

INSPECTION REPORT

NAILSWORTH C. E. PRIMARY SCHOOL

Nailsworth

LEA area: Gloucestershire

Unique reference number: 115637

Headteacher: Mr R Workman

Reporting inspector: Mrs M Fitzpatrick.
24326

Dates of inspection: 19 – 22 May 2003

Inspection number: 247575

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
School category:	Voluntary controlled
Age range of pupils:	5 to 11 Years
Gender of pupils:	Mixed
School address:	Nymphsfield Road Nailsworth Stroud Gloucestershire
Postcode:	GL6 0ET
Telephone number:	01453 832382
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Appropriate authority:	The governing body
Name of chair of governors:	Mr C Cook
Date of previous inspection:	12 January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
24326	Moira Fitzpatrick	Registered inspector	English History Educational inclusion English as an additional language	What sort of school is it? How high are standards? a) The school's results and achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9744	Peter Brown	Lay inspector		How high are standards? b) Pupil's attitudes values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
15236	Morag Thorpe	Team inspector	Art and design Music Religious education Science Foundation stage	
22669	Thomas Prosser	Team inspector	Design and technology Geography Information and communication technology Mathematics Physical education Special educational needs	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is about the same size as other primary schools with, 190 pupils. There is an imbalance of about 20 per cent more boys than girls on roll in the junior department. Children join the school in the Reception class in the September of the year they are five. The percentage of pupils who are eligible for free school meals is below the national average but the uptake of free school meals has doubled since the time of the previous inspection. The percentage of pupils whose mother tongue is not English is above average, but most of these are fluent and can learn effectively through English. One pupil is at an early stage of fluency. The ethnic background of the majority of pupils is mainly white European, with fewer than 10 pupils from the Bangladeshi heritage. The percentage of pupils with special educational needs is about average but the percentage of pupils with a statement of special educational need is above the national average. Most special needs are for literacy. The composition of the school's intake has changed since the previous inspection and overall attainment on entry is below average, with few higher-attaining pupils currently in Years 1 to 3.

HOW GOOD THE SCHOOL IS

This is a good school that is improving well and developing many strengths. Standards, in most subjects, when children leave the school are in line with the national average. Pupils' learning is good overall because teaching is good and pupils are expected to work hard. The leadership of the headteacher is good and he manages change well. The school's focus on high quality pastoral care reflects its strong Christian ethos and is a strength, which is reflected in the very good provision for pupils' personal development. Taking into account these factors, the school is judged to give good value for money.

What the school does well

- Teaching is good overall; teachers are committed and work hard.
- The provision for pupils' spiritual, moral, social and cultural development is very good; pupils' personal development is excellent.
- It achieves very good standards in art and dance and good standards in religious education by the time pupils are in Year 6.
- Pupils achieve well because they have good attitudes to learning and their behaviour is good in most classes. Relationships are very good.
- The headteacher provides good leadership and skilled management for the school's development.
- The school curriculum is well enhanced by visits and extra-curricular activities.
- The school has good links with parents and the community for the benefit of pupils' learning.

What could be improved

- The accommodation for the Reception class.
- Some aspects of teaching to meet the needs of different groups of pupils and develop their independence as learners.
- The range of behaviour strategies to meet the needs of all pupils.
- The role of subject managers in monitoring teaching and learning through observation.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since it was previously inspected in January 1998. All of the issues identified then have been successfully tackled and the curriculum is securely based on relevant schemes of work. The role of subject managers has developed and they now play a significant part in monitoring the work of the school. The provision for pupils' personal development is now very good. The quality of teaching has improved, with more very good teaching than seen at the previous inspection. The school has devised a wide range of procedures to evaluate its own effectiveness and these are used by the headteacher, teachers and governors in helping them establish priorities for improvement. Through the use of these procedures the governors' role in managing the strategic development of the school has improved and is now good. Given these improvements and the involvement of teachers and governors in

improving the school, together with the headteacher's leadership, the school is in a good position to continue to improve.

STANDARDS

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

Performance in:	Compared with				Key
	All schools			Similar schools	
	2000	2001	2002	2002	
English	D	D	C	B	well above average A above average B average C below average D well below average E
Mathematics	B	C	B	B	
Science	A	D	A	A	

The school's performance in the 2002 National Curriculum tests places it above the average of all schools and above similar schools.¹ Results over the last four years show that the school has kept pace with the national trend of improvement. These results show that the progress made by the pupils who sat the tests was very good in science, good in mathematics and satisfactory in English. The school met its targets for pupils in these tests and has set appropriate targets for Year 6 pupils in the 2003 tests. Standards in the current Year 6 are about the national average in all subjects except art, where they are well above the expectation, and in religious education, where they exceed the expectations of the agreed syllabus. Results in the National Curriculum tests for pupils in Year 2 were well below the national average in reading and writing and very low compared with similar schools. In mathematics results were very low and placed the school's performance in the lowest five per cent nationally. These results mark a decline on the previous two years and reflect the high proportion of pupils who have special educational needs in this class. Standards are higher in the current Year 2 class, where pupils reach the nationally expected level in mathematics and are just below the expected level in English and science. In all other subjects they reach the level expected for their age except art where they reach standards above the national expectation. Children in the Reception class are on course to meet the early learning goals in mathematical development, personal, social and emotional development and knowledge and understanding of the world but some children are not likely to meet them in communication, language and literacy, creative and physical development. Pupils with special educational needs make sound progress in Years 1 and 2 and good progress in Years 3 to 6. The progress of pupils in Year 3 has been notable this year. Overall, pupils' learning is good and they achieve well against their prior learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The vast majority of pupils display good attitudes to school and to learning. They are attentive and co-operate well in lessons.
Behaviour, in and out of classrooms	Good overall as a result of effective behaviour management strategies. There are still a few pupils whose behaviour requires firm management. The school is continuing to work on strategies for these pupils.
Personal development and relationships	Pupils' personal development is excellent as a result of the very many opportunities they have to exercise responsibility and initiative. Relationships are very good overall; occasionally they are satisfactory

¹ Schools in the same free school meals category

	where there is a significant minority of pupils with behavioural difficulties.
Attendance	Satisfactory. In line with 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.

The quality of teaching seen during inspection was good in each section of the school. Teachers have a good knowledge of the National Curriculum and base their planning on clear schemes of work. The quality of teaching varies between subjects from very good to satisfactory. In English, teaching is satisfactory overall and pupils' learning reflects this. Pupils make sound progress in their acquisition of the basic literacy skills, but with more detailed planning for different groups, teachers could improve their rate of learning. In mathematics teaching is good, and pupils benefit from well-structured lessons that motivate them well. Pupils in Years 5 and 6 benefit from being placed in groups of similar ability in mathematics lessons, and the tasks set are well matched to what they need to learn next. In other groups the lack of specific planning for different groups slows the pace of learning, especially for higher-attaining pupils. More teachers need to make better use of their assessment of pupils' learning to plan lessons. There is good and often very good teaching in art and this is reflected in pupils' enthusiasm for the subject and in the much higher than average standards that they achieve. Teaching of religious education is good and pupils' knowledge and understanding of the subject exceed what is expected. A strength of teaching in the younger classes is the range and quality of resources that teachers provide for pupils to learn from. In the Reception class, teaching is good because the teacher makes good use of her assessment of what the children can do to plan further learning for them. Pupils with special educational needs make satisfactory progress against the targets set, except in the older classes where they make good progress because of additional support. Pupils who have English as an additional language are supported to make the same progress as other children, by the interventions of the teacher and the learning support worker.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good in Years 3 to 6; satisfactory in other classes. Very good provision for extra-curricular activities and visits.
Provision for pupils with special educational needs	Good. Pupils' individual education plans are well written and form a good base from which teachers can plan learning activities. There are improved procedures for identifying pupils with behavioural difficulties and improved use of external agencies.
Provision for pupils with English as an additional language	Satisfactory. Only one pupil is at an early stage of learning English and is given additional specialist support. Other pupils are supported by the teacher and learning support worker to make the same progress as other pupils in their class.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Very good overall. The headteacher and staff provide very good role models for pupils and ensure that they have plenty of opportunity to work together and have a role in the development of the school through the School Council. Provision for spiritual and cultural development is very good and assemblies make a notable contribution to this. The school's Christian ethos is apparent in the daily life of the school.

How well the school cares for its pupils	Good overall. Very good procedures for monitoring and improving behaviour. Good assessment procedures to monitor pupils' progress. The school needs to continue to develop its use of these to help plan work that challenges all pupils.
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The school has good links with parents, who in turn are supportive of the school and hold its work in high esteem.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership for the development of the school. The senior management team gives strong support to school improvement and subject managers are developing their roles well.
How well the governors fulfil their responsibilities	Good involvement in the strategic development of the school. Governors have developed their knowledge of the school through closer links since the previous inspection. They ensure that all statutory requirements are met.
The school's evaluation of its performance	Since the headteacher took up post the school has developed good procedures for monitoring and evaluating its work. These support effective shared systems for school improvement planning.
The strategic use of resources	The use of resources is carefully planned and spending is linked closely to the school development plan. The school makes satisfactory use of best value principles and is currently reviewing its use of learning support workers to ensure they are most effectively deployed.

There are sufficient teachers to teach the curriculum effectively and manage the development of the curriculum. Subject managers are now ready to expand their role to monitor teaching and learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That their children make good progress and like school. • That teaching is good and they are well informed about their children's progress. • That the school is well led and managed. • That the school helps their children become mature and accept responsibility and they are expected to work hard. • That they feel comfortable about approaching the school. 	<ul style="list-style-type: none"> • The amount of homework their children are set.

