

INSPECTION REPORT

GLENFALL COMMUNITY PRIMARY SCHOOL

Charlton Kings, Cheltenham

LEA area: Gloucestershire

Unique reference number: 115577

Headteacher: Mr Tony Sutcliffe

Reporting inspector: Mrs Christine Nuttall
31046

Dates of inspection: 19 – 21 May 2003

Inspection number: 247564

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: County

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Glenfall Way
Charlton Kings
Cheltenham
Gloucestershire

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Appropriate authority: The Governing Body

Name of chair of governors: Mr Jonathan Sindall

Date of previous inspection: 2nd February 1998

INFORMATION ABOUT THE INSPECTION TEAM

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31046	Christine Nuttall	Registered inspector	Foundation Stage, Mathematics, Information and Communication Technology and Art	The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed?
9528	Derek Bowers	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
31233	Liz Slater	Team inspector	English, Music, Religious Education and special educational needs	
21090	David Manuel	Team inspector	Science, Design and Technology, Physical Education and educational inclusion	How good are the curricular and other opportunities offered to pupils?
21486	Chris Hill	Team inspector	Geography and History	Pupils' attitudes, values and personal development

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PART A: SUMMARY OF THE REPORT INFORMATION ABOUT THE SCHOOL

Glenfall is a community primary school. It is smaller than average with 183 pupils aged between four and eleven. There are 21 more boys than girls. Each of the seven year groups is taught in a separate class. Pupils come from Charlton Kings and surrounding areas. Housing locally is mixed, and most pupils live in owner-occupied homes with a minority living in housing authority homes. Over eight per cent of pupils are entitled to free school meals. This is well below the national average. Under one per cent of pupils are from ethnic minorities. Just over one per cent speak English as an additional language and all of these are fluent in English. Children's attainment on entry to the reception year is wide-ranging, but average overall. Seventeen per cent of the pupils are on the school's register of special educational needs, which is broadly in line with the national average. Four pupils have statements of special educational need.

HOW GOOD THE SCHOOL IS

Glenfall is a good school with several strengths. Standards are consistently high in reading. Pupils are very well cared for and the quality of teaching and learning is good. The headteacher provides good leadership and is highly effective in his pastoral care of the whole school community. He is very well supported by a highly effective governing body and a committed staff team. Relationships throughout the school are excellent. The school's links with parents are very strong. The school gives good value for money.

What the school does well

- Standards are high in reading, information and communication technology (ICT), art, music and design and technology.
- Teaching and learning are good and the committed staff team work very well together.
- Teachers make very good links between work in different subjects, which makes learning interesting and relevant.
- The headteacher provides good leadership and he is very well supported by the very good, proactive governing body.
- Provision for the Foundation Stage is very good.
- Pupils are very positive about school and relationships between all members of the school community are excellent.
- Provision for pupils with special educational needs is very good.
- There is a very effective partnership with parents.

What could be improved

- Planning in mathematics and science to meet the full range of pupils' needs and raise standards further.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1998 and there has been good improvement since then. Standards in English have been maintained at above average and the teaching is better than it was. The school addressed fully the key issues raised by the last inspection, teachers have worked hard and successfully to develop their roles as subject managers. Staff absences and uncertainties regarding a possible new school building have brought management challenges, which the school has met well. It is in a good position to move forward.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			Similar schools
	2000	2001	2002	2002
English	B	C	C	C
mathematics	C	A	E	E
science	B	C	E	E

Key

well above average A

above average B

average C

below average D

well below average E

(Similar schools are those with a similar percentage of pupils entitled to free school meals. Similar school grades on this table refer to those in the 8% - 20% band)

This table does not give a sufficiently clear picture of pupils' attainment or achievement. On the face of it, it appears that standards are falling, particularly in mathematics and science. In fact there has been considerable pupil mobility in the school during the last two years, particularly in Year 6 which has affected standards in tests. Despite the school's best efforts, older pupils joining the school have had much lost ground to make up before they could move forward. Higher attaining pupils do well in English, with room for further challenge in mathematics and science. The school is on course to meet the challenging targets set for attainment in literacy and numeracy in 2003. Standards in tests and assessments at the end of Year 2 have been particularly high in reading for the last five years. Standards in writing at the end of Year 2 are above the national average and, in mathematics; they are broadly in line with the average. When compared to similar schools, Year 2 pupils at Glenfall achieved standards well above their peers in reading, above in writing and the same in mathematics. In science, teacher assessments show that standards are in line with national expectations by the end of Year 2. The inspection found no significant difference between boys' and girls' attainment.

In the Foundation Stage and Years 1 to 6 most pupils achieve well and all move forward at an appropriate pace. Most children reach the levels expected of them in all areas of learning by the end of the Foundation Stage, with some doing better. By the end of Year 2 and Year 6, standards are above average in reading, ICT, art, music and design and technology. They are broadly average in mathematics, science and all other subjects. Pupils with special educational needs make the same good progress as their peers.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are happy to come to school, work hard and enjoy their learning.
Behaviour, in and out of classrooms	Very good. Pupils behave sensibly in lessons and at playtimes.
Personal development and relationships	Very good. The school's ethos ensures that relationships at all levels are excellent and pupils gain confidence and maturity.
Attendance	Very good. Attendance is well above the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Good	Good

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

A large majority of the teaching is either good or very good. It is stronger in the Foundation Stage than it is in Key Stage 1 and 2. No unsatisfactory teaching was seen. This is an extremely positive picture and a good improvement on the previous inspection. Literacy and numeracy are both taught well. The good quality of teaching helps pupils to make good progress overall and is helping to raise standards. Particular strengths are the excellent relationships that teachers develop with the pupils, the planning of interesting and imaginative activities and the very good links between subjects through cross-curricular planning. These help pupils to learn quickly. Classroom assistants are deployed well and support pupils well, especially in group activities. Resources are used effectively to aid learning. Homework makes a positive contribution to learning and is highly valued by teachers. Weaker elements in teaching include some lack of challenge for higher attaining pupils and some inconsistencies in marking. The teaching for reception children is consistently very good overall and occasionally excellent. The school makes a good assessment of children's language and other special needs when they enter school and uses this information particularly well to identify where pupils need additional support. As a result, pupils with special educational needs are taught well and make good progress. Teachers communicate regularly with parents to ensure they are informed of their child's progress. All teachers are committed to the inclusive policy of the school and consequently pupils work well together respecting and learning about different cultures and beliefs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good overall and very relevant in meeting the needs of the whole child. It is very good in the Foundation Stage. There are good extra-curricular opportunities in sports and other areas.
Provision for pupils with special educational needs	Very good. As a result, pupils achieve well for their abilities and many reach average standards for their age.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall and this supports the good progress pupils make in all areas of their personal development. Provision for moral and social development is very good; for spiritual and cultural it is good. The school fosters a strong sense of community through its admirable approach to getting the best out of each pupil as a fully rounded individual.
How well the school cares for its pupils	It is a very caring school in which pupils develop very positive attitudes to learning, enjoy school and work hard. The school has very good procedures for ensuring pupils' welfare. It has developed good arrangements for assessing and recording pupils' progress.

The school has a very effective partnership with parents, providing them with good information about its work and their children's progress. Parents regard the school highly and support it very well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The good leadership and very effective pastoral care shown by the headteacher, together with the very good teamwork he promotes, has produced a very positive climate for learning in which pupils thrive.
How well the governors fulfil their responsibilities	Very well. Governors are committed and supportive of the school. They have a clear understanding of the school's strengths and areas for development and use their considerable talents to help it to progress further.
The school's evaluation of its performance	Good. The school is beginning to make better use of its evaluation of standards to plan for improvement and move forward.
The strategic use of resources	Good use is made of all available resources, which are used effectively to bring about improvements in provision. The principles of best value are applied well.

The school is well staffed by appropriately qualified teachers and classroom assistants. They are supported well by the rest of the staff team. The accommodation is in need of improvement. For the last two years there has been considerable speculation about building a new school and this resulted in improvements to the accommodation being put on hold. However, a new building is no longer an option so the school has already made appropriate plans to address those areas needing improvement. The quality and range of learning resources are adequate overall and used well to support teaching and learning.

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 are making good progress and behaviour is good. • The school is well led and managed and teaching is good. • Their children like school; the school is helping them to become mature. • They would feel comfortable about approaching staff with questions or problems. • The school expects their children to work hard. • The school provides an interesting range of activities outside lessons. • They are kept well informed of their children's progress. 	<ul style="list-style-type: none"> • The amount of homework.

Inspectors agree with the very positive views that were expressed by a very high proportion of parents. The school's climate for learning and good provision helps pupils to enjoy school. Parents are encouraged to be involved in their children's education and are very supportive of the school's work. Leadership effectively promotes a shared commitment and teaching is good overall. However, inspectors did not find any evidence to substantiate parents' concerns about homework. Homework set is appropriate for the age of the pupils and is marked regularly.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

Starting school

1. When children start school at Glenfall, their skills, knowledge and understanding are wide ranging, but overall are average for Gloucestershire schools. The proportion of children who are doing better than average, and the proportion that are behind their peers, vary from year to year. Over the last three years, there have been a significantly increasing number of children entering the school with below average attainment.

Results in national tests and assessments

2. Standards in Year 2 national tests last year were well above average in reading, above average in writing and average in mathematics. Reading has been consistently high over the last five years. Writing has improved since 2000 but remains the same as it was last year. Mathematics was the weaker area and standards are lower than they were last year. In the teacher assessments in science, the school's results were in line with the national average. The results in science were the same as the previous year. Comparative data indicated that the school was well above average in reading, above average in writing and broadly average in mathematics in relation to similar schools. There was no significant difference in the relative performance of boys and girls and this has been a similar picture in the past.
3. Standards in Year 6 national tests last year present a very different picture. In English, standards were in line with the average when compared to national results. This was lower than the previous year's results in English. In mathematics and science, standards last year were the lowest they have been for five years. In both subjects, standards were well below the national average. Fewer pupils achieved the higher levels in mathematics and science, a significant decline on previous results. In comparison to similar schools, pupils at Glenfall reached similar standards as their peers in English. However, their results were significantly lower in mathematics and science.

Improvement since the last inspection

4. At the time of the last inspection, standards at the end of Year 2 in reading, writing and mathematics were reported to be above average. In science, standards were average. Standards in reading and science are the same now although lower in writing and mathematics, as in these subjects, standards are now average. It was a similar picture at the end of Year 6. Standards in English have been maintained at above average whilst in science, standards remain average. In mathematics, standards have dropped from above average to average. Since 1998, the trend over time shows that pupils' achievements improved in line with the national trend until last year. The variations in results in 2002 are largely due to differences in the level of pupils' attainment when they started in reception and the increasing proportion of pupils with special educational needs. For example, last year, 28 per cent of the pupils had significant learning difficulties.

Inspection findings – the Foundation Stage

5. The inspection found that this year, although children came into school with wide ranging skills, knowledge and understanding, the profile for the group is average. All

the children have settled into school life well and are making good progress in the six areas of learning¹. Many are on target to meet the early goals for learning².

Inspection findings – Years 1 and 2

6. Pupils are making good progress in English and standards are above average overall. Standards are higher in reading and speaking and listening than they are in writing. In reading, pupils make very good progress. They enjoy reading from a wide range of texts and use a range of strategies to tackle difficult words. Regular reading sessions both in school and at home help to maintain the high standards achieved. In speaking and listening pupils develop skills through a variety of opportunities to engage in discussion and listen to their peers and teachers in class lessons.
7. In mathematics and science, pupils are making satisfactory progress and standards are average. Standards in mathematics are slightly higher than in science. In both subjects, fewer pupils achieve the higher levels and this is an area requiring improvement. In science, standards are the same as they were at the time of the last inspection. Standards in mathematics are lower. There are two main reasons for the lack of improvement in standards. There are significantly more pupils with special educational needs in Years 1 and 2 now than there were at the time of the last inspection. In addition, the school has experienced an increase in pupil mobility over the last two years. Several pupils with special educational needs have joined the school whilst other, more-able pupils have moved away.
8. By the end of Year 2, pupils attain average standards in history, geography, physical education and religious education. In music, art, information and communication technology (ICT) and design and technology, pupils do well and attain above expectations for their age. Standards in music are particularly high and reflect the emphasis the school places on developing the creative talents of pupils.

Inspection findings – Years 3 to 6

9. Reading and speaking and listening standards are higher than those in writing. Overall in English, standards are above average, the same as they were at the time of the last inspection. Pupils are making good progress this year. Reading continues to be a strength and pupils read regularly, both for pleasure and for information. The school has made writing a priority and there has been a steady improvement as a result of the focused work.
10. In mathematics, standards are average and this is lower than at the time of the last inspection. There has been considerable pupil mobility in the school during the last two years, particularly in Year 6 which has affected standards in tests. There are also more pupils with special educational needs now than there were in 1998. Another reason for the drop in standards is the lack of focus on higher attainers and insufficient planning to meet their needs as well as the rest of the cohort. The school has already identified this weakness and made a good start in addressing it.
11. Standards in science are in line with expected levels and this is the same as at the time of the last inspection. Pupils achieve good standards in investigative and experimental work in science as a result of the good teaching.

