

INSPECTION REPORT

**DEERHURST AND APPERLEY CHURCH OF
ENGLAND PRIMARY SCHOOL**

Apperley, Gloucester

LEA area: Gloucestershire

Unique reference number: 115619

Headteacher: Mrs Alison Brant

Reporting inspector: Mrs Christine Nuttall
31046

Dates of inspection: 9 – 11 June 2003

Inspection number: 247572

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:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Apperley Gloucester
Postcode:	GL19 4DQ
Telephone number:	01452 780374
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Appropriate authority:	The Governing Body
Name of chair of governors:	Ms Christine Parker
Date of previous inspection:	2 – 4 February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
31046	Christine Nuttall	Registered inspector	Foundation Stage, English, geography, history, information communication technology, music and English as an additional language	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		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
19302	Chris Perrett	Team inspector	Mathematics, science, art and design, design and technology, physical education, special educational needs and equal opportunities.	How good are the other curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT INFORMATION ABOUT THE SCHOOL

Deerhurst and Apperley is a Church of England Voluntary Controlled primary school. It is smaller than average with 60 pupils aged between four and eleven. There are eight more boys than girls. There are ten children in the reception year who share a class with pupils in Years 1 and 2. There are two further classes; one for pupils in Years 2, 3 and 4 and one for pupils in Years 5 and 6. Children's attainment on entry to the reception year is wide-ranging, but above average overall. Pupils come from Apperley, Deerhurst and surrounding villages. Housing locally is mixed. Most pupils live in owner-occupied homes with a minority living in housing authority homes. No families claim for free school meals. This is well below the national average. Gloucestershire does not provide cooked meals for pupils and so some families might be entitled to this benefit, but do not feel that it is worth claiming. Three per cent of pupils are from ethnic minorities and speak English as an additional language. They speak Dutch and Japanese as their first language. One of these pupils is at an early stage of learning English. Ten per cent of the pupils are on the school's register of special educational needs, which is below the national average. No pupil has a statement of special educational need.

HOW GOOD THE SCHOOL IS

Deerhurst and Apperley is a good school with several strengths. The very recently appointed headteacher has made a good start. Good quality teaching means pupils achieve well and reach high standards in English, mathematics and science. There is a strong Christian ethos. As a result, the pupils gain maturity, behave very well and develop very good attitudes to their learning. They make good progress. There are very effective links with parents and they support the school very well. The school provides good value for money.

What the school does well

- Standards are consistently high in English, mathematics and science.
- Teaching is good and results in all pupils making good progress in their learning.
- There is a strong Christian ethos, with a commitment to valuing and including individual pupils.
- All pupils show very positive attitudes to their work and behave very well.
- The committed and experienced staff team work hard in the interests of the pupils.
- There is equality of access and opportunity for all pupils including those with special educational needs and those for whom English is an additional language.
- Links with parents and the support they give to the school are very good.

What could be improved

- Planning for the full range of subjects and assessment procedures.
- Governors' procedures.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in 1998 there has been good improvement overall. In particular, standards and achievement are now higher than they were at the time of the last inspection. Teaching has also improved and the school has maintained the good features seen then, for example, the positive attitudes, behaviour and relationships of pupils. Weaknesses in the leadership of the school have been addressed through the appointment of an acting headteacher who managed the school well during a difficult time, and, more recently, the appointment of a new, permanent headteacher who has quickly established herself as part of the team this term. The quality of assessment in the foundation subjects now lags behind that seen in other schools. This has been recognised by the new headteacher, staff and governors and the school is in a good position to move forward.

STANDARDS

In very small schools, comparison of standards in national tests with the national picture can be misleading. This is because such small numbers are involved and so one pupil's performance can have a considerable impact on the statistical data. However it is quite clear that standards at Deerhurst and Apperley have been high for many years. Standards have been in the top five per cent of all schools at the end of Year 2 for three of the last four years in reading, writing and mathematics. In 2002 standards were very high in reading, well above average in writing and science and above average in mathematics. Standards have fluctuated a little more in Year 6 tests, while remaining above or well above average. In 2002 they were in the top five per cent of all schools in English and mathematics and above average in science, where higher attainers did not do so well. The school meets its challenging targets for performance in Year 6 tests.

From an above average start, children make good progress in the reception class and most exceed the levels expected for their age in all areas of learning. In Years 1 and 2, pupils make good progress and standards are currently well above average in reading, writing, mathematics and science. Staff have worked hard and successfully to raise standards in writing particularly. In Years 3 to 6, pupils also make good progress overall. By Year 6 pupils attain well above average standards in English, mathematics and science. Throughout the school, pupils with special educational needs and those for whom English is an additional language, make equally good progress as their peers. Higher attaining pupils also make good progress but could make even better progress if challenged. In information and communication technology, pupils achieve standards above expected levels and this is a significant improvement since the last inspection. They reach average standards in all other subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy their learning and make good progress.
Behaviour, in and out of classrooms	Very good. Pupils behave sensibly in lessons and at playtimes. There have been no exclusions for inappropriate behaviour.
Personal development and relationships	The school's ethos ensures that relationships at all levels are very good 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	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.

Good or better teaching was seen in three-quarters of the lessons seen, with almost a fifth of these being very good. No lessons were unsatisfactory. This is a significant improvement since the last inspection. The good teaching is helping pupils, including those with special educational needs and those for whom English is an additional language, to make good progress overall. Teaching strengths include very good relationships between staff and pupils, which set a firm foundation for learning, effective methods to teach new skills and knowledge at a brisk pace, which helps pupils to learn quickly. Classroom assistants are well deployed, supporting pupils well, especially in group activities, and resources are used effectively to help learning. Homework is making a positive contribution to learning and is especially good at the top of the school. English and mathematics, especially literacy and numeracy skills are taught well, as are science and ICT. This helps pupils to achieve well and reach above and well above average standards in these subjects. Teachers take care to plan work carefully for all groups of pupils, including those with special educational needs and those learning English as an additional language. Consequently, these pupils make the same positive progress as their peers.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Sound overall. Planning for the full range of subjects is an area for improvement. The school provides a very good variety of interesting activities outside lessons.
Provision for pupils with special educational needs	Good. These pupils are well supported. Their needs are identified early and they are given appropriate help. Learning support assistants work closely with teachers to plan and provide sensitive support.
Provision for pupils with English as an additional language	Good. Staff are sensitive to the particular learning needs of these pupils and give them good support. Extra effective help is arranged for pupils at the early stages of learning English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. This remains a strong area, with a shared commitment to supporting the personal development of every pupil. Very good provision is made for pupils' social and moral development. Good provision for spiritual development and sound provision is made for their cultural development with more scope for learning about the diversity of cultures.
How well the school cares for its pupils	Very good care for pupils' health and safety. Satisfactory procedures for assessing how well pupils are doing, with more work needed on the use of assessment information.

The school has very good links with parents, who in their turn are very supportive of all that staff do for their children. The Parents Teachers Friends Association works hard to raise money to support the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The new headteacher has made a positive start, however it is too early in her appointment to judge fully the effectiveness of her leadership and management. The newly appointed senior teacher is enthusiastic about her role and has the potential to do well. Weaknesses in monitoring and evaluating teaching and learning in all subjects limit the impact of co-ordinators' effectiveness on improving provision.
How well the governors fulfil their responsibilities	Satisfactory overall. Governors are committed and supportive of the school and they worked hard to ensure continued development during a difficult period without a permanent headteacher. They now need to establish with the headteacher more formal procedures in order to clarify responsibilities and reporting arrangements.
The school's evaluation of its performance	Satisfactory. Weaknesses in assessment procedures limit the school's ability to judge its effectiveness and to institute plans for improvement, to raise standards further.
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 team. The accommodation has been improved and, together with learning resources, is satisfactory overall.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school is helping their children to become more mature. • The teaching is good. • They feel comfortable about approaching the school. • Their children like school. • Behaviour is good. • The school expects their children to work hard. 	<ul style="list-style-type: none"> • Homework arrangements. • Information about their children's progress. • The range of activities outside of lessons. • The school's links with parents.

The inspection endorsed the parents' positive views about the school. The school's provision does ensure that children enjoy school and are learning to become more mature. It did not find any evidence to substantiate parents' concerns about activities outside lessons, homework or information about progress. Homework arrangements are good and the provision for activities outside of lessons is very good when compared to other primary schools. The quality of the written information given to parents about their children's progress is good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

Starting school

1. When children start school in the September after their fourth birthday, assessments show that for the past few years their skills, knowledge and understanding have been wide ranging, but above average overall in comparison with children in other Gloucestershire schools.

National tests and assessments

2. In small schools, comparisons of pupils' achievements in national tests and assessments with the national average at the end of Year 2 and 6 can be misleading. This is because the small number involved means that one pupil's performance can have a large impact on the statistical analysis. Last year, for example, there were only nine pupils in Year 6. Potentially standards can alter from average to below average on the basis of one pupil's test performance.
3. Nonetheless some general trends can be identified. It is quite clear that at Deerhurst and Apperley standards have been very high in Year 2 tests for several years. In reading, standards have been consistently in the top five per cent of all schools for four years. In writing and mathematics, standards have also been in the top five per cent of all schools for three of the last four years. In 2002, standards were well above average in writing and above average in mathematics, although higher attaining pupils did not do as well as they did in other subjects. The science assessments indicated that standards were well above average in 2002. Pupils did much better than their peers in similar schools¹ in reading and writing and about the same in mathematics. Overall, this is a very positive picture.
4. Standards have fluctuated a little more in the Year 6 tests, but have been consistently above and well above average. In 2002, standards were in the top five per cent of all schools in English and mathematics and above average in science, although higher attaining pupils did not do as well. Pupils did much better than their peers in similar schools in English and mathematics and about the same in science. Standards have risen in line with the national trend. The school sets realistic but challenging targets for pupils to achieve in Year 6 tests.

Improvement since the last inspection

5. At the time of the last inspection, standards in English and mathematics were reported to be above average and standards in science to be broadly average. Standards in these areas have improved significantly since then. In all three subjects, standards are now well above average. In information and communication technology (ICT) standards in Year 6 were reported as below average. Standards in ICT are now above average representing a clear improvement as a direct result of the school's focus on this area of the curriculum. Since 1998, the trend over time shows that pupils' achievements have continued to improve and high standards have been maintained.

¹ Similar schools are those where a similar proportion of pupils are entitled to free school meals. Deerhurst and Apperley is in the 0 per cent – 8 per cent bracket.

Inspection findings

The Foundation Stage

6. The inspection found that this year reception children's attainment is above average. They have settled in school life very well. They are making good progress in all areas of learning². Many have already achieved the early learning goals³ for the Foundation Stage and all will do so before they move into Year 1.