The inspection team wholeheartedly endorses the parents' positive views of the school. A few parents are concerned about the homework their children are set, especially in Year 6 in the term before the National Curriculum tests. The school's arrangements for homework are judged to be satisfactory, but the school could monitor this aspect of its provision to take account of parents' views.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Although, the level of attainment on entry to the Reception class is below average overall, there are significant variations between the intakes each year. Children enter the Foundation Stage with lower levels of attainment on entry than those found at the previous inspection. Although there is a small number of higher-attaining children, there is also a significant number of lower-attaining children, a number of children with special educational needs and a small number who speak English as an additional language. There is no significant difference between the levels of attainment of boys and girls. While the majority are on course to reach the expected standard in mathematical development, personal social and emotional development and knowledge and understanding of the world, the same proportion of pupils is not on course to reach the expected standard in language and literacy, creative and physical development. Despite good teaching, by the time pupils enter Year 1, their standards overall are likely to be below average.
2. In the National Curriculum tests for pupils in Year 2 in 2002, the school's performance in reading and writing was well below the national average and very low compared with similar schools.² Results in mathematics were very low compared with the national average and with similar schools. The school's performance in teacher assessed science tests was well below the national average. These low standards mark a decline in performance from previous years and reflect the high proportion of pupils in the class who had special educational needs, about a third of the group, as well as the very low proportion of higher-attainers. Overall, in the last three years standards in writing and mathematics have been broadly in line with the national average, while in reading they have been below. The performance of girls in these tests has been better than boys during the three-year period.
3. In the National Curriculum tests for pupils in Year 6 in 2002, the school's performance in English was in line with the national average and above that of similar schools. In mathematics it was above the national average and the average of similar schools, and in science the school's performance was well above both the national average and the average of similar schools. In science all pupils who sat the tests reached at least the nationally expected level. Girls' performance in the tests was better than boys' in English and there were no differences in their performance in mathematics and science. In all of the tests, a higher than average proportion of pupils achieved the higher level and the school's performance showed a rise over the previous three years. Since the previous inspection the school's trend in improvement in the tests has kept pace with the national trend. For pupils who sat the tests in 2002, their performance marks good progress in these subjects since they sat the national tests when they were in Year 2. The good standards achieved are a result of the good teaching and high expectations that these pupils benefited from when they were in Year 6.
4. Standards in English in the current Year 2 are below the national expectation. As with last year's class, the proportion of pupils with special educational needs is as high as one third of the group, and the number of higher-attainers in the group is very small. Pupils have below average listening skills and not all can concentrate for long periods without the direct support and encouragement of an adult. The majority answer teachers' questions briefly but very few pupils attempt to extend their answers. Most have a range of strategies to help them say new words and can read simple stories. They write simple sentences and higher-attainers are able to write facts they have researched from books, but overall the quality of handwriting is well below what is expected and spelling is weak. These standards reflect the low levels of attainment in literacy of these pupils when they joined the school in Reception. While they have made satisfactory progress in the last year, overall, the class will take longer to reach the standards expected of seven year olds than is usual. Standards for pupils in Year 6 are in line with the expectation for their age. The majority read fluently and are able to read independently for research. Higher-attainers discuss their favourite authors and know the type of books they most enjoy. Writing is well organised and in

² Schools that are in the same free school meals category.

almost all finished work handwriting is of a good standard. A weakness in spelling reduces the overall quality of writing for some pupils.

5. Standards in mathematics for pupils in Year 2 are close to the national expectation and pupils have made good progress in this subject. Strengths in their learning are their knowledge of number and their ability to use different methods to work out answers. Pupils have a sound understanding of shape and use mathematical language correctly to describe position and direction. In Year 6 standards are in line with the expectation and pupils have made at least satisfactory progress since they were in Year 2. They show a good understanding of graphs and are able to create graphs on computer using data from the Internet. Their knowledge of number, fractions and decimals is sound and they have a good understanding of shape and measurement. Pupils' learning is good because they have been placed in appropriate teaching groups.
6. Pupils in Year 2 are not achieving the expected standard for their age in science. They are below the national average. They know about plants and what conditions they need to grow. They can conduct investigations with adult support and know that a car will travel faster over one surface than another. They know the term 'friction' and higher-attaining pupils understand how this affects moving objects. However, many pupils have difficulty in recalling their learning and this prevents them from applying their learning to new situations. Pupils currently in Year 6 achieve the expected standard in science and are able to conduct investigations successfully. They have a sound understanding of fair testing and how to control variables in an experiment. They know about properties of materials and what plants and animals need to grow and develop. They know how electrical circuits work and how they can change the power input by altering certain factors. Pupils' learning is satisfactory, though higher-attaining pupils would benefit from more challenging tasks.
7. Pupils in Year 2 are reaching the expected standard in design and technology, geography, history, information and communication technology, music, physical education and religious education and their achievement in these subjects is satisfactory. In art and design their achievement is good, because of the well-planned curriculum and the good opportunities they have to work with different media. In this subject they reach higher than expected standards for their age. By Year 6 pupils are reaching well above the expected standard in art and design and their achievement is very good. They have benefited from consistently good teaching and a well-planned curriculum, which ensures that they have a good range of experiences to develop their skills and expertise. In religious education, Year 6 pupils achieve above the expectation for their age, because of the rich curriculum and the good teaching they enjoy. In all other subjects they reach standards that are in line with the expectation for their age.
8. Pupils with special educational needs make satisfactory progress against the targets that are set for them. They are supported by learning support workers to work on the same topics as other pupils in the class and make similar progress to their classmates in all lessons. Test results at the end of Year 6 show that they have made satisfactory progress since Year 2. Pupils who have English as an additional language make the same progress as others in their class. There is only one child who is at early stage of acquisition, in the Reception class where additional support is given by a visiting specialist. Both groups of pupils have the same access to the curriculum as other pupils and they benefit from the school's good social inclusion practices.
9. Pupils' learning has improved since the previous inspection as a result of improvements to the curriculum and to the quality of teaching. The school has a much clearer picture of how individuals are progressing through its improved assessment procedures and analysis of data, which are beginning to raise teachers' awareness of the different needs of pupils in their classes. The improvements to behaviour management have also had a positive impact on pupils' learning in the last two years and this is seen in the good attitudes they have to school. The school exceeded its targets for the national tests in 2002. Those set for 2003 are appropriate and achievable.

Pupils' attitudes, values and personal development

10. Most pupils in the school display a positive attitude to school in general and learning in particular. In class they participate wholeheartedly in the wide range of learning opportunities available to them

and this enthusiasm extends beyond formal lessons and into the after school period when many are involved in the numerous after-school clubs on offer to them.

11. Overall, behaviour in the school is good and is the direct result of the successful implementation of effective behaviour management strategies. In the classroom pupils are generally attentive, well mannered and considerate to the needs of others. Out of door, pupils play enthusiastically and with purpose. They show a good level of respect to adults, other pupils and to property. However, behaviour is not consistently good throughout the school and some pupils, particularly in Years 3 to 6, are easily distracted and occasionally disruptive. Consequently, the rate of learning is sometimes impeded. There have been two fixed term exclusions during the past year.
12. Instances of oppressive behaviour are virtually unknown, and no cases were either observed or reported during the course of the inspection. Parents and pupils strongly emphasised the lack of bullying in the school, and parents from different ethnic origins reported how quickly and effectively their children had been integrated into the life of the school.
13. Relationships between pupils and with adults are very good. In the classroom pupils collaborate effectively together in joint problem solving activities and demonstrate high levels of skill in team working when organising fund-raising events or participating in the School Council. Almost invariably they relate well both to teaching and non-teaching staff, displaying a high level of trust and respect. The school places a high priority on the promotion of pupils' personal development and is very successful in achieving this goal.
14. The vast majority of pupils display a good understanding as to how their actions affect other people. They are highly supportive of each other, as was witnessed by the enthusiastic applause given to fellow pupils when being awarded merit certificates at an assembly.
15. The school offers an excellent range of opportunities for pupils to display initiative and responsibility. An extremely active, and self-managed, School Council provides a structured opportunity for pupils of all ages to propose new ideas and initiatives and to comment constructively on current arrangements within the school. A particular strength of the School Council is the commitment of its older members to encourage and support contributions from their much younger counterparts. The well-planned and vigorously fought campaigns for election to the School Council are testament to the school's commitment to the encouragement of personal initiative. The school also very effectively promotes personal responsibility and initiative by pupils managing the office during lunch-break, acting as tour guides during parent visits, and by playing a proactive role in charity and community projects.
16. Levels of school attendance are satisfactory and just in line with national averages. The level of unauthorised absence is also closely in line with the national average. Punctuality of pupils is satisfactory, and registrations are conducted efficiently and in full accordance with legal requirements.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching seen during inspection was good overall. There has been an increase in the percentage of very good teaching since the previous inspection, as well as a reduction in the amount of unsatisfactory teaching. This is due in part to staff changes, but also to better curriculum planning and the successful implementation of the National Literacy and Numeracy Strategies. The provision of more learning support workers has also had a positive impact on the quality of teaching and learning.
18. Children in the Foundation Stage (Reception class) benefit from good teaching in the majority of lessons. Particular strengths are in the ways in which assessment is used to guide the planning for different ability groups, the teacher's management of children's learning and behaviour, and the effective support given by the classroom assistant. Consequently, children work purposefully and make good progress in most areas of learning. However, with more adult support they would make

better progress in the development of language and communication skills. While the teacher plans well for different levels of attainment of ability in the class, the children have too few planned opportunities to model their talk on adults through discussion or to learn to listen effectively for sustained periods. This is because currently the class does not have a learning support worker assigned for each session, and in the current year there have been very few parent volunteers in the class.

19. Teaching in Years 1 and 2 was good during inspection. One of the strengths noted in both classes was the provision of good resources from which children could learn. In a Year 2 geography lesson, the well produced pictures and carefully focused questions about them helped pupils spot key features on the island they were looking at and gave them good information to share with each other at the end of the lesson. Teachers have a good understanding of how children learn and provide them with activities that provide a degree of support as well as encouraging them to be independent. For example, Year 1 pupils made good progress in their understanding of maps by drawing their own, using features they had noted on the road outside the school.
20. In Years 3 to 6 teaching and learning varies in quality. During inspection it was good overall. However, work in pupils' books since September suggests that pupils' learning is more often satisfactory than good in Year 4 and pupils' learning here is not as good as in other classes. The main reason is that teachers in this class are faced with very challenging behaviour from a significant minority of pupils and spend some time in each lesson ensuring that behaviour is managed so that all pupils can make progress. The determination of Year 4 teachers is notable in their efforts to allow pupils to make satisfactory progress. Scrutiny of pupils' work since September shows that those in Year 3, where there is a high percentage of pupils with special educational needs, have made good progress overall, particularly in English, mathematics and science. The teacher has been well supported by the local authority behaviour support adviser as well as by her own expertise and determination that the pupils would make good improvement on their low test results when they were in Year 2. In Years 5 and 6, work in books shows that these pupils have made good progress in mathematics as a result of the teachers providing work adapted to their needs in the different ability teaching sets.
21. Teachers all follow the school's new behaviour policy and through their application of the system are providing clear expectations for pupils with regard to behaviour and effort during lessons. The result is that in those classes where the level of challenge is not so high pupils form very good relationships and the climate for learning is good. Where there is a higher number of pupils with behavioural difficulties in a class, relationships are not so strong; teachers have to devise additional strategies to manage the most difficult pupils. When these are not successful, relationships and the climate for learning are not as good.
22. Teaching in English is satisfactory overall, and some good and very good teaching was seen during the inspection. Strengths in the teaching of English include some good planning for writing, with teachers demonstrating how to write the opening part of a story, so that children can use this as a guide for their own writing. The teaching of letter sounds and spelling patterns are developing strengths in Years 1 and 2. A weakness in English teaching is the lack of planning for different groups in each class. This results in some pupils finding the work too difficult, because there is not enough support to help pupils do it. Higher-attaining pupils often find the work too easy and do not feel challenged by what they are asked to do. There is also a tendency for some teachers to talk for too long without involving the pupils and this leads to lack of concentration and restlessness.
23. Teaching in mathematics is good. Pupils in Years 1 and 2 enjoy the subject because of the teachers' confidence and the enthusiasm that they impart. In Years 5 and 6 the teaching is challenging because teachers provide work that matches the ability of the different groups. Teachers make use of the National Numeracy Strategy to structure lessons and take care to share the learning objectives with their pupils. Pupils of all ages enjoy the mental challenges at the start of mathematics lessons, as seen when Year 4 pupils were asked to create a three-dimensional shape out of mini-bricks and then use accurate language to help their classmates to replicate it. It is notable that where pupils are taught in classes rather than in ability groups the pace and level of challenge are not so high, because teachers do not make full use of their day-to-day assessment of teaching and learning to note what pupils need to learn next.

