education plans are shared with parents at regular intervals. Details of targets are sent to parents assisting them to support their children. Parents are always invited to annual reviews and most attend. Parents are generally well pleased with the provision for special educational needs.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The headteacher provides very effective leadership and she is ably supported by the deputy headteacher. There is good determination to raise standards and the ethos of the school is very focused on productive working within a welcoming and supportive learning environment. Standards have risen dramatically because of the very good leadership given by the headteacher. Her clear vision is reflected in the school's documentation, in particular the school improvement plan, which provides a structured approach to development. The school priorities are promoted very well through a shared approach involving key members of staff and governors. These developments are carefully costed and their implementation is monitored closely by the governing body and senior managers.

48. The governing body has expanded its role since the last inspection, it is efficiently organised with relevant sub committees. As a body the governors are well informed and they have a clear understanding of the school's strengths and weaknesses. Individual governors have an overview of specific subjects, which enables them to monitor an aspect of school performance very closely and complements the general overview of the governing body well.

49. The senior management team is just beginning to play an important part in strategic planning. In most respects, subject coordinators carry out their duties well, though they could have more involvement in checking that targets and priorities are met and that teaching, learning and standards are the best possible. There is a readiness amongst senior managers and the staff to take even more responsibility for the monitoring and managing of subjects. There is effective delegation to senior and middle managers on the whole, and the headteacher is working hard to give them more responsibility and a greater role in the strategic management of the school.

50. The special needs co-ordinator provides very good leadership for this area of the school's work. She ensures that all staff are fully aware of pupils' special needs, understand the system for identifying pupils' difficulties and are supported in addressing targets for improvement. The governing body is fully involved with issues regarding special educational needs and fulfils all its statutory duties.

51. In general, the use and development of support staff is very effective. On a few occasions learning support assistants have a less focused role at the start of lessons. Most of the time, however, classroom assistants are required to check pupils' responses to questioning and involvement in whole class discussions. A good number of support staff have undertaken additional training and this positively enhances the quality of support provided both in the classroom and around school. Additionally, the support staff have a range of interests and strengths. They are now ready to share this expertise and knowledge with other support assistants.

52. The headteacher is committed to developing good relationships with all members of the school community. Parents are positive about how the school is welcoming and governors feel that their work is valued.

53. The school has sufficient teachers who are qualified to teach the curriculum. All teachers have had training in the aspects of numeracy, literacy and ICT that have changed recently. The school employs a larger than average number of classroom support staff who have played a significant part in raising standards in recent years.

54. The school has spent above average amounts on resources in recent years and the benefits of this expenditure is evident in the quantity and quality of resources for subjects such as science and information and communication technology. New technology has been used wisely in the everyday administration of the school, which is conducted efficiently.

55. The internal accommodation is well designed, classrooms are large and displays create a lively learning environment. The school has generous play areas and playing fields. Recent improvements to the main entrance provide a pleasant lobby and added security. This contributes much to the ethos of the school and the good quality of display sets good examples for pupils to aspire to. However the external appearance of the school is shabby and dilapidated. In this respect there has been little improvement since the last inspection. The peeling paint and rotting windows give a completely false impression of what is a vibrant and caring school community.

56. The management of the school, including the governors, is determined to spend wisely and it promotes the principles of best value well. The school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. School managers have been very successful in improving the school, particularly the standards achieved. They know that there are a number of things that require further strengthening and have included all of these in their development plan. The inspection team judge that these are the right things to do now. Therefore, governors and staff should continue to boost standards by

1. Improving the quality of written work

By

Promoting good writing across the curriculum

Improving spelling

Introducing a consistent approach to the teaching of handwriting

Insisting that standards of presentation are the best they can be

(See paragraphs 10, 27, 40, 45, 66, 73, 79-81, 84, 89, 117 and 120.)

1. Developing assessment and the use of the information it produces into a well honed tool for identifying trends in attainment and the setting of rigorous targets for improvement.

By

Extending good assessment procedures to all subjects

Using the information gained to set meaningful and challenging targets for all pupils

Providing regularly work that is more taxing for higher attainers and gifted and talented pupils

Setting targets for learning in lessons

Sharing these targets with the pupils

Reviewing them at the end of lessons

Revising the targets upwards as necessary

Using the marking of work to focus on ways to improve in particular, marking for presentation

(See paragraphs 5, 7, 8, 22, 24, 26, 39-41, 75, 81-85, 94, 100, 105, 107-8, 113, 118-119, 124, 135 and 140)

2. Drawing all staff into the management of the school

By

Using their talents to the full

Delegating more responsibility to them for checking on standards and the quality of teaching and learning

(See paragraphs 49, 108, 118, 124, 135, 140, 145 and 149)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	43
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	17	45	33	5	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	212
Number of full-time pupils eligible for free school meals	48

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	80

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	23

Attendance

Authorised absence

	%
School data	7.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	14	17	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	12	13
	Girls	12	13	16
	Total	25	25	29
Percentage of pupils at NC level 2 or above	School	80 (74)	80 (77)	95 (81)
	National	83 (82)	88 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	13	17	15
	Total	27	31	29
Percentage of pupils at NC level 2 or above	School	87 (74)	100 (74)	93 (94)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	18	12	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	16	18
	Girls	10	12	12
	Total	24	28	30
Percentage of pupils at NC level 4 or above	School	80 (73)	93 (85)	100 (98)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	14	18
	Girls	11	12	12
	Total	22	26	30
Percentage of pupils at NC level 4 or above	School	73 (78)	87 (65)	100 (72)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	3
White	176
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.2
Number of pupils per qualified teacher	23
Average class size	30.3