¹ The areas of learning are: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development.

² Early learning goals establish expectations for most children to reach by the end of the Foundation Stage.

12. In art, ICT, music and design and technology, standards are above expected levels. Standards in history, geography, physical education and religious education are in line with expected levels. Standards in art have improved considerably since the last inspection when standards were average.

Target setting

13. The school, working with the local education authority, has set suitably challenging targets for pupils' performance in Year 6 tests in English and mathematics this year, which it is likely to meet.

Achievements of pupils with special educational needs

14. Pupils with special educational needs make good progress throughout the school towards attaining the targets in their individual education plans. They are supported very well in their classes which mean that they participate well in lessons. Individual action plans have clearly focused targets and class teachers, the specialist special educational needs teacher and support assistants use them very well. Although most pupils with special educational needs attain standards below those expected for pupils in Year 2 and Year 6, they achieve well in relation to their prior attainment.

Educational inclusion

15. Pupils of different abilities and gender have equal access to the curriculum and all aspects of school life. Overall there is no significant difference in the attainment of boys and girls. Teachers value all pupils equally and carefully identify those who are disadvantaged or need additional challenge in order to achieve their full potential. Higher attaining pupils could achieve more, particularly in mathematics and science, and this is reflected in the small number that achieved above average levels in national tests at the end of Year 2 and Year 6.

Pupils' attitudes, values and personal development

Attitudes

16. Pupils have very good attitudes to school. In lessons, pupils engage fully in their work and sustain concentration throughout. They work with enjoyment and with a desire to achieve. In discussion pupils recall previous learning and do so with much pleasure and pride. Pupils are very enthusiastic about school. They are keen to point out features of the school and the grounds, for example, the '*Stepping Stone Wood*'. The excellent relationships between pupils and teachers are one of mutual respect, enabling them to work well together in an atmosphere of trust. Pupils respond well to the good teaching and to the high expectations that are set.

Behaviour

17. Behaviour around the school, in lessons and assemblies is almost always very good. The behaviour policy and codes of conduct are consistently well managed by staff, and understood well by pupils. As a consequence little time is lost in lessons correcting behaviour as most pupils are attentive and well on task. Pupils respond well to the high expectations set for them by teachers. They show respect and behave well for other adults in the school including teaching assistants, lunchtime supervisors and volunteer parent helpers.
18. No incidents of bullying take place. Pupils say they do not feel that bullying or oppressive behaviour is a problem. Good use of 'circle time' is made to explore ways of coping with problems that may occur from time to time as a result of living together. Pupils respect their surroundings and there is no evidence of litter, graffiti or vandalism around the school. The view of most parents is that behaviour is very

good. There was one exclusion in the previous twelve months; however, exclusions are rare and are managed sensitively by the school.

Personal development

19. The excellent relationships throughout the school have a significant impact on the quality of learning because pupils feel secure, well supported and valued. Parents overwhelmingly expressed the view that the school helps their child to become more mature. Pupils get on well together in lessons, they support each other in their learning and are polite to staff, visitors and each other. They work well collaboratively in groups and in pairs. They listen well to the views of others, welcoming and valuing different opinions. They encourage each other in their learning and are aware that negative comments can lead to conflict. Pupils are mature in the way they understand the impact that their actions can have on others. The secure environment allows pupils to explore ideas and express views with confidence. Pupils relate well to one another in an atmosphere of harmony. Pupils with special educational needs are included well in the life of the school and are treated respectfully by their peers.
20. Pupils are actively encouraged to take responsibility and show initiative. The school has established a school council that meets on the first Monday of each month. Each class has a representative and a secretary to report back. The council is chaired by a Year 6 pupil and, with the class secretary, they share the responsibility of presenting typed minutes to the head. The School Council provides an effective vehicle for pupils to develop an understanding of the part they play in the school as a democratic community. At lunchtimes older children enjoy assisting the younger children with their meals. Pupils take registers to and from the office, they help to set equipment out and to tidy it away. Pupils regularly raise money for a range of charities including the funding of a young boys education in India.
21. Pupils' personal development in Years 5 and 6 is further enhanced through the opportunity to participate in two residential journeys to France and the Isle of Wight. These residential trips involve outdoor and adventurous activities, providing pupils with excellent opportunities to develop self-esteem and to work as a team.

Pupils with special educational needs

22. Pupils with special educational needs are able to focus well on their work, some with appropriate help from support staff, and some increasingly independently. Pupils who have behavioural special educational needs are managed very well by teachers and support staff and do not affect the learning of others in their class. Overall, they have positive attitudes to school and good relationships with their peers and their teachers and support staff.

Attendance

23. Attendance is very good and is well above the national average. This owes much to the climate for learning in the school, the positive attitudes of the pupils and the strong support of their parents. Punctuality for almost all pupils is very good throughout the year. The attendance registers are marked promptly and fully each day.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

24. The overall quality of teaching is good, with either good or better teaching occurring in over four fifths of the lessons seen. In two fifths of the lessons teaching was at least very good. In two lessons it was excellent. No unsatisfactory teaching was seen. This is a very good improvement since the last inspection where almost all teaching was at least satisfactory, with a very small percentage judged as very good. Parents also agree that teaching is good. This is an extremely positive picture.

Teaching of children in the Foundation Stage

25. Teaching is very good in the Foundation Stage, an improvement since the time of the last inspection when it was judged to be good. Two teachers are involved with teaching children in their reception year and they communicate and plan well together. Only one teacher was observed during the inspection as she has the class for the majority of the week. This teacher has a very good understanding of the areas of learning in the Foundation Stage curriculum and she uses this expertise very well in planning effective learning opportunities. Excellent relationships have been established with the children and they feel secure and happy in their teacher's company. The teacher questions children well and encourages them to share their ideas and feelings. As a result, children develop good social skills and extend their skills of speaking and listening. She involves them effectively in discussions and encourages them to ask and answer questions. For example, in a very good session based around the story *'What's the time Grandma Wolf?'* the children described how the characters were feeling using words like *'brave'* and *'scared'*. There are also good opportunities for children to see themselves as writers and the teaching of reading is very good.
26. Very good teaching ensures that children achieve very well in their first few months at school. The teacher and assistants are very talented and they have a good understanding of how young children learn. Planning and preparation is meticulous and provides a very stimulating and interesting environment. There is a very good level of additional adult support in most sessions, with parents coming in to help as well as the effective learning support assistants. This means that children are well supported when they work in small groups.

Teaching in Years 1 and 2

27. Teaching is good overall, with some very good features. This ensures that pupils make good progress. Teachers have a secure knowledge of the subjects they teach and plan carefully, noting clear learning objectives for each lesson. Resources are also prepared very well. In a very good mathematics lesson in Year 1, for example, the teacher had spent some time producing *'halves'* of the giant from Jack and the Beanstalk so that the pupils could match the correct pair in their introduction to symmetry. Very good links are made with other subjects, as the use of the giant in this same lesson, was part of the study of characters in fairy tales in literacy. Teachers have an enthusiastic and positive approach to lessons and pupils respond well and their learning is good. Pupils clearly enjoy their teachers' company and they feel valued and appreciated for their efforts. Teachers make good use of ICT in most lessons. In a Year 2 mathematics lesson about money, pupils had the opportunity to use a Primary Numeracy program to reinforce their understanding of the value of different coins. This effectively consolidated the skills the teacher was concentrating on in the lesson.

Teaching in Years 3 to 6

28. The quality of teaching is also good in Years 3 to 6. Three quarters of lessons observed were good or better, including one in four that were very good and one that was excellent. Two of the four classes in Years 3 to 6 were taught by temporary supply teachers during the inspection because the regular class teachers were absent. Both temporary teachers had quickly established secure relationships with the pupils and contributed well to the overall judgement of teaching. In the majority of lessons, teachers share the lesson objectives with the pupils, plan interesting tasks and manage pupils very effectively. In one excellent Year 5 music lesson, the teacher led pupils to demonstrate good subject knowledge gained from previous lessons before discussing the concept of performing from notation. At the end of this lesson, the pupils were able to perform *'Pachabel's Canon'* directly by following a score. Standards in this lesson were well above expectations for the year group and demonstrated the teacher's very good subject knowledge. In many of the very good lessons observed in Years 3 to 6, it was the teachers' clear explanations and the brisk pace of lessons that urged pupils to respond and focus well, maintaining concentrated effort. Marking, however, is inconsistent. At best it praises pupils' efforts and indicates where they have made errors. It rarely, especially in Year 6, informs pupils of the next stage of their learning or how they could improve. Teachers make good use of homework throughout the school, and particularly with the older pupils. Teachers ensure that homework is set regularly and this makes a positive contribution to pupils' achievement.

Teaching of literacy

29. Literacy sessions are taught well and this ensures that pupils meet the learning targets set for lessons. Pupils' English skills are extended well in many subjects, when teachers use specific vocabulary in, for example, mathematics. The use of texts and teachers' enthusiasm for story is very good in most classes. Teachers use appropriate questioning techniques to encourage pupils to think for themselves and to develop their ideas. Teachers encourage pupils to discuss ideas and to make suggestions and, as a result, the speaking and listening skills of the pupils are well developed. Teachers have successfully maintained the high standards in reading by a carefully planned programme and clear teaching of phonic skills. Teachers are using appropriate strategies to improve writing skills throughout the school.

Teaching of numeracy

30. Teaching of numeracy is good overall. The quality of teaching in lessons ranges between satisfactory and very good. However, in the scrutiny of the pupils' past work, the quality of teaching in the Autumn term in Year 6 indicates elements of less than satisfactory teaching. In lessons observed, teachers' planning is thorough and based on the national framework for numeracy. Activities are carefully planned to encourage group and individual work. Teachers make good use of the mental and oral starter to improve pupils' abilities to employ strategies for handling numbers. Lessons are interesting and practical. As a result, pupils enjoy their work, behave extremely well and concentrate on what teachers explain. In a very good Year 4 lesson, pupils concentrated particularly well as they discovered how to make patterns by repeating reflections and translations of a particular shape. Learning in this lesson was very good and the teacher appropriately praised the pupils' efforts. In this lesson, the work was challenging and the higher attaining pupils did well as a result. However, this is not always the case and more work needs to be undertaken to develop suitable challenges for higher attaining pupils throughout the school.

Teaching of other subjects

31. Lessons were seen in all subjects. Generally the quality of teaching in science and the foundation subjects is good, with some examples of very good teaching. Teachers plan well together and they make good use of resources to illustrate teaching points. Mathematical skills are employed in measuring activities in science and design and technology and teachers' planning often includes aspects of ICT so that pupils use computers regularly as tools for learning. The latter aspect of planning is an important development in teaching throughout the school. Teaching of ICT is often very good and teachers make good use of the resources to improve pupils' skills in the subject. Personal, social and health education is taught effectively and this has had a very positive impact on pupils' very good personal development. Individual teachers have particular strengths and in some subjects, such as music and art, teacher expertise lifts the lesson. In a very good Year 3 art lesson, the skill of the teacher in introducing the concept of tone in art, resulted in pupils' very good learning and understanding about different shades and the effect of light on a subject.

Particular strengths

32. There are particular strengths that thread through all of the teaching. One is the very good management of pupils' behaviour. This is underpinned by excellent relationships between staff and pupils, which set a firm basis for teaching and learning. Staff praise good behaviour and are very good role models for pupils. They use appropriate strategies to help pupils to behave sensibly and responsibly. Consequently, pupils behave very well and very little time is wasted in lessons in managing difficult behaviour. In one particularly good lesson, for example, the pupils' behaviour during a carpet game, where they had to find specific partners for their symmetrical shapes, was very good because the teacher was calm and explained clearly what she wanted the pupils to do.
33. Another significant strength is the planning of interesting and imaginative activities, which capture pupils' interest and fire their love of learning. In a Year 6 design and technology session, for example, pupils had to design and make a bridge which could be removed or immobilised so that witches could not cross a river and enter Charlton Kings. This was based on an old local legend and was directly linked to the pupils' study of Charlton Kings in history and geography. The pupils were enthusiastic about their learning, concentrated well and made good progress in their skills, knowledge and understanding of different materials and the design and make process.
34. Very good links are made between subjects through the use of cross-curricular themes. In Years 1 and 2, specific sessions are devoted to topic work where the two teachers plan activities covering different aspects of the curriculum around one central theme. They make good use of regular parental support to ensure that each activity has an adult available to introduce the concepts and to support the pupils in their learning. In Years 5 and 6, both teachers accompany their classes on a visit to the local village of Charlton Kings where they collect evidence 'first hand' of life in earlier times and the geographical features of the locality. Data from the population census in Charlton Kings over several years is then used in mathematics as pupils display this information using line graphs and pie charts. The school's particular success in this area is partly due to the commitment of teachers to maintain this feature and the good attention they give to developing literacy, numeracy and computer skills through the work in other subjects.