24. Science teaching is satisfactory overall, with improvements to the planning for investigations since the previous inspection. Teachers' subject knowledge is sound and they provide well-organised resources for pupils to work with. Where teaching is good teachers have high expectations of pupils and set them tasks which challenge their thinking and make their learning memorable. Teaching in all other subjects is at least satisfactory and teachers have at least sound subject knowledge across the curriculum. In art and design, geography, music and religious education teaching is good. In art and design, pupils learn well because of the well-planned curriculum which gives good access to a range of creative experiences and the acquisition of skills is systematically planned. Teachers take care to plan links between art and design and other subjects so that pupils have a clear purpose to their work. In geography and history pupils' learning is enhanced by the good resources that teachers prepare and the regular visits and visitors that they arrange to bring the subjects 'to life'. While pupils' learning is good overall, it was clear during inspection that they are not provided with enough opportunities to work independently at their own level or to be involved in learning through practical activity. Where these features were present, as in a Year 6 maths lesson requiring pupils to use the Internet to collect data, then the pace of learning was brisk and pupils were delighted with what they could achieve on their own.
25. The contribution made by learning assistants to pupils' learning is satisfactory. They plan work with teachers for pupils who have special educational needs or have English as an additional language. When they teach small groups directly, they ensure that these pupils make the same progress as others in the class, by giving clear explanations and by forming good relationships with the pupils that make them want to succeed. The support for the small groups of children with special education needs and English as an additional language is effective and enables them to be fully included in all class activities and to progress at the same rate as the rest of the children in the class.
26. The quality of teachers' marking and the use they make of it to encourage pupils to improve varies. However, all teachers make use of regular assessments of pupils' progress to identify and set targets for pupils in English and mathematics and these are of benefit in helping pupils to correct errors and make improvements to the quality of their work. A weakness in teachers' marking and day-to-day assessment is that they do not use what they learn from this to plan teaching for specific groups in their classes. Too often pupils, excepting those who have special educational needs, are presented with the same tasks. Since every class has a very wide range of attainment in its pupils, these tasks do not present the right amount of challenge or support for every pupil. The school, in its continued focus on developing assessment, needs to include teachers' assessment of teaching and learning and to use this to improve their planning for pupils' needs.
27. The use of homework is satisfactory. Younger pupils are given regular reading and spelling assignments and as pupils grow older they are given more independent tasks to help them prepare for the next stage of their education.

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

28. The last inspection report stated that the school's curriculum was broad and generally balanced and mostly met the requirement of the National Curriculum. With the exception of English and mathematics, there was an identified need to improve the effectiveness of planning in all other subjects. The taught time was below that recommended by the Department for Education and Skills for Years 3 to 6.
29. These issues have been dealt with satisfactorily. The curriculum is now planned in line with the latest national guidance. All subjects have policies and schemes of work.
30. The curriculum planned for all children in the Foundation Stage is satisfactory overall. The curriculum planned for each area of learning identifies the early learning goals to be achieved and this reflects a significant improvement compared to the previous inspection. However, there are too

few planned opportunities for children to practise and enhance their writing skills and the very attractive and well-planned outdoor classroom is unable to be used in the afternoon unless the whole-class is outside, as there is no additional adult to supervise children at that time.

31. In the Foundation Stage, the teacher plans an effective curriculum, which is relevant to all children in the majority of lessons. There is a good balance between class-based and structured activities with a range of imaginatively planned activities for exploring and learning inside the classroom.

However, there is not enough space in the classroom to allow children to have a sufficiently wide choice and easy access to the wide range of activities, which should be easily accessible to all pupils.

32. The class teacher successfully provides as good a balance of adult-led and child-initiated activities and role-play as the accommodation will allow in the Reception class.

33. The school's approach to educational inclusion matches its aims and values and is satisfactory for most pupils. The curriculum for pupils with special educational needs is planned well and all have access to the full National Curriculum. They have individual education plans that highlight their needs. Specific learning programmes that set targets for improvement are shared with both pupils and their parents. These plans are reviewed termly. Learning support workers are allocated to pupils and classes and provide valuable and effective support.

34. Pupils in Year 5 and 6 are placed in sets according to their ability for English and mathematics. One of the main benefits of this arrangement is that teaching and tasks are better suited to pupils' needs. However, some pupils are not fully included in all aspects of school life. Pupils in Year 4 are withdrawn from assembly for additional literacy support and on a regular basis miss this part of school life. The school needs to review this procedure and timetable withdrawal so that it does not always affect the same learning experiences.

35. National initiatives in literacy and numeracy have been adopted throughout the school and satisfactory provision is made for the teaching of basic literacy and numeracy skills. A significant number of worksheets are in use for mathematics and science in the lower half of the school: this has an adverse effect on pupils' learning because tasks set are not adapted to take account of the different needs of pupils. The over-use of worksheets also deprives pupils of the opportunity to write independently when recording their learning.

36. The extra-curricular life of the school is very good. A wide range of clubs, meeting at different times of the day, is available. Staff give their time generously to this and are rewarded by the high level of attendance and enthusiasm of the pupils and parents for these activities. A five-day residential visit for Year 6 pupils to the Isle of Wight as well as a three-day visit for Year 4 pupils to the Forest of Dean contributes to their social development as well extending the curriculum. The curriculum is enriched through visits to museums, historical houses and Roman Villas as well as by visitors attending the school. Pupils talked enthusiastically about the clothing worn and the weapons handled on their 'Tudor day'. Visits from the local theatre group, players from the Old Vic and 'The Animal Man' make a significant contribution to enriching and extending the curriculum for pupils.

37. The school has a written policy for pupils' personal, health and social education. Aspects such as citizenship, drugs awareness and sex education are linked under a coherent structure that ensures continuity and progression. Pupils' personal health and social education has a recognised position on the school curriculum and is valued by the pupils. This was demonstrated in a Year 6 assembly where the theme, as well as the presentation of the assembly, was based on the danger from drug abuse. The children had researched their assembly well, presenting a significant number of facts and an understanding presentation that interested the audience in the content of the assembly. The school nurse makes a significant contribution to the programme being implemented.

38. Partnership with the community and other institutions is good. Links with the church are well established and pupils make visits into the community. The choir takes part in local concerts and pupils have been involved with the town council in providing nesting boxes around the locality. They

are currently planning to brighten the locality by becoming involved in painting hoardings in the town centre. Good links exist between local and county sports organisations who attend at the school and provide some sports coaching for the pupils. Links with the secondary schools are sound. There are sporting and curricular links, meetings between secondary school staff and the headteacher and Year 6 staff, as well as links through members of the governing body.

39. The school makes very good provision for pupils' spiritual, moral, social and cultural development and this aspect has improved since the previous inspection, as the range of opportunities, both in class, in extra-curricular activities and in the community have improved.
40. The provision for pupils' spiritual development is very good. Most teachers place a strong emphasis on encouraging pupils to wonder and marvel at the world around them and to think for themselves. Pupils are encouraged to enjoy their environment and to consider why aspects of life in the world and in the local community happen as they do. Collective worship makes a very good contribution to all aspects of pupils' spiritual development, as the prayer and reflective dimensions are consistently very well presented. The headteacher gives this part of the school day a special "sense of occasion", and he ensures that pupils participate in singing and music. A wide range of visitors, including the local priest, very effectively reinforces the Christian and caring ethos and commitment of the school.
41. Assemblies are planned systematically and sensitively to ensure that the theme each week is reinforced from different perspectives, giving pupils a wide range of experiences. The headteacher has a very good understanding of the contribution of collective worship to pupils' spiritual development throughout the year. Many occasions and events throughout the week foster pupils' spiritual development - for example, the pleasure of painting and experimenting with a wide range of media in art and design lessons and the feeling of joy when singing. Pupils have wide ranging opportunities to wonder at the artistic beauty of different cultures and ancient civilisations in history and religious education lessons.
42. The provision for pupils' moral development is good. Teachers recognise and encourage pupils' personal efforts and achievements throughout their time in school. The family values of the home and school are reflected in teachers' expectations of pupils' behaviour. Pupils are given many opportunities to think about the types of behaviour that enhance the relationships through discussion and circle time. The school has a relevant and easily understood set of rules, which pupils are expected to follow and which give clear guidance on how they should behave in school. The approach to rewards and disciplinary issues is positive and pupils are made aware of what is right and what is unacceptable behaviour.
43. The headteacher and staff provide very good role models, treating all members of the school community and visitors with courtesy, consideration and respect. Consequently, the majority of pupils know what is right and wrong and behave well and value each other's worth. However, there is a small, significant group of pupils who do not respond well to this good provision. Through the curriculum and informal discussions, pupils are made aware of world issues and because of the well chosen range of fund-raising activities, pupils are made aware of children and adults less fortunate than themselves.
44. The provision for pupil's social development is good. Teachers give pupils many opportunities for purposeful collaboration and investigations in lessons. Pupils in all classes have a wide range of responsibilities. The good range of extra-curricular activity and sport promotes the importance of fair play, sharing and teamwork. The School Council and 'circle time' give pupils many opportunities to raise issues of importance to them. Pupils learn the skills of accurately representing the views of others and understanding that there are times when people agree and other occasions when they disagree and most teachers give good guidance on these issues. The pupils in Year 6 have many additional responsibilities, including looking after the office at lunchtime and those who are "buddies" take their responsibilities seriously and contribute to the smooth running of the school at lunchtime.