Years 1 and 2 – English, mathematics and science

7. In Years 1 and 2, pupils are making good progress in reading, writing, mathematics and science and standards are well above average.
8. In reading, pupils use phonic skills well and use a range of other strategies to help them tackle difficult words. They enjoy reading. The good range of books in classroom collections and the school library results in them being familiar with a range of well known authors. Writing has improved since the last inspection and many Year 2 pupils use a joined writing style, which is well formed and attractive. Spelling has improved and pupils now learn spellings in a systematic way. There is still room to develop the range of writing pupils undertake. At the moment pupils do develop writing skills in other subjects, but there are relatively few opportunities for older pupils to write at length. The last inspection found that higher attaining pupils did not do as well in writing as they did in other subjects. Statutory tests in 2002 show the same result. This year higher attaining pupils are doing well.
9. In mathematics, the quality of pupils' learning in Years 1 and 2 is good overall. They are developing appropriate numerical skills. They have a good understanding of addition, subtraction, multiplication and division. Higher attainers are challenged well. In Year 2, they have experienced looking at larger numbers and show understanding of place value using thousands, for example.
10. In science, standards are well above average in Years 1 and 2. There is a clear emphasis on investigative work and pupils of all abilities, including those with special educational needs, are achieving well.

Other subjects – Years 1 and 2

11. Pupils achieve average standards in art, design and technology, geography, history, music, physical education and religious education. They do particularly well in ICT. Pupils make at least satisfactory progress in all subjects.

Years 3 to 6 – English, mathematics and science

12. In Years 3 to 6 pupils achieve well. Reading, writing, speaking and listening skills are all better than they were at the time of the last inspection. The current Year 6 has a larger proportion of pupils whose attainment on entry was lower than the rest of the cohort. However, standards in English are still well above average overall and the school is expected to meet the challenging target set for this year.
13. In mathematics, standards are particularly high and this represents a significant improvement since the last inspection. Thorough attention to the development of

² 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.

³ Early learning goals establish expectations for most children to reach by the end of the Foundation Stage

mental and oral skills has improved pupils' speed and ability in number work. By Year 6, the majority of pupils are confidently working with numbers.

14. In science, pupils' knowledge and understanding of scientific concepts and ideas is well above average. Year 6 pupils achieve well in investigative and experimental work as a result of good teaching.

Other subjects – Years 3 to 6

15. Standards in most other subjects are broadly average. In ICT pupils' skills are well developed and they achieve standards above the national average. This represents a significant improvement since the last inspection when standards in ICT were below average.

Achievements of pupils with special educational needs

16. The school has very few pupils on the special educational needs register and no pupils have a statement of special educational needs. However, the provision is good. Pupils achieve well in relation to their ability. Pupils are identified early and targets are set to address their specific needs. They are not withdrawn from lessons for additional support but are supported well within the class, and make good progress. Classes are small and teachers are able to ensure that these pupils get the support they need.

Achievements of pupils learning English as an additional language

17. There are only two pupils in the school with English as an additional language. One of these is fluent in English and requires no additional support. The other is a Japanese boy who arrived at the school in September with no knowledge of the English language. He receives additional support and is achieving very well as a result.

Educational inclusion

18. 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 their needs.

Pupils' attitudes, values and personal development

Attitudes

19. Throughout the school pupils have very good attitudes to their work. In all classes they are very attentive and responsive in discussions. They are keen to answer questions or offer information. When they are engaged in group activities or individual tasks they show good levels of concentration and work at a good pace. Their enthusiasm is also evident in assemblies where they listen carefully to the teachers and other pupils in discussions and participate actively in singing and the celebration of events such as birthdays.

Behaviour

20. Pupils behave very well in all lessons and assemblies and because of this, they learn effectively. They show a clear awareness of staff's high expectations and respond positively. Pupils are polite to staff and visitors and to each other. Behaviour at breaktimes and lunchtimes is also very good. There is a very pleasant atmosphere with a good deal of positive social interaction. The record of incidents between pupils shows that this situation has improved considerably this term in response to the introduction of a clear structure and the mutual acceptance of high expectations of good behaviour at breaktimes.

21. There was no evidence during the inspection that bullying is a significant problem. Any incidents between pupils are dealt with promptly and parents are involved at an early stage when it is appropriate. No pupils have been excluded from the school and most of the time there is little need to apply even moderate sanctions for inappropriate behaviour.

Relationships and personal development

22. Throughout the school there are very good relationships between the staff and all pupils. They interact together in a friendly, warm and respectful way. The same is true for the relationships between pupils of all ages at breaktimes. Pupils collaborate well in lessons helping each other with their individual tasks. This was evident, for example, in a session in the library when pupils helped each other constructively to search for information from a variety of sources on famous inventors. A few parents reported some occasional unsatisfactory relationships at breaktimes between some of the older pupils in the past. The new structures and procedures that have been introduced have been successful in eliminating these incidents.
23. Pupils respond well when given opportunities to take responsibility. For example, in assemblies older pupils give out the hymn books, manage the accompanying music and take part enthusiastically in role playing at short notice to illustrate an assembly theme. Pupils enthusiastically fulfil their monitor duties in their own classrooms. The school council is developing well and its decisions and suggestions are reported regularly to parents and governors. In many lessons there is limited scope for pupils to take responsibility and make their own decisions about their work. The staff accept that this is an area for further development.

Attendance

24. Attendance is very good and has been well above the national average for many years. This year there have been no unauthorised absences. The punctuality of almost all of the pupils is very good throughout the year. The attendance registers are marked promptly and fully each day.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

Introduction

25. Teaching is good overall. Its quality ranges from satisfactory to very good. In three quarters of lessons, teaching is good and in one fifth, it is very good. No teaching is unsatisfactory. This is an improvement since the last inspection where there were elements of unsatisfactory teaching and a smaller percentage of lessons were judged to be good. Parents also agree that teaching is good. This is an extremely positive picture.

The Foundation Stage

26. The quality of teaching and classroom support is good. The two teachers have a good understanding of the areas of learning in the Foundation Stage curriculum and they use their expertise well in planning effectively. Very good relationships have been established with the children and they feel secure and happy in their teachers' company. Planning is initially developed for the Year 1 and 2 pupils in the class. The teachers then plan the Foundation Stage sessions in order to ensure that reception children participate in the introductions to each lesson before engaging in group activities that are appropriate for their age and stage of learning. In some sessions the teachers give priority to working with older pupils during group activity times but the play activities provided for the younger ones are well structured and other adult involvement is planned for them to enable progress during the session. The teachers

are able to check how all groups are progressing and the well-trained support assistant and regular parent helpers are effective in supporting the children's learning. A good range of resources is provided and teachers give clear explanations so that children understand what they have to do. The teachers and support staff engage closely with individual children and help them to move forward in their learning.

27. Opportunities for speaking and listening are given a high priority and are part of every activity. For example, whilst children are enjoying an activity in the *'Baby Clinic'*, the teacher engages in the role play by encouraging the children to talk about their activities and explain what they are doing for the babies. Staff also work hard to provide opportunities for children to make decisions for themselves and, regularly, children are required to choose a task from a range of activities. Children with special educational needs are identified early and are supported very well. All staff and helpers are sensitive and flexible in their attitudes.

Teaching in Years 1 and 2

28. Teaching is good overall with some very good features. This ensures that all pupils make good progress. Year 1 pupils are taught in the same class as reception children. A small minority of Year 2 are also taught in this class. The majority of Year 2 pupils are taught in the same class as Years 3 and 4. Common strengths in the teaching include the teaching of basic skills and the management of pupils. In both classes, teachers are very clear what they are teaching and what they want pupils to learn. Resources are also very well prepared. In a history lesson, for example, the teacher had spent some time collecting ingredients to demonstrate how little families had to survive on as a result of rationing during the Second World War. She then successfully set a task for the pupils to adapt traditional recipes to the smaller quantities that would have been available. As a result, Year 2 pupils in this session made good strides forward in their knowledge and understanding of the war. Similarly, in a literacy lesson, the teacher linked the weekly swimming session that Years 1 and 2 participate in to the skill of recounting events in the pupils' lives.

Teaching in Years 3 to 6

29. The quality of teaching is also good in Years 3 to 6. There are two classes in this part of the school. Again, as in Key Stage 1, common strengths include the management of pupils and the teaching of basic skills. Teachers also make good use of homework to support and enhance learning. For example, pupils collected data about themselves at home for an ICT lesson on the use of multi-media. They used their data to present slides giving a profile of themselves to show to others.

Teaching of literacy

30. Literacy sessions are taught well and this ensures that pupils meet the learning targets set for lessons. Planning is detailed, with work carefully prepared for both whole class sessions and group work. In the middle class with Years 2, 3 and 4, on occasions the tasks are planned around the programmes of study for Year 4 and this results in the work being too demanding for the younger age groups. For example, in a literacy session, several Year 2 pupils struggled with persuasive writing and had difficulty completing the task set for them. Learning support assistants are deployed well to provide focused support for groups, especially those with special educational needs or at the early stages of learning English as an additional language. Particular strengths include the respect for pupils' responses and the encouragement given to them to think for themselves, especially in Year 6. One of the major priorities on the school's improvement plan is that of writing. Teachers have worked hard to address this area to improve standards. In one very good lesson, the quality of the teacher's input on different dialects in writing, resulted in very good achievement. The pace in

this lesson was also very good and pupils improved their knowledge and understanding of different dialects as a result. Phonic skills are taught well and pupils are using these to help them with reading and spelling. Teachers are using appropriate strategies to improve writing throughout the school.

Teaching of numeracy

31. Teaching of numeracy is good overall with particular strengths in Years 5 and 6. Consequently pupils make good progress. The quality of teaching in lessons ranges between satisfactory and very good. Teachers' planning is based on the national framework for numeracy. Activities are carefully planned to encourage group and individual work, and usually includes some homework connected to the lesson. 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. Work is appropriately challenging for older pupils and higher attaining pupils do well as a result. However, this is not always the case with younger pupils and more work needs to be undertaken to develop suitable challenges for higher attaining pupils in Years 2, 3 and 4.

Teaching and learning in other subjects

32. 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. Teaching in ICT has improved significantly since the last inspection. Subject knowledge and confidence in ICT has increased and this has had a direct impact on raising standards. Personal, social and health education is taught effectively and this has had a positive impact on pupils' very good personal development. Individual teachers have particular strengths and in some subjects, such as music and ICT, teacher expertise lifts the lesson.

Particular strengths

33. There are particular strengths that thread through all of the teaching. One is the good management of pupils' behaviour. This is underpinned by very good relationships between staff and pupils, which set a firm basis for teaching and learning. Teachers 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 managing difficult behaviour. In one particularly good design and technology lesson, for example, the pupils' behaviour was very good because the teacher was calm and explained clearly what she wanted the pupils to do.
34. Another significant strength is the use of resources. Teachers use the resources available to them very well and this again makes the learning experiences for pupils very positive. Resources are prepared well and ready before lessons begin, so that no time is wasted. Equipment, like pencils and dictionaries, for example, are readily available on pupils' work tables. In most sessions, time is used effectively. There is a good pace to lessons, so that much is achieved and good use is made of the time towards the end of the lesson to draw the main points together. Learning support assistants are deployed very well. They work closely with teachers in supporting small groups or individuals and this helps pupils to make good progress.