Teaching and learning of pupils with special educational needs

35. Very good teaching for pupils with special educational needs is very effectively supported by individual education plans that are carefully drawn up by the co-ordinator, the specialist special educational needs teacher and the class teachers. Teachers plan carefully to meet the different needs of these pupils within their classes, ensuring that they are supported very well in understanding the tasks and activities. As a result, they make very good progress in their learning. Class teachers, support staff and the specialist special educational needs teacher work hard to ensure that pupils make improvements and are fully involved in classroom activities. For example, praise and encouragement from teaching assistants and teachers give pupils the confidence to volunteer responses well in whole class sessions. Most pupils with special educational needs have good self-esteem.

Equal opportunities

36. All groups of pupils, including those with specific needs, and boys and girls, are equally motivated by teachers' strategies. Teaching assistants make particularly important contributions to the teaching and learning process to ensure that all pupils are included. Teachers are beginning to plan more challenging work for higher attaining pupils. However, sometimes the work set is not quite at the right level and fails to extend the thinking of the more-able pupils.

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

37. The school provides a broad, balanced and relevant curriculum based on national guidance and includes provision for sex and relationships education, hygiene and the use and misuse of drugs. It also meets the requirements of the locally agreed syllabus for religious education. In addition, pupils enjoy a good range of extra-curricular activities and good links with the local community. High value is placed on personal, social and health education. Pupils receive effective teaching and support to assist them with their development as healthy and sensitive young people and good citizens of the future. Sensitive and sometimes stimulating support in this area is also provided in assemblies, some of which are taken by visitors. Citizenship is successfully promoted and naturally incorporated into the curriculum. The weaknesses identified in the previous report have been improved. Schemes of work are now more detailed and there is a greater emphasis on scientific enquiry and investigative skills.
38. Children in the Foundation Stage benefit from a very good curriculum that is planned to build on the school's priorities to meet individual needs within the six recommended areas of learning. The activities are adapted to suit their age, levels of maturity and capabilities, and are closely related to their previous experiences. In Years 1 to 6 every subject has its own relevant objectives and these are planned within strong cross-curricular links as for example, in history, geography and religious education where topics are matched with the development of skills in art, design and technology. Successful curriculum weeks are planned to involve the whole school in a focus on particular subjects such as English, science, and art. At the end of each week, work from pupils of all ages is shared and celebrated.

Provision for pupils with special educational needs

39. Provision for pupils with special educational needs is very good. Pupils' needs are identified early and support is monitored regularly. Teachers and teaching assistants have good knowledge of the individual education plans and the targets contained in them. There are good levels of general support, including focused tasks aimed at

improving specific areas of need. These pupils learn alongside their classmates and therefore are involved in learning about the same subjects and topics. Their individual learning plans are of good quality and are drawn up by the SENCO in consultation with class teachers and teaching assistants. The plans include targets that are relevant to pupils' needs and are achievable. They help, therefore, to motivate pupils to succeed. On occasions, when pupils are withdrawn individually or in small groups for extra help in reading and writing, the good learning they gain enhances their access to the full curriculum.

Equality of opportunity

40. One of the major strengths of the school is its friendly and caring community atmosphere. This is based firmly on the commitment of all staff to provide for the needs of all pupils and the added priority of encouraging them to help each other. Through its well-planned curriculum, the school responds successfully to the diverse learning needs of all its pupils. The school has not identified gifted and talented pupils. Provision for higher attaining pupils is evident in some lessons but there are occasions when there is insufficient identification of special challenges to extend their skills, particularly in mathematics and science.

Strategies for teaching literacy and numeracy

41. The school's strategies for teaching literacy and numeracy are good. The success of provision is monitored and evaluated on a regular basis and is effective in developing new priorities for improvement and whole school targets for raising standards. The school has correctly identified the provision of more challenging tasks for higher attaining pupils as a priority. Writing skills are developed successfully and skills learned in literacy lessons are reinforced in written work in other subjects. Pupils' numeracy skills are taught effectively in links with subjects such as science and design and technology through measuring and data-handling. ICT provision has been improved since the previous inspection. Specific funding has been used to purchase new computers and software.

Activities outside lessons

42. Provision for extra-curricular activities is good. There are numerous clubs which take place at lunchtimes and after school, and these are well attended by pupils. The range includes dancing, gymnastics, drama, French, computers and sporting activities such as hockey, football, and tennis. The activities make a significant contribution to the development of pupils' creative, physical and social skills. Pupils also make visits to local exhibitions, museums and festivals which enhance their knowledge and expertise in a range of subjects.

Community links and links with partner institutions

43. The school has good links within the local community and these make significant contributions to pupils' learning. The local area is used to support pupils' work in English, mathematics, science, geography and history through visits. Pupils take part in several public performances each year at Christmas and make visits to an old people's home to perform a concert. An annual residential visit in France, provides a good range of experiences to develop the pupils' academic, creative, physical and social skills. Pupils suggest their own ideas for charities to support and raise money to help these. Occasional sporting links with other schools further extend these skills. The school maintains good links with local schools. Links with secondary schools are strong and include ICT networking and sports. Pupils' learning benefits considerably from these successful liaisons.

Provision for pupils' personal development

44. Provision for pupils' personal development is very good and is an improvement on the good standards reported at the time of the previous inspection. Pupils' spiritual development is good. Teachers value pupils' views and encourage them to relate their learning to a wider context as for example when learning about how plants grow, asking such questions as 'Why does this happen?' Pupils are given good opportunities to explore beliefs through religious education and assemblies and how these influence people's lives. One sensitive discussion involved pupils in sharing their feelings about the victims of terrorism. In assemblies, pupils learn to reflect on their own feelings and behaviour, and this encourages them to think about the effect of their actions on others and how they might help them. Opportunities are also taken for pupils to share in the wonder of nature and they develop views about the beauty of flowers and trees and interest in birds and insects. Opportunities are provided in art and music to appreciate colour form and ways to express their own feelings and emotions. The school has developed a strong ethos in which pupils flourish and respect their own talents and those of others through assemblies and work celebrations. Pupils who played in a recent music festival, were given opportunities to play to the school and share their experiences and talents, for example.

Moral development

45. Provision for pupils' moral development is very good and has improved since the previous inspection. The school provides a clear moral code for behaviour and all adults implement this consistently. Racial and social harmony is promoted strongly and all adults set very good role models. Good opportunities are provided to explore moral issues, such as those in the news concerning world poverty and suffering. Pupils are taught right from wrong and teachers sensitively point out to others where they might have been wrong and might improve. The school's values are strongly reflected in the school codes which are clearly displayed. Pupils know and understand the school rules and show high levels of respect for each other and all adults in the school. There is strong promotion of respect for the school environment and taking responsibility through the school council, and general help and support by pupils for each other at breaktimes.

Social development

46. The school makes very good provision for the pupils' social development and this has improved since the previous inspection. The school fosters a strong sense of community through its admirable approach to get the best out of each pupil as a fully rounded individual. Very good role models are provided in daily life by all adults. Pupils are encouraged to work together in lessons and play together harmoniously at break and lunchtimes, through sharing their games together in small groups, both boys and girls, and in mixed ages. Very positive experiences are provided through assemblies, team activities in sport, music and dance festivals and visits to senior citizens to perform concerts. From an early age, pupils are encouraged to share and to co-operate and this is clearly evident throughout the school. The school has formed a school council to enable pupils to contribute ideas to maintaining successful social interaction. Well-organised residential visits provide very good opportunities for pupils to develop independence and extend their social interaction, while at the same time extending their learning in a range of subjects.

Cultural development

47. Provision for pupils' cultural development is good which has improved since the previous inspection. Good opportunities are provided for pupils to explore and learn about their own culture through visits to Cheltenham and Gloucester festivals and museums. Pupils are encouraged to develop interests in drama, art and music.

Good provision is made for pupils to learn about different cultures and appreciate their diversities and traditions. Examples include learning about Christianity and other faiths, such as Hinduism, Judaism and Islam and their significant festivals. Well planned visits to places of worship support this learning effectively. Pupils are provided with opportunities to learn about Chinese, Italian, American, African and Australian cultures through a range of stimulating activities such as preparing meals from the different countries and creating pictures and models, such as Chinese dragon masks and rickshaws. Good cultural links are provided through a range of literature. The good provision is effective in preparing pupils effectively for life in Britain's multi-cultural society and developing good levels of citizenship.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

48. The staff and governors provide a safe, secure environment for the pupils. They have addressed fully the issue from the previous inspection to establish a thorough health and safety policy, procedures and responsibilities. In the questionnaires, and at the meeting before the inspection, parents were keen to stress the approachability of the staff and their willingness to discuss any problems. They also praised the headteacher's willingness to discuss other issues, including personal circumstances.

Health, Safety and Care of all pupils, including child protection

49. The comprehensive health and safety policy includes a thorough list of potential hazards, instructions to staff and visitors and guidance on handling medicines. There are thorough descriptions of potential hazards in particular subjects such as design and technology. All equipment is tested regularly under service contracts and the trees in the school's grounds have been tested recently. There are good security arrangements for use of the Internet with parents and children signing their acceptance of these conditions. A sensitive guide has been produced about responding to bereavement.
50. The headteacher does regular risk assessments and reports any findings to the governors. There is currently no additional governor with responsibility for health and safety. The deputy headteacher does full risk assessments for all school trips. There are very good procedures for handling medicines and medical conditions and all members of staff are briefed. The headteacher and nursery nurse are fully qualified first-aiders. All accidents are recorded in sufficient detail and parents are informed of more substantial injuries, should these occur, such as those to the head. All members of staff are very caring and vigilant throughout the day in lessons, at breaktime and at lunchtime.
51. The school's procedures for child protection follow the requirements of the local Area Child Protection Committee. The school ensures that these are followed closely through discussion with all staff on the procedures which are included in the staff handbook.

Measures to promote good behaviour and personal development

52. The staff handbook includes clear guidance on behaviour and bullying. All staff are familiar with these and make every effort to ensure that they are applied consistently. Rewards and sanctions books record incidents of good and bad behaviour. Since their introduction a high profile and regular review quickly increased their effectiveness and staff have been able to relax them in response to the pupils' improving behaviour. The lunch supervisors have devised an additional certificate system. Sanctions are used well and consistently. The staff occasionally use lunchtime activity exclusions to reinforce discipline. If there are any difficulties parents are involved at an early

stage. The behaviour support team and reintegration service give good support when requested by the school.

53. Parents and pupils feel that any teasing and bullying are picked up by staff quickly and acted upon successfully. Some recent name-calling has been tackled and though still monitored it is not thought to be a significant problem now. Opportunities are provided for discussion in assemblies or in circle time about the rights and responsibilities of all at the school. The children take an active part in formulating school rules. The regular class councils and the whole-school council offer opportunities for the pupils to make a significant input into the running and ethos of the school.

Measures to promote good attendance

54. The staff have created an environment to ensure that children are very keen to come to school. Although attendance and punctuality are very good the staff monitor these closely. The reasons for absences are nearly always reported by parents at the beginning of the school day but any uncertainties are followed up soon after registration. The education welfare officer gives good support when necessary. The importance of good attendance is stressed to parents and they are discouraged from taking holidays in term-time. The very occasional late arrivals are monitored and recorded fully.

Assessment procedures and their use

55. The school has worked hard to establish very good procedures for assessing and recording pupils' attainment and monitoring progress. This now guides curricular planning well overall, particularly for English, for long term planning and for pupils with special educational needs. This is an improvement since the last inspection. The deployment of support assistants is very well planned for different ability groups; however there is inconsistency in the way that tasks are adapted for different needs and planning in mathematics and science does not always meet the full range of pupils' needs. Baseline assessments are carried out when children start school and individual progress is very well monitored through on-going assessments, and this information is used in planning well for different groups on entry to Year 1. The school analyses test information well at the end of Years 2 and 6 for information on pupils' progress in English and mathematics. For example, the analysis of pupils' attainment in English at the end of Year 6 has made the school aware of the school's different attainments for reading and writing. As a result, the school has made a decision to focus on writing in order to raise standards further. The school is currently developing the use of national yearly assessments from Years 3 to 5 in English and mathematics to give further information on yearly attainment and progress.
56. Teachers' on-going assessment of pupils' progress against learning objectives is very good and they adjust their short-term planning well where needed to support pupils' understanding further. However, on-going assessment through marking is inconsistent. Pupils' progress against National Curriculum levels is also monitored well using assessment tasks twice a term in English and mathematics and once a term in science. Very good procedures for monitoring progress in ICT are being introduced. The information is recorded carefully and used well to group pupils, particularly for literacy and numeracy. It is also used well to inform the levels of support needed for different groups and decisions on class, group and individual targets for literacy and numeracy. Pupils from Years 1 to 6 contribute to discussions about their targets, which are reviewed regularly and reported to parents annually.

Assessment of pupils with special educational needs

57. The special educational needs co-ordinator (SENCO) maintains appropriate information about all pupils identified with special educational needs and all classes have current documentation relating to targets on the individual education programmes. Pupils with statements of special educational needs have annual reviews with all parties involved and progress is reviewed regularly. Pupils have opportunities to contribute to the review of their progress and the identification of targets to support their future development. Targets set are achievable and realistic and are amended during the year as necessary. The school follows the Code of Practice fully and has very good procedures for identifying these pupils. The specialist special needs teacher makes a significant contribution to the initial and continuing assessment of pupils identified as having a special educational need. The progress made by pupils with special educational needs is carefully monitored through a range of assessment tasks and diagnostic tests, and through procedures for monitoring and evaluating the success of the education provided. The SENCO has begun to track progress using a range of tests already undertaken and portfolios of work.