45. The school provides very well for pupils' cultural and multi-cultural development. Pupils learn about the art, music and lifestyles of people from a wide range of cultures and religions, both in this country and other parts of the world. In religious education pupils learn how religious beliefs and customs have an impact on daily lives, styles of dress, food, music and art. The very high quality of art and musical opportunities in school contribute to pupils' cultural developments very effectively. Sensitive and well-informed teaching about the different faiths and cultures represented in Britain today enables pupils to understand, enjoy and celebrate a wide range of cultures. The many opportunities for pupils to participate in religious festivals in church, including Harvest, Christingle and the many performances at school, also enriches their cultural development. The wide range of visitors further enriches the curriculum and, therefore, pupils' cultural development. Pupils' participation in the town festival and the knowledge and understanding of the history of it provides them with a very good knowledge of the cultural richness and variety within the local area.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. Procedures for child protection and for ensuring pupils' welfare are satisfactory. The headteacher is responsible for child protection matters and he has received full and appropriate training. Other members of staff, both teaching and non-teaching, have been made aware of child protection procedures and of their own role within these.
47. Health and safety arrangements are satisfactory and meet the needs of the school. The health and safety policy clearly defines areas of responsibility and details the various procedures in place. The governing body actively promotes health and safety improvement by conducting an annual audit covering both internal and external aspects of the school. Procedures for first aid, accident reporting and fire prevention, are all sound. The school has effectively met security needs by the installation of closed circuit television and security coded exterior doors.
48. Procedures for promoting good attendance are also good. Attendance data are computer generated and this information is rigorously analysed in order to identify particular trends and problem areas. Unauthorised absence is systematically investigated and, where appropriate, the Educational Welfare Officer will make home visits. The movement of pupils in and out of school during the school day, including reasons for late arrival or early departure, is carefully recorded.
49. The procedures which are now in place to monitor and promote good behaviour are highly effective and have made a major contribution to the very significant recent improvements in standards of behaviour. These new procedures, based on careful consultation with staff and governors, involves a "whole-school" approach ensuring that discipline is operated consistently and fairly throughout the school.
50. Within the behaviour policy very effective arrangements have been established to combat all forms of oppressive behaviour. These procedures are properly understood and rigorously implemented by all members of staff, including lunchtime supervisors and learning support workers.
51. Procedures for monitoring pupils' academic performance and personal development are good. Teachers, and support staff, have a good knowledge and understanding of individual pupils, which is based on the strong personal relationships, which have been established. The school is very effective in monitoring the progress of pupils with special educational needs and those who have English as an additional language.
52. Procedures for monitoring and supporting pupils' academic progress are satisfactory. Teachers have a sound knowledge of pupils' academic potential and progress is appropriately measured and recorded. Arrangements for the monitoring and supporting of pupils' personal development are very good and are based on the teachers' close knowledge and understanding of individual pupils, supported by well developed counselling skills. Pupils with particular problems, whether behavioural, physical or language, receive extra care and support. The procedures in place to support the pastoral care of pupils are highly effective and constitute a major strength of the school.

53. Assessment procedures are good in English and mathematics, where regular tests and assessments give teachers a clear picture of where pupils are doing well and where they need additional support or more challenge. The recording of pupils' attainment in other subjects is sound and teachers maintain careful records of how pupils are progressing. Since the headteacher joined the school there has been a development in the expertise of teachers through comparing their marking standards in assessments and ensuring that all have a good understanding of how to assign levels to pupils' work. While teachers are developing this understanding well, they are not yet making use of it to alter their planning for teaching or learning, so that pupils' learning is not benefiting from the careful procedures as much as it might. The school is aware of the need to further develop its use of assessment findings and has this as one of its priorities for the coming year.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. Parents express a very high level of satisfaction with the school. They consider it to be very well managed, teaching to be good, and standards of achievement to be high. Behaviour is now thought to be very good, and the school is believed to provide a very high standard of pastoral care. Parents feel that their children enjoy school and thrive within a safe and caring environment. The inspection evidence strongly endorses these opinions.
55. The school has forged very effective links with parents, and this strong relationship makes a major contribution to the quality of learning throughout the school. Teachers make themselves readily available to parents at the beginning and end of the day, and this informal day-to-day contact provides an ideal opportunity for parents to keep themselves fully informed of their children's progress.
56. The school-parent link is very effectively consolidated through the Parents, Teachers and Friends Association (PTFA) that was successful in raising £4,000 for school funds during 2002. These monies have been judiciously spent on learning materials and equipment, school excursions, and visiting performers. The PTFA also plays a valuable role in providing a forum through which parental views can be sought and also as a focus of social activity involving both parents and teachers.
57. The impact of parental involvement in the school is very good. Considerable help is given in the classroom, particularly in the Years 1 and 2, and valuable assistance is provided by parents with specialist knowledge, such as visits from the Muslim community who regularly visits the school to explain the history and customs of that particular faith. Strong parental help is also given with school clubs and external visits where additional supervision is required.
58. The quality of information provided by the school to parents is good. The school prospectus contains much relevant detail and provides a good introduction to the life of the school. It does, however, lack visual impact and does not include any photographs of the school or the many activities which take place. The annual report of the governors is reader friendly and provides a wide range of information covering every facet of school life. It fully complies with statutory requirements.
59. Parents are kept abreast of current and future developments through the regular publication of newsletters. A particularly effective feature of these newsletters is the regular invitation to parents to discuss with their children the particular moral theme currently being covered at school.
60. Annual written reports to parents are easy to read and supportive in tone. They clearly inform parents as to knowledge and skills learnt, and teachers' comments are clearly based on a good understanding of individual pupils. However, in the case of older pupils, further information is required concerning their personal development.
61. Parents make a good contribution to pupils' learning, both at school and at home. Assistance is given with homework, and parents are supported in this role by being given relevant and useful

information in homework diaries and at the numerous parent meetings organised by the school. Parents are also effectively helped to support their children's learning through the school's involvement with the Basic Skills Agency and Parent Line Plus. The close parent-school links are formalised through home-school agreements which clearly highlight the respective responsibilities of the school, parents and pupils.

HOW WELL IS THE SCHOOL LED AND MANAGED?

62. The headteacher provides clear and purposeful direction for the work of the school. His vision for a strong supportive pastoral system that allows pupils to develop their self-esteem and confidence is being realised in every class. His commitment to high standards is evident in the work he has done to develop teaching and learning since taking up post just over two years ago. He has moved quickly to establish a range of monitoring activities which are now carried out by subject managers and governors as well as the senior management team. Through these he has gained a very good insight into the school's strengths and key areas for development. The impact of the effective monitoring that has been established is evident in the school's improvement plan, which has identified the correct priorities for improvement. The headteacher has ensured that the issues identified at the previous inspection have all been successfully tackled and that the role of subject managers continues to develop at an appropriate pace. The headteacher has been well supported in his work by the deputy headteacher and the senior management team.
63. The headteacher has won the support of all staff for his vision of the school. Teachers and support workers now feel included in the work of the school and show a strong commitment to improvement. All teachers have a responsibility for subject management, and a few subjects are currently 'overseen' by the headteacher following staff changes at the end of last term. Currently, only members of the senior management team are involved in directly monitoring teaching and learning in lessons. This is set to change in the new school year when all subject managers will have further training in lesson observation to prepare them for these additional responsibilities. At present all subject managers monitor teachers' planning to ensure that the work covered by each class is appropriate; they also track pupils' progress and in English, mathematics and science the subject managers analyse pupils' assessment results to see if there are any areas of concern. While many subject managers are relatively new to their posts, some are well established and bring good experience and expertise to their roles. This is true of the subject manager for history and geography and also for the assessment manager, who is also the religious education manager.
64. The management of special educational needs is satisfactory. The special educational needs manager had left the school at the end of the term before the inspection and a replacement will be made for the start of the new school year. Currently the headteacher has oversight of special needs provision. Since the previous inspection the provision for pupils with special educational needs has improved, especially with regard to pupils working in class alongside their peers and being supported to do the same kind of work. There is a designated governor who has a good involvement in the work of the school and works hard to provide support for pupils on the special educational needs register. Pupils who have behavioural problems are now better supported through the provision of individual education plans, which together with additional support help them to meet their personal targets for improvement.
65. The governors' role in the development of the school has improved since the previous inspection and is now good. Governors are now better informed about the work of the school through their individual links with subject managers. They have a clearer view of how well the school performs compared with similar schools and with all schools nationally, through careful briefing by the headteacher after national test results are published and from their own monitoring activities. They are well involved, alongside teachers, in helping to formulate the priorities for the school improvement plan and are increasingly confident in their ability to probe reasons for suggested improvements. As a result of changes in how they are informed about the school, governors are now more fully aware of the school's strengths and weaknesses and are alert to factors, which promote the school's position. Governors are alert to best value principles and have successfully avoided a predicted deficit in the budget by careful planning and judicious spending in the last three years.
66. The school has an appropriate number of teachers with the correct balance of knowledge and expertise to teach the curriculum to all classes. The allocation of learning support workers had improved since the previous inspection, though at the time of inspection the deployment of support workers was not ideal, owing to recent changes to the team. For instance, some support workers were spending time in more than one class during a session and some classes had two or three

support workers over a four-day period. The provision of adult support in the Reception class is currently not adequate, given the needs of the children and the layout of the classroom and outdoor learning area. The school has plans in hand to change the deployment of support workers for the next school year when the staffing will be further increased and settled. Each class will have its own support worker for a full session so that the teachers and support workers will have better opportunities to plan together for pupils' learning. The school has implemented performance management procedures well. All staff have targets which relate to their professional performance and to the school's priorities for improvement. Their progress towards these targets is monitored by the senior management team or in the case of the headteacher, by governors and support is given where needed to ensure that professional performance is at least satisfactory. Teachers who have recently joined the school have been well supported in their professional development, both by mentors within the school and by the local education authority.