Teaching and learning of pupils with special educational needs

35. All pupils with special educational needs have individual education plans that contain clear practical targets. The very good relationships and sensitive but focused approach ensure that pupils achieve well in relation to their prior learning. Overall, the

quality of teaching of these pupils is good because teachers focus on their particular learning needs to help them to meet their individual targets. Pupils work on the same tasks as their peers and manage these because the task is modified to suit their learning needs. For example, in a Year 5 and 6 literacy session, the teacher gave different tasks to meet pupils' needs so that the less able succeeded and enjoyed their reading. Good use is made of other professionals, such as the educational psychologist, the behaviour support team, and the speech and language therapist, to help teachers plan appropriate activities to enable pupils to overcome their difficulties.

Teaching and learning of pupils learning English as an additional language

36. Teachers are sensitive to the special learning needs of the Japanese pupil and take care to check that he has understood. A visiting teacher supports the pupil twice a week both in lessons and in withdrawal sessions. As a result of the carefully focused support, the pupil is making good progress.

Equal opportunities

37. All groups of pupils, including those with specific needs, and boys and girls, are equally motivated by teachers. Teaching assistants and parent helpers make particularly important contributions to the teaching and learning process to ensure that all pupils are included. Teachers plan more challenging work for higher attaining pupils than they did at the time of the last inspection. This is particularly evident in the teaching of Years 5 and 6.

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

38. At the Foundation Stage, activities are planned to ensure that there is a good balance of structured lessons and opportunities for children to learn through play. Good use is made of visitors to the school, who share their experiences with the children. A good range of quality activities is provided to enable children to work effectively within the six areas of learning.
39. The school on balance provides a broad, relevant curriculum for Years 1 to 6, which meets the needs of the National Curriculum. Religious Education follows locally agreed guidelines appropriately. It is satisfactory in quality and balance. There is planned provision for personal and social education which is delivered through the curriculum and through 'circle time'⁴. Although this is new to the school, the results can already be seen in pupils' very good behaviour and thoughtfulness. Appropriate provision is made for sex education, and to heighten pupils' awareness of the dangers of drug mis-use. However, because some subjects are set into the timetable termly, they are not taught frequently enough. Whilst what is taught in history, geography, design and technology and art and design, for instance, may contribute reasonably well to pupils' development, the learning of skills is not a continuous process because the gaps in time between the teaching of units of work are often too long. However, the addition of French to the curriculum for pupils in Years 5 and 6 adds interest for them, and helps them to prepare for modern foreign languages in their secondary schools.
40. The relevance of the curriculum is not always appropriate as insufficient attention is being paid, in subjects other than English, mathematics and science, to the differing

⁴ Circle Time is a recognised strategy where pupils and their teacher sit together in a circle to discuss sensitive issues in a collaborative way

needs of pupils within the mixed-aged classes, and the appropriateness of tasks for the pupils' stage of development, particularly for Years 2, 3 and 4. For example, pupils in Year 2 were asked to engage in a reasoned debate about the pros and cons of building a local factory. Although they were able to contribute some sensible suggestions, the task of persuasive writing was not appropriate for their stage of development, and not linked with the programme of study for this age group, although it was appropriate for the Year 4 pupils within the class. This lack of relevance is because of weaknesses in the long-term planning. There is no overview of what is being taught and when, to ensure that the needs of the pupils and the National Curriculum are met. This was a weakness identified in the last report, and has not been addressed, although the new headteacher recognises this, and has plans to address it. The teachers have structured guidelines to help them with their planning, but these are not matched closely enough to the requirements of the National Curriculum for each age group. Subject leaders are insufficiently involved in a system of monitoring. They do, however, look at pupils' work, but their focus is insufficiently clear, and book sampling should have far more specific purposes, in order to identify the level of achievement of all pupils, and to check if pupils are being set tasks that are challenging, and also to ensure that these are appropriate for skills to be developed progressively.

Strategies for teaching literacy and numeracy

41. The school has good strategies for teaching literacy and numeracy skills, which result in the high standards in these subjects. The provision for information and communication technology has improved from the time of the last report, when the control part of the curriculum was reported to be a weakness. The school has worked hard to ensure that more opportunities are available for pupils to learn artistic skills progressively, particularly in Years 3-6, and standards have risen appropriately.

Provision for pupils with special educational needs

42. Pupils with special educational needs have individual targets set for them on educational action plans to address their specific needs. The school has taken heed of the new Code of Practice which is being implemented. There is good liaison between the class teachers, support staff, and the special needs co-ordinator to ensure that individual targets are met, and that pupils access the same curriculum as their peers. All pupils take the statutory tests at age seven and eleven, and all pupils whatever their need take a full part in the life of the school. The curriculum is appropriately adapted to meet specific needs, and relevant resources are provided for pupils to enable them to take a full part in lessons. All pupils with special educational needs are encouraged to take part in any after school or lunchtime activities that the school might provide.

Activities outside lessons

43. Provision for after school or lunchtime activities is very good. The range and variety have been maintained effectively since the previous inspection. Activities include sporting, musical, and foreign language clubs, competitions and events. The extensive range of activities is enhanced by the involvement of parental helpers.

Community links and links with partner institutions

44. The continuing expanding involvement of 'the community' is a very good feature of the school. Strong links with the local church help foster its family-focused, friendly ethos. The school upholds local traditions, such as the annual walk, and is a focus for village activities. Through local and national competitions, together with visits from performers and the public services, the school ensures pupils are progressively exposed to, and effectively learn about, the world outside school. The school engages in many competitive sporting occasions within the local cluster of schools, and enjoys

considerable success in these events. Two pupils are at present engaged in a K'nex challenge against other schools, where they have to use their co-operative and technological skills to build a lifting bridge. Charity collections, elderly people visiting to talk about their wartime experiences, musical performances for the older village population, together with collaboration on a country dance occasion, help pupils understand the differing circumstances of other people's lives. There are very good links with partner institutions such as the local comprehensive school. Pupils' knowledge and understanding in such subjects as design and technology are greatly enhanced, when secondary teachers with good expertise visit the school to teach the older pupils about the use of cams. There is very good liaison with the local playgroup, as well as with the receiving secondary schools to ensure that there is a smooth transfer for pupils to their next stage of learning.

Provision for pupils' personal development

45. Provision for pupils' personal development is good as it was at the time of the last inspection. Although there is no policy document and teachers do not highlight opportunities for personal development in their planning, teachers know their pupils well, and there is a very caring family atmosphere where the development of the whole child is important.

Spiritual development

46. Provision for spiritual development has improved and is now good. The school has a clear set of values, firmly based on Christian principles, which underlie the work and whole being of the school. The caring Christian ethos helps pupils appreciate the needs and values of others. Spiritual awareness is promoted well in assemblies through the use of music, singing and times for reflection. Pupils become aware of those less fortunate than themselves through the various charities they support. They learn to value other points of view and applaud the efforts of their peers. Pupils experience a sense of wonder in subjects such as art and science, for example, when pupils in class 1 look at natural objects and use a range of different media to make a pleasing collage about Mother Nature. In class 2 pupils gasped when they watched a model 'volcano' erupt. However, opportunities are missed to develop spirituality further through the curriculum.

Moral and social development

47. The strategies for promoting moral and social awareness are very good, and make a significant contribution to the very good relationships, which flourish throughout the school. This is an improvement since the last report. The behaviour code is implemented consistently throughout the school, and high expectations of behaviour are set. All adults present very good role models and the happy family atmosphere evident in school, where everyone is valued, helps to promote the very good relationships creating a harmonious atmosphere. Pupils have a well-developed sense of right and wrong and treat each other thoughtfully. The results are clearly seen in the very good standards of behaviour observed in lessons and around the school, and in the high level of politeness pupils show to adults and to each other. The introduction of a school council is beginning to have a positive impact on pupils' awareness of issues of citizenship, and the whole school is regularly involved in raising money for charities. Members of the council take their responsibilities seriously, and appreciate that they are democratically elected members representing the school. During lessons there are many opportunities for pupils to collaborate and support each other in their learning.

Cultural development

48. The provision for cultural development is sound overall, which is a decline in provision

since the last inspection when it was described as very good. Provision for pupils to appreciate their own culture is well established, but provision for pupils' multi-cultural development is less so. The school is successful in making pupils aware of their own community through visits to local places of interest, and visitors such as musicians coming into school give pupils opportunities to listen to a range of music. Opportunities to explore Japanese culture are used well through visits to school of parents of a Japanese boy who has recently moved to the school. Pupils learn about other religions in their religious education lessons, and life in other parts of the world in geography. There are, however, few opportunities for pupils to visit other places of worship, and there are few artefacts around the school that indicate the nature of multicultural Britain today to prepare pupils for life in a multicultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

Health, Safety and Care of all pupils

49. Overall, the staff and governors have created a very safe, secure environment for the pupils. All members of staff know the needs, strengths and weaknesses of the pupils very well. They monitor their development closely and consult each other and parents actively in the best interests of the pupils. The procedures for managing breaktimes and lunchtimes help to ensure that these are pleasant, safe occasions for all pupils. Teachers and support staff are vigilant in ensuring safe working in all subjects of the curriculum. For example, in a physical education lesson observed during the inspection there was a good focus on warming up before the physical activity, moving safely around the hall and relaxing the body at the end of the session. There are also very good procedures in place for managing illness and accidents.
50. The health and safety policy is comprehensive and provides a good framework to inform staff and to guide the inspections and risk assessments which take place from time to time. However, the findings and action taken are not always documented fully.

Procedures for child protection

51. The policy and procedures for child protection are fully in place. All members of staff have been made aware of the procedures and they know that they should talk in confidence to the responsible member of staff if they have any concerns. The headteacher will be reviewing the procedures and staff awareness in the coming year.

Measures to promote good behaviour and personal development

52. There are good policies for behaviour and discipline and for the elimination of bullying. The staff record and monitor any incidents of unsatisfactory behaviour and use this information well to select further strategies and ensure consistency of pupil management. Parents and other staff are involved actively when appropriate at an early stage. This term, in response to staff perceptions of some 'silly' behaviour by a few pupils at breaktimes, some additional procedures and strategies have been introduced. The high expectations of good behaviour at these times has been made clear to all pupils. These strategies have had a significant effect in reducing the incidents of unsatisfactory behaviour at breaktimes and lunchtimes. Staff supervise the pupils well throughout the day to help to ensure harmonious relationships. The pupils share responsibility for establishing classroom rules. Aspects of personal development and relationships, including bullying, are addressed effectively in assemblies, circle time and personal and social education. Good behaviour, helpfulness and acts of kindness are recognised through the awards system. Sanctions, including loss of playtime, are used appropriately but not excessively.

Measures to promote good attendance

53. There are very good registration procedures during form time and these sessions provide a good settling down period for the day ahead. The registers are marked promptly and fully each day. Any absences are followed up quickly by the staff although parents almost invariably inform the school early on the first day of the reasons for these absences. Punctuality is recorded accurately. Although attendance and timekeeping are very good the staff check the registers for any patterns of absence or lateness.
54. The mainly informal procedures that staff use to monitor and support pupils' personal development are satisfactory. Class teachers know their pupils well. Individual effort is effectively encouraged through praise and rewards including a position on the wall of excellence. Personal development is supported through the use of monitors and helpers. Membership of the school council is promoted well.