Monitoring academic and personal progress

58. Pupils' academic progress is monitored well. Attainment and progress of pupils by gender for the end of key stage national assessments is monitored, informing long term planning. Attainment and progress of pupils who have received additional literacy or numeracy support through the national strategy programmes is also monitored well. Teachers monitor their pupils' personal development through circle times, on-going observations and regular dialogue, and pupils are involved in discussion about their individual personal targets. Class records show that teachers know their pupils' needs very well. Teachers report annually to parents on pupils' progress, as well as informally at termly parents' meetings.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

59. The school's partnership with parents is a great strength and makes a positive contribution to the pupil's' learning and development.

Parents' views of the school

60. The responses to the questionnaires showed a high level of satisfaction with almost all areas of school provision. All parents felt that their children like school. Very high proportions of parents who responded to the questionnaires felt that behaviour is good; their children are expected to work hard and are making good progress and becoming more mature. They also feel strongly that the school is well led and managed, the teaching is good, the school works closely with them and they would feel comfortable approaching the school. The evidence during the inspection confirms these positive perceptions of the school.

The information provided by the school

61. The prospectus and governors' annual report are of good quality and give good coverage of key areas of school life. Newsletters are sent home every Wednesday so that all parents know when to expect to receive information from the school. These are very friendly and informative and cover a wide range of subjects. Parents are also given information on the curriculum coverage in each class. Parents find

that the termly consultation evenings are full and frank. They are not usually given any surprises because of the regular contact with teachers throughout the year.

62. The school holds open evenings and workshops for parents to explain areas of the curriculum such as the approach to mathematics. The school makes every effort to attract all parents by varying the format and timing of meetings. Staff are willing to arrange late meetings if necessary. The Governors are constantly reviewing their annual report to parents and looking at ways to increase attendance at the annual meeting. This has been moved recently to the Autumn term to ensure that all parents have an opportunity to discuss the developments for the coming year.
63. The pupils' annual reports for all year groups give thorough analysis of progress, skill development, strengths, weaknesses and areas for improvement in the core subjects. The format and content of these reports have improved significantly since the previous inspection. Clear indications are given of levels achieved in relation to national standards using descriptions such as 'in line', 'above' or 'a little below'. The foundation subjects and personal development are also covered well. During the year children's individual targets are sent home and discussed at consultation evenings.

Parents' support

64. The home-school agreement includes clear statements for staff and parents on support, communication, behaviour and attendance. Most parents return these each year. There is very good attendance at parents' evenings and for curriculum evenings and open days. Many parents help in the school in lessons throughout the year and some are also involved with after school clubs. There is an active substantial self-help group who give a good deal of their time to help to improve the premises and grounds. Many parents send in support materials and artefacts for topic work. The Parent-Teacher Association is very active, organising well-supported social events and raising very substantial additional income for the school. Most parents actively support their children at home and use the reading record books well to communicate any issues which may affect them.

Links with parents of pupils with special educational needs

65. The school makes every effort to ensure that parents are involved in the identification and provision for the special educational needs of their children. The very good formal systems to inform and involve parents in their children's education and the regular informal links with parents mean that they are provided with good opportunities to make their views known.

HOW WELL IS THE SCHOOL LED AND MANAGED?

66. '*Excellence for all*' is the mission statement proudly displayed around the school and all its documentation. All who work in the school aspire to this ideal and the headteacher seeks to promote this daily as he interacts with the pupils and staff. The school's warm and inclusive ethos meets all who enter.

Improvement since the last inspection

67. Overall the school has made good improvement since its last inspection. This is commendable in the face of the many challenges that have faced the school in the intervening period. The serious illness of the headteacher affected staff morale for a time and the school has also had to cope with two years of extreme uncertainty about the possibility of a new building. In spite of this, the school has continued to develop

and standards have been broadly maintained. The areas highlighted for improvement by the last inspection have been addressed and the quality of teaching has improved.

Headteacher's pastoral care and vision

68. The headteacher has a clear pastoral vision for the school and he has successfully created an ethos that reflects this vision. He is committed to the school aims, which centre on the development of good relationships and everyone working together harmoniously to achieve these aims. The headteacher has developed a very good staff team who share his vision and, with the governors, has maintained the very positive ethos noted at the time of the last inspection. The constructive climate for learning ensures that the school is a very happy place in which the attitudes of pupils are very good and the relationships are excellent. The team spirit is very good and involves all who work in the school. The headteacher has good inter-personal skills and he values pupils, staff, governors and parents. His pastoral care for children and staff is exemplary.

Management structure

69. The staff management structure is well established and the senior management team meet regularly to discuss the work of the school. The deputy has been at the school for many years. There is also a senior teacher who holds a management post. Together with the headteacher, they form the senior management team for the school. During the headteacher's long absence from school, the deputy was very successful in running the school and ensuring that developments continued. He maintained a positive climate for learning and managed to lift the morale of staff quickly. He brings many talents to the life of the school particularly in music and sport. The deputy also has specific management responsibilities, including that of key stage two co-ordinator, which he fulfils very well. Unfortunately, at the time of the inspection, the deputy was not present due to illness.

70. The senior teacher also has specific management responsibilities, including that of key stage one co-ordinator. She fulfils her duties extremely well and is an important part of the management structure. At senior management meetings held each week, she reports back on initiatives in her key stage as well as bringing additional skills to the management of the school.

71. The headteacher's ability to delegate and empower others to take responsibility has improved recently. He has successfully addressed a weakness in his management of trying to carry too great a workload in order to reduce the responsibilities of staff. He has realised that sharing the overall management of the school with others actually improves the effectiveness of each individual and leads to improved professional development for all.

Role of subject co-ordinators

72. Subject co-ordinators are committed and hard working. At the time of the last inspection, the role of the curriculum co-ordinators required further development to include the monitoring, evaluation and target-setting for teaching and learning. There has been good improvement in this aspect of management. Co-ordinators now have a better understanding of their subjects and they have become more involved with monitoring the impact of teaching and learning on standards. They produce individual action plans that become part of the school's improvement plan and they regularly report to governors on the progress they are making with initiatives to improve standards.

Co-ordination and management of early years

73. Leadership and management of the Foundation Stage are very good. The teacher with responsibility for this aspect has particular expertise that has also been recognised by the local authority. She was an Early Years mentor, assisting pre-school providers in the delivery of the Foundation Stage curriculum. She has developed very effective assessment procedures and ensures that parents are regularly updated on their children's progress.

Strategic planning

74. The school improvement plan is based upon an analysis of strengths and weaknesses. The headteacher, staff and governors are committed to continuous self-evaluation and, as a result, the school improvement plan is a useful tool for improvement and for evaluating the school's effectiveness. There is a useful overview of developments in addition to more precise information in action plans. These indicate details of costings and measures to determine what has been achieved.

The management of special educational needs and inclusion

75. The school provides equal opportunities for all pupils, including those with special educational needs. The management of the provision for pupils with special educational needs is very good. The SENCO, who has been in post for eighteen months, provides very good leadership. She has introduced national changes successfully, writing an explanatory leaflet for parents, and involving pupils in discussion about their individual education programmes and targets. She has introduced an electronic program for writing individual action plans. The two governors identified for responsibility for special educational needs have regular weekly contact with the SENCO. Together they ensure that the requirements of the Code of Practice are carried out. Teaching and support staff are appropriately trained and have a good understanding of the needs and aspirations of the pupils with special educational needs in their care.

Very effective governing body

76. Aply led by the chair, the governing body works very hard and is very supportive of all that is achieved by the school. All governors are committed and conscientious and they use their considerable talents and expertise well in the best interests of the school. An appropriate range of committees is in place and much of the work is undertaken in these and then reported to the full governing body. The chair has a very good working relationship with the headteacher and they meet regularly. Governors have a very good understanding of the strengths and weaknesses of the school. For example, because the school was undersubscribed, a specific marketing committee was established and chaired by a governor with a marketing background. Several initiatives were actioned to improve the local profile of the school and, as a result, more applications were received for the reception year group this year and there is now a waiting list for places. All statutory requirements of the governing body are met.

Financial planning

77. The annual financial planning and budget-setting are good with expenditure matched closely to the priorities in the school improvement plan. The staff and governors have planned well to establish and maintain single year group classes with its consequent positive impact on standards. The school endeavours to spend the annual income for the benefit of the current pupils. Much of the reserve of approximately eight per cent of the annual expenditure is committed to expenditure on necessary building developments. There is a good balance of expenditure on staff, curriculum

resources, training and premises. Development for all staff, which is linked to the schools improvement plan, is a school priority and this was recognised in the award of the 'Investors in People' mark in March 2002.

Principles of best value

78. The school applies the principles of best value very well in its financial planning and expenditure. There is a good degree of challenge. Staff and governors have projected over three years the anticipated expenditure and income based on pupils numbers and level funding, using a good range of different assumptions and scenarios. This provides information to allow time to make any adjustments to respond to any changes in funding or recruitment. The governors have a marketing committee which is active in publicising school events and achievements, and informing libraries, nurseries and playgroups. For example, the committee has gained useful information by sending questionnaires to parents who decided to send, or not to send, their children to Glenfall in the past two years. There is a good degree of consultation between staff and governors on financial priorities and with parents, for example through the parent-teacher association. Skilful planning enables projects to be financed by combining funds from different sources. The governors' finance committee analyses closely the comparative data from the local authority and uses this information to help inform its future planning.
79. The school seeks value for money in its purchases and makes proper use of the procedures for competitive tendering for larger purchases and building developments such as the refurbishment of the toilets planned for this year.

Administration and financial control

80. There are very good routines in place to ensure the smooth running of the school. The experienced administrative staff give very good support to staff, pupils, parents and governors. For example, the 'time share' element of their duties works very smoothly and effectively. The school has very good up-to-date financial records and controls its expenditure in line with the relevant financial regulations. The most recent auditor's report in July 2001 confirmed the very good financial management and control. The members of the finance committee are very knowledgeable, well informed and active in participating in planning and monitoring expenditure. The income for special grants is used well for the intended purposes. Regular lettings bring in valuable additional income. These include pre-school and after-school clubs on the school site and the buildings are also let throughout the year to various community groups.

Value for money

81. The attainment of the pupils on entry to school is about average. Taking this into account, together with the good teaching and learning and the very good personal development of the pupils, the school is giving good value for money.

Staffing

82. The school has a well established staff that is suitably qualified and experienced to teach the subjects satisfactorily within the national curriculum. Staff training is linked to the priorities in the school. The school provides good opportunities for professional development; this judgement was supported in discussion with co-ordinators. The School Action Plan is used effectively to identify training priorities. No new teachers have joined the school in recent years, however the school staff handbook and a booklet on school routines help effectively in the induction of supply staff. The school gained 'Investors in People' status in February 2002. Performance Management is well established. Staff work well in teams, coaching, sharing experiences and

supporting each other, and this promotes an ethos that encourages a shared ownership of the schools achievements.

Accommodation

83. The accommodation is adequate to deliver the curriculum. Imaginative use is made of the limited space available. However, the good resource provision for ICT is constrained by the suite being partly in the library area and partly in the corridor, separated by a glass partition. The headteacher and governors manage limited budgets well to maintain the fabric of the building. The toilets for younger children are in need of improvement and school has tendered for these to be upgraded over the summer holidays. Externally, the school is set in extensive and pleasant grounds with good hard surfaces for outdoor play. Painted markings on the playground promote good play and the playground is divided by seating that enables pupils to play more active ball games without disrupting the play of others. There is a large playing field that is marked out with running tracks for summer sporting activities. The grounds have been developed imaginatively. For example, along the perimeter fence is a path amongst trees and shrubbery that forms an adventure trail known to the children as 'Stepping Stone Wood'. On the edge of the playground is a good range of well-maintained adventure play equipment, including a wooden ship and train and areas for climbing.

Learning resources

84. The school has adequate resources to deliver the curriculum. Resources for ICT, art and music are good. Resources in all other areas of the curriculum are satisfactory. Resources are generally accessible in the classroom or in well-defined areas around the school and are used well. The library is well stocked and books are well cared for. The library is well used by pupils. Visits to places of interest are also used well to enhance the learning in many subjects.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

85. In order to build on the strengths of the school the headteacher, staff and governors need to:

Improve planning in mathematics and science to meet the full range of needs and raise standards further by:

- ensuring that teachers are confident in identifying higher attaining pupils
- challenging higher attaining pupils more effectively
- empowering mathematics and science co-ordinators to continue to undertake detailed analysis of statutory and school based tests in order to tease out areas needing attention
- improving the differentiation of tasks in order to increase the challenge and to extend more-able pupils further
- using individual target setting more systematically to move pupils forward

(Reference paragraphs: 30, 36, 40, 41, 55, 117, 118, 121, 126)

Minor issues

The headteacher, staff and governors might consider including the following minor issue in its action plan:

Improve the marking of pupils' work by:

- ensuring that there is a consistency in marking so that it matches the best seen in school, serves as accurate assessment information and helps the pupils to know what they have to do to improve

(Reference paragraphs: 28, 56, 110, 121, 143, 151)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	38
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	13	16	7	0	0	0
Percentage	5	34	42	19	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two and a half percentage points.