67. The school's accommodation is spacious and several rooms dedicated to a specific purpose, such as the computer suite, music room and a very large gymnasium. However, while the school has many rooms for its activities some of them are cramped and restrict what teachers can plan with their classes. A lack of space is particularly restricting in the Reception class where room is needed to provide frequent access to activities for children in all areas of learning. The lack of space, and the configuration of walls in this classroom make it very difficult for the teacher to provide good independent learning opportunities in all areas of learning everyday. The absence of adult support for some sessions means that children are not able to benefit from the outdoor learning area as fully as they might.
68. The provision of resources for learning is satisfactory overall, and where a subject has been a recent priority, such as English, resources are good. In design and technology there is a need for a review of equipment such as tools and construction kits to ensure that pupils have the right materials from which to learn. Resources for the Foundation stage (class) are barely adequate in some areas. A careful audit to ensure that there are enough resources for all the areas of learning is needed. The school has a library for younger children, from Reception to Year 2, and another for pupils in Years 3 to 6. Both libraries are well stocked with fiction and the non-fiction provision is adequate.
69. The school's financial planning is good and spending is well linked to the school's priorities for development. Funding for special provision in the school, such as for pupils who have special educational needs and those with speech and language problems, is well managed to help pupils to improve. Given the very good provision for pupils' personal development, the good teaching and the quality of the curriculum, the school is now judged to give good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

70. In order to raise standards and improve the school further, the headteacher, staff and governors should:
- (1) Improve provision for the Reception class by: *
- Reviewing the current accommodation in that part of the school and making any alterations necessary to give more space so that there is sufficient room for all areas of learning to be available to pupils each day'
 - Providing enough adult support to give children more opportunities for speaking and listening in small groups, to improve their social skills, to allow children to benefit from the outdoor learning facilities in the morning and afternoon sessions.
Paragraphs 18, 30, 66, 67, 68, 73, 92
- (2) Improve some aspects of teaching and learning so that pupils are provided consistently with challenging work and are given more opportunities to learn independently from activity as well as from teachers' explanations by: *

- Improving teachers' use of day-to-day assessment to provide different levels of challenge for pupils, especially in English and science.
- Reducing a dependency on worksheets for pupils' activities
- Increasing the opportunities for pupils to investigate and research and then report orally on what they have discovered.

Paragraphs 24, 26, 99, 104, 105, 115, 118

- (3) Continue to develop the use of behaviour management strategies to ensure their effectiveness in all situations and with particularly challenging groups of pupils. *

Paragraphs 11, 21, 99, 105

- (4) Further develop the role of subject managers so that they are more accountable for standards through monitoring teaching and learning in their subjects and identifying where improvements are needed. *

Paragraphs 63, 100, 109, 120

Governors should also consider the following for inclusion in their action plan:

- Review the deployment of learning support workers to ensure that pupils with the greatest need are supported. *
- Ensure that pupils receiving extra literacy support do not miss the same activities regularly

* These issues have already been identified by the school for improvement.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	50
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	23	19	1	0	0
Percentage	0	14	46	38	2	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	190
Number of full-time pupils known to be eligible for free school meals	0	26

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	41

English as an additional language

	No of pupils
Number of pupils with English as an additional language	13

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	6.1
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	21	7	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	13	12
	Girls	6	6	5
	Total	17	19	17
Percentage of pupils at NC level 2 or above	School	61 (90)	68 (90)	61 (97)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	12	14
	Girls	6	6	6
	Total	17	18	20
Percentage of pupils at NC level 2 or above	School	61 (90)	64 (97)	71 (93)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	18	12	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	18
	Girls	11	9	12
	Total	25	23	30
Percentage of pupils at NC level 4 or above	School	83 (80)	77 (75)	100 (91)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	16
	Girls	11	9	10
	Total	23	22	26
Percentage of pupils at NC level 4 or above	School	77 (77)	73 (64)	87 (84)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	173	2	0
White – Irish	0	0	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	10	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	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	8.7
Number of pupils per qualified teacher	22.3
Average class size	27.7

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	133

Financial information

Financial year	2001-2002
	£
Total income	431130
Total expenditure	445744
Expenditure per pupil	2322
Balance brought forward from previous year	63822
Balance carried forward to next year	49208

Recruitment of teachers

Number of teachers who left the school during the last two years	5.0
Number of teachers appointed to the school during the last two years	4.7
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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	190
Number of questionnaires returned	64

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	42	3	0	0
My child is making good progress in school.	52	47	2	0	0
Behaviour in the school is good.	25	66	3	0	6
My child gets the right amount of work to do at home.	31	52	12	2	3
The teaching is good.	55	42	2	0	2
I am kept well informed about how my child is getting on.	55	41	3	2	0
I would feel comfortable about approaching the school with questions or a problem.	64	30	5	2	0
The school expects my child to work hard and achieve his or her best.	61	36	2	0	2
The school works closely with parents.	56	38	5	2	0
The school is well led and managed.	64	28	3	0	5
The school is helping my child become mature and responsible.	61	34	3	0	2
The school provides an interesting range of activities outside lessons.	44	47	6	2	2

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

71. Children enter the Reception class in the September before they are 5. During the term before they begin school, there are well-structured arrangements, including visits to the school, visits from parents and information exchanged about their attainments, to ensure an effective and smooth beginning to school. Nearly all children have had pre-school experience in either a nursery or a playgroup. The standards on entry are below average overall with a few children achieving higher standards. There is a considerable variation from year to year and in the last three years school assessments show that the level of attainment on entry is falling.
72. During the Reception year children make good progress towards achieving most of the early learning goals. Particular strengths are in children's personal, social and emotional development, reading, mathematical development, physical development and some aspects of knowledge and understanding of the world. The teacher and support assistant have developed effective teamwork and an effective first stage of learning for the children. This level of commitment contributes to children's active involvement in most aspects of learning.
73. There are some unsatisfactory aspects of the provision for children in the class. The classroom is too small to allow easy access to the full range of apparatus and equipment necessary for children of this age group. Although there is a very attractive and secure "Outdoor Classroom" it is not fully used when there is no other adult available to ensure the safety of the children. Lack of space limits children's opportunities to choose from a wide range of materials and this affects the development of their knowledge and understanding of the world, opportunities for handwriting and creative and physical development. The class teacher, who is also the co-ordinator, makes the most effective and efficient use possible of the available space.

Personal, social and emotional development

74. Children make good progress in their personal, social and emotional development because of the good teaching and their involvement in class and school activities and they are on course to reach the early learning goals by the time they join Year 1. The teacher and learning support worker have high expectations of children's behaviour, set good examples and encourage them to succeed. The children learn what is right and wrong because the teacher has established clear routines and procedures, for example, about taking turns. Children know their expectations and in most cases behave well. Story time and singing encourage children to listen carefully and join in. The teacher has established good relationships with the children and encourages all children, including those who speak English as an additional language and those with special educational needs to speak clearly and ask questions. Consequently, they have gained confidence throughout the year and the majority of children ask questions and are eager to speak about many aspects of school and activities outside school.
75. A particularly good example of children's social development was observed during a lesson when all children were involved in selecting the child who should have the Gold Hat Award of the Week. The child who held this position the previous week has handed over the hat and children were encouraged to say something positive about the child. Children are given regular opportunities for taking responsibility, by, for example, counting the number of children present and allocating paper. Adults praise children for what they do well and this gives them confidence. Most children concentrate during lessons and group activities because of the well-established routines and high expectations of behaviour and learning. However, when occasions demand it, the teacher is firm and children know exactly what has to be done to improve their behaviour.
76. Teaching is good. The teacher knows individual children's levels of attainment and rates of progress because of the rigorous assessments made by her and the classroom support; these are used when planning the next group of activities.

Communication, language and literacy

77. Children progress well in most aspects of communication, language and literacy over the year. The highest attaining children have already exceeded the early learning goals and are working within the National Curriculum. Many children have reached the early learning goals in the speaking and listening and reading aspects, but the majority will not achieve all the requirements of the early learning goals by the time they start Year 1.
78. Children enjoy books; they handle them carefully and the majority read at levels appropriate for their age group. The higher-attaining children read sentences confidently, fluently and accurately and use a good range of reading skills. They use many clues to help their understanding of the story and can retell stories accurately. They also read with good expression and bring stories to life. During the inspection week, the focus was on reference books and children found a great deal of information about a wide range of living things. Most children listen with concentration to stories, understand the sequence and recognise humour.
79. Although the few higher-attaining children exceed the early learning goals in writing, the majority have not reached them. Although most children write lists and individual words, the majority need help to write a sentence correctly. Some children do not hold pencils with an accurate grip and the standard of handwriting varies widely. Higher-attaining children's handwriting is legible, consistent in size and their letters are accurately formed, but a significant number of children do not form all letters accurately.
80. The teaching is good. A range of activities promotes the development of language, ensuring that there are many opportunities for children to read, speak and listen each day. Not enough is being done to develop children's writing. Although children use the class writing areas regularly, there is insufficient opportunity for learning and practising writing skills in the course of each day.

Mathematical development

81. Most children in the class count to 10 and know many addition and subtraction facts. They have a very secure understanding of the value of each number. The higher-attaining children count to over 20 and apply these numbers to measurements. They add and subtract numbers confidently, using the attractive resources well. Higher-attaining pupils recognise and describe the properties of some two- and three-dimensional shapes.
82. Teaching is good in this area of learning. The teacher has good knowledge and understanding and ensures that the children progress well from one stage to the next. Lessons are well planned with suitably challenging work for higher-attaining children, good support for the lower-attaining children and those with special educational needs and for whom English is an additional language. The teacher makes number activities very interesting and challenging. She takes every opportunity to develop children's awareness of the sequence of numbers and their application to everyday life. Consequently, children develop a secure knowledge and understanding of mathematical language and processes and the majority achieve the early learning goals in this area of learning.

Knowledge and Understanding of the World

83. The teaching and learning in this aspect of the curriculum are good in most areas. The teacher gives children a rich variety of activities which enables them to wonder at, learn about, and value the world in which they live. During the inspection, children identified a wide range of animals and classified them according to their skin coverings; fur, scales or feathers. They also classified animals as fish, birds and mammals and explained why the class hamster is a nocturnal animal. They compare the life cycles of butterflies, frogs and mammals. Higher-attaining pupils use reference books to find more information.
84. Children's learning is well developed by the range of investigations, which enables them to learn about themselves, their health and the study of plants. Children know some of the conditions needed for plants to grow and have observed grass growing from seed. The children's interest in

animals was stimulated by the visit of a local vet, who spoke about many of the animals she cared for and her responsibilities. The role play area is set up as a "Vet's Surgery" and children take on the role of the vet, the nurse and the worried pet owner with great interest and this provides a good opportunity to develop their speaking and listening skills.