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	186

Financial information

Financial year	1999/2000
----------------	-----------

	£
Total income	388 328
Total expenditure	385 750
Expenditure per pupil	1 707
Balance brought forward from previous year	40 801
Balance carried forward to next year	43 373

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	212
Number of questionnaires returned	92

Responses (percentage of answers in each category):

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	28	5	0	0
My child is making good progress in school.	64	32	1	1	2
Behaviour in the school is good.	51	46	3	0	0
My child gets the right amount of work to do at home.	46	40	7	1	6
The teaching is good.	65	33	0	1	1
I am kept well informed about how my child is getting on.	58	34	7	1	1
I would feel comfortable about approaching the school with questions or a problem.	74	23	3	0	0
The school expects my child to work hard and achieve his or her best.	69	29	0	0	2
The school works closely with parents.	62	36	1	1	0
The school is well led and managed.	71	27	0	2	0
The school is helping my child become mature and responsible.	62	35	2	1	0
The school provides an interesting range of activities outside lessons.	47	46	2	0	6

Inspectors agree with what parents like about the school.

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

58. Since the previous inspection the school has responded positively to the new provision for children in the Foundation Stage. Liaison with parents and with pre-school providers has improved. The Early Learning goals have been introduced and all the adults working with children in the reception class have received appropriate training. The overall good teaching is having a positive impact on children's learning.

59. When the children join the reception class in the September prior to their fifth birthday skills in speaking and listening, mathematics and personal independence are well below average when compared with children of a similar age. This is confirmed by the initial assessment conducted with these young children. By the time they are ready to start in Year 1 the majority of the children achieve well and attain the early learning goals in personal, social and emotional development. This is due to good teaching in many of these areas of learning. In communication, language and literacy a significant proportion remain below average particularly in early writing but nevertheless they make satisfactory progress in this area of learning and good progress in all other areas of learning.

60. At the time of the inspection there were thirty children attending full time in the reception class. Three quarters of these children have had some form of pre-school experience.

61. A significant minority of children in the Foundation Stage have been identified as having special needs. There is also one child for whom English is an additional language. These children make good progress because there is a good level of support and tasks are carefully matched to meet their needs.

62. An effective induction programme enables children to settle into school life quickly and happily, easing the transition from home to school. A well maintained home school diary informs parents and enables them to share in their child's learning. Teachers ask parents to complete a questionnaire to show how well their children have settled into school in order to ensure the best start for children.

63. The communication offered in the Foundation Stage is closely linked to the Early Learning Goals for children of this age. Planning is effective, with clear learning objectives, and a range of stimulating and interesting activities. There is a good balance of teacher directed and child chosen activities. The accommodation is used efficiently and provides an attractive learning environment but provision for regular outdoor play is limited. Teachers and support staff work very effectively as a team, promoting good progress. The good teaching represents an improvement since the previous inspection.

Personal, social and emotional development

64. Many children enter the reception class with immature skills in personal and social development. By the time they leave the reception class they are achieving the early learning goals in this area. The adults place great emphasis on this area of development and the good achievement reflects the skilful teaching, where confidence and self-esteem are competently promoted and independence in personal skills is fostered. The children choose activities independently and share resources, for example when painting together. They have a good understanding of school routines, listening attentively putting up their hand to contribute to discussions and lining up for example to go into the hall. The children show positive attitudes to learning and enjoy coming to school. They are developing concentration and learning to

persevere with tasks set. They are learning to play co-operatively, for example, in the 'baby clinic' where they take turns to bath the baby and share the resources fairly. The children enjoy good relationships with each other and with the adults who portray very good role models, being kind and caring and treating each other, parents and the children with courtesy and respect. The staff expect the children to take responsibility for instance tidying away resources at the end of sessions.

Communication, language and literacy

65. Provision for communication, language and literacy is good. Most children make good progress in acquiring skills in speaking, listening and early reading. Writing skills are not as well developed for some children, and a significant majority do not attain the early learning goals in writing particularly, by the time they leave the reception class. The children enjoy listening to stories and rhymes and share books well with the adults, many beginning to recognise that words and pictures convey meanings. They handle books carefully. A small group of higher attaining children attempt to write independently using limited letters in some words and one or two making plausible attempts at words. All children are learning to recognise their own name and about a third write their first name independently. The teacher makes good use of literacy sessions to extend speaking and listening skills. A significant proportion are developing skills in rhyming sounds through literacy games. The teacher encourages them to listen for the initial sound of a word and more able children identify these confidently. When sharing a book a few of these children read simple texts with increasing accuracy, showing good recall and using picture cues to help them make sense of their reading. Resources such as big books and rhyming texts are used effectively to encourage learning. Expressive story reading holds children's interest promoting their desire to read.

Mathematics

66. Provision for mathematics development is good. Children make good progress and, given their attainment on entry to school, the majority achieve the early learning goals by the end of the reception year. The teacher employs a range of well-chosen activities that engage children's interest and build skills. For example after counting together, she helps them match number names to the numeral up to ten. Most children count to ten with confidence, the more able children counting well beyond this. A weakness is the lack of reference in planning to 'stepping stones' in the Foundation Stage. Clearly, higher attainers are working on the early stage of the National Curriculum. The children are familiar with number rhymes and songs such as 'Five Little Froggies' and these are used well to reinforce their understanding. Opportunities to use these skills for real purposes are seized by the adults. For example, the children measured a child's giant sunflower using footsteps. Mathematical language is reinforced well by teachers. Most children have a good awareness of basic shapes such as 'squares' 'circles' and 'triangles'. Higher attainers understand the use of the additional symbol and are beginning to add two values and total these, while lower attainers count to five but are not yet matching quantities effectively. The work of children with special needs as well as that of the child with English as an additional language is carefully monitored by the teacher and the learning support assistant and as a result they make similar progress to others in their group.