Assessment procedures and their use

55. Procedures for assessing pupils' attainment and progress are satisfactory. Pupils in Years 3-6 are regularly tested in the core subjects to assist teacher assessments. New procedures have been introduced, such as tracking sheets and these indicate whether predictions are accurate enough. As yet, this process has had no impact, but is providing very useful talking points, especially about the progress of particular individuals and groups. Pupils have individual targets to help them progress and these are constantly referred to. There has been some analysis of test results to highlight strengths and weaknesses, but generally this information has not been sufficiently used to inform the curriculum. Assessment procedures in the foundation subjects are underdeveloped, and so teachers do not have a clear picture of attainment in these subjects.

Assessment of pupils with special educational needs

56. The headteacher and staff know the pupils well, and respond sympathetically to their needs. There is a caring ethos within the school, where all pupils are valued, and they are made to feel wanted and cared for. Their academic and personal attainment are monitored well by the special needs co-ordinator. Assessments are carried out regularly to track the progress pupils with special educational needs make against their own targets. These targets are reviewed regularly and new targets set when appropriate, to ensure the pupils' learning develops continuously.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

57. The school's strong partnership with parents has been maintained well since the previous inspection.

Parents' views of the school

58. All parents feel that the school is helping their children to become mature. Almost all feel that the teaching is good, the children are making good progress, their children like school, behaviour in the school is good, the school expects the children to work hard and they would feel comfortable approaching school. The evidence during the inspection supports all of these positive views of the school. Some parents understandably find it difficult to make judgements yet in areas which are linked to the responsibilities of the headteacher who has only been in post for a few weeks.
59. In the questionnaire responses approximately a third of parents felt that their children do not get the right amount of homework. Some parents are not sure of the policy on home reading and other homework requirements and they do not always see any

feedback on the completed work. The inspectors found some inconsistency in setting homework.

60. A fifth of parents felt that the school does not provide an interesting range of lunchtime and after school activities. The inspectors do not agree with this view. Considering the small number of staff the school offers a very good range of clubs for sports, instrumental tuition and languages.

The information provided by the school

61. The prospectus and governor' annual report to parents are of good quality and give essential information on the main procedures and activities in the school. The newsletters are friendly, very regular, informative and they cover a wide range of topics. Most parents come into the school at the beginning or end of the day and find staff very accessible if they require information or wish to raise something which concerns them.
62. In spite of this high degree of staff accessibility, in the questionnaire responses almost a quarter of the parents do not feel well informed about how their children are getting on. There are consultation evenings each term and the annual reports give sound information on the pupils' strengths and weaknesses in the different subjects of the curriculum, together with areas for improvement. The core subjects of English, mathematics and science are covered in good detail with comments which are particular to each child. There is sufficient detail in the other subjects. Personal development is covered satisfactorily and attendance information is included. There is, however, no information in the reports on the levels attained in English, mathematics and science in relation to national standards.

Parents' support

63. The home-school agreement is well established and copies are signed and returned by almost all parents each year. All events, including consultation evenings and curriculum information evenings are attended by most parents. Most parents also support their children's learning at home very well, particularly reading and topic work. A number of parents help in the school regularly, particularly in the younger classes. There is a very active self-help group which meets to help with the maintenance, refurbishment and development of the premises and grounds. Twenty-five parents helped at the most recent weekend session. The PTFA organises many popular events and, given the relatively small number of pupils, raises very substantial additional income for the benefit of the school.
64. Parents are involved at every stage of the Special Educational Needs Code of Practice. They are fully informed of the school's practice, and invited to attend meetings where the pupil's progress is discussed. Parents are encouraged to help pupils with their targets at home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

Introduction – a time of change

65. The leadership of the school has changed since the last inspection and a new headteacher was appointed at the beginning of this term. Weaknesses in the leadership of the school were identified at the time of the last inspection and the headteacher was absent from school for a considerable period before taking early retirement on health grounds. As a result, the school had to face considerable insecurity and an acting head was appointed to manage the school. This temporary

appointment lasted for two years and the governors and staff had to take on extra responsibilities to maintain the high standards the school achieves.

66. Overall, the leadership and management of the school are satisfactory. Since the new headteacher had been in office for only four weeks at the time of the latest inspection, conclusions about leadership are drawn mainly from the outcomes of action planning and the work of senior staff and governors to raise standards. A strength of leadership lies in its success in meeting the school's aims and in securing its values. This is evident in a commitment to equality of opportunity, very good relationships and pupils' positive attitudes and interest in learning. All of these aspects have a strong impact on pupils' willingness to learn.

The findings of the last inspection and the improvements made since

67. The last inspection found that there were significant weaknesses in parts of the school's provision. The headteacher at the time did not provide a clear direction for the school and his leadership of curriculum development was insecure. Statutory requirements for the appraisal of teachers were not met and financial planning was affected by the lack of clear focus in the headteacher and governing body's long-term strategic planning. Procedures for monitoring the cost-effectiveness of decisions were not securely in place.
68. It is evident from the school's own records and documentation that the school has improved considerably since the last inspection. In addition to the areas identified for improvement a great deal of work was also undertaken to improve the accommodation of the school. The inspection found that most of the key issues have been addressed. There is still work to be undertaken in relation to curriculum planning, assessment and opportunities for subject co-ordinators to monitor teaching and learning in their areas. Whilst the governing body have worked hard to maintain development in the school, there is still a need for more formalised procedures to help them to clarify who is responsible for what and to assist them in judging the effectiveness of their decisions.

Improvements made this term

69. Since her appointment, the new headteacher has acquired a view of the school's strengths and weaknesses. She has already accomplished a good deal in a short space of time, especially in relation to behaviour management and improving the physical appearance of the school. The new headteacher is well supported by a colleague headteacher, employed by the local education authority, to work alongside the new headteacher for a few weeks of her new appointment. The new headteacher has a considerable teaching commitment and this has entailed a priority in the classroom as well as managing the school.
70. It is relatively early for the headteacher to establish her own vision for the school. She is committed to the pastoral care of children and also ensuring that the individual needs of each child are addressed. There is no deputy at the school; however one teacher holds a management responsibility post and she supports the headteacher well.

Co-ordination of early years provision

71. One of the reception teachers co-ordinates the work with children in the Foundation Stage very well. Liaison with parents and other pre-school groups is very good. The curriculum is well planned and assessment procedures are thorough. In this small school, strong teamwork among staff ensures good continuity between the Foundation Stage and Year 1.

Role of subject co-ordinators

72. As staff numbers are low, each teacher, including the headteacher, carries a wide range of responsibilities. Some teachers have held the same subject responsibilities for a number of years whilst others are relatively new to their positions. All subject co-ordinators are committed and hard working. They now have a clearer picture of planning within their subjects and recognise the need for a better curriculum overview in order to cater for more than one year group in each class. Assessment procedures for English, mathematics and science are well established but there are few assessments of other subjects to assist co-ordinators in evaluating the progress pupils are making. Most subject co-ordinators are insecure about the standards being achieved in their subjects and how teaching has an impact on this. They lack opportunities to observe colleagues and very little training in monitoring and evaluation has taken place. This is an area that would improve the effectiveness of subject co-ordinators.

Strategic planning

73. Weaknesses in the quality of the school improvement plan, identified at the last inspection, have been addressed fully. The previous acting headteacher worked with governors to draft a programme for improvement for the current year. It is clear and sufficiently detailed. It sets a useful agenda for the new headteacher in her first term. The plan addresses most of the areas that need to be tackled this year. In the light of leadership changes, the lack of long term planning beyond this academic year is understandable.

The governing body

74. The governors have the best interests of the school at heart. They have worked hard to fulfil their responsibilities particularly during the uncertainty of the last two years. Weaknesses identified at the time of the last inspection have been addressed although there are still areas that would further improve the effectiveness of the governing body as a whole. A range of committees has been established and much of the work is undertaken in these and then reported to the full governing body. Whilst much of their work is minuted, there is a need for more formalised and regular procedures to be introduced. By improving procedures, governors would be in a better position to make judgements about the effectiveness of their actions.
75. In the time before the new headteacher was appointed, governors had to make important decisions about the school, especially in relation to budget issues. The chair of governors assumed greater responsibility during the acting headship, particularly for finance. She managed these areas well and realises that now she can pass the control for day to day management of the school over to the new headteacher. The headteacher and governors need to clarify areas of responsibility and ensure that they liaise regularly to establish procedures for monitoring the effectiveness of the school. All the necessary policies are in place and the governors account well to parents through their annual report. All statutory requirements related to the work of the governors are met.

The management of special educational needs

76. The special needs co-ordinator provides good leadership and has successfully maintained the good strategies for supporting pupils with special educational needs reported in the last inspection. She has considerable expertise when dealing with pupils in need, and ensures that all statutory requirements are met. Comprehensive records are kept for every pupil on the register. All paperwork is kept up to date, and well ordered. As a result, the school has been successful both in reducing the need

for additional support and raising attainment for many pupils. She liaises well with the special needs governor so that the governing body is well informed concerning all special needs matters. All statutory requirements are met, and the co-ordinator provides good support for teachers in their writing of individual targets for pupils and in the liaison with outside agencies.

Financial planning

77. The staff and governors have planned well on a year-by-year basis over the past few years to ensure the maintenance of three classes and good levels of support. This has been achieved during a considerable period without a permanent headteacher and with falling pupil numbers. During this period the school has been able to maintain and develop the grounds and provide essential learning resources. This year the budget will enable the continuation of the three classes and the level of classroom support for the next academic year. However, the headteacher and governors know that longer-term financial planning is now essential to look at the effects of pupil numbers from September 2004. The reserve at the beginning of this financial year is approximately 13 per cent of annual expenditure but previously agreed allocations will reduce this to a level closer to the nationally recommended maximum of 5 per cent.

Principles of best value

78. Overall the school applies the principles of best value satisfactorily. The cost effective service contracts ensure proper competitive tendering. There is a growing level of consultation between staff and governors about expenditure decisions. The degree of challenge is inhibited somewhat by the limited scope for alternative sources of income from trusts and commercial organisations in the vicinity of the school. However, through the PTFA the parents raise very considerable income each year for the benefit of the school. Little use is made currently of comparative information on other schools.

Administration and financial control

79. There are very good routines in place and the school runs very smoothly. Very good records and filing systems ensure easy access by staff to essential information. The financial systems are managed very well under a service contract with the local authority finance office. It was not possible to speak to the bursar during the inspection and the headteacher has only been in the school for a few weeks. However, there are no concerns about the quality of the systems and the information available. The latest auditor's report in January 2003 found the records and procedures to be very good. The governors review expenditure regularly and record their decisions in the minutes of the full governing body meetings. Any earmarked funds are used for the intended purposes. The staff make sound use of information technology to help with the administration.

Value for money

80. The unit costs, attainment of the pupils on entry to school and their socio-economic circumstances are above average. Taking these factors into account, together with the good teaching and learning, the high standards achieved and the good personal development of the pupils, the school is giving good value for money.