85. The scientific element of this area of learning is very well taught. However, there are too few opportunities for children to explore the local environment and to make models from construction kits. These shortcomings are because there is not enough adult support available for the teacher to plan activities which require additional supervision and there is not enough space for large scale modelling kits to be in use alongside other activities.
86. Children use information and communication technology (ICT) for a wide range of purposes; they use art, numeracy, literacy and science programs well. They know that switches control a wide range of machines, such as CD players, video recorders and washing machines. The teacher extends the children's knowledge of different religions and cultures through a wide range of books, music and resources. Children also participate in the school assembly.

Physical Development

87. In the lessons and activities observed, the teaching was consistently good and the available resources used effectively. Consequently, children make good progress in most aspects of physical development, especially gymnastics. In a gymnastic lesson children used a wide range of imaginative shapes and movements, creating sequences which involved moving across the floor, balancing and moving over some gymnastic equipment.
88. The majority of children change independently for physical activities and understand the purpose of warming up and cooling down exercises on their bodies. Some pupils said, "When we warm up, our hearts beat faster and pump the oxygen round our bodies and we feel hot". Although the dance and gymnastic aspects of physical development are well taught, the lack of additional classroom support throughout the day prevents pupils from using the outdoor classroom as frequently as possible for physical activity.
89. Children handle construction equipment, paints and scissors with dexterity and accuracy. Their work over the year shows increasing control and attention to detail.
90. The teaching of physical development is good and, when available, the classroom support assistant makes a good contribution. The teacher manages children very well, gives clear instructions and encourages a good balance between her expectations and planning for children's development and giving children the opportunity to show initiative and develop their independence.

Creative Development

91. Children are encouraged to experiment when mixing paints or using materials and learn to handle equipment correctly and carefully. They achieve very high standards in their paintings of aboriginal animals. Children have produced particularly good clay models of a wide range of animals and fish and paintings related to living things. The teacher and learning support worker interact well with children, extending their language and encouraging their imagination. They have a very clear focus for each activity. They develop the children's musical talents very well. Music is an intrinsic part of many activities and this promotes children's confidence in music and performance. Every day children join in a wide variety of musical rhymes and jingles and they participate with enjoyment in hymn singing during assembly. Children's artistic skills are well developed and they produce many attractive designs and symmetrical patterns and know the effects of mixing colours.
92. The teaching is good and the teacher makes the best possible use of the available space for activities which enhance children's creative development. The limited space prevents as wide a range of equipment as possible being readily available. When children use the outside classroom, they use the equipment available imaginatively, especially during a mathematics lesson. By the

time they enter Year 1, the majority of children will have reached the early learning goals in this area of learning.

ENGLISH

93. Pupils currently in Year 2 are achieving standards that are below those expected for their age. While all pupils are making satisfactory progress, their low overall attainment is due to the high proportion of pupils who have special educational needs. Another factor which contributes to the low overall attainment is the smaller than usual proportion of higher-attaining pupils.
94. Standards in speaking are close to the expected level, though few pupils extend their answers and develop ideas through talk. The majority listen well for parts of the teacher's instructions but a few find concentration over a longish period difficult. Most pupils listen well when the teacher asks direct questions after a short period of instruction and when they are listening to their classmates answer questions. Overall, listening is below the standard expected for this age and this contributes to pupils' weak retention of what they have learned. Standards in reading are below the expectation by the end of Year 2, though all pupils have knowledge of letter sounds and are able to read words by sounding out the letters. The main weakness in reading is that many pupils, particularly those who have special educational needs, are not able to draw meaning from what they read. Average attaining pupils read fluently and can talk about what they have read. The highest attaining pupils are able to talk about the stories they like and why they like them.
95. Standards in writing are below the expectation for pupils at the end of Year 2. Average attainers write well-constructed sentences which show good control over punctuation and capital letters. Handwriting is variable among this group of pupils, with most writing legibly but not neatly in their finished work. There are very few higher-attainers in Year 2. Their writing is well organised, appropriately punctuated and legible, though they do not make adventurous word choices, so overall their writing lacks variety. In all aspects of writing, about a third of Year 2 pupils are below the standard expected for their age. Many have poor letter formation so that much of their writing is illegible. For those pupils who write legibly the quality of their writing is reduced by the poor spelling and lack of consistent punctuation. Much of this low attainment in writing skills relates to their low literacy skills when these pupils joined the school in the Reception class. Overall, all pupils are making satisfactory progress in their basic literacy skills. Pupils who do not have English as their mother tongue are adequately supported in class and are able to follow instruction in English as well as read and write in the language.
96. Pupils in Year 6 are reaching standards that are expected for their age. This reflects their overall level of attainment on entry to the school and their performance in national tests when they were seven. While there are a number of pupils who have special educational needs in literacy, this is balanced by a similar number of pupils who are higher-attaining and reach standards above those expected for their age in reading and writing. In speaking and listening pupils are broadly average. They are able to follow lengthy instruction and answer questions appropriately. Only the highest attainers develop their answers beyond a brief response and they also add to the ideas of others, as when a class was discussing the poem, "The Magic Box". Pupils listen well to readings during lessons and are able to extract meaning from what they hear because of their listening skills. This was well illustrated in a geography lesson where pupils were able to follow fairly complicated instructions about using map symbols and had no difficulty with the tasks as a result.
97. In reading, standards are at the expected level with most pupils able to read with sound understanding. Higher-attaining pupils show in their insight of deeper meaning in a poem that they are able to understand what the writer is saying indirectly to the reader. Pupils in Year 5 and Year 6 are able to read independently for research and this is seen in the work they undertake as both class work and homework for topics in history and geography.
98. Standards in writing are at the expected level in Year 6. Pupils write with control over the structure of their writing and average and higher-attaining pupils are able to write with a good sense of their audience. They are able to adapt the tone and the vocabulary of their writing to suit the reader. By Year 6, handwriting is of a good standard for most pupils, especially in their final drafts. Spelling is

still a weakness for some and this partially reflects the gaps in teaching of basic skills when they were younger. The school is currently adopting a new spelling strategy to help pupils overcome their problems with spelling.

99. The quality of teaching is satisfactory overall. While some good teaching was seen during inspection, the evidence from pupils' written work since September, suggests that teaching is more often satisfactory in most classes. In some classes, notably in Year 6, it is evident that there has been some very good teaching in the current year, and many pupils have made better than expected progress as a result. In another class, it is clear that the difficult behaviour of a significant proportion of pupils has slowed the pace of teaching and learning. Teachers have a sound understanding of the National Literacy Strategy and structure their lessons to include a time for whole-class instruction with question and answer, followed by individual work and ending with a review and summary of what has been learned. Teachers are clear in their explanations, as in a Year 4 lesson, where pupils were learning about the structure of Haiku poetry. They have good expectations of behaviour, and in two classes teachers work hard to maintain the flow of teaching and learning while handling challenge from a significant number of pupils. Teachers take care to prepare good resources to support pupils learning, as in Year 2, where word cards had been produced to help pupils distinguish between different sounds. However, teachers do not always use resources to the best effect and need to reflect more on how well pupils respond to working with the materials they produce and allow them more time to learn fully from them. The marking of pupils' work varies and in those classes where teachers make helpful comments as well as praising efforts it is evident that pupils respond and their errors are corrected. Where this is not done, then errors are not so quickly corrected. All teachers set targets for pupils to help them improve their work, these are appropriate and help pupils improve over a longer period of time. Teachers provide regular opportunities for pupils to use information and communication technology in their work. Pupils have good opportunities to use their literacy skills in other subjects. They write in different styles for their work in history and geography such as descriptions comparing Nailsworth with a contrasting place, or they write about the Fire of London explaining where it started. Older pupils use their reading skills to research information for topics either on computers or from books.
100. The subject manager has been in post for a little over a year and in that time has monitored teachers' planning and pupils' work. She has a clear idea of the areas for development in the subject and works closely with the headteacher on deciding priorities. She has improved resources for writing and has done some monitoring of teaching. The management of the subject is satisfactory and there has been good improvement in standards by Year 6 since the last inspection.

MATHEMATICS

101. Since the last inspection results in the national tests have been above the national average. This is an improvement in standards since the last time the school was inspected when the results attained in the national tests had been in line with national expectations. By the age of eleven pupils have made good progress in mathematics.
102. In the 2002 National Curriculum mathematics tests for pupils in Year 2, the proportion of pupils attaining the expected levels in mathematics was very low and also very low when compared to similar schools. The standard seen during the week of the inspection indicates an improving position with pupils working at a level that is close to national expectations.
103. Pupils in Year 6 are taught mathematics in two ability groups and four of the more able pupils from Year 5 work with the more able group in Year 6. Throughout the remainder of the school, pupils are taught mathematics in their class groups. There is a wide range of ability in all classes as well as in the groups in Year 6 and during the inspection teachers generally planned activities which met the varying needs of pupils. Pupils' books show, however, that in most of the classes pupils regularly complete the same exercise, and that teachers often do not vary tasks sufficiently to ensure that all pupils are extended.
104. In the Years 1 and 2, the teaching is good. Teachers encourage pupils to use different strategies and to explain how they arrive at the answer given. Lesson planning is clear and centres on the teaching of basic skills, particularly those needed to make mental calculations. Lesson objectives are well focused and show the teachers' own good subject knowledge and understanding. The

enthusiasm of these teachers transmits itself to the pupils, who increase in confidence, and take pride in working accurately, and as a result develop positive attitudes to the subject. Teachers are aware of the capabilities of different groups of pupils and generally make sure that the work they are given is appropriate. However, there is a great deal of reliance on the use of worksheets and these do not always differentiate sufficiently to provide all the pupils with the required level of challenge.