Knowledge and understanding of the world

67. Teaching is good and the children are eager to learn. Visitors are invited to work with the children. For example, a trainee midwife demonstrated bathing and caring for a new born 'baby'. Important learning took place about how fragile and dependent babies are. The children watched in awe and wonder as the 'baby' was bathed and changed. They asked sensible questions and contributed well to discussion, learning about how babies feed and grow. The midwife and teacher ensured important messages about health and safety and hygiene were reinforced through the practical experience shared. Explicit teaching ensured good gains in information. This was then reinforced through well-structured role-play in the

baby clinic where the midwife intervened well to extend the quality of play and children's knowledge and understanding. As a result many children had a good understanding of how they have changed in five years. The children are developing confidence when using the computer, some showing good control of the mouse, others are less secure in these early skills. Good opportunities are provided for children to use the computer independently. The children take turns and share and a few help each other with the task, using simple nursery rhyme and art programs.

68. The children talk about their homes and families. They are aware of older people, helping to deliver Harvest baskets to the elderly. Through simple time lives they develop an awareness of the passage of time. They visit the church following a discussion on Christenings, where the vicar conducts a 'baptism' service. Simple maps and 'small world' help to develop their understanding of routes and directions. A good example of a recent visit was to the local bakery. The children watched the bread being made and good links were made to harvest time. Adults support children well enabling them to investigate their surroundings and find things out for themselves. Most children demonstrate competence in skills such as cutting, sticking, threading and joining. Through carefully structured learning opportunities the adults build successfully on children's knowledge and understanding of the world around them, so that in relation to their prior attainment, children make good gains in learning, leading to good progress. The majority achieve the early learning goals by the time they leave the reception class.

Physical development

69. As a result of the good teaching, the majority of children achieve the early learning goals for this area of development. Although opportunities for regular outdoor play are limited, good use is made of the hall. The children use the space confidently and more with increasing control and co-ordination. The good focus on safety ensures the children use the apparatus sensibly and carefully. For example they follow instructions, combining a series of high and low movements successfully on the apparatus, refining their performance through practice. They show good control using the apparatus although have not yet developed skills in landing with poise and control. A weakness is the lack of opportunity for children to observe and comment on each other's movements, in order to improve skills further. Fine motor skills develop well through good opportunities to handle a range of tools such as scissors, paint brushes and pencils. Most children show reasonable control when cutting, painting and drawing and using malleable materials such as clay and play dough. The adults support children well in these activities, using questioning effectively to extend their thinking and ideas. Opportunities for learning through outdoor play provisions are limited.

Creative development

70. Sound teaching enables most children to achieve standards expected nationally by the time they enter Year 1. They take turns to select and play untuned percussion instruments and accompany the story 'Noisy' with appropriate sound effects. Far too little opportunity to explore the instruments and develop creative ideas results in under achievements by more able children in particular. All children have opportunities to express their own ideas and communicate feelings through well-structured role-play such as that in the 'baby clinic'. A satisfactory range of art experiences develops skills in painting, printing and collage. They paint portraits of a friend, create simple models using clay and work together to create pieces such as 'Old Macdonald's Farm' to a satisfactory standard. Opportunities to develop early skills in abstract drawing and three-dimensional art work are more limited. Careful displays enhance the learning environment and celebrate children's efforts and success.

ENGLISH

71. The results of the 2000 national tests at the age of eleven indicate that pupils

achieved better results in English than were found in most primary schools. They were above average when compared to the national average and well above average when compared to similar schools. This represents a masked improvement in the test results since the previous inspection. Results have gradually risen over the last four years. Boys tend to out perform the girls by the time they leave the school. Pupils with special educational needs are making good progress. Those who speak English as an additional language also make good progress. This is because the support that these pupils receive is well targeted.

72. Pupils are now achieving at better levels because of the determination to improve teaching and learning quality. Pupils are making good progress and the standard of work in lessons is now similar to that in other schools. There is a high proportion of pupils with special educational needs in some classes, and it is unlikely that the above average standards attained in the 2000 standardised attainment tests for eleven year olds will be matched in 2001 because of such differences in the age-group. The evidence from the study of current work supports this. The quality of teaching has improved because teachers have focused on weaknesses in writing identified in the previous inspection report. Nevertheless weaknesses remain in writing, particularly in spelling, handwriting and presentation and writing in other areas of the curriculum.

73. There has also been an improvement in the results of seven year old pupils, but results in reading and writing are still not as high as they could be, and standards are below average by the age of seven in the work seen in lessons. Although the 2000 standardised assessment tests indicate well below average standards when compared with the national average and with similar schools, inspection findings indicate improving standards which nevertheless remain below average at the end of the infants.

74. Since the time of the previous inspection, the national literacy strategy has been successfully implemented, resulting in a much more focused approach to the teaching of English. Good quality resources have been developed to support literacy and most teachers have been well trained to ensure that they are confident and well equipped to teach the literacy strategy. Planning now follows the national guidance for literacy. Other strategies introduced include target setting, pupil tracking and analysis of assessment data to identify areas of weakness and action to be taken to address these. Some of these strategies are recently introduced and it is too early to see their impact on learning. Other initiatives such as additional literacy support and booster classes have been established and are contributing effectively to the improving standards, as is the well-targeted support for pupils with special educational needs and those for whom English is an additional language.

75. The standards of speaking and listening are average by the age of seven and eleven. Although there are weaknesses in speaking and listening for many pupils when they start school these are well addressed through effective teaching. Teachers make good use of opportunities within the literacy hour for speaking and listening. For example in a Year 2

class, focussing on non-fiction texts, pupils discussed the sequence of events for making Welsh rarebit.