Staffing

81. The school is well staffed with teachers suitably qualified for the age range of pupils. One class is staffed by teachers operating a job share and this works particularly well because the teachers are fully committed and liaise well on a regular basis. There is an adequate number of experienced learning support assistants to provide appropriate help for individuals and small groups in classes. The school participates in the training of teachers. At the time of the inspection, a final practice student was in the school working alongside the headteacher in her class. The headteacher gives instrumental lessons each week for pupils wishing to learn how to play the violin and her input is highly valued. In addition this term a final practice student teaches recorder and flute to several pupils. Another teacher visits twice a week to support the Japanese boy at the early stages of learning English and she is also highly effective and valued for her support. Performance management is in place and the governing body takes responsibility for the performance management of the headteacher. There is currently a vacancy for a secretary and the school anticipates making a permanent appointment soon. The caretaker cleaner takes a pride in the school and keeps it extremely clean and well maintained. Midday supervisors are also valued members of the school community and, as such, contribute well to the smooth running of the school.

Accommodation

82. The school's accommodation is satisfactory and allows the curriculum to be taught effectively. There are two classrooms in the main school building and an additional mobile classroom adjacent. The building dates from the 1960's and there are some problems with a leaking roof although this was being addressed during the inspection. There is an additional mobile classroom that is currently used as a store although it is in a bad state of repair and due to be removed soon. During the last two years new toilets have been constructed and an extension to the hall added. An area within the new extension, originally intended as a store, has been adapted to form the new library and also a small room for foreign language teaching. The classroom for reception children is small for the number of activities they require but they have access to a good sized outdoor space that is used regularly as an extension to the classroom. Since her appointment, the new headteacher has organised working parties with support from several parents, to redecorate the school and this has enhanced the learning environment for the pupils.

Learning resources

83. Resources are generally adequate and in some areas, such as information and communication technology, they are good. The school has an adequate number of books and seeks to increase resources as appropriate.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

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

Planning for the full range of subjects and assessment procedures by:

- establishing a clearer curriculum overview;
- reviewing the planning of topics to include a three year cycle for classes that have three year groups together;
- introducing assessment procedures for all subjects;
- analysing the assessment information gathered about pupils' progress and attainment more rigorously in order to plan the next stage in learning and meet their differing needs more effectively.

(Reference paragraphs: 31, 39, 40, 55, 68, 72, 100, 104, 108, 110, 116, 119, 127, 132, 137, 141, 144)

Governors' procedures by:

- implementing more formalised and regular procedures to help them make judgements about the effectiveness of their actions;
- establishing with the headteacher better communication about who takes responsibility for what between themselves and the school.

(Reference paragraphs : 74, 75, 77)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

27

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

35

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	21	2	0	0	0
Percentage	0	19%	74%	7%	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. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

Information about the school's pupils

Pupils on the school's roll	YR– Y6
Number of pupils on the school's roll (Full time equivalent for part-time pupils)	60
Number of full-time pupils known to be eligible for free school meals	0
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	6
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	1
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	3.8
National comparative data	5.4

Unauthorised absence

	%
School data	0.6
National comparative data	0.5

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

The Key Stage 1 and 2 attainment tables have been omitted because there were fewer than ten pupils in these year groups in 2002.

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	58	0	0
White – Irish	0	0	0
White – any other White background	1	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	0	0	0
Any other ethnic group	1	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)	3
Number of pupils per qualified teacher	20
Average class size	20

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	39

FTE means full-time equivalent.

Financial information

Financial year	2002 - 2003
	£
Total income	213357
Total expenditure	215304
Expenditure per pupil	3530
Balance brought forward from previous year	30041
Balance carried forward to next year	28094

Recruitment of teachers

Number of teachers who left the school during the last two years	1.6
Number of teachers appointed to the school during the last two years	1.4

Total number of vacant teaching posts (FTE)	0.4
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.4
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	65
Number of questionnaires returned	30

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	43	47	7	3	0
My child is making good progress in school.	43	50	3	0	3
Behaviour in the school is good.	13	77	3	0	3
My child gets the right amount of work to do at home.	17	43	23	10	7
The teaching is good.	30	67	0	0	3
I am kept well informed about how my child is getting on.	23	50	17	7	3
I would feel comfortable about approaching the school with questions or a problem.	57	40	3	0	0
The school expects my child to work hard and achieve his or her best.	47	43	10	0	0
The school works closely with parents.	23	50	13	3	10
The school is well led and managed.	27	37	3	0	33
The school is helping my child become mature and responsible.	40	60	0	0	0
The school provides an interesting range of activities outside lessons.	23	57	17	3	0

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

84. Good improvement has been made in the provision for children in the Foundation stage since the school was last inspected. Teaching is consistently good and often very good and the curriculum is well planned to meet the needs of children of this age. Marking and assessment are good and provide detailed information about the level at which individual children are working. This information is then used effectively to help children of all abilities and needs make good progress in building up their skills, knowledge and understanding. As a result, all children, including those with special educational needs, achieve well.
85. There is an effective early year's policy in place and this helps to ensure that both teaching and curriculum are good. The reception children are taught in the same class as Year 1 pupils and a small number of Year 2 pupils. Two part-time teachers share the responsibility for the class and they plan together and communicate well. The ratio of staff to children is good, and for most of the week there are at least two members of staff working with the 10 children. In addition, the school makes good use of volunteers, mainly parents, who are always well briefed and prepared. In keeping with the local education authority's admissions policy, children are admitted to the reception class in the autumn term following their fourth birthday.
86. Over the last few years, children's attainment on entry to the reception class has been consistently above the national average. By the end of the year, most children will have exceeded the early learning goals in all areas of learning. This is above the expected standard for the end of the Foundation Stage.

Personal, social and emotional development

87. The school places strong emphasis on this area of development and this ethos is well established in the reception class. The teaching here is good and the children make good progress in learning to share, taking turns and caring for one another. Children are provided with many opportunities to work co-operatively together as a whole class, and in small groups, for example in the role-play '*Baby Clinic*'. This helps them to work as members of a group, and to develop self-esteem, self-confidence and independence. Children confidently contribute their own ideas in discussions, and ask sensible questions to find out more about things which interest them. They show good self-discipline, as seen when they took part in a whole school assembly, and in the mature way they eat their lunch together. Children have positive attitudes to learning, and take part in all the activities with enthusiasm and enjoyment. They are learning to be polite and courteous, because of the good example set by older pupils in the class and all the adults who work with them. Certain activities, such as '*circle time*' and assemblies, specifically focus on personal development, and help children to consider the consequences of their actions on others. Children achieve well and standards are above expectations, all having reached the early learning goals by the end of the Foundation Stage, and most having exceeded them.

Communication, language and literacy

88. The teachers and other adults work hard to help children develop listening and speaking skills. They make sure children understand instructions and use whole-class sessions at the end of activities to check what children have learnt, giving them

opportunities to comment about what they have done. The good ratio of adults to children enables the children to give detailed descriptions of what they are doing. The patient approach, and often individual help, encourages children with special educational needs to increase their vocabulary and understanding. For example, one of the governors who regularly helps in the class, spent some time talking with individual children about the special possessions they had brought into school for their work in literacy. All children enjoy stories and are developing good expression, copying the enthusiastic approach of their teachers.

89. Knowledge and understanding of language and literacy are given good emphasis through the daily literacy sessions shared with older pupils in the class. These are suitably short and carefully structured to engage children's interest. Through the introduction of an interesting programme, children are learning to sound out words and recognise letter sounds. Almost all can read familiar words, and many are already confident readers. All children are able to write their names, and many use capital letters appropriately. They were quick to notice that their teacher had omitted the capital 'c' from 'Cascades' when they were engaged in a shared writing exercise about their weekly swimming session. The teacher praised their observation and promptly corrected her 'deliberate' error! There is good support for writing, not only through focused teaching, but also through the many opportunities for practising writing skills in other activities. For example, the children write simple phrases about a favourite visit and enjoy writing invitations and shopping lists for the baby's needs in the *'Baby Clinic'*. Many children are attempting to write words other than their name, with higher attainers doing so very successfully. Teaching in this area is good. All children achieve well and most reach standards above those seen nationally.

Mathematical development

90. Children make good progress and achieve well, with the majority exceeding the early learning goals for this area of development. Standards are above national expectations. Children experience a good range of counting games and practical activities, such as sorting and matching objects according to colour and number, to develop their mathematical skills. They are developing other mathematical skills such as judging size, length and height. An adapted version of the numeracy lesson is used to deliver some aspects of the work and to allow reception children to participate with older pupils in their class. The sessions are fun and carefully planned to fit in with the current topic. All children participate actively in the whole-class introduction where they practice counting to 20, forwards and backwards, and in two's. Group work is matched to children's ability, and they engage in a number of practical activities. Children make good progress because the teaching is good. Staff make use of a wide range activities to provide opportunities to develop and reinforce mathematical concepts. For example, in the *'Baby Clinic'*, children role-play the district nurse, weighing the babies and saying how much they have grown. Teachers also use a variety of methods such as finger games, rhymes, registration activities, pictures, discussions and attractive equipment to reinforce understanding.

Knowledge and understanding of the world

91. A range of very good opportunities is provided to develop children's understanding of the world around them. The interesting activities help children to make good progress. Children achieve well and most will exceed the early learning goals in all aspects of the work. This results in standards being above expectations. Teaching is good and often very good due to the very effective use of questions and good support during activities. The teachers recognise the children's high level of interest, which is

enabling them to acquire new knowledge quickly. Children's work in religious education helps them to appreciate the wonder of the natural world. Regular use of visits and visitors enhances the learning experience for children. For example, a parent brought her new born baby into school and the children were encouraged to ask questions and observe features of the newborn. This activity linked well with the role-play 'Baby Clinic' in the classroom. In the development of more technological aspects of learning, they have many opportunities to make models from a range of materials associated with their topic work, such as the birthday cakes, which they do successfully. Children use the class computer regularly and have developed good mouse control. They use the keyboard to write their names, and many are learning to operate the shift key to use a capital letter at the start of their names. Their sense of time is developed through their work on looking at what life was like in the time of their grandparents and also through appropriate visits, for example, to the 'Holst museum' in Cheltenham, where they had the opportunity to dress in costume from the Victorian period and see what life was like then.

Physical development

92. By the end of the Foundation Stage, standards in physical development are above expectations. All children are likely to meet the early learning goals and many will exceed them. The reception outdoor play area is safe and secure, with direct access from the classroom. Some activities, such as the sand and water tray, are used outside regularly. There is a weekly physical education lesson for purposeful energetic activity although it was not possible to observe this during the inspection. Due to good teaching techniques, such as brush control, children are developing competence using paint and modelling materials, pencils, scissors and brushes.

Creative development

93. Children engage in picture-making activities using a wide range of media, such as paint, pastels and collage. Their paintings show good colour mixing to achieve different shades and depth of colour. During the inspection, children experimented with paint to capture an event or occasion in their lives that they had particularly enjoyed. Children enjoy their music lessons. They sing well, and know a good repertoire of songs, hymns and rhymes by heart. They can tap out and repeat rhythms and maintain a beat by clapping in time to the music. Teaching in this area is good. Teachers provide a range of interesting resources and imaginative role-play opportunities to increase children's creativity. Staff intervene sensitively to support and extend children's ideas so that they make good progress. By the end of the Foundation Stage, most children will have exceeded the early learning goals. The majority reach standards in creative development, which are above average for children of their age.