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)	183
Number of full-time pupils known to be eligible for free school meals	15
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	31
English as an additional language	No of pupils
Number of pupils with English as an additional language	2
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	4.1
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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	11	19	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	9	11
	Girls	19	18	18
	Total	29	27	29
Percentage of pupils at NC level 2 or above	School	97 (95)	90 (86)	97 (95)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	10	10
	Girls	18	17	17
	Total	28	27	27
Percentage of pupils at NC level 2 or above	School	93 (91)	90 (95)	90 (86)
	National	85 (85)	89 (89)	89 (89)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	15	9	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	10	13
	Girls	7	6	8
	Total	19	16	21
Percentage of pupils at NC level 4 or above	School	79 (85)	67 (81)	88 (96)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	12
	Girls	7	6	7
	Total	18	17	19
Percentage of pupils at NC level 4 or above	School	75 (89)	71 (96)	79 (100)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	182	1	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	1	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	8.4
Number of pupils per qualified teacher	21.8
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	97

Financial information

Financial year	2002 - 03
	£
Total income	465408
Total expenditure	450364
Expenditure per pupil	2461
Balance brought forward from previous year	23791
Balance carried forward to next year	38835

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	183
Number of questionnaires returned	101

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	81	19	0	0	0
My child is making good progress in school.	62	31	7	0	0
Behaviour in the school is good.	56	41	3	0	0
My child gets the right amount of work to do at home.	47	40	11	0	3
The teaching is good.	74	24	2	0	0
I am kept well informed about how my child is getting on.	64	28	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	91	8	1	0	0
The school expects my child to work hard and achieve his or her best.	72	22	4	0	2
The school works closely with parents.	72	24	4	0	0
The school is well led and managed.	65	32	2	0	1
The school is helping my child become mature and responsible.	69	27	1	0	3
The school provides an interesting range of activities outside lessons.	60	35	2	1	2

Percentages are rounded up or down to the nearest whole number and may therefore not total exactly 100.

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

86. Children's skills and abilities on entry show a wide range, but are broadly average overall when they start school in the reception class in the autumn term before their fifth birthday. They progress well in all six areas of learning. Most children will achieve their early learning goals by the end of the Foundation Stage. Overall, the school has made good improvement in its provision for the youngest children. Through better timetabling of the outside area and the hall, children's opportunities to develop in their physical development and co-ordination have been improved.
87. Children have a phased entry at the start of the year building up over time to full attendance. The two teachers, who share responsibility for the class, team-teach initially to ensure that the routines are consistent throughout the week and that children know them well. The school has good links with the playgroup that is on the site, and they work closely together to ensure a smooth transition into reception. Parents are welcomed into the classroom. At registration, parents come in with their children and discuss the first activity of the day with them. The children then place their names on to a chart indicating the initial activity. This regular start ensures the children develop some independence and they settle quickly. Many parents support within the class. They also support learning at home by regularly sharing books and playing games with their children.
88. In all areas of learning the teaching is consistently very good. Stimulating activities that ensure good learning are created through the very good management of children, and the depth of knowledge and understanding of how young children learn. The teacher and the class assistants work as a highly effective team where their enthusiasm is infectious and the learning is fun for all, including those children with special educational needs. Children receive good support and this enables them to make a good start. The organisation and facilities available promote achievement in all six areas of learning

Personal, social and emotional development

89. Teaching and learning in this area are very good. Children make good progress in the development of their personal, social and emotional skills. By the time they start Year 1, many are well set to reach the early learning goals. Children make good progress because of the good management of them and the high expectations that are set. Children are given frequent opportunities to make choices about some aspects of learning. During structured teaching sessions, good listening skills are strongly promoted. Children listen well to the teacher and other children in discussions. For example, they have been listening to traditional tales such as *'Red Riding Hood'* and *'What's the time Grandma Wolf?'* The children engaged in role-play and later discussed and shared ideas about what made the characters good and bad. They then considered how the bad characters could behave better. This activity enabled the children to consider different strategies for the feelings of anger and sadness.
90. Children demonstrate a high degree of independence, moving to activities promptly, engaging in them quickly and sustaining interest and concentration. They develop their social skills through work and play in a variety of situations. They develop

excellent collaborative skills. For example, during a bowling game, the children took turns, helped to set up the pins ready for the next bowler and recorded the scores for each other. At other times, children work in small groups under the direction of an adult. Their behaviour is very good. Staff use strategies that encourage positive behaviour and the children respond well to this approach and are developing a clear awareness of the difference between right and wrong.

Communication, language and literacy

91. Teaching and learning are very good in this area. The teacher provides rich and varied contexts for communication and writing. The teaching of reading is well-organised enabling children to achieve well. The teacher makes a significant contribution to the children's learning through her enthusiasm and interaction with them in story telling, in one-to-one conversations, in planned speaking and listening activities and during role-play situations. Most children will reach the early learning goals by the end of the Foundation Stage.
92. The teacher and assistants provide good opportunities for children to develop their speaking and listening skills. At all times children are expected to listen carefully to instructions. In small group and one-to-one discussions, children are encouraged to engage in focused conversation and promote good language development. They show real interest and enjoyment in the traditional tales they study. They retell stories, predict what will happen next and thoroughly enjoy opportunities for role-play, acting out episodes of stories like '*Red Riding Hood*'. They are further stimulated and their vocabulary is extended by opportunities to retell stories in drama and dance with appropriate music to indicate mood and atmosphere.
93. Children enjoy listening to stories and looking together at big books. The teacher asks well-focused questions and the children join in reading and refer to the title and recognise punctuation marks such as question marks, full stops, exclamation marks and speech marks. They enjoy and treat books with respect. They make their own concertina books sequencing events in a story. They can identify families of rhyming words and sound out words in order to spell them. The teacher and assistant work closely with parents to provide books and activities that support the learning.
94. Children are developing their writing skills well. They write their names and write labels. They make lists of describing words and some use these words in writing simple sentences to describe a character in a story. They cut and paste words into a simple sentence. They use word lists and their own vocabulary to write simple sentences.

Mathematical development

95. Teaching and learning in this area are very good and many children will reach the early learning goals by the time they enter Year 1. Children make good progress in developing their skills and mathematical understanding through the provision of a good and varied range of practical activities. They have good opportunities to practice, reinforce and develop their skills further.
96. Children count confidently to twenty. They tally scores when playing a bowling game. Children double numbers up to ten and many up to twenty. They throw a dice and double the number successfully. They do simple addition sums involving money and relate addition to combining sets and counting on. The majority use ICT software to support their learning by placing four playing cards in order of lowest to highest. Most

count objects to ten and know which number comes before or after any number up to 9. They identify the number of sides and corners on shapes including a square, triangle, rectangle and circle. Both the teacher and classroom assistant used good questioning techniques and gave clear instructions during the lessons seen. They maintained a good pace that allowed children sufficient time to practice, consolidate and extend their learning.

97. Children are supported well in their mathematical development. The teacher ensures that all adults, including volunteers, are well deployed and well prepared to undertake the range of activities with the children. Good use is made of assessment with the teacher; assistant and volunteer parents effectively using ongoing assessment during the lesson. This information is then used well to inform planning of future activities.

Knowledge and understanding of the world

98. Teaching and learning are very good in this area and, in one lesson, it was excellent. As a result, children progress well and most are set to achieve the early learning goals by the time they start Year 1.
99. Good use is made by teachers of traditional story themes to involve children in activities and experiences that they find enjoyable. Stories like *'Red Riding Hood'* are extended well into role-play, and dance and drama activities. Skilful teaching combines the children's own understanding and knowledge of the world with their speaking and listening and their early writing. For example, they consider and describe the behaviour of characters and reflect upon their own understanding of what is right and wrong. When using computer equipment, they can set the Roamer to plot the journey of the wolf in pursuit of the three little pigs. These activities provide well planned opportunities for children to develop independence, imagination, how to apply themselves fully and grow in confidence.

Physical development

100. Children make good progress in their physical development. The effective teaching and learning enables children to practice and develop their skills using floor, apparatus and the outdoor area regularly for energetic activity. All children are on target to achieve the early learning goals before they enter Year 1.
101. Children change quickly and lead into the hall ready to follow the teacher's instructions in the initial warm up activities. The teacher creates good opportunities, during the warm-up and throughout the lesson, for children to think about the effects of activity on their bodies. For example, they recognise that their hearts beat faster when they are active. The teacher establishes good routines and safety measures whilst maintaining a good pace. One well planned lesson ensured that the children developed good skipping and jumping skills and that they used the available space well. They worked well in groups, taking turns and offering encouragement to each other. They showed a real sense of enjoyment and desire to try their best. Behaviour in this lesson was very good. In the same lesson, individual groups practiced 2-2 jumps along a line. They all remained on task, taking turns and returning to sit and wait until it was their turn again. Working alongside their teacher, the children skipped to *'Sea Shell, Cockle Shells'* and were encouraged well as they tried to improve.

Creative development

102. Children make good progress in their creative development because of the very good teaching and regular access to resources in this area. Most children are set to reach the early learning goals by the end of the Foundation Stage. They are given rich and varied opportunities for collage, painting, printing and drawing. They demonstrate real enjoyment when engaging in role-play connected to the tales of 'The Three Pigs', 'Red Riding Hood' and 'What's the time, Grandma Wolf?' Children's musical development is supported well and they listen to and interpret the mood of pieces of music and respond to it in dance. They are beginning to build a repertoire of songs that they sing for enjoyment and to assist them in their learning. For example 'Ten big frogs in the pond' was sung enthusiastically as part of the warm up to a physical education lesson. At the end of the song the children thoroughly enjoyed jumping into the pond!

Strengths:

- *very good teaching;*
- *very good organisation and routines;*
- *very good partnerships with parents and pre-school providers to ensure children make a good start;*
- *an ethos that sets high expectations and ensures that learning is enjoyable.*

ENGLISH

103. Test results in 2002 showed that standards in English at the end of Year 6 were in line with the national average when compared with schools nationally and when compared with similar schools. Overall standards of work seen in the current Year 6 are above national expectations. Standards in reading and speaking and listening are above national expectations, while writing is broadly in line. Standards of reading in national tests at the end of Year 2 in 2002 were well above the national average and well above average when compared with similar schools. Standards of writing were above the national average and above average when compared with similar schools. In the current Year 2 standards in reading and speaking and listening are above national expectations and standards in writing are average,
104. Since the time of the last inspection in 1998, standards at the end of Year 6 have been maintained at above average. Standards reported for Year 2 in the last inspection were above the national average for reading and writing. Reading has remained the same, but standards in writing in the current Year 2 are in line with national expectations. Almost a third of pupils in the current Year 2 have special educational needs, and this accounts for the writing standards being lower in this current year.

Speaking and listening

105. Throughout the school, pupils' views and contributions are valued and respected by teachers. The very good relationships between pupils and teachers and between pupils and pupils create a very positive context for pupils' good development of speaking and listening skills. Discussion is well-planned for in the classroom, both in whole class teaching and in small groups. Pupils listen very well, and overall contribute readily and confidently to class discussion in various subject lessons. Overall, teachers plan their questions well so that pupils answer effectively. For example, in Year 1, pupils explained the growing stages of a bean plant well to the teacher and the class. From Years 1 to 6, most pupils talk effectively about their work together when working in groups and listen to each others' views well. The school

has a system of 'talk partners', but there was little evidence of this being used during the inspection. Pupils have good opportunities to present their work in assembly, developing an awareness of an audience outside the classroom well. For example, in a whole school assembly, Year 2 pupils talked a little about what happened and how they felt when they played musical items in the recent local festival. By Year 6 pupils' good speaking and listening skills support their learning very well in independent discussion in small groups. For example, in Years 3, 4 and 5 pupils' good class and group discussion on poetry led to their writing of poems which expressed feelings and atmosphere well. Overall, pupils are articulate and confident, including when they are speaking to adults around the school. Pupils with special educational needs also have good opportunities to develop their speaking and listening skills well with skilled help from support assistants and the special needs teacher. They make good progress.