76. In junior classes the youngest pupils are more reluctant to engage in extended conversations because fewer opportunities are presented for them to do so. They don't listen as carefully as other pupils in the school and there are many missed opportunities for pupils to read aloud the shared text and to express their opinions. Elsewhere in the juniors there are good opportunities for pupils to respond to questions and to extend thinking and speaking skills. Pupils are confident and higher attainers are articulate, for example when explaining the difference between fact and opinion in a Year 6 lesson.

77. Standards in reading are close to the national average by the age of seven, although the proportions achieving the higher level is below average. Given the limitations of pupils' skills on entry to the school, the majority do well to develop secure phonic skills and a sound understanding of what they read. Above average pupils read fluently and accurately, enjoying both fiction and non-fiction books. Average readers do not always use punctuation to help them make sense of their reading and occasionally books are too difficult. Below average readers are hesitant but nevertheless attempt to read independently and enjoy their books. They are able to build simple words but reading lacks fluency. Reading standards at the end of school are average, with higher attainers making very good progress.

78. Standards in writing are below average at the end of Year 2. As a result of the literacy strategy pupils are beginning to write for an increasing range and purpose. They write news accounts, stories, diary entries, directions and instructions. There is an increasing focus on character descriptions and non-fiction writing, for example sequencing the life cycle of a frog. Spelling is a weakness for all but the most able pupils. Handwriting and presentation skills are not well developed and in many cases handwriting is unsatisfactory because skills in letter formation are not well taught and systematically developed.

79. By the age of eleven, standards in writing are close to the average. However, when pupils start in the juniors their work can be unsatisfactory because pupils do not cover sufficient work and the quality of writing is poor in many cases due to low expectations. Too often pupils are wasting time colouring in or drawing pictures, unrelated to their task. They do not work with sufficient vigour or take sufficient care when working. Pupils' learning accelerates in Year 4 and Year 6 particularly, contributing effectively to improving standards. The National Literacy Strategy is having a positive effect on raising standards in reading and writing, with good achievement from the majority of pupils. Pupils write for an increasing range of purposes and are presented with imaginative or purposeful tasks in most classes. These include playscripts, story analysis of poetry, descriptive writing and poetry writing, newspaper reports, letters and diaries. There is evidence of persuasive writing although skills in presenting argument are at an early stage for many pupils. By the age eleven many pupils are able to write confidently from different viewpoints.

80. Standards of handwriting are unsatisfactory in many cases because skills are not systemically developed and carefully taught as pupils move through the school. Teachers do not have high enough expectations of standards of presentation and this is reflected in the limited comments made through marking. As in Years 1 and 2, spelling is weak in junior classes. Some Year 6 pupils misspell common words such as 'were' or 'tired'. Pupils do not have enough knowledge of spelling strings and patterns and this is affecting the work of the average and below average pupils.

81. The quality of teaching is good overall, but varies across Years 3 to 6, particularly for the youngest pupils where it is weak. There has been a good improvement in teaching since the previous inspection and this is directly linked to the improvement in pupils' achievement

and standards. It is particularly good in Year 4 and Year 6 resulting in accelerated learning for many of these pupils. Pupils are usually well motivated because the tasks are interesting and challenging. Most teachers are confident in their understanding of the literacy hour. They use the time effectively in most classes and pupils cover a good amount of work. They enjoy good relationships with pupils, using praise well to build confidence. As a result most pupils have good attitudes to learning. The good use of support staff and well-targeted activities is particularly effective in helping lower attainers and pupils with special educational needs to make good progress.

82. The good teaching results in sustained effort, concentration and good gains in learning for many pupils. In a Year 4 lesson the lively teaching captured pupils' imaginations and stimulated interest well. Good use is made of ICT in many classes to support pupils' learning, increasing their understanding of grammar and extending their ability to research information. Occasionally when expectations are too low and learning is not sufficiently challenging, this leads to underachievement. Inappropriate work sheets in a Year 3 lesson meant that lower attainers struggled because they were unable to read the worksheet whilst average pupils completed their task with ease and resorted to drawing pictures. Marking is inconsistent. The very best practice is good, praising efforts and providing clear guidance to pupils to help them improve. Pupils note these comments and endeavour to improve their work. However not all teachers give sufficient attention to such comments when marking.

83. The management of English is good. The literacy co-ordinator has good expertise and sets a good example through her own teaching. She is aware of the need to raise standards in writing, particularly handwriting and spelling and to develop writing in other areas of the curriculum. Writing is currently a priority for the school. Planning is monitored for coverage of the National Curriculum.

84. Assessment strategies are in place and analysis of assessment data is undertaken but the use of this information is not yet informing teachers planning sufficiently, to ensure teachers have a clear understanding of what pupils know and can do, and the progress they are making. Target setting is a recent development. It is too early for this to be impacting on standards.

MATHEMATICS

85. The results of the 2000 SATs for pupils in Year 2 were average when compared with all schools and above average when compared with those achieved by schools in similar social circumstances. At the end of Year 6 results were well above the national average and very high in comparison with results achieved by similar schools. The results indicate a marked improvement over the previous three years. Inspection findings show the current attainment in Year 2 to be average and above average at the end of Year 6 because of improvements made to the curriculum and teaching. At the time of the previous inspection standards of attainment were judged to be average by the age of seven and eleven.

86. Pupils enter school with well below average attainment in mathematics. Good teaching in the early years results in good progress for the majority of pupils. In the first year of the juniors work is not always as well matched to pupils' existing levels of learning as it is elsewhere. However, progress increases rapidly in Years 4 and 6 particularly, and 'booster' work helps all groups of pupils to succeed well in Year 6. Despite the faltering start, the progress of pupils in the juniors is good overall. Pupils with special educational needs receive good support and make good progress against their prior learning levels.