Strengths:

- *teachers' planning;*
- *relationships between staff and children;*
- *the use of visits and visitors;*
- *the balance of indoor and outdoor, sedentary and active, chosen and directed activities.*

ENGLISH

94. Standards are well above average in reading, writing and speaking and listening at the end of Year 2 and Year 6. This is a good improvement since the last inspection when standards were above average in all three areas. All pupils are achieving well and making good progress this year. There have been improvements in the way in which English is taught since the last inspection, following the introduction of the national literacy strategy, and these have had an impact on standards.

Reading

95. Reading is taught very effectively throughout the school and, as a result, pupils make good progress from Years 1 to 6. Year 1 and 2 pupils, in Class 1, respond well to their teachers who successfully engender an interest in books and reading by sharing stories with them on a regular basis. This good practice continues in Class 2, with pupils in Years 2, 3 and 4. They talk enthusiastically about the books they have read and their favourite authors. A fluent Year 2 reader in this class chose a non-fiction book and explained about wanting to learn more about the world. He read about *'The Tudors'* and was able to demonstrate a very good understanding of the text, whilst reading with great expression that was well advanced for his age. In Class 3, Years 5 and 6 show equally advanced skills in reading. Able Year 6 pupils read *'Whose side are you on'* by Alan Gibbons and successfully debate some of the adult issues raised in the text. Their reading is fluent with little or no hesitation over the often advanced vocabulary. All pupils, as they move through the school, increase their knowledge of different genres, themes and characters, and using non-fiction books very well to find out about different topics. By the time they leave school, most pupils reach well above average standards. The majority accurately describe the main points in a story, referring to clues in the text. They can also predict what might happen, referring to the plot and characterisation. Higher attaining pupils confidently read advanced novels such as *'A Thief in the Village'* by James Berry.

Speaking and listening

96. By the end of both Years 2 and 6, most pupils reach standards which are well above national expectations in speaking and listening and pupils achieve well. Year 2 pupils listen very carefully to their teachers, especially in the good quality discussions. This helps them respond well to questions. Well over half are confident and articulate speakers, clearly understanding the main points in the discussion and responding appropriately. By Year 6, the stimulating and interesting teaching helps pupils to listen attentively and ask appropriate questions to further their understanding. Many are confident and self-assured when discussing their work in a range of subjects, using a wide and interesting vocabulary to respond to different points. For example, two Year 6 pupils spent a morning competing in an inter-schools K'nex challenge. In the afternoon they showed the model they produced and explained to the rest of their class about the task they were given. Their explanation was excellent and they demonstrated particular features of the task using vocabulary like *'demanding'* and *'stimulating'*. In class discussions, pupils with special educational needs and those who speak English as an additional language are included well. This is because teachers ask them questions they know these pupils are capable of answering. In a geography lesson in Class 2, pupils debated the advantages and disadvantages of having a factory in their village. One pupil, at a very early stage of learning English, listens carefully then, to everyone's delight, announces *'factories bad, in Japan lots of factories make lots of smoke, no want factories here in village. Village too nice for factory'*. The good attention to his and other pupils' needs allows all pupils to make the same progress and to achieve well.

Writing

97. Pupils make good progress in writing throughout the school. This year the main focus has been on raising standards in writing. The good strategies put in place have begun to have a very positive effect, particularly for Year 2 pupils. Pupils have been taught to develop their writing in sequence, to write in sentences using the correct punctuation and to use interesting vocabulary. As a result, the majority of Year 2 pupils are now reaching well above average standards in grammar and punctuation. There are still weaknesses in handwriting. Pupils enjoy writing stories particularly where they recount special occasions in their lives. In their English work, there is less emphasis on writing for other purposes although this is covered well in subjects such as science, where pupils write effective reports of their investigations. As a result, pupils in Years 3 to 6 also make good progress in their writings and they achieve standards that are well above the national average. Year 6 pupils write in a range of forms and in a lively and thoughtful style, using effective vocabulary. For example, most pupils can write persuasively and write good quality poetry, using similes, metaphors and personification. Pupils' use of punctuation is very good, with most correctly using speech marks, semi-colons and other punctuation to create effect. The main area still needing development is the skill of developing and organising different forms of writing. Handwriting also needs further improvement. The weaker elements are partly because there is not enough emphasis on employing these skills to produce a better first draft.
98. Teaching and learning throughout the school are good and some very good lessons were seen. The basic skills of reading and writing are taught well. This has helped pupils to make good progress in acquiring these skills. In particular, the use of punctuation, and writing for different audiences are taught well. Specific handwriting lessons are also effective and, in these sessions, pupils show they are capable of writing to a good standard. However, in other lessons, teachers do not expect pupils to produce handwriting of the same quality, which limits pupils' achievements. Lessons are well planned although, on occasions, all pupils are given the same task and this lack of differentiation results in younger pupils, particularly in Class 2, struggling with work that is too advanced for them. This year there has been a greater emphasis on challenging the higher attaining pupils. As a result, these pupils are responding well, clearly recognising what they can achieve and enjoying their successes. In literacy lessons, and also in many other subjects, teachers lead class discussions especially well. This gives good support to pupils' achievement in speaking and listening skills, as well as helping them to stay focused and work hard. For example, a very good discussion, which took place in a Year 5 and 6 personal, social and health education lesson, made a significant contribution to pupils' learning about stereotyping. There is an effective target-setting scheme to encourage pupils' progress. However, the quality of marking and on-going assessment is variable. It ranges from satisfactory, where little written guidance is given to help pupils to improve, to very good, where it clearly identifies what pupils have achieved and what they can do to make further progress. Throughout the school, a good programme for homework is making a positive contribution to learning. This is especially so for pupils in Years 5 and 6 and prepares them well for secondary school.
99. The broad curriculum has been well planned around the literacy strategy. There are many opportunities for pupils to use their literacy skills in other subjects. For example, pupils' reading skills help them to find out information from a range of sources in subjects such as history and geography. Pupils are also encouraged to write in different forms, for example, when writing instructions in design and technology. Very good links are made with learning in ICT where pupils' word-processing skills are used to good effect in some writing activities. Here there are a

number of good opportunities for pupils to redraft their work. However, partly because of this, less emphasis has been placed on producing a finished piece of work in the first draft. This has meant that pupils are less able to focus on the need to produce a well-sequenced and balanced piece of work with correct spelling and well-formed legible handwriting, especially in a test. Pupils with special educational needs and those for whom English is an additional language are supported well, particularly when working with the well-briefed classroom assistants.

100. The subject is effectively led by the new headteacher who has a specialism in English. There are effective procedures for assessing pupils' attainment and, in addition, targets are set for both groups and individual pupils to help them improve. The weakest aspect is the lack of regular enough assessment of specific elements of writing and moderation between teachers. The co-ordinator has not, as yet, had time to observe teaching in classes to identify strengths and areas for development. The accommodation, including a new library, is satisfactory and resources are helping pupils to make good progress.

Strengths:

- *improvements in writing;*
- *literacy links with other subjects;*
- *support for pupils with special educational needs and those for whom English is an additional language;*
- *relationships between teachers, assistants and pupils.*

Areas for development:

- *opportunities to extend the monitoring role of the co-ordinator;*
- *improve marking and on-going assessment;*
- *different forms of writing and handwriting across the curriculum.*

MATHEMATICS

101. Standards have improved throughout the school since the last inspection. By the end of Year 2 standards are now well above average. There was a slight dip in attainment in the national tests in 2002, but the current group of Year 2 pupils shows attainment to have risen this year. This is because a high proportion of pupils are achieving the higher level 3. There is a very small cohort of Year 6 pupils, nine in all, who are all able pupils. This means that standards by the end of Year 6 are very high, with predictions that all the current Year 6 pupils will attain the expected level, with two thirds of them attaining the higher level. There are no pupils with significant special needs in these groups and all pupils make good progress throughout the school. This is as a result of consistently good and very good teaching, where teachers have high expectations for their pupils, and work that is set is appropriately challenging. Good provision is made for a gifted pupil who is currently working with pupils above his chronological age. There is a very good emphasis on developing mathematical skills through problem-solving activities so that pupils learn to apply their knowledge and understanding in realistic situations.
102. By Year 2, the vast majority of pupils order numbers accurately to 100 and beyond, and identify the simple properties of two- and three-dimensional shapes. They accurately measure the length and mass of classroom objects using standard units. They use litres to estimate and measure the capacity of a range of containers, correctly reading the calibrations on measuring implements such as rulers and litre

jugs and cylinders. By Year 6, all the pupils ably use percentages, fractions and decimals. They look for patterns in number and efficiently use their knowledge and understanding to solve challenging problems. Pupils are able to explain the methods they have used to arrive at their answers. They recognise lines of reflective symmetry, and use their well-developed spatial awareness to draw reflected images of complex shapes without using mirrors.

103. The quality of teaching is consistently good, with some very good features. A significant strength of teaching throughout the school is the teachers' good expertise and knowledge of their pupils' individual strengths and weaknesses, and their ability to provide challenging and interesting work at the right level of difficulty for them. This was clearly illustrated in a good Year 5/6 lesson on shape, where activities matched pupils' level of ability well. The tasks were interesting and challenging and all pupils were intent only on doing their best, and their attitudes were very good. Another feature of the best practice was teacher intervention at suitable intervals to assess how well the class were doing, before moving them on to a more challenging task. The pupils have individual targets for improvement, and because teachers share the aims of the lesson with their pupils, and reinforce these in plenary sessions, pupils are very aware of how well they are learning. Scrutiny of pupils' work shows that although teachers mark work regularly, there is not always sufficient awareness of how pupils can progress to the next stage in their learning, particularly in Years 2, 3 and 4. Mathematics lessons also make a positive contribution to the development of literacy skills, particularly through the teaching of specific mathematical vocabulary during the introductory sessions.
104. The subject leader is a part-time member of staff. She is enthusiastic, providing effective leadership for the subject, and she is very aware of standards in the subject by looking at test results. However, she has had no opportunities to monitor the development of teaching and learning in the subject. The other main area for future development is to ensure that teachers throughout the school are skilled in measuring pupils' progress against nationally agreed standards, and using this information, supported by improved day-to-day marking and assessment, to plan work at the right level of difficulty for individuals and groups of different abilities.

Strengths:

- *high standards in the subject;*
- *very good emphasis on the development of mathematical skills through problem solving;*
- *good teaching of the subject.*

Areas for improvement

- *the quality of marking and day-to-day assessment to guide planning for the next stage of learning;*
- *the role of the subject co-ordinator in the monitoring of teaching and learning in the subject.*

SCIENCE

105. Standards of attainment in science are well above average at the end of Year 2 and

Year 6. This represents an improvement in pupils' attainment throughout the school since the last inspection. All pupils achieve well as a result of good teaching and an emphasis on the development of scientific skills.