Reading

106. Reading is a strength of the school. Pupils make good progress throughout the school as a result of the systematic approach of regular well-led guided reading sessions, good teaching of phonics and good whole class reading sessions with a shared text, a good home-school reading system, and a wide range of books to select from the library and classroom collections. They also have good opportunities to write in role about the books they are reading, for example, postcards or letters, and this develops their understanding of the books that they are reading very well. Pupils in Years 1 and 2 have a very good understanding of phonics because teachers plan very effectively for opportunities to reinforce pupils' understanding of sound-patterns in the context of other subjects. For example, Year 1 pupils thought of sounds that were like the 'ea' in 'bean' when they were looking at bean plants as part of their science topic on living things. From the time that pupils start school, other reading skills are also taught well through other subjects. For example, the pupils in Year 1 also explained what they knew about information books well using a big book on how the bean grows. Pupils from Years 1 to 6 talk confidently about the books that they are reading. They also have a good understanding of other books that they have read. This is sometimes supported by writing book reviews to recommend books to other people. For example, Year 5 pupils have a display of good reflective book reviews with 2D and 3D illustrations. Knowledge about different authors is sound from Years 3 to 6 but less secure in Years 1 and 2. Pupils from Year 2 onwards know how to use the school library to find information and pupils from Year 1 onwards know about how to use an information book. All pupils but one who read to inspectors were very enthusiastic about reading, read regularly at home or on their own, and are using a good range of reading strategies. Most pupils in Years 3 to 6 use the local library. Pupils with special educational needs learn very well and make good progress in reading. This is because the special needs teacher builds very well on what they are doing in class and their guided reading sessions are taught very well. Support assistants also work with them very well in class to support other reading which is often challenging. Parents are involved from reception in their child's reading and it is part of the homework set. Parents have also been involved in funding the well-stocked library.

Writing

107. Pupils make satisfactory progress in writing. They write securely for a range of different purposes in all subjects, and are frequently given good opportunities to learn to write purposefully in the context of books that they are reading or topics that they are doing in other subjects. For example, Year 6 pupils planned imaginatively for a different version of an incident in Lewis Carroll's '*Alice through the Looking Glass*'. Year 2 pupils working on a history topic on castles made notes from information

books and began to select from the notes to write pages for a class book on people who lived in a castle. This challenging work was supported very well by support assistants for those who needed it. In Year 2, most pupils' knowledge is secure about structures of stories, description of settings and characters, planning stories, and writing poetry, diaries, letters and postcards. Instructional writing is good. Most pupils use full stops and capital letters correctly overall, and many are beginning to develop a cursive style of handwriting, although some are not yet confident about this. Most Year 2 pupils are spelling common words well and making good attempts at less frequent, more complex words. In the week of the inspection three classes in Key Stage 2 were working on poetry where some pupils' work reflected feelings and atmosphere particularly well. Some Year 3 pupils used good sentences, such as '*I had nothing left to love*' in a poem about loss. Most Year 4 pupils wrote effective haiku. Pupils in Year 5 captured the atmosphere of a wet history and geography outing to the local village by using descriptive phrases well, for example, '*motionless grey all around*', '*the canopy of trees*', and '*fast-flowing stream*'. The range of writing for most Year 6 pupils is sound and includes poetry, instructional writing, story-writing, persuasive writing, newspaper reports, and play scripts. Spelling, handwriting and punctuation are sound overall. From years 1 to 6 pupils work on words and grammar thoroughly, following National Literacy Strategy guidance. Common areas of grammatical confusion by older classes are sometimes dealt with imaginatively. For example Year 5 pupils learnt a rap on the difference between their, there and they're. Pupils record their work in a range of ways, but often lack opportunities for independent presentation as there is an overuse of activity sheets, particularly, but not exclusively, with the younger classes. Also, in most classes, while features of fiction are well practised, currently there are not enough opportunities to apply this knowledge in complete story writing.

Teaching and learning

108. The quality of teaching and learning are good overall. Teachers have high expectations of pupils' behaviour and work. Relationships between teachers and pupils are very good so that pupils respond well. Guided reading sessions are led well by teachers and teaching assistants, where pupils work in ability groups using carefully matched books. A range of different teaching approaches are used, including whole class and group and paired work. However, the sessions of whole class teaching are rarely broken up with different strategies, such as using talk partners to check each others' understanding or ideas briefly. '*Brain gym*' is occasionally used to support pupils' learning but this is not wide-spread. Pupils with special educational needs are supported very well in class lessons and by the special needs teacher and make good progress.
109. Planning for the lessons is detailed, makes links with previous learning and identifies the groups which need support assistants, who frequently support lower attaining groups for tasks that would otherwise be challenging. Cross-curricular planning for the very good teaching of basic literacy skills is good, enabling pupils to apply their knowledge in the context of other subjects and to see the purpose of literacy. For example, in a mathematics lesson in Year 1, pupils learnt about symmetry by looking at the two halves of a giant, building on the fairy-tale context of '*Jack and the Beanstalk*' which in turn linked with the science topic of living things and growth. This also helps them to sustain their interest well when the work is challenging. However, learning objectives are not always written up in the classroom and National Curriculum learning objectives from other subjects being used to teach English are not always made clear to the pupils.

110. Teachers' on-going assessment of pupils' progress against the learning objectives for literacy is very good, with very good regular assessment tasks through the year to assess pupils' progress against the National Curriculum levels for English. This informs the targets set for literacy. However, on-going assessment through marking, although positive overall, is also inconsistent and does not clearly identify where pupils have met learning objectives or what the next steps for improvement are. The coverage of work is very thorough, and pupils demonstrate their commitment to their work by the amount of work completed through the year. However, they record their work in a range of different books and folders, which are not consistent through the school, and this also makes on-going marking and work sampling difficult. There is an overuse of activity sheets which limits pupils' development of independent presentation.

Leadership and management

111. The subject is led and managed well. Since the last inspection the joint co-ordinators have successfully overseen the implementation of the National Literacy Strategy and the range of support programmes from the strategy. The co-ordinators, teaching staff and support assistants have attended appropriate Local Authority training for these initiatives. A governor with links for literacy regularly visits the school with a formal meeting with the co-ordinator once a term.
112. Since the last inspection, English has been used to pilot a review of the co-ordinator role and this has informed other subject co-ordination. Planning, regular assessment tasks, lessons, and pupils' work is now regularly monitored well. Assessment procedures are now very good, and are closely linked with monitoring. Teachers' on-going recording of individual pupils' meeting their learning objectives, the twice-termly English assessment focus and the analysis of information from the national assessments at the end of Years 2 and 6 now all inform planning, teaching and targets well. The co-ordinator has rightly identified marking as an area which needs review. Writing has been identified as an area to focus to address the gap between reading and writing attainment.
113. There is a sound policy in place. Schemes of work which link cross-curricular work are currently being developed further to identify strands of cross-curricular links and the contribution of the subject to pupils' personal development. Homework is organised well so that there is regular spelling and reading practice and other literacy work added for Years 3 to 6.
114. Resources are managed well, with appropriate texts for guided reading and Big Books for the classroom. Resources in the well-stocked library are reviewed regularly. There is good use of story tellers, theatre groups and authors who visit the school.

Strengths

- *standards in reading and speaking and listening;*
- *good teaching and learning overall especially of guided reading;*
- *the very good relationships between pupils and staff;*
- *good cross-curricular links;*
- *very good support for pupils with special educational needs;*
- *good parental support for reading;*
- *good subject co-ordination;*
- *very good assessment procedures.*

Areas for development:

- *variation of the teaching strategies in the longer whole class teaching sessions;*
- *consistency in marking so that pupils can see what they need to do next and be more aware of their own progress;*
- *clarity for pupils about learning objectives;*
- *further support for writing.*

MATHEMATICS

115. Evidence from lessons and the scrutiny of written work shows that the attainment at Year 2 is slightly above average, which is similar to the standards reported at the last inspection. This also compares favourably with National Curriculum test results in 2002. When compared to similar schools in 2002, Year 2 pupils at Glenfall achieved the same as their peers. The attainment of Year 6 pupils has declined and is now broadly average compared to above average at the time of the last inspection. In the National Curriculum tests in 2002, pupils in Year 6 did not do so well and results were well below the national average. When compared to similar schools, pupils at Glenfall were also well below their peers in mathematics. However, the cohort in Year 6 in 2002 had a very high proportion of pupils with special educational needs and this distorted the figure. Inspection findings confirm that this year pupils in Year 6 are on line to achieve the target set for them.
116. The numeracy hour has had a distinct impact on improving confidence in mathematics and the school identifies the improvement in oral and mental mathematics as its greatest success of recent times. It has also awakened the pupils' interest and enthusiasm for number work, especially when they are challenged to find alternative ways of finding answers and are given the opportunity to share their strategies with others.
117. In Years 1 and 2 the pupils' knowledge and understanding are wide-ranging and the quality of their learning is at least satisfactory overall. Most achieve well but higher attainers could do better. Pupils with special educational needs, low attainers and those of average ability make good progress. There is still room for higher attainers to be challenged further in Years 1 and 2. Teaching correctly ensures good coverage of the numeracy strategy and planning includes differentiated tasks.
118. By Year 2, pupils have good understanding of the concepts of addition and subtraction. They order numbers up to 100, counting in twos, threes and fives and spotting patterns beginning at a given number. They solve problems involving the use of money to buy different items and describe the properties of common shapes. In one Year 2 lesson, the teacher provided good opportunities for learning and pupils made good progress in comparing different ways to make totals of money. She asked the pupils to work out the minimum number of coins needed to make 420 pence. Back came the answer 'Two two pound coins and a twenty pence coin', much to the delight of the teacher and everyone in the room! This demonstrated the progress made in acquiring mental strategies to use different amounts of money to find a given total. The tasks set for the pupils following the mental and oral starter session were highly suitable for the majority of pupils. However, the higher attainers in this group could have been challenged further. Pupils' books show they are confident when adding and subtracting numbers to 20 and beyond, although a minority are still working with single digit numbers and require additional support. Work in space, shape and measures is particularly well documented and indicate a thorough understanding of this aspect of mathematics.

119. As they move through the school, pupils continue to build effectively on their knowledge and skills, particularly in their number work, and overall progress in number is good. By Year 6, many pupils are confidently working with numbers. Their overall achievement is good. Pupils are enthusiastic about their work and communicate their knowledge effectively, organising their work well and showing good knowledge of mathematical language. In the Year 6 lesson observed, pupils consolidated their knowledge and understanding of data-handling by choosing the appropriate method to display data about the changes in population over the years in Charlton Kings. Many pupils used a line graph with more-able pupils attempting the more complicated pie chart. The pupils then used their graphs to make informed comments about the trend in population in the village. In Year 5, pupils learn the correct mathematical names for 2-D shapes and improve their knowledge of the properties of these shapes.
120. The quality of teaching and learning is good overall, including some very good elements. Teachers make mathematics interesting and practical for pupils by sharing their enthusiasm with them. As a result, pupils respond enthusiastically and work hard. Relationships between teachers and pupils are very effective and pupils behave extremely well, concentrate on what teachers explain and organise themselves for work quickly and quietly. Very little time is wasted in lessons.
121. Teachers' planning is thorough and based on the National Framework for Numeracy. It takes account of pupils' needs, and work is well differentiated according to these needs. However, the identification of more able pupils, and subsequent lack of challenge, is an area requiring greater focus. All teachers try to make clear what pupils are to learn at the start of the lesson so that all understand its purpose. Not all return to this focus at the end of the lesson to ensure pupils have understood what they have been taught. The use of numeracy skills in other areas of the curriculum is very well developed and teachers ensure that opportunities to use numeracy skills are regularly reviewed. Teachers make particularly effective use of ICT to enhance learning in mathematics and, in all lessons observed during the inspection, individual pupils had opportunities to consolidate their learning using programs linked to the skill they were developing. Marking of pupils' work is variable and whilst it consistently praises pupils' efforts, it does not always tell pupils what they have achieved or what they should do to improve.
122. The subject co-ordinators lead the subject particularly well throughout the school. They have good subject knowledge and expertise and support their colleagues well. They regularly monitor teaching and learning through work sampling and team teaching and have identified appropriate priorities in their action plan. This strong leadership puts the school in a good position to improve attainment further.