105. The quality of teaching in Years 3 to 6 is more variable. During inspection, it was good overall, with one satisfactory and one very good lesson observed. The lessons in Years 5 and 6 do much to raise standards because the grouping of the pupils enables the teachers to provide work that is suitably challenging for all pupils. The pace of learning within these groups is good and the content of the lesson engages and sustains pupils' interest. Classes in Years 3 and 4 contain some challenging pupils and a significant number of pupils with special educational needs. These factors are not present in the older classes and they place different demands on the teachers and influence the way they deal with the children. The constant need to deal with behaviour and inattention from some of the children tends to influence the pace of the lesson and the progress that pupils make. The ability of the teachers to manage these classes is generally sound but this is very demanding on them. The average and below average pupils and pupils with special needs are well supported and the work presented is challenging. However, the pace that the more able pupils are working at could be more challenging, which could result in these pupils making better progress.
106. In all the lessons seen teachers used the structure recommended by the National Numeracy Strategy. Teachers challenge pupils through good questioning, generally good pace and the appropriate use of subject knowledge. Teachers ensure that pupils are clear about the purpose of the lesson and what they are expected to learn and at the end of each lesson pupils are given the opportunity to evaluate their own progress.
107. Throughout the school, teachers diligently mark pupils' assignments and some guidance is given to help with developing the work. However, teachers need to be more evaluative when marking, so that more challenging assignments are given to all pupils and that repetitive work is not carried out. For example, in a significant number of books, especially those of the more able pupils, the work is constantly correct and consideration should have been given when marking as to whether the work being carried out was sufficiently challenging. With the exception of a weakness in the day-to-day assessment practice, procedures overall for assessing pupils' progress is sound.
108. The mathematics curriculum places a good emphasis on numeracy, and these skills are reinforced in other subjects, such as concepts of shape and symmetry in art, measurement in design technology and time lines in history. Information technology is used widely by teachers to reinforce number recognition and computation. It is also used to download data from the Internet to produce graphs and to make judgements about the data.
109. The results of national testing have been analysed and realistic targets set. An informative audit for mathematics has been carried out by which the school has identified the strengths and weaknesses in classes and areas for development. The school is clear about the reasons for the below average standards in Year 2 national tests in 2002 and has taken appropriate action. The post of curriculum manager is now shared between two members of staff who are new to the school. They are enthusiastic and have already familiarised themselves with the documentation available. They have not had the opportunity to identify areas in which the teaching of mathematics can be further improved.

SCIENCE

110. Standards achieved by pupils at the end of Year 6 are average overall. This is below the very high standard achieved by Year 6 pupils in the national tests in 2002. The main reasons for this difference in standard is the number of higher attaining pupils in the previous Year 6 class, and the high quality science teaching these pupils received from a teacher who has since transferred to another class. Standards are below average for pupils at the end of Year 2. This is an improvement

on the teacher assessments for pupils in Year 2 last year, when standards were low and there was a high percentage of pupils with special educational needs in the class.

111. There is a wide range of abilities throughout the school and pupils make satisfactory progress overall. Pupils with special educational needs and those who speak English as an additional language are well supported and make sound progress towards their targets. From the lessons observed and the analysis of pupils' work over the year, it is evident that there is insufficient challenging work for the higher-attaining pupils and during the inspection few pupils were seen working at the higher levels. There is no significant difference between the standards of boys and girls.
112. The standards achieved in lessons and in the analysis of work show that the majority of pupils in Year 6 are working at average levels, with higher standards in knowledge and understanding of life processes and living things. Although they achieve high standards in the observation and recording of experiments, there is insufficient evidence of independent problem solving in, for example, choosing the apparatus and planning an experiment or independent recording and reasoning.
113. During the inspection, Year 6 pupils, with teacher's support, investigated the effect of the thickness of wire in an electric circuit and the brightness of the bulb. They connect circuits in series and know that, in order for a test to be fair, there can only be one variable. During the lessons, pupils with special educational needs were well supported by additional staff and adapted recording sheets, but apart from more challenging questions during the discussions, there were too few additional challenges for the more able pupils.
114. By the end of Year 2, most pupils are beginning to understand the importance of fair testing. During the inspection, with teacher support, they classified and tested a variety of materials and their effects on friction. Pupils compared the speeds travelled by a car down different slopes. During the year pupils have observed the changes that occur in different substances and recorded their observations. They related these investigations to the differences between melted and solid chocolate and between water and ice. They classify living things into a wide range of categories according to physical features, movements and habitats.
115. The science curriculum is satisfactorily broad and balanced and based largely on a national scheme. This is followed by all teachers and leads to satisfactory progress overall. The national scheme is supported by a commercial scheme which has been used to increase the range of investigations. However, in the majority of classes, the worksheets are used by nearly all pupils and this creates limited opportunities for independent research and recording for higher-attaining pupils. It has been used more selectively and successfully in a small number of classes, especially in Year 1 and Year 3 and in these classes work was well matched to the needs of all pupils. Pupils in Year 3 designed a test to identify the factors that affect growth in plants following a visit to the Forest of Dean and pupils in Year 1 compared the brightness of a range of light sources.
116. During some lessons, pupils were interested, listened carefully and were keen to succeed. However, other pupils lacked confidence and were unsure of the purpose of the activity. There is a wide range of presentation varying from neatly presented work to untidy work, which has not been corrected.
117. During the lessons observed teaching was satisfactory overall, with some strengths: the particular strengths observed were:-
 - Curriculum planning to ensure coverage of the required activities and investigations for science.
 - Very good resource organisation which enables pupils to carry out the planned investigations.
 - Good relationships with pupils which enhance their confidence and understanding.
 - Effective use of support staff which contributes to pupils with special educational needs and for whom English is an additional language making sound progress towards their targets.
118. Overall, assessment is not used rigorously enough to either guide or amend teachers' planning, especially for higher-attaining pupils. Teachers are over-reliant on worksheets and, while this

ensures coverage of the curriculum, it does not give sufficiently additional challenges for higher-attaining pupils.

119. Science contributes well to pupils' personal, social and health education. Pupils know the importance of a healthy diet and foods which are part of that healthy diet. They know the dangers of drugs, smoking and alcohol abuse. Sex education is taught as part of the science curriculum and the personal and social development curriculum and the school nurse supports this work. The science curriculum is satisfactorily broad and balanced and includes many opportunities for investigations. A particular strength of science curriculum is its contribution to pupils' understanding of environmental issues. Pupils also benefit from a good variety of day and residential visits, which enhance their scientific knowledge and understanding.
120. The leadership and management of the subject are satisfactory. The co-ordinator has successfully introduced a greater level of investigations into the curriculum and teachers are more confident in this aspect of science. There is insufficient monitoring of teaching and pupils' work to identify the strengths and weaknesses between the different years and ability groups. Pupils benefit from a wide range of resources which are well organised and easily accessible for most aspects of science.
121. There are insufficient ICT resources for parts of the curriculum. Pupils' numeracy skills are developed well when they have opportunities for measuring and sequencing events. Their literacy skills are well developed in their knowledge and use of scientific vocabulary. However, the over-use of commercially prepared worksheets does not give them sufficient opportunities for independent writing.

ART AND DESIGN

122. Standards in art and design are very good and this subject has a very high profile within both the school and the community. Standards in art show a very good improvement compared to the previous inspection, when they were satisfactory. Overall, pupils achieve standards that are well above those expected of pupils of their age groups in Year 6 and above those expected in Year 2. Pupils in Years 1 and 2 work well with a wide range of materials. Previously completed work shows that they make very good progress in all aspects of art, especially in observational drawing, weaving and their knowledge and understanding of a wide range of artists. During the inspection, pupils studied the work of Cézanne and their observational skills were well developed. They had previously designed and made individual sculptures of a still life based on fruit. They applied their modelling skills carefully with a good awareness of shape and proportion. The finished products were of a very high standard. During the inspection pupils chose the media in order to create still life arrangements that they had designed. The higher-attaining pupils used colour, light and shading very effectively to create realistic effects and the rest of the pupils achieved high standards in their careful use of media and observational skills.
123. By the time they reach Year 6 pupils have achieved very high standards in all aspects of art for example, they have studied and worked in the style of a wide range of artists from the classical styles of Hans Holbein to Vincent van Gogh and the Pop Art style of Andy Warhol. History is frequently used as a stimulus and in Years 5 and 6, pupils painted Greek vases and designed and made sculptures inspired by their study of Greek pottery.
124. Throughout the school most pupils use sketchbooks well and make very good progress in their use of a wide range of media and technique, incorporating art from a wide range of cultures and religions. These include:-
 - Large scale batik hangings incorporating printed shell patterns using press-print blocks
 - Hard and soft sculptures including decorative cubes and other shapes, puppets and a range of characters. They experiment with tones and textures, paper weaving and excellent range of fabric weaving
 - Stained glass effects related to Christianity

- Asian art, including Islamic art, incorporating designs taken from the religious scripts and ICT, Indian art, for example, Paisley patterns and a very wide range of designs from many cultures

125. There are many factors which contribute to the very high standards in art. Pupils are very well motivated and confident when experimenting with new techniques. They enjoy the challenge of new artistic experiences. Pupils have very positive attitudes to art, enjoy it and take pride in accurate, yet creative, and very carefully produced work. They handle a wide range of media and new learning with confidence and enthusiasm to do well.
126. The quality of teaching is very good overall and never less than good. Teachers use the good curriculum guidance, the work of a wide range of artists of different traditions and cultures very effectively to inspire and develop creative thinking. They are careful to develop skills progressively so that each year pupils refine skills through practice. Teachers are skilled at demonstration and provide pupils with exciting tasks which motivate and absorb them. A good example of this was the Year 2 work on clay fruit which they had based on a still life painting by Cézanne. Teachers develop pupils' ICT skills purposefully and creatively in art lessons. For example, one group of pupils had designed symmetrical designs with a deliberate mistake on each, giving the observers the challenge of finding it.
127. The leadership and management of art are very good. The co-ordinator, who is also the co-ordinator for display throughout the school, undertakes her role efficiently, creatively and with tremendous flair. She has very good personal skills in art and an intellectual and evaluative approach, which is reflected in the quality of work seen in all classrooms and corridors. She has a thorough understanding of the levels of attainment of pupils and the strengths and areas for development in the subject. She ensures that the curriculum is broad, balanced and intellectually challenging. The curriculum is further enhanced by the quality and range of extra-curricular activities, an extremely wide range of visits, including residential visits and visitors. Last year the pupils were involved in the Nailsworth Festival and made large-scale sculptures, reflecting some of the cultural traditions of the town. Art makes a very positive contribution to pupils' spiritual, moral, social and cultural, including their multi-cultural development.