106. Pupils in Years 1 and 2 know interesting facts about living things and materials. They investigate the properties of a range of materials. They understand the need for tests to be fair, and they predict sensible results. For example, in Class 1, Year 2 pupils made realistic predictions about which sense is the most useful for identifying the flavour of crisps, and then tested their hypotheses. Pupils use scientific vocabulary well. Pupils in Years 3-6 continuously extend their knowledge through many opportunities for them to plan and carry out their own investigations. Opportunities for pupils to plan their own investigations enhance their independence and personal development through co-operative work where they value the ideas and suggestions of others. Group discussions also enhance pupils' speaking and listening skills, so by the time pupils reach Year 6 they have very mature attitudes to their work, and use their previous knowledge and understanding very well to tackle new problems. For example, in one lesson seen, Year 6 pupils were set a problem concerning mummification linked with work on the Egyptians, where they had to use the information given to plan an experiment to find the best medium to use for this purpose. This was a challenging activity where pupils had to use their literacy skills of skimming and scanning as well as their previous scientific knowledge. These challenging activities for Year 6 make them think and motivate them to want to learn.
107. Analysis of pupils' work and the lessons observed, indicates that overall the quality of teaching is good with some strengths particularly in the teaching of the oldest pupils. Teachers have secure knowledge and teach basic skills well so that pupils maintain good levels of interest. Good use of questions encourages pupils to think along clear, logical lines, and they reveal where there has been good teaching over time. For example, in a lesson in Year 6 pupils were able to suggest how to separate mixtures of grit, salt, flour, and fat, and justify their methods using their knowledge of different materials. Constant emphasis on the correct use of scientific vocabulary ensures that pupils use language precisely from a young age. Teachers have very good relations with their pupils so that pupils are receptive to information and ready to learn. In a satisfactory lesson, the teacher's planning did not pay sufficient attention to the differing age groups within the class as all pupils did the same task. The task did not involve the development of skills, and did not match the requirements of the National Curriculum closely enough.
108. The subject leader views her subject clearly. There is a scheme of work which ensures that topics are covered in detail, but planning does not always ensure that appropriate topics are set for all the differing age groups within a class. There is no mention of the level of challenge at which pupils are to work. Assessment is brief and at present does not consistently mention the level of pupils' attainment. There has been no recent monitoring of teaching, although planning is checked for coverage. Resources are satisfactory and are usually used well.

Strengths:

- *standards throughout the school are well above average;*
- *teaching is good;*
- *there is a very good emphasis on pupils planning and carrying out their own investigations particularly in years 5 and 6.*

Areas for improvement:

- *the role of the co-ordinator to enable more rigorous monitoring of the subject;*

- *more rigorous assessment arrangements to ensure that teachers have a clear overview of the levels that pupils are working at.*

ART AND DESIGN

109. Standards across the school are satisfactory. This is a change from the last report when standards were described as above average in Years 1 and 2 and below average in Years 3-6. Scrutiny of pupils' work shows that there is now a more obvious progression of skills, throughout the school, which pupils develop through the use of their sketchbooks, thus improving standards by the age of eleven. For example, pupils in Year 2 learn to draw different human poses to show relationships, using their observational skills well, while pupils in Years 5 and 6 use smudging and shading to draw figures that show movement. Pupils' artwork is displayed in a celebratory way, but a lot of work on display is not current work so does not accurately reflect the abilities of current pupils. However, there is sufficient to show that pupils make satisfactory progress as they move through the school, including the few pupils with special educational needs. Pupils use a range of media to create pleasing representations in the style of artists such as Monet and Cezanne. However, there is little use of paint on display and painting skills are underdeveloped.
110. Only one lesson was observed during the inspection, but this observation and the scrutiny of pupils' work indicate that teaching is satisfactory overall. Teachers plan an interesting range of activities, but curriculum time is blocked with design and technology which results in long periods of time when no art is taught. This results in some superficial coverage, particularly affecting opportunities to study a wider range of artistic works. Teachers provide good opportunities for pupils to create large collaborative pieces, particularly in Years 1 and 2, which gives opportunities for pupils to enhance their personal development.
111. Art is used to support progress in other subjects. For example, pupils make masks depicting different Greek characters which links with their work on myths and legends in English and history. The co-ordinator monitors the resources in school and checks teachers' planning, but there have been no opportunities to monitor teaching and learning in the subject. There are no assessment procedures to check if skills are at an appropriate level, so the co-ordinator does not have a clear overview of standards in the subject. There are few planned opportunities to use information communication technology to enhance pupils' artwork.

Strengths:

- *there has been an improvement in the development of skills through the use of sketch books;*
- *pupils' personal development is enhanced through collaborative art work.*

Areas for improvement:

- *the timetabling of lessons needs improvement to ensure that the gaps between topics are not too long;*
- *monitoring opportunities for the co-ordinator to ensure that she has a clear overview of the subject;*
- *assessment procedures to help monitor standards.*

DESIGN AND TECHNOLOGY

112. Standards across the school remain average as they were at the time of the last inspection. Pupils design and make a range of products, but scrutiny of pupils' work suggests that the design and evaluating strands of the curriculum are underdeveloped. Pupils' drawings give a clear indication of what the finished article should look like, the materials needed are listed, but the designs do not have accurate measurements, and lack detailed step-by step instructions on how to make them. When pupils evaluate their models they do not consider whether they are fit for the purpose they were designed for. The curriculum is generally delivered on a two-year cycle and is blocked with art and design. However, all the elements of the curriculum are covered. All pupils are included in all tasks and they all make satisfactory progress.
113. Pupils in Year 2 make puppets with felt, and choose appropriate methods for joining the materials. The pupils decorate their products so that the finish is attractive and matches the chosen character. Year 6 pupils design and make bread using different methods and then evaluate their results. They also make motorised buggies using their knowledge of electrical circuits. The evaluations of these are superficial showing no real understanding of how practice can be improved.
114. The quality of teaching in the lessons seen was good. A particular strength of the teaching is that the teachers make it very clear what pupils are to learn in the lesson. Teachers plan interesting activities for their pupils ensuring that all the elements of the curriculum are covered. Pupils talk enthusiastically about their work and the oldest pupils appreciate the need for plans to help them make their products. Teachers have sound subject knowledge and encourage pupils to generate their own ideas, particularly the oldest pupils. For example, Year 6 pupils were encouraged to think of different structures before making their version of the Eiffel Tower. Good opportunities were provided for collaborative work in pairs and small groups, thus enhancing pupils' personal development. A good sense of urgency was present in this lesson as pupils were given a time limit to complete the task. However, there were no opportunities for pupils to consider how their designs could be improved. Insufficient emphasis is put on quality designs and thoughtful evaluations.
115. The curriculum is enhanced by the very good links with the secondary school. Specialist teachers from the secondary school are invited to teach the older pupils, for example about the use of cams, so in this way teacher expertise is enhanced, and this has a positive impact on pupils' learning. During the inspection two very able pupils represented the school in a K'nex challenge at the local secondary school. They used the construction materials very effectively to make a lifting bridge which was of high quality. These are examples of the way the school grasps all opportunities to enhance pupils' learning.
116. Leadership of the subject is satisfactory. Resources are adequate. However, as curriculum time is shared with art there is not always sufficient time for pupils to cover units of work in depth. This results in the design and evaluating aspects not being developed in enough depth. The co-ordinator has had no opportunities to monitor the subject to ensure that skills are developed progressively, and there are no formal assessment arrangements to ensure that teachers can check if pupils are working at the expected level. However, pupils are encouraged to look critically at the work of their peers to identify good practice.

Strengths:

- *good teaching;*
- *good use of links with the secondary school to enhance pupils' learning.*

Areas for improvement:

- *the design and evaluating strands of the subject need more emphasis;*
- *assessment procedures need developing.*

GEOGRAPHY

117. Achievement is satisfactory and standards are at the expected levels by the end of Year 2 and Year 6, as they were at the time of the last inspection. However, the school has maintained a good profile for the subject despite the national focus on other areas of the curriculum. This is partly because work is linked well to other subjects and literacy and numeracy are included within the topics that are studied. In addition, computers are used well to enhance learning. Pupils with special educational needs and those for whom English is an additional language are supported well and make equal progress with other pupils. Work is blocked into various sessions throughout the year. During the inspection two lessons were seen and further evidence was gained through a scrutiny of work and discussions with teachers and pupils.
118. Younger pupils in Years 1 and 2 have undertaken some simple mapping during their work on the local village. They show some good understanding of geographical vocabulary from their perceptive comments about the similarities and differences between their village and larger towns. Work is presented well and valued by their teachers. It shows a suitable level of planning to ensure that there is a balance between skills, knowledge and understanding. Pupils are enthusiastic about their work. In discussion, they were able to recall many finer details and the reasons why they had studied particular aspects of the village. They are very good speakers and listen to questions well.
119. Pupils in Years 3 to 6 build satisfactorily on their work in earlier years. Progress and achievement are sound overall although pupils gain good knowledge that is helping their general knowledge of different places and locations. They are increasingly aware of specific vocabulary, such as work on rivers in Years 5 and 6. Effective attention has been given to the study of different places and this gives good support to pupils' cultural development, helping them to learn about the way of life in other places, such as the Caribbean or in Japan. Progression in the development of skills, such as mapping, is a weak area. Whilst a good start is made in Years 1 and 2 in working with simple maps, there is little evidence that older pupils are able to draw more sophisticated maps with symbols and keys in other subjects such as history. The procedures for assessment are minimal and the quality of marking is variable. Planning and coverage can be checked carefully, but because of the lack of detailed assessment; there is little idea about what has been achieved by groups or individuals. As a result, this area does not move forward as well as it should.
120. The co-ordinator works hard and is committed to the leadership of the subject. However, she has not had the opportunity to observe the teaching and learning in the subject. More monitoring is now needed to ensure that strategies for development are having an effect. Resources are sufficient and field trips, visits and visitors enhance the subject well.

Strengths:

- *pupils' positive attitudes and enthusiasm for the subject;*
- *links with other areas of the curriculum;*

- *effective use of ICT to enhance learning.*

Areas for development:

- *opportunities for co-ordinator to monitor teaching and learning;*
- *assessment and marking procedures need further attention.*

HISTORY

121. The rich and stimulating curriculum, which interests and motivates pupils to work hard, has helped to maintain the standards seen at the last inspection. Two lessons were observed and evidence was also taken from the scrutiny of work, photographs and work on display.
122. No history was being taught in Class 1 during the inspection. However, the scrutiny of work shows that Year 1 pupils and the small number of Year 2 pupils in this class, including those with special educational needs, reach standards in line with national expectations. Their achievement is satisfactory and they are developing a good understanding of how historical events are related. Pupils know some of the features of life in Victorian times, through the role-play they undertook during their visit to the *Holst museum* in Cheltenham. Pupils made good drawings of Victorian artefacts, which helped them to identify their purpose.
123. The majority of pupils in Year 2, with pupils in Years 3 and 4, have been studying events in the Second World War. They successfully identified with the difficulties experienced by families during rationing and adapted recipes to make better use of the small quantities of food that families would have been allowed. Learning in this lesson was very good although some of the tasks were very difficult for Year 2 pupils. As pupils move on to Years 5 and 6, they make good progress in their learning. Achievement, including for those who have special educational needs and for whom English is an additional language, is good. The majority reach standards in line with the national expectation by the time they leave.
124. A strong feature is the depth of knowledge that pupils acquire about what it was like for ordinary people to live at different times in the past. Pupils in Years 5 and 6 research information about life in Ancient Greece. They write their own *curriculum vitae* as though they were Greek at the time of their studies. This helps pupils to appreciate the differences between their own lives and those in the past. By Year 6, pupils undertake independent historical research. They scan photographs onto the computer and incorporate word processed text into their work. Older pupils are confident users of websites using the Internet as a very good means of discovering further information.
125. Very good opportunities are also provided for pupils to use their literacy skills. They are given different texts and non-fiction books from which to gain information. Pupils' written work covers a wide range and supports their work in English. For example, Year 4 pupils produced letters as evacuated children writing to their parents, and Year 2 pupils wrote descriptions of Tutankhamen.
126. The subject is taught well. Teachers are enthusiastic, and this helps gain pupils' interest. Careful thought is given to ensuring that pupils use historical research skills to gain their knowledge and understanding of the past. Activities are planned well and good resources such as artefacts, pictures and computer programs are used to motivate pupils to work well. Homework, especially in continuing research at home, makes a positive contribution to learning. Although good feedback is given during

lessons, marking is inconsistent and, in some classes, does not give pupils guidance on how to improve.