Strengths:

- *strong leadership and subject expertise;*
- *very good use of resources and practical activities to enhance learning;*
- *good use of mathematical vocabulary;*
- *pupils' very good attitudes towards learning;*
- *use of ICT to support learning in the subject;*
- *use of numeracy in other subjects.*

Areas for development:

- *improve standards at the higher levels;*
- *identification of and challenge for more-able pupils;*
- *improve marking.*

SCIENCE

123. By the end of Year 2 and Year 6, pupils attain average standards and maintain the satisfactory levels of attainment recorded in the previous report. The lower results in national tests at the end of Year 6 last year were mainly due to the considerable mobility in the school, and the increase in pupils with special educational needs joining the school, during the last two years, particularly in Year 6, which has affected standards in tests. The main strengths in the current provision are the practical activities that develop pupils' enquiry skills and scientific knowledge and understanding. These are improvements since the previous inspection when these elements were judged to be unsatisfactory.
124. Year 1 pupils are given suitable opportunities to identify different groups of plants and creatures and do so with good levels of interest. In links with music, they experiment with different musical instruments to discover ways in which sounds can be made softer. Year 2 pupils extend their enquiry skills by testing a range of materials to identify which objects return to their original shapes on their own, for example, a rubber glove and a sponge ball and which will not, such as blu-tac and cotton wool. Teachers extend their investigations to enable the pupils to find out that some more significant changes are reversible such as water to ice and back, and others are irreversible such as cooking an egg. Teachers provide adequate support to enable them to carry out fair tests and make correct judgments. Planning has improved to develop enquiry skills.
125. Year 3 and Year 4 pupils make expected gains in their knowledge and understanding as they investigate and solve particular problems, such as increasing the depth of bubbles with different amounts of washing up liquid and sieving and dissolving different mixtures. They make sure that the tests are fair by using the same amounts of liquid or materials before starting the tests. Year 4 pupils were observed learning about seed germination and the processes that seeds go through to become plants. Their explanations were thoughtfully considered and their learning was enhanced when the teacher invited each group to devise a dramatic representation of the different types of seed dispersal. By Years 5 and 6, pupils extend their learning in a range of skills. Year 5 pupils learn about the major organs in the human body and in particular how important are the functions of the heart. A very good lesson was observed when good links were made with mathematics and ICT when taking pulse rates at rest and after exercise and accessing a computer program to improve understanding of blood circulation. A parent helper, who is a nurse, also supervised the pupils' examination of a pig's heart and this activity aroused significant levels of enquiry and responses.
126. The quality of teaching and learning is satisfactory overall and results in pupils' satisfactory levels of achievement. A significant strength is the way teachers motivate pupils through their own evident enjoyment of the activities. As a result, boys and girls of all ages and capabilities show a high level of interest in science activities and make good progress in their investigative and experimental work. Teachers have good knowledge of the learning programme and ensure the provision of challenging investigations. As a result, pupils show good levels of concentration during activities and carry out their investigations carefully and accurately. However, there is often insufficient provision to challenge and extend higher attaining pupils. Teachers manage and organise pupils well and this ensures that a very good working environment is maintained. They make very effective use of questioning and prompts to encourage pupils to describe and explain what they observe, using correct vocabulary and terminology. Good links are made with a range of other subjects.

Resources are good and are used imaginatively to stimulate and support pupils' learning experiences. Care is taken in all classes to ensure that boys and girls and pupils with special educational needs are totally involved in all aspects of science lessons. Very effective use is made of teaching assistants to help special needs pupils in particular to achieve well in relation to their set targets.

127. The subject is effectively led and managed by the co-ordinator. She works closely with colleagues to improve pupils' scientific skills and monitors the quality of planning and standards effectively. Results of national tests are evaluated and the analysis and the assessment information is used well to measure pupils' progress and set new and relevant targets.

Strengths:

- *improvements in practical work and investigations;*
- *motivation of pupils and their enjoyment of tasks;*
- *links with other subjects, particularly mathematics and ICT;*
- *pupils' high levels of concentration and interest.*

Areas for development:

- *greater challenge and extension opportunities for higher attainers.*

ART AND DESIGN

128. The provision in this area of the curriculum is a strength of the school. There are many examples of good art work produced by the pupils and it is evident how much value is placed on this aspect of pupils' education. The school has built upon the good provision seen at the time of the last inspection.
129. Only two lessons were observed during the inspection and judgements are therefore mainly based on pupils' work and teachers' planning. Pupils in Years 1 and 2 undertake a range of work with different media, achieve well and reach above average standards by the end of Year 2. Standards in Years 3 to 6 are also above average and this is a good improvement from the last inspection when standards were judged as average throughout the school. Planning shows a wide breadth of study and the work samples seen reflect this breadth. Pupils of all abilities achieve well and are enthusiastic about their work.
130. In the Year 3 lesson observed, pupils successfully explored tone through light and dark shading. They effectively interpreted the tone on a range of fruit and vegetables using a wide variety of materials and media. Work on display shows the link with the history study of the Tudors as pupils used collage to produce good portraits of Henry VIII. Year 2 pupils used water colours for paintings of spring flowers through first-hand experience and accurate observational skills. As part of their topic work on Italy, pupils in Years 1 and 2 create pictures underneath a table to imagine artists working on the Cistine chapel. This imaginative approach inspires pupils and gives them a greater insight into producing work that is viewed from below.
131. In Year 6, self-portraits and portraits of one another are produced 'upside down' to give a different view to the normal way of observing someone. Pupils in Year 4 use clay to create images of Tudor Roses as part of their history work. Pupils' work is carefully displayed for others to enjoy and admire.
132. Teaching and learning are good overall and the school makes good use of quality resources including clay, paint and a wide range of media. Sketchbooks that provide

an opportunity for pupils to develop and explore ideas are used well in junior classes although underused with younger pupils currently. There was good evidence to indicate the use of ICT in art through appropriate programs like 'Dazzle' which allows the pupils to experiment with designs and colour whilst reinforcing their ICT skills. The range and richness of the learning opportunities mean the curriculum provision is good. The subject also gives good support to pupils' cultural development, by providing many opportunities to investigate the work of famous artists and the traditions from different cultures. Good use is made of visits and visitors and the school organises a specific art day each term where art is linked with at least one other subject. The most recent event linked with science.

133. Two members of staff share the leadership of the subject. They are both enthusiastic about their roles and, although no formal assessment records are kept, they regularly assess progression through samples of work and photographic evidence taken as the work is in progress. They appreciate the need for written assessments in order to track progression within the subject. Resources are varied and easily available.

Strengths:

- *the use of displays to celebrate pupils' work and raise the profile of the subject;*
- *links with other areas of the curriculum;*
- *the carefully planned use of sketchbooks for junior pupils;*
- *effective leadership.*

Areas for development:

- *the introduction of a simple assessment system;*
- *review the use of sketchbooks for infant pupils.*

DESIGN AND TECHNOLOGY

134. By the end of Year 2 and Year 6 pupils make good progress, achieve well and attain above average standards for their ages. This maintains the good standards reported at the time of the previous inspection. Recent national guidance has been adopted successfully by the co-ordinator and good planning and use of resources to support the teaching programme provide pupils with a good range of learning opportunities. Pupils of all capabilities talk eagerly about what they want to make and why, solve problems, record their designs and evaluate finished products.
135. Pupils in Years 1 and 2 are given good opportunities to develop their work involving food technology. They plan the use of, and assemble, different ingredients for the making process. After testing and tasting, they evaluate their finished products. One judgement was, 'It was soft and yummy.' Year 2 pupils extend their skills by designing and making a mechanism to complete a specific task. In connection with literacy and the story of 'The Lighthouse Keeper's Lunch', they had to make a mechanism that took the lunch up to the top of the lighthouse. The teacher first encouraged them to investigate and disassemble different construction kits to find out how the turning actions worked. They designed their own ideas and plans and occasionally checked their progress against their original designs. Pupils received some help with measuring and assembling techniques, but overall achievement was good. They understood the need for stability in the structure and explained how different parts worked. Many pupils evaluated the finished product against their original design and suggested ways to improve.
136. Pupils in Years 3, 4 and 5 further develop their skills in a range of topic related tasks ranging from folding, pop-up books to building the tallest tower possible with straws. In discussions with pupils, it is clear that they enjoy the challenges of the work. In the

lesson observed involving pupils in Year 6, very good planning by the teacher provided real challenges to extend their problem solving skills. The teacher built on pupils' scientific knowledge of materials and their properties to design and make a bridge to span a river. The added challenge was that the bridge could be removed or immobilised. They faced a range of different problems, such as having to join pieces of board to span the gap and plan an efficient system for removal from either side and immobilizing it when necessary. Pupils worked together very well, planning and considering their designs and identifying what worked well and what needed improving. They checked various stages of the making process and improved their designs as required. Pupils with special educational needs were given good support by some parent helpers and the teacher, without over-direction and built progressively and successfully on their previous knowledge of materials and designing and making skills. The teacher had high expectations of all pupils and the pace of the lesson was very good. Working with precision from their own plans, testing and evaluating at each stage, all pairs completed the task within the given time and demonstrated their finished bridges to the rest of the class. Standards of work were above expected levels for this age.

137. The quality of teaching and learning are good throughout the school. Strengths include good subject knowledge and good planning relating to tasks and objectives that progressively develop pupils' skills over time. The co-ordinator leads the subject very well. She has concentrated on the different aspects of design and technology and focused pupils' learning on problem solving in addition to the designing and making processes. This motivates pupils' learning and sustains interest. As a result, pupils greatly enjoy their work and are very keen to get on with tasks. They work very thoughtfully when designing and making, and suitable opportunities are given for pupils to evaluate their own and each other's work and to consider how their objects can be improved. Assessment procedures relate to the planned objectives and skills and evaluate individual strengths and areas of need to enable all pupils to reach their full potential.

Strengths:

- *standards by Year 2 and Year 6;*
- *new planning and use of resources;*
- *teaching and challenge for all pupils;*
- *pupils' high levels of interest ,response and achievement;*

GEOGRAPHY

138. Only two lessons were observed during the inspection. Additional evidence was gathered from pupils' work, long term planning documentation and displays in classrooms. Further key evidence was gained through discussions with staff and pupils.
139. Standards at the end of Year 2 and Year 6 are broadly in line with those expected nationally. This is a similar picture to that found at the previous inspection. Geography is planned as part of a two year rolling programme throughout the school. The programme ensures appropriate coverage through a strongly focused cross curriculum approach. Computers are used well to enhance children's learning. Pupils with special educational needs are supported well and make sound progress.
140. In discussion with Year 1 and 2 pupils, it is clear that the subject maintains a good profile as children talk enthusiastically about their work and can recall learning from previous topics. They have a developing geographical vocabulary. During a study of

Italy, they made perceptive comments about the similarities and differences with their own locality. Pupils develop simple mapping skills by plotting their journey to school. They learn about the climate, create their own weather symbols and place weather information on to charts.

141. In Year 3 and 4 pupils use maps and atlases to find Britain in the continent of Europe. They describe 'everlasting circles', Charlton Kings to Cheltenham to Gloucester, to United Kingdom to Europe to World. Pupils can identify continents on a map. They develop their mapping skills further by locating buildings and features on a map. In the lesson seen, the teacher provided good resources and posed appropriate questions to challenge pupils' knowledge. She asked them to explain what they had learned whilst using a range of maps. Using good quality aerial photographs of their village, the pupils improved their learning of land use.
142. In Years 5 and 6 pupils develop their mapping skills effectively through a local history focused topic. They used a range of maps to plot the development of their village. They studied the boundaries of the village and linked this well to a study of beating the bounds in history. They successfully plot farms on a map, and measure distances. In discussion with pupils, it is clear that they are enthusiastic about their learning and they have good recall of previous studies. They enjoy the way in which their work is regularly celebrated in presentations in assemblies. For example, in a study of China, a Chinese dragon was made and the pupils were able to perform a dance in the dragon at a special assembly. Trips are used well to stimulate learning. During the inspection, a field trip to the village enriched the learning by making good use of the locality and first-hand experiences. Similarly, a trip to Severn Water provided a good stimulus and extended the pupils' study of rivers.
143. On the limited evidence available, the overall quality of teaching and learning is satisfactory. Teachers plan to a two-year rolling programme of topics and emphasise strong cross curriculum links. Learning objectives are clear for the main focus in the topic. However, the learning objectives for other subjects linked to the topic are not always made explicit. Work is consistently marked but few comments indicate how pupils could improve their work.
144. In the two lessons seen, the pupils demonstrated very good attitudes to learning. Most listened well, were fully engaged with activities and worked with interest and concentration on the activities set. Pupils are supported well by teachers and parent volunteers. Pupils with special educational needs are supported well and make the same progress as their peers.
145. The management of the subject is satisfactory. Two teachers share the management of history and geography. Resources are at least adequate and include a good range of maps and a selection of resource boxes on weather, Europe, Asia and Africa. Work is monitored and the school is currently focusing on the uses of secondary sources to promote learning further. No opportunities have been provided to observe the teaching of geography to evaluate its quality.

Strengths:

- *pupils enthusiasm for the study of geography;*
- *links with other subjects;*
- *use of the local environment.*

Areas for development:

- *monitoring of teaching and learning;*
- *quality of marking that enables pupils to improve and develop their work.*

HISTORY

146. Pupils make satisfactory progress in history and enjoy learning about the past. Standards are in line with those expected nationally in Year 2 and Year 6. This is a similar picture to that found at the previous inspection. Judgements are based on two observed lessons, displays in the classroom and corridor, discussion with teachers and pupils and the work completed by pupils.
147. In Years 1 and 2 pupils were engaged enthusiastically in research about different people who lived and worked in castles. They used a wide range of non-fiction texts to research information. They were able to sort relevant information and discard the irrelevant. They made lists about the jobs that peasants did. They found out about workers, for example, builders, and labelled some of the tools that they used. They also discovered that rich and poor people wore very different clothes. The pupils then worked in groups to create collages of the people and what they would have looked like. They used the information they had gathered to make choices on the kinds of fabrics to use, for example, rags for a peasant. In the plenary session at the end of the lesson, pupils were able to talk about their collage and link it to what they had discovered from their earlier research. Learning will be further enriched with a planned visit to a castle.
148. In Year 3 and 4, pupils study the Tudors. They made time lines of important events and the families of Tudor and Stuart monarchs. They learned about the life of Henry VIII and what kind of man he was at eighteen, twenty-nine and forty. They illustrated their work well and displays of art from the period further improved their learning. The work culminated with a presentation in an assembly that included pupils presenting a 'Blind Date' game involving Henry and his six wives.
149. During the inspection, Year 6 pupils went on a 'History Trail' of the local village. In their follow-up work, pupils found out about the origins of their village and how it developed. They identified when and why in 1192 it became a village. They used maps to colour code the development of the village through the ages. They investigated links between Charlton Kings and Cheltenham and why they differ in size. They used the Cheltenham borough coat of arms as a way of starting their topic. They researched into the reasons for the symbols on a coat of arms using the Internet. This effective use of ICT further improved their learning.
150. From the good quality work on display, and talking with pupils, it is clear that they enjoy history, especially the investigative and cross-curricular approach that is used to deliver the subject. In lessons, they take a pride in their work. Pupils work collaboratively, discussing their evidence and drawing conclusions together. Behaviour in lessons is very good.
151. Teaching and learning are good overall. Teachers plan well to enable pupils to use source and secondary source information and to promote an investigative approach. Work is marked regularly; however comments on how to improve are rare.
152. The management of the subject is satisfactory. Two teachers share responsibility for history and geography. They promote topics through a cross curriculum approach that enhances pupil learning. Learning objectives are clear in history, but for other subjects linked to the work, objectives are not always clearly defined. Work is monitored but opportunities to observe lessons to evaluate the quality of teaching and learning have not been created.