87. Pupils' numeracy skills are good, including the recall of multiplication facts as observed in a Year 6 class where pupils mentally added pairs and trios of numbers to make

100. In some lessons pupils use their numeracy skills effectively to support work in other subjects for example, artwork that is reflected in designs that are rotated around a given point. However the use of numeracy skills in other subjects is largely incidental rather than planned.

88. In Year 2 most pupils work confidently with numbers up to 50 and higher attainers are beginning to understand the place value of digits up to 100. Most pupils are familiar with a range of calculations and their knowledge of multiplication facts is developing, often counting confidently in twos, threes, fives and tens. However, pupils' strategies for using more than one method to complete a given task are limited. As observed, pupils identify halves and quarters of given shapes and they are developing appropriate measuring skills, recording accurately to the nearest centimetre. Across Year 2, pupils' work shows good achievement, though the quality of recorded written work is variable. Higher attaining pupils usually complete the same work as others before moving on to more challenging tasks and this slows their progress.

89. In Year 6 most pupils can multiply and divide whole numbers by 10 or 100 and calculate using decimals to two places. They confidently convert simple fractions to percentages, successfully using their skills to solve everyday problems. Pupils in Year 6 are developing good skills in using and applying their mathematical knowledge through a range of regular homework tasks. Some pupils observed in Year 6 confidently entered information into a database illustrating the relationship between differing perimeters and similar areas. Pupils made general statements about why they thought certain patterns appeared and explained their reasoning.

90. Pupils' response is good and occasionally very good and this has a positive impact on their learning. They are very keen learners and willing to answer questions during mental mathematics sessions and listen carefully to their teachers. Most pupils respond quickly to their teachers' instructions and waste little time in movement from the mental session to the start of the main task activities. Pupils work well in pairs with some very good examples of collaboration observed during the inspection where pupils share the recording and measurement of the outside playground during a practical session. Pupils exchange ideas with each other and, where the task is challenging, stay on task. Behaviour is good and pupils display good levels of motivation and confidence.

91. The quality of teaching is good overall. Teachers' planning is detailed, based on the National Numeracy Strategy and the very best is informed by careful assessments of pupils' learning in previous lessons. The most effective planning clearly indicates what the pupils are expected to learn in the lesson and these objectives are written on the board and shared with pupils at the start and end of lessons. This ensures that pupils are clear on what is expected of them and is a key factor in maintaining a brisk pace throughout the lesson. Most lessons observed during the inspection started with a range of mental questions but the sharing of ideas about methods of calculation is very limited. Most teachers explain new tasks to be undertaken carefully, often supported by an appropriate range of resources. Introductions to lessons are often interesting and are maintained at a brisk pace, however the final session is often rushed and fails to consolidate the learning that has taken place.

92. The very good teaching observed in Year 2 has a sense of purpose and urgency that holds pupils' interest and motivation and the use of well prepared classroom support assistants enriches learning for all pupils. Teachers' relationships with pupils are good and their sensitive management of pupils enables them to establish and maintain good levels of behaviour. Teachers' methods and organisation are good, often supported by a range of appropriate resources. Where teaching is satisfactory, tasks set for pupils are too easy, particularly for higher attainers so they are not challenged enough and fail to make the

progress in learning of which they are capable. Work does not always build sufficiently on previous learning for example, the repetition of adding numbers up to ten. Scrutiny of pupils' work from last year in Years 1 and 2 indicates an overuse of work sheets requiring unchallenging one number answers rather than allowing pupils to display their mathematical knowledge through a different approach. This has been corrected this year as different teachers take these year groups, though school managers continue to monitor work carefully to eliminate such imbalances.

93. The assessment for pupils' attainment and progress has improved since the previous inspection. Careful reviews are carried out in relation to tests undertaken and regular tests are used to check progress of individual pupils. Checking of the quality of teaching and learning linked to better use of assessment is having a direct effect on raising standards for all pupils. However the marking of pupils' books is inconsistent and does not always show what a pupil needs to do to improve learning. The school has made a good start to the implementation of the National Numeracy Strategy. The enthusiastic co-ordinator has worked hard to assess the school's current provision, raise teachers' confidence and skills and developed a clear plan for the further development of the subject. There is a shared commitment to raise standards further. The school is making a good effort to involve parents in mathematics, for example they held an evening about mathematics earlier this year to help parents support their children's work.

SCIENCE

94. By the end of Year 2 the standards reached by pupils are in line with national expectations. Pupils know about cycles of development in living things, they begin to describe forces such as pushing and pulling and know how materials can be changed by heat. The development of skills through practical work is improving pupils' ability to observe closely, record results and carry out simple tests.

95. By the end of Year 6 standards are above the national average. Results in national assessments in 2000 were very high, in the top five percent of schools nationally. Pupils' knowledge and understanding in science is good and their practical skills are average. The exceptionally high results in assessments reflect very precise teaching and well-conceived preparation for the tests.

96. Throughout the school pupils make good progress in science as part of the well planned and balanced programme of experiences provided for them. Teaching is good overall and in infant classes the teaching observed during the inspection was very good. In Year 6 pupils mix substances such as bicarbonate of soda with liquids like vinegar and lemon juice. Pupils' excitement and enthusiasm are obvious as chemical reactions take place and gas is given off. The teacher skilfully probes their observations asking them to suggest *what the gas might be* and *what would happen if...?*

97. In Years 1 and 2 teachers demonstrate real skill and confidence knowing how much information to give pupils so that they feel the thrill of finding out for themselves. In Year 2 they experiment with batteries wires and bulbs making circuits. Year 1 pupils are left to decide whether drinking straws or cubes are best for measuring body parts such as their feet and arms. These examples show how well teachers know their pupils and how confident they are in their class control. Listening and speaking skills are developed using precise language and terminology so that pupils begin to use terms such as circuit and evaporating appropriately.