127. The curriculum is significantly supported by a good range of visits and visitors for pupils in all year groups. The school also ensures that pupils work with a good range of resources and artefacts, some loaned by the local authority service. As a result of the good quality teaching and curriculum, pupils enjoy the subject and are keen to do well. The subject co-ordinator is enthusiastic and supportive of her colleagues. However, there are no formal assessment procedures and she has not had the opportunity to observe teaching and learning in lessons. This limits the effectiveness of monitoring and planning for future developments in the subject.

Strengths:

- *teachers' awareness of the enquiry approach in history;*
- *pupils' enthusiasm and positive attitudes;*
- *use of visits and visitors to enhance learning.*

Areas for development:

- *the establishing of assessment procedures;*
- *need for regular monitoring and evaluation of teaching and learning.*

INFORMATION AND COMMUNICATION TECHNOLOGY

128. Pupils achieve well and standards at the end of Years 2 and Year 6 are above those expected nationally. This shows good improvement since the last inspection when standards, at the end of Year 2, were average and, at the end of Year 6, were below average. The progress pupils make is better because there are now more planned opportunities to use computers and staff expertise and confidence has improved. The provision of hardware and software has been updated and incorporates all the necessary programs that will enable the school to cover effectively what is required by the National Curriculum.
129. 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 used a dictionary programme to improve their use of vocabulary in a writing exercise. More able Year 2 pupils use their word-processing skills to enhance their persuasive writing and to appeal to a wider audience.
130. 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. Pupils regularly use computers to collate information and older pupils use spreadsheets to analyse results. They are beginning to understand how a program can model different results and produce graphs and charts for easy interpretation. Older pupils make assumptions and predications and then use the information they collect to try out a hypothesis. Links to other subjects are good. The opportunities are real rather than contrived and pupils are beginning to understand when and if a computer will speed up their work. Few pupils, as yet, go to use computers independently, as a matter of course and this is something that the school has

identified as the next step. This has not developed further because the number of computers in each class is limited.

131. Teaching throughout the school is good and 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 through a theme or topic. Pupils are enthusiastic learners. They relish the thought of working with computers. There are very few instances of a lack of concentration and Year 6 pupils demonstrated this particularly well as they developed their multi-media skills to produce a presentation about themselves. They were not aware that it was the end of the lesson and that the Year 5 pupils had returned from their library session, as they were so engrossed in their tasks! Teachers have improved their subject knowledge and confidence through a training programme linked to the New Opportunities Funding (NOF). There is no assessment programme as yet and this is an area needing improvement. Work is valued and good displays celebrate achievement. Pupils with special educational needs and those for who English is an additional language are supported well during lessons.
132. The subject co-ordinator is very enthusiastic and she has been instrumental in bringing about changes in the delivery of ICT. She has a good knowledge of the strengths and weaknesses and sees assessment as the route to further improvement. Resources are adequate although the school would benefit from interactive whiteboards to enhance teaching and learning. Teachers make good use of additional laptop computers and control devices such as the roamer.

Strengths:

- *use of ICT across the curriculum;*
- *enthusiasm and very good attitudes of the pupils;*
- *good leadership;*
- *effective use of resources.*

Areas for development:

- *introduction of assessment procedures.*

MUSIC

133. Two music sessions were seen during the inspection. Based on these and the quality of singing in assemblies, pupils' attainment in singing and performing is broadly average. Standards have been maintained since the last inspection.
134. There has been good improvement in the school's provision for music this term. The new headteacher, who now co-ordinates the subject, is an accomplished musician and has taken all classes for music at some point since she joined the school. Pupils throughout the school now have the opportunity to learn the recorder and this is proving a very popular initiative.
135. In the lessons seen pupils in Years 2, 3 and 4 were extending their use of persuasive phrases by putting them into a rhythmic pattern. Pupils sang confidently and in tune. They showed awareness of pulse and pitch control. Very good use of cultural links with the family of the Japanese boy were made in this lesson. His mother taught the class a traditional Japanese singing game which they were able to sing in both Japanese and English. Their skills were further extended as they sang the song as a round. In Class 1, Year 1 pupils with a few Year 2 pupils consolidated their

understanding of rising and falling pitch. They demonstrated good timing and unison as they participated in the final song 'Hands, shoulders, knees and toes.' Pupils achieved well in these sessions because the teachers had clear objectives for the work, good subject knowledge and expertise and because they demonstrated effectively.

136. In the assemblies seen, pupils from reception to Year 6 practised several songs. They sang tunefully and responded well to the lead given by the headteacher. Teaching was good and very good in the two lessons seen and ensured that the pupils moved forward well. In addition to class music lessons, provision is enhanced by instrumental tuition for some pupils. At the moment pupils have the opportunity to learn to play the violin. Concerts and performances in assemblies also provide opportunities for pupils to perform in public.
137. The new headteacher now co-ordinates music throughout the school and she has plans to improve the provision both in class music lessons and by increased opportunities for pupils to learn to play a musical instrument. She has recognised the need for assessment procedures to be established and to organise opportunities to monitor the quality of teaching and learning. There is a good range of resources in the school with plans to improve further the range of instruments available.

Strengths:

- *expertise of music co-ordinator;*
- *opportunities to learn the recorder;*
- *high profile of music and singing in concerts and assemblies.*

Areas for development:

- *implementation of new assessment framework;*
- *opportunities to monitor teaching and learning.*

PHYSICAL EDUCATION

138. Two lessons were observed during the inspection and pupils' performance in these lessons indicates that standards of pupils in Year 2 controlling small apparatus, and Year 6 games' skills remain in line with national expectations as they were at the time of the last inspection. However, in Year 6 there are a number of pupils who achieve above average standards when throwing and catching a ball. Pupils go swimming regularly, from reception to Year 6, so by the time pupils leave school standards are high. No judgements can be made about standards of dance and gymnastics as these lessons are planned during other parts of the year.
139. Pupils in Year 2 show a growing awareness of different modes of travel using their arms well for balance. They control a quoit well, moving it around the body by bouncing and rolling it. By the time pupils reach Year 6 they have learned to throw a ball underarm and overarm accurately a good distance, and catch it successfully. These ball skills are used well when they play rounders and cricket. All pupils are thoroughly included in all lessons regardless of their abilities, and make sound progress.
140. The quality of teaching is good overall enabling pupils to make sound progress in their skill development. Teachers are very aware of the need to demonstrate correct techniques to improve practice. Lessons are planned well to ensure sufficient time for warming up activities before pupils practise their skills, and a cooling down activity to finish the lesson. All elements of the curriculum are covered, and teachers offer

many additional opportunities for pupils to enhance their skills by joining in competitive activities in a range of sports. These opportunities also enhance pupils' personal development and a sense of sportsmanship.

141. The co-ordinator has good expertise and lots of enthusiasm for promoting physical activity throughout the school. However, she has not had opportunities to monitor the quality of teaching and learning. There are no assessment procedures to check if pupils are acquiring appropriate levels of skill development. The school promotes competitive sports well, and considering the size of the school has considerable success. Participation in these events helps pupils to enjoy success and accept defeat, preparing them well for life.

Strengths:

- *a wide range of lunchtime and after school sporting activities which enhance skills for those pupils who attend;*
- *opportunities for pupils of all ages to go swimming, which has a major impact on the standards achieved;*
- *the school promotes competitive sports well and considering the size of the school has considerable success.*

Areas for development:

- *assessment procedures to help monitor standards;*
- *opportunities for the co-ordinator to monitor teaching and learning.*

RELIGIOUS EDUCATION

142. The average standards seen at the time of the last inspection have been maintained. The subject is planned according to locally agreed guidelines and pupils make sound progress according to these requirements. All pupils have a clear understanding of what it means to be a Christian. There are good links with the local church, which cements the Christian ethos of the school. The youngest pupils learn about special books and Christian ceremonies and festivals. By the time pupils reach the age of seven they know the main features of a church and that the Bible is a special book for Christians. As they grow older pupils consolidate this understanding and begin to appreciate that the teaching of Jesus gives Christians a code for living. For example, Year 3/4 pupils think about the temptation story and apply it to everyday situations, realising that it is a guide to help make life decisions. These lessons enhance pupils' moral understanding, and reinforce their knowledge of right and wrong. By Year 6 pupils have a satisfactory understanding of other world religions such as Judaism. However, examination of teachers' planning suggests that insufficient time is spent on religions other than Christianity to enable pupils to have a full understanding and so enhance their cultural development.
143. The quality of teaching is satisfactory overall, and one lesson was seen where the teaching was good. Teachers plan their lessons well, and, as a result of the interesting activities set, the pupils show positive attitudes to their lessons. Teachers show they have sound subject expertise, which enables them to give clear explanations, and effective use is made of different resources. For example, in Years 1 and 2 a parent brought her baby into the class and explained how he was welcomed into the family. This was a good link with previous work done on baptism, and the pupils asked very sensible questions showing mature attitudes and interest. Good links were made to when the youngest children started school and what it is like to be 'new'. A good feature of the teaching is that the teacher is very precise about what

the pupils are to learn, and this gives lessons a clear focus and a brisk pace. Good use is made of discussion to enable pupils to appreciate the meaning behind religions. A common weakness is that work that is set is the same for all abilities, and is not sufficiently adapted for differing abilities. The work done in religious education lessons makes a positive contribution to pupils' spiritual, moral, social and cultural development, through the consideration of a range of religious beliefs and related cultural influences.

144. Leadership is satisfactory although there has been no monitoring of teaching and learning. Resources are sound although the school does not have an extensive collection of artefacts to illustrate religions other than Christianity. There are no assessment procedures to help teachers gauge whether pupils are achieving at an appropriate level.

Strengths:

- *pupils have a good understanding of Christianity and what it means to be a Christian;*
- *RE contributes well to pupils' spiritual, moral, and social development.*

Areas for improvement:

- *the role of the co-ordinator to enable monitoring of the subject to ensure there is sufficient balance between learning about religions and learning from religions;*
- *assessment procedures to ensure that pupils are meeting the necessary standards recommended by the locally agreed guidelines.*