Strengths:

- *pupils enthusiasm for the study of history;*
- *links with other subjects;*
- *use of the local environment.*

Areas for development:

- *observation of lessons;*
- *quality of marking that enables pupils to improve and develop their work.*

INFORMATION AND COMMUNICATION TECHNOLOGY

153. Pupils achieve well and standards at the end of Year 2 and Year 6 are above those expected nationally. This shows good improvement since the last inspection. The progress pupils make is better because there are now more planned opportunities to use computers and good use of a new suite. The provision of hardware and software has been updated and incorporates all the necessary programs that will enable the school to cover each strand effectively within the Programmes of Study.
154. From the end of the reception year, pupils make good progress and, by the end of Year 2, they achieve levels above those which would be expected. The progress they have made is due to a good level of access to computers within a number of different subjects. The majority of pupils are confident in opening, loading and working with a number of programs. Most are competent in using a keyboard, although their typing skills are less well developed. Pupils are gaining an understanding of how different programs can help improve their work. Year 1 pupils have tackled data-handling using 'Counter for Windows'. In Year 2, pupils use 'Dazzle' to create pictures. They use 'Black Cat Logo' to explore direction and instructions to draw shapes in mathematics. During a topic about Italy, Year 2 pupils produce title pages using the computer. They successfully import imagery and use it to best effect in their work.
155. Pupils in Years 3 to 6 have developed their skills further and have also built up a good understanding about how computers can be used as a tool. They have also achieved well. Older pupils regularly use computers for research using the Internet. Pupils regularly word-process their work in several different subjects. In mathematics and science, they use computers to collate information and then use spreadsheets to analyse results. They are beginning to understand how computer programs can model different results and produce graphs and charts for easy interpretation. Older pupils are able to make assumptions and predictions and then use the information they collect to try out a hypothesis. ICT is used well across the curriculum. The opportunities are real rather than contrived and pupils are beginning to understand when and if a computer will speed up their work. In history, Year 5 pupils produced an interactive multimedia presentation using a story board technique for 'Brits since the Blitz'. Year 5 pupils explore persuasive writing in literacy and use text and pictures on the computer to persuade others to use certain products. Older pupils successfully operate traffic lights using control instructions through graphic modelling. All these examples show the breadth of study and the advanced capabilities of the pupils. Few pupils, as yet, go to use computers independently, as a matter of course and this is something the school needs to develop as the next step. It is more difficult because the number of computers in each class is more limited.
156. Teaching throughout the school is good and this is why pupils make good progress in their learning. Teachers have a good understanding of how to use computers to support learning in other subjects. Planning is geared to introducing new aspects

through the year and then developing them during a theme or topic. Pupils are enthusiastic learners. They relish the thought of work in the computer suite. There are few instances of a lack of concentration and this is usually because the pupils are excited about what they are doing. Teachers have good subject knowledge and all have improved their skills during focused training over the last few years. Work is valued and good displays celebrate achievement. Pupils with special educational needs are supported well during lessons.

157. The subject co-ordinator is a leading teacher for ICT. She has developed a thorough assessment procedure that is used in many other schools in the county. The co-ordinator has a very good knowledge of the strengths and weaknesses in the subject and sees assessment as the route to further improvement of progress. Resources are good although the computer suite is very cramped and some machines are located just outside the main suite making it difficult to manage whole class sessions. The school is looking to extend and this may well provide the opportunity to create more space for the computer suite in the future.

Strengths:

- *use of ICT across the curriculum;*
- *enthusiasm and very good attitudes of the pupils;*
- *above average standards;*
- *expertise and skills of subject co-ordinator.*

Areas for development:

- *further improve the use of computers as an independent resource;*
- *creating more space in the computer suite.*

MUSIC

158. Music is a strength in the school. Standards are high with composition, performance and appreciation being particularly well developed. Teaching in the class lesson observed was excellent and overall teaching and learning are very good. Classes regularly perform in assembly. Other evidence gathered was from recordings of performances, discussion with pupils, photographic evidence of orchestra ensembles, assemblies and observation of peripatetic teaching. The school strongly encourages the ability to derive and give pleasure from music. All who wish to play an instrument from Year 2 may do so. As a result almost half the pupils in the school take advantage of the school's very good provision for peripatetic instrumental tutors to visit the school and teach individuals or small groups. In Year 2 pupils begin to play violin and descant recorders. Pupils from Years 3 to 6 also play brass, woodwind, guitar and drums and play in the school orchestra, using parts matched to their levels. These pupils also contribute their expertise in class lessons. Pupils are encouraged to be reflective about listening and playing. The subject has a high profile and contributes significantly to the ethos of the school and to pupils' spiritual, moral, social and cultural development. Individuals, groups, the orchestra and a Year 4 jazz group take part in local musical events. Pupils with special educational needs make good progress and some also choose to learn an instrument.
159. By Year 2, pupils understand about pulse and rhythm and are involved in simple compositions. They make links with science in investigating stopping the vibration in untuned instruments. Some Year 2 pupils performed recorder pieces in assembly well without piano accompaniment, sustaining breathing for long notes and keeping a steady pulse. They contributed well to the assembly theme about feelings about playing and listening to music.

160. By Year 6 most pupils in the class play in the orchestra. They know the names of some major composers and some of the music they have written, through the regular focus on this in assemblies. They understand musical vocabulary such as tempo, pitch and fine and that many words used are Italian in origin. They also know the technical names for lengths of notes.
161. It is evident from the standards of music seen that teaching and learning are of a high standard in classes and from peripatetic teachers. In the class lesson seen the teacher structured the lesson very well indeed so that excellent warm up activities built on pupils' previous experience. They moved and chanted in parts using rhythm and pulse very well. Excellent subject knowledge meant that clear explanations of new work enabled pupils to make very good progress in the lesson. They identified challenging rhythms using French time names and then applied this knowledge in starting to play a challenging new piece with tuned percussion. Peripatetic teaching is very good, with carefully planned structures which support pupils' progress so that pupils learn instruments very well. Playing in assembly by Years 5 and 6 is very good and advanced for this age group. They played Bach's Canon to a high standard using tuned percussion instruments and also sang in parts. The integration of class music and those who benefit from individual tuition is managed well by class teachers.
162. Resources are of a good range of tuned and untuned percussion, including instruments from other cultures. They are kept in the hall and in classrooms but at present accommodation is limited. Music technology is also used by teachers and pupils.
163. Two musically well-qualified co-ordinators manage the subject very well, each with clear responsibilities. They plan to review the policy and a new curriculum scheme which is currently being introduced which emphasises cross-curricular links. The peripatetic timetable is very well managed so that pupils do not miss the same aspects of the curriculum. The involvement of the school in local and international festivals and workshop schools is managed very well. Planning is monitored and monitoring of standards takes place through assembly performances.

Strengths

- *Very high standards of musical performance and appreciation;*
- *Very good teaching overall.*

Areas for development:

- *Review music policy (as planned);*
- *Review new schemes of work (as planned).*

PHYSICAL EDUCATION

164. By the end of Year 2 and Year 6, pupils make satisfactory progress and attain nationally expected levels. Pupils with special educational needs and those with physical disabilities are supported effectively and encouraged to reach their full potential. Standards have been maintained since the previous inspection. The school provides a very full programme of physical activities, both during and outside lessons, and this makes a significant contribution to pupils' enjoyment. Boys and girls participate in physical education lessons with equal enthusiasm and work well individually, in pairs or in larger groups.

165. Years 1 and 2 pupils explore simple skills showing increasing control and co-ordination as they link actions together. They practise and improve skills in gymnastics improving their balances and control of movements when taking weight on different body parts. In games Year 2 pupils worked very well together in pairs to improve their batting, bowling and catching skills when directed by the teacher to focus on hand and eye co-ordination. Pupils are aware of aspects of safety and perform well practised stretching exercises in their warm up. In dance, pupils of all ages perform to a range of stimuli including dances from other cultures such as American and Welsh.
166. In Years 3 to 6 pupils learn to develop their skills and responses in the full range of the subject. They practise hard and discuss ways to improve their performances, working towards the specific objectives of each lesson. In a Year 6 dance lesson, pupils were observed dancing in very expressive ways in response to music and to the challenge of moving as a range of different characters from gangsters to mobbing press photographers and Keystone Kops. The quality of expressive movement was very good and at times very humorous. The school provides a progressive programme of games teaching and athletics. Pupils participate in friendly competitions with other schools in the area, involving football, hockey and athletics. Year 6 pupils also enjoy the provision for outdoor and adventurous activities, during the annual residential visit to France, which are enjoyed by all. Their achievements reflect the hard work of the staff and pupils and significantly add to the very good social and personal development in the school.
167. Swimming is taught at a nearby leisure centre to pupils from Year 3 upwards. Records show that standards attained by Year 6 pupils are high. All pupils swim the required 25 metres and most swim much further and have also gained personal swimming and survival awards.
168. The quality of teaching and learning are good overall. In the lessons, teachers have good relationships with pupils who, as a result, respond positively to challenges, behave well and work hard to improve their standards. Teachers provide regular support for individuals and groups by showing them how to improve their techniques. Lessons are also characterised by a good quality warm-up session. Close attention is also paid to safety and the progressive development of skills from one activity to the next. Pupils demonstrate their developing knowledge and understanding of tactics in team games.
169. The subject is well led by the co-ordinator, who has, with the support of his colleagues, extended the range of learning opportunities within the curriculum provision. These opportunities contribute to the very good development of pupils' personal and social skills and enhance the quality of the experiences provided by the school for all pupils. The quantity and quality of resources are satisfactory with an adequately sized hall and outdoor facilities in both the hard surface and field areas.

Strengths:

- *pupils' attitudes and enthusiasm;*
- *the range of extra-curricular activities;*
- *high standards in swimming*
- *good planning and teaching.*

RELIGIOUS EDUCATION

170. One lesson was observed in Key Stage 1. On the evidence of this, together with pupils' work in their books and on display, standards are in line with the locally agreed syllabus at the end of Year 2 and Year 6. Pupils' achievement is sound.
171. Planning follows the agreed syllabus and pupils learn about the central beliefs, holy books, life styles and rites of passage in the world's major faiths. There are good links with local Christian churches and other places of worship. Years 1 and 2 visit a Hindu temple, and Years 3 and 4 visit a Jewish synagogue. In the past, Years 5 and 6 have visited a mosque but this is not available at the moment
172. Teachers make good cross-curricular links where appropriate. A visit to Gloucester cathedral in Key Stage 2 linked with history. Jewish artefacts made by Year 3 pupils studying Judaism linked well with mathematics and art. Year 5 pupils' booklets of explanatory writing about the pillars of wisdom in Islam linked well with literacy. Assessment is sound. Teachers assess pupils' achievement against the learning objectives and this informs planning. Teachers make regular opportunities for pupils to reflect on the impact and influences of daily life, for example in Year 1, pupils were asked to think about books that were special to them and what Christianity's special book meant to Mary Jones. The opportunity to reflect supports pupils' spiritual and moral development well. Visits out to places of worship make a good contribution to pupils' social development. The subject also contributes well to understanding of other cultures. In the lesson observed, teaching and learning were satisfactory. Strengths were the links with pupils' personal experience, which engaged their interest and the attention to the needs of pupils in the whole class session. However the time planned for writing was not enough for some pupils and opportunities were missed to give them support by scribing.
173. Currently leadership and management are sound. The headteacher is overseeing the subject in the absence of the co-ordinator. The co-ordinator samples work on a yearly basis, and discusses planning with the staff. In the absence of the co-ordinator there is currently no monitoring of lessons and currently there is no action plan for the subject. Resources are good with artefacts relevant to the main faiths studied, and additional resources are borrowed as necessary from the local authority.

Strengths:

- *contribution to spiritual, moral and cultural development*
- *links with other subjects*
- *links with places of worship*

Areas for development:

- *an action plan is needed*