98. In very successful, practical sessions the pupils' reactions are immediate and positive, they are captivated and enthralled. In pairs they exclaim, "We've done it!" or "look at this, look at this". These lessons reflect best practice in teaching and learning in science. Scrutiny of pupils' work confirms that these practical sessions take place throughout the year. However some topics need to be made more practical providing even more opportunities for pupils to observe, measure record results and consider their findings.

99. Standards in science have risen since the last inspection, results in national assessments have risen dramatically. The introduction of nationally developed programmes of study has created some problems of overlap, however sound planning and management has ensured a smooth transition overall. Teachers know their pupils well and have a clear picture of their attainment and progress. Greater use of information from assessments to inform future teaching on a regular basis is a way in which the school could improve its already good provision in this subject.

ART AND DESIGN

100. It was not possible to observe art being taught during the inspection. From all the available evidence the satisfactory standards found in the previous inspection have been maintained although little development has taken place since that time.

101. Most pupils make satisfactory progress, including those with special educational needs and those for whom English is an additional language and standards are good by the end of Years 2 and 6.

102. Pupils in Years 1 and 2 develop techniques using pastels, paint, crayon and collage. They experiment with painting and printing. Drawing skills are a weakness because there is little focus on the systematic development of observational drawing.

103. Evidence of three-dimensional work is limited. Pupils experience clay and plasticine but there is little evidence of these skills being built upon as pupils move through infant classes. The youngest pupils paint self-portraits, make simple clay models and shapes, and experience collage and painting when working on large canvasses. In Year 2 pupils create collage designs for 'Joseph's coat' and makes good use of 'First Artist' on the computer to support this task. A good spiritual focus to the artwork in Year 2 was the painted and collage *Poppyfield for Remembrance Day*. Pupils produce stitched designs on binder mats, demonstrating sound skills in this task.

104. In junior classes pupils in Year 3 create pastel portraits and painted patterns from a variety of shapes. Skills and the range of media used are limited. Pupils do not extend their creativity nor are they well challenged by these tasks. Artwork is linked to history in Year 4, where pupils' design and paint drinking cups used by Ancient Egyptians. In Year 5, pupils create pencil sketches of the creature from 'The Iron Man', using shading techniques and, in response to a musical stimulus 'Carnival of the Animals' they produce vibrant painted patterns. In Year 6, pupils produce pencil sketches of William Shakespeare, some of which are good. They design three-dimensional sets for 'A Midsummer Night's Dream' and use

paint and pastels to create rural and urban landscape, impressions having looked at the work of David Hockney. By the time they are eleven, most pupils have satisfactory skills in painting, printing and collage and demonstrate increasing knowledge and understanding of the visual elements of colour pattern line and tone. Drawing skills however have not been systematically developed, but a small number of pupils have sound skills in observational drawing. Three-dimensional artwork is unsatisfactory with little evidence of these skills being well promoted. The sound use of clay with the youngest children, for example, is not extended successfully in other years. The focus on the work of artists is limited. Pupils do not have good knowledge of a range of artists and the style in which they work.

105. Although sketchbooks are in use, teachers do not make the best use of these in order for pupils to practise and refine skills and techniques, particularly in observational drawing and the use of colour mixing. Drawing skills are not taught systematically.

106. From the work produced, teaching is satisfactory, in terms of painting, printing and collage. However, teachers' subject knowledge is limited in some cases, however and as a result, skills are not always built upon effectively in all aspects of art. Teachers sometimes present undemanding tasks which fail to challenge and extend learning. The range of media is limited and this limits opportunities for pupils to extend their skills.

107. Since the previous inspection, national guidelines have been adopted. A draft policy is in place but is not always reflected in the work seen, particularly when referring to the 'wide variety of media and opportunities'. Resources provided are adequate. At present no formal assessment system is in place, and opportunity for monitoring teaching and learning, and standards achieved are limited.

108. There are few visits or visitors to enhance learning in art and although some use is made of the local area, these are missed opportunities to take advantage of artistic work such as the sculpture trail in the local forest.

DESIGN AND TECHNOLOGY

109. Standards in design and technology are in line with national expectations by the age of seven and eleven. In Year 1 pupils construct vehicles with wooden wheels, axles and cardboard 'cabins'. These buggies are well made and pupils have gone through the process of design, make and evaluation in making them. In year 2 pupils design Joseph's coat on computer before making the real thing from fabric and wallpaper.

110. In year 5 pupils make biscuits, having tasted some first! A commercial aspect is added as pupils design packaging to hold and 'sell' their products. Year 6 pupils use a commercially produced construction kit to explore structures and mechanisms. They produce fairground wheels and cranes that are entered into a national competition. For the last two years the school has won through to the south-west area finals, such was the high quality of the work.

111. All classes attempt three projects in line with national recommendations. Often these are linked with other subject areas. In Year 4 pupils design and make torches, in year 5 they make musical instruments linking technology with work in electricity and sound in science.

112. Very little teaching was observed during the period of inspection, but scrutiny of teachers' planning and discussion with pupils supports the view that teachers know how to exploit this practical subject. In one lesson observed the teaching was unsatisfactory because the teacher stuck too rigidly to a lesson plan that did not have enough to interest and challenge the pupils. As a result the learning was restricted and pupils became bored.

113. Pupils' develop design and construction skills as part of a comprehensive programme of study. Standards have been maintained since the time of the last inspection.

GEOGRAPHY

114. Although geography is planned and taught in a cycle with history, it is not as well developed and pupils do not attain quite the same level of knowledge and skill in the subject. Nonetheless, the school has sustained the quality of teaching and learning evident during the last inspection and standards are similar to those found in most other schools at the age of seven and eleven.

115. Coleford and its locality forms the starting point for the expansion of pupils' geographic knowledge. Children in the reception class talk animatedly about their houses and homes and then their school. They work out how they get from home to school and to different place inside the school. As pupils grow, they discover more about the town. Year 2 pupils build this knowledge in geography lessons, but also in other subjects, so, for example in work on Remembrance Sunday they walk to the War Memorial which is a focal point in the locality. Junior age pupils study rivers in flood (well timed this year to cover the flooding of the Severn in Gloucester!), mountains, and the rocks they are made from, and towns, cities and countries outside the forest in which they live. They know something of the way in which humans affect the landscape and older pupils think carefully of the contentious issues surrounding misuse of the environment. This contributes very well to pupils' spiritual, moral and social education.

116. The work completed in books is sometimes untidy and not always spelled properly, but higher attaining pupils often show simple analysis in their writing and not just descriptive phrasing. Teaching quality is satisfactory and there is appropriate emphasis on the development of better knowledge and skills. Geography topics are planned satisfactorily but there is evidence of more work completed in some topics than in others by the same class. A strength of the subject is to be found in the good use made of information and communication technology to bring learning alive and up-to-date.

117. The subject is managed effectively, though the co-ordinator does not have a full role in checking, evaluating and boosting the quality of teaching, learning and standards. Assessment is another issue that has yet to be resolved fully.

118. The pupils like geography and work hard in lessons. They are generally well behaved and their concentration is good. The very brightest pupils could be taxed rather more than they are; though the good use of ICT has the potential to push these pupils further in their work.

HISTORY

119. Standards, teaching and learning in history have improved considerably since the school's last inspection. Today, pupils attain standards that are at the expected level overall, but which have the potential to be even better. It is the standard of written work that holds attainment back, as spelling, handwriting and presentation are not as good as they could be by the age of eleven. However, pupils have good insights into historical events and make good comparisons between their own lives and those of their forebears. This was shown particularly effectively in the Year 6 lesson on evacuees in the Second World War discussed in the standards section earlier in this report.

120. The pupils' sense of chronology takes on greater precision as they grow. The youngest pupils talk about their own families and the differences between their own lives and those of older generations. By the age of eleven, pupils distinguish well between key periods in British and world history, from the ancient Egyptians, Greeks and Romans onwards, though the use of dates to demarcate events is not as advanced as in some schools.

121. Teachers and pupils share a lively interest in history. The subject is taught effectively to infants and juniors alike and in some lessons teaching is good or very good. Historical research and investigation is a key element of the work and so pupils gain understanding of what history *is* as well as what history is *about*. This stands them in good stead for their history course at secondary school.

122. Staff give good thought to ways to make learning active and stimulating. They make good use of ICT, particularly the Internet, to research historical topics and the programme of visits and visitors support learning well. Homework is a useful means for pupils to find out more about the topics they are working on. Pupils respond to these opportunities to find out about the past by concentrating and behaving well, working independently and responsibly and by co-operating effectively with other pupils. Learning is productive, purposeful and well focused.

123. The subject manager has been successful in moving the subject on, but she has not yet had opportunity to check the quality of provision and rates of progress and standards in other classes. Assessment in history is left to the individual teacher, as there is no agreed, consistent system in use across the school.

124. For the future, the school is well placed to meet the demands of the new National Curriculum in history and attention to the aspects flagged for improvement here will assist the process of making standards and learning equally good in all classes.

INFORMATION AND COMMUNICATION TECHNOLOGY

125. Standards in ICT are in line with national expectations by the end of Years 2 and 6. In the infants pupils use computers to write sentences, short paragraphs and to draw pictures. They make good progress in the development of skills and knowledge in the subject overall. Pupils use computers in a range of subjects like mathematics where numeracy skills are honed by answering quiz questions involving addition, subtraction and multiplication.

126. Good progress throughout the juniors sees pupils using computers in many more ways. Pupils construct spreadsheets to help explore the relationship between area and perimeter of squares and rectangles. Pupils use sources of information such as compact disc based encyclopaedia and the internet to find out about Mother Teresa, the Second World War and the solar system. Pupils record daily temperatures on computer and the school has recently purchased equipment to measure it as well. Computers are part of pupils' every day experiences, for example when they scan pictures from a field trip to the Wye Valley and then add text which describes the day. Finally pupils save their work on a disc as a personal record of what they have done.

127. Teaching in ICT is good throughout the school and some very good teaching was observed in several classes. In the infants teachers introduce new programs to pupils very skilfully. In Year 1 pupils are taught how to draw while in Year 2 pupils are taught how to use a computer based encyclopaedia to find out about 'Joseph and his coat of many colours'. Pupils then design a coat on screen before making a real coat in technology.

128. In junior classes computers are used to enhance learning in many subjects to complement the time spent on specific ICT lessons when skills are taught. In one of these lessons Year 4 pupils are taught how to edit text using 'cut and paste'. The teacher prepares a set of instructions on how to make a cup of tea, but in the wrong order. She then demonstrates how to rearrange the text, inviting pupils to help her by showing what they have learned. The session is short, clearly focused and very successful in achieving very specific learning objectives. Teachers use technical language correctly developing pupils' speaking and listening skills as part of their general teaching.

129. Pupils respond well, they are sensible and trustworthy when working with minimum supervision and they are keen to show visitors what can do. The school has kept pace with the recent developments in this area of the curriculum. The significant proportion of the school's budget spent on resources is evident and this is clearly having an impact on the standards being attained. The subject is well managed and it currently has high priority in the school improvement plan for continued development.

MUSIC

130. The satisfactory standards identified in the previous inspection have been maintained. Pupils attain standards expected at seven and eleven. Pupils sing well in assemblies and music lessons. A small number of pupils receive tuition for violin and one person is learning to play the flute. The provision is enhanced with the school choir and recorder group. Although standards are in line with those expected for their age, standards achieved by older pupils, and higher attainers in particular, are not high enough.

131. Pupils in Year 1 and 2 sing tunefully, with increasing control of pitch, dynamics and rhythm. They recognise high and low sounds and are able to use untuned percussion for simple accompaniment, for example to provide sound effects to the story 'Let's go home, Little Bear'. They identify common instruments by name. The majority is able to maintain a steady beat.

132. Pupils in the juniors also sing tunefully and with enjoyment. They are developing a good musical vocabulary, using words such as 'pulse' and 'rhythm' and this contributes to their literacy skills. They learn to create simple percussion rhythms working on small groups, but there are few opportunities for pupils to compose and record their ideas through simple notation or symbols. Pupils have opportunities to listen to, and appraise, music. For example, pupils in Year 5 listened to *Carnival of the Animals* and responded by painting patterns in an art lesson. However, pupils have limited knowledge of music from other cultures.

133. The quality of teaching and learning is satisfactory overall but with shortcomings in some lessons. The co-ordinator has good expertise but other teachers lack sufficient knowledge and confidence when teaching music. As a result, pupils are not challenged enough and their creative abilities are not sufficiently extended.

134. The school has adopted the national guidelines, which provides a structured approach to teaching music but further training is required to ensure that planning builds successfully on prior knowledge. There is no formal system for assessing or recording pupils' progress from year to year. Whilst the co-ordinator monitors planning, her role is not sufficiently developed to enable her to focus on improving teaching and learning in order to raise standards. The specialist music room is a good resource which contributes effectively to pupils' learning. There are also opportunities for the choir to perform, for example, they visit the elderly at Christmas, developing positive links with the community.

PHYSICAL EDUCATION

135. Pupils of all abilities make satisfactory progress and reach standards appropriate for their age at the end of Years 2 and 6. The standards observed during the previous inspection have been maintained.

136. In Year 2 pupils move confidently, travelling in different directions with sound control. Pupils listen well to a pre-recorded Indian dance sequence, interpreting a range of complex movements with increasing balance and repeating a sequence of movements with confidence. In Year 4, pupils control a sequence of movements with fluency at differing levels and at different speeds. All pupils appreciate the need for 'warm up' and 'cool down' sessions at the beginning and end of lessons. In inter-school competitions involving a wide range of activities including football, tennis and netball a large number of pupils show high achievement. A large majority of junior pupils are confident in water during their swimming lessons and achieve 25 metres using a recognisable stroke. This is further developed during the residential visit in Year 6 when pupils attend an outdoor pursuits centre in the Cotswolds, undertaking a range of water based activities that include windsurfing, raft building and sailing.

137. Pupils enjoy physical education lessons. They show good attitudes to the subject and their response has a positive impact on their progress. Pupils generally listen well to their teachers and interpret instructions carefully with due regard to their safety and the safety of others. During team games, pupils display good levels of fairness, abiding by the rules of the game. Most pupils select equipment sensibly, putting it away carefully.

138. The quality of teaching is satisfactory overall and occasionally it is good. Most teachers dress appropriately for physical education activities and most provide useful demonstrations that assist pupils to learn and develop new skills for example landing under control by bending knees. Teachers plan and organise lessons soundly including the use of appropriate equipment. Pupils with special educational needs are given good support and make good progress against their prior levels of learning. Although teachers often inform pupils how to improve their performances, they do not give sufficient opportunities for pupils to analyse their own and each other's performance.

139. Assessment of pupils' attainment and progress is informal and this is unsatisfactory. The co-ordinator, who works part time, does not have the opportunity to monitor standards in other classes. However, there is good determination in school to improve assessment and monitoring in physical education and a start has already been made to eliminate these weaknesses.

RELIGIOUS EDUCATION

140. The school's Church of England tradition is supported well in religious education. The subject co-ordinator has worked hard and successfully to improve teaching, learning and standards and the school has moved ahead well since the 1996 inspection. Standards are now good at the end of Years 2 and 6.

141. Pupils start work in religious education by thinking about their homes and families, the welcome they receive in school and how to help and support each other in simple ways. They soon identify with the values and beliefs of others and show they care for each other well. Pupils develop a good set of Christian principles in their response to others and develop into thoroughly good individuals. More than this, they learn about the chief events in the Christian calendar and much about the rites and rituals of the church. They have good chances in the juniors to compare and contrast the approach to these things in different sections of the Christian community. The local Baptist minister helped Year 4 pupils gain more understanding of the significance of the Last Supper and the way in which different Christian churches celebrate this as mass or Holy Communion. The higher attainers in this class understood that it did not matter whether celebrants drank *Ribena* or Claret but that the drink represented Christ's blood. The symbolism was understood and the power of this was realised.

142. The curriculum for religious education follows closely the Gloucestershire locally agreed syllabus. Pupils go beyond Christianity in their learning and from an early age they compare and contrast ways to pray, worship and grow to maturity amongst followers of major world religions such as Hinduism, Judaism and Islam. There is real celebration of what these religions contribute to humanity and appreciation that although things are different in other religious communities, they are nonetheless special.

143. One reason for the strength of religious education in school is the conviction and commitment of staff. The subject is well taught by teachers and support assistants who believe in what they are doing. The sense of awe, reflection and celebration in many lessons is pronounced and learning has relevance, meaning and purpose.

144. The subject is well managed, although the coordinator has yet to have opportunity to monitor what is done and learned in lessons in other classes. However, she has good appreciation of the strengths and weaknesses of the subject and has built a good bank of resources and artefacts to help pupils take meaning from their religious education.