DESIGN AND TECHNOLOGY

128. No design and technology lessons were seen during the inspection as a result no judgement has been made about the quality of teaching. Evidence gained from discussion with teachers and pupils, work on display, and other samples of pupils' work, including photographs, indicates that in Years 2 and 6, pupils make sound progress, and reach the expected standard for their age. The standards achieved are similar to those found at the time of the previous inspection.
129. A scheme of work is now in place, which ensures that there is progression in the teaching of skills and the acquisition of knowledge across the school. Termly assessments based on the topics being followed are carried out and samples of pupils' work are moderated and kept for reference. These are all developments that have taken place since the previous inspection and make a positive contribution to the improvement of this curriculum area.
130. All pupils make satisfactory progress in developing their skills to use scissors accurately and to join paper and card with different materials and techniques in Years 1 and 2. Pupils' observational skills are well used in Year 1 where some good work is carried out on observing and comparing old and new toys. A popular activity was the making of a fruit salad where again the pupils were encouraged to look, taste and make a fruit salad. After peeling, washing, chopping the salad was sampled and written observations made. In Year 2 pupils draw sketches of vehicles and evaluate the completed construction so as to put forward suggestions for improvement. A similar approach is followed in the construction of puppets. A design is considered, materials evaluated and the construction assessed with the intention to improve on the present standard.
131. Pupils in Year 3 use the results of their own research to help identify the most popular type of sandwich filling before making them, to taste and compare. They produce graphs and tally tables, which helps them to communicate their results. Analysis of the sandwiches is carried out under specific headings and a careful record of observations is kept. The importance of cleanliness is stressed. Pupils in Year 4 have constructed photograph frames to an identified design criteria and

after construction evaluation takes place and records are kept .By Years 5 and 6, pupils clearly understand that their designs have to meet a variety of different needs. This is illustrated in their work on the construction of slippers where at the planning stage designs are changed when consideration is given to the materials to be used and the constraints that these place on the construction of the slipper.

132. Cross-curricular links are identified especially with mathematics where measuring is used in the construction stage and graphs and tally charts in the planning stage. Well-written, detailed reports especially in Years 5 and 6 link their design and technology work with literacy. The designing of a security system to protect Egyptian artefacts links their work with history.
133. The co-ordinator is knowledgeable and is aware of standards throughout the school. A two-year planning cycle is being developed and plans are being considered to increase the number of construction kits that are available and to replace some of the tools that are now showing signs of wear and tear. Generally materials and tools are sufficient to support the delivery of the curriculum but resources for aspects such as mechanisms and control require further development.

GEOGRAPHY

134. Standards in Year 2 and Year 6 are in line with what is expected nationally. The progress of all pupils is satisfactory and this is seen in both the quality of work on display and in their books.
135. Pupils in Year 2 learn about other locations by studying the Isle of Struay from a story they read and they compare the features of this island with their own town of Nailsworth. They know a number of features to look for and using very well prepared resources are able to identify tracks and mountains. Higher-attaining pupils are able to explain what a jetty is used for on the island and why Nailsworth doesn't have one. Pupils in Year 1 begin to learn about maps and the correct terms for features on roads. They draw their own road maps and all are able to add features such as a roundabout, trees and a 'lollipop' lady at the crossing.
136. In Year 6, pupils compare their settlement in Nailsworth with that on the Isle of Wight. They look at landforms and compare climate by looking at weather patterns on graphs. Higher-attaining pupils are able to compare maps and photographs and extract information quickly to help them identify certain features such as lighthouses and cliffs on the Isle of Wight. Year 5 pupils' work on a similar topic with Weston-Super-Mare as their contrasting town. For each class the topic studied relates to their fieldwork visit later in the term, when they will have the opportunity to see first hand what they have been studying from maps, photographs and books. In Years 3 and 4, pupils study weather around the world and learn how to extract information from graphs to build up a picture of how climate effects how people make a living. By Year 6 pupils have a sound grasp of geographical terms and can record their learning in a number of ways.
137. The quality of teaching is good overall. A strength of the teaching lies in the good planning that teachers do to ensure that topics are well resourced. For example, in Year 2 the pupils worked from very well produced drawings of the Isle of Struay. Because the drawings were so clear and contained just the information the pupils needed, they grew confident about their ability to succeed with the tasks set. The benefits from working with such high quality materials were evident at the end of the lesson when children entered into lengthy discussions about what they found and how it was different from their own town. With older pupils, teachers' clear instruction and well-adapted tasks ensured that Year 5 and Year 6 pupils could work successfully on their different localities. Teachers have good expectations of behaviour and are quick to praise pupils who show good attitudes and make an effort. In the geography lessons seen teachers kept their instruction and explanation short and allowed pupils to learn for themselves. This method of learning is well suited to many children in the school who achieve well when lessons are planned like this.
138. The subject is well managed. There are plenty of resources. The subject manager has a good understanding of the strengths and weaknesses in the subject and she knows how pupils progress through the different topics they study. The quality of curriculum provision is very good because of

the many field trips and well-planned activities that pupils undertake. There has been good progress in the development of the subject since the previous inspection, with among other things a better use of information and communication technology to support pupils' learning. No monitoring of teaching has taken place yet and this is a necessary further development of the subject manager's work.

HISTORY

139. Standards in Year 2 and Year 6 are in line with the expectation for pupils of this age. Pupils make sound progress in their knowledge and understanding of the past and their learning benefits from a good range of planned visits and visitors to the school.
140. By Year 2, pupils have learned about famous people in the past such as Samuel Pepys. They know where the Great Fire of London was started and how quickly it spread. Higher-attaining pupils write as if they were eye witnesses to the fire and describe how people tried to save their possessions and others tried to put out the fire. For many pupils in Year 2 the link with artwork is helpful to them in recording their learning and some have produced colourful pictures of how the fire might have looked.
141. By Year 6, pupils have a broad knowledge of different eras in history and are developing a sense of chronology that helps them understand how change has happened over time and what events have brought about certain changes in different societies. For example in their study of the Tudor era, pupils learned how the journeys of exploration changed the lives of people in Europe because of the discoveries that were made in the Americas. They know about changes in Britain during the last century and how world war affected the lives of ordinary people. Pupils have good opportunities to use computers for their work in history and there is evidence of independent research done by pupils from Year 3 to Year 6.
142. Only two lessons were seen during the inspection. One was good, the other satisfactory. In Year 1, the teacher made a good link with the work done in geography by using the road maps that pupils had made. This helped pupils think about motorcars and look at how they had changed over time. The simple investigation they were given to work on independently was effective in allowing them to develop confidence in their own ideas. In Year 4, pupils were able to make satisfactory progress because of the teacher's determination to manage the difficult behaviour of a few pupils who found it difficult to listen for the required time. Because of the teacher's calm management of pupils, they all made progress in learning from a historical source and were pleased with what they could find out for themselves. Scrutiny of pupils' work during this year, suggests that teaching is satisfactory overall in the subject.
143. The subject is well managed. The subject manager monitors teachers' planning and ensures that topics are not repeated in mixed age classes. She is aware of standards in the subject and has an idea of teachers' confidence to teach the subject from informal discussions with them. She has not so far observed any teaching and learning and this is an appropriate development for the near future. As with geography, this subject is well enhanced by the many visits and visitors that the school arranges. During their study of the Tudors, pupils were coached by a team in the use of pikes in Elizabethan battles. Other pupils have enjoyed visits from a Viking or Roman legionary who explained life in their times. Pupils have good recall of their visits to the Black Country Museum and the Corinium Museum and Roman Amphitheatre. The subject is well planned to forge links with other subjects especially art and increasingly with literacy lessons, and pupils often stage performances to bring a scene from history to life. The subject makes a very good contribution to the spiritual, moral, social and cultural development of pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

144. Standards in ICT are in line with expectations at the end of both key stages. Since the last inspection, time and effort have been devoted to developing the ICT curriculum and to ensuring that the range of equipment is effectively used to support learning. The curriculum is constantly becoming more demanding and the school has managed to keep pace with these demands. Pupils, including those with special educational needs and those for whom English is an additional language, make good gains in their learning as well as their understanding of how ICT plays an ever-increasing role in their everyday lives. The computer suite and interactive 'Whiteboard Room' are well used and provide pupils with good access to the required resources. The development of pupils' learning is, however restricted by the lack of easy access to computers within the classrooms.
145. By the end of Year 2, pupils are gaining an understanding of how computers can be used to enter numerical data in order to obtain a simple chart or bar graph. They know that the appearance of type-written text can be altered by changing the size or style of a font. In the computer suite pupils demonstrate that they are aware of the protocols of using a network and can easily log-on and log-off, understanding the need to leave the computers in a ready state for others to use. Many pupils are able to load and retrieve programs and can obtain a hard copy of their work without the assistance of an adult. Pupils make sound progress in their understanding of how to use and programme a programmable toy and are able to give examples of how ICT impacts on their daily lives e.g. microwave ovens.
146. By Year 6, pupils are able to gather information and present this as a multimedia presentation. When working with a graphical program, pupils demonstrate that they know how to manipulate lines and shapes, draw, move, colour and resize lines and shapes. They confidently recognise and use icons on the tool bar. In the lesson observed in Year 4 pupils successfully produced graphs to show the minibeasts found in their leaf litter on a recent field trip. By Year 6 pupils are developing a sound understanding of databases.
147. In lessons in the computer suite, opportunities are provided for pupils to use the Internet to support their learning and, for example, in history, in their work on the Tudors they search for information on costumes and weapons as well as the career of Sir Francis Drake. In geography, in their work on mountains, information on the Himalayas is gathered and used, and in a very good mathematics lesson in Year 6, pupils used data from the Internet to produce a graph and used it to make judgements. There was evidence of e-mails being sent to members of an Antarctic expedition in the Year 4 work in geography. Throughout the school ICT is being used to support the development of the curriculum. The exception to this was in science, where the use of ICT for data handling and for the gathering of information from sensors is planned for the next school year when the relevant equipment arrives.
148. The quality of teaching and learning observed in Years 1 and 2 and Years 5 and 6 was good. Teaching and progress in the other lessons was satisfactory and no unsatisfactory teaching was observed. The significant difference between satisfactory and good lessons was the confidence shown by the teachers. In the good lessons the pace of the work was more challenging and the pupils were fully involved throughout the lesson. Before using the computers teachers make very good use of the electronic whiteboard to ensure that pupils are clear about the task they are to attempt and during the lesson teachers provide good support for the pupils. Information technology has a high profile at the school and the co-ordinator and staff should be commended not just for providing additional opportunity for the children through a computer club but by also attempting to involve parents in developing a better understanding of the curriculum through offering them taster sessions at the school.
149. Leadership and management of the subject are good. There is a clear understanding of how to improve standards and how to develop learning opportunities. The school has a structured scheme of work and ICT is integrated across the curriculum. The development of teachers' confidence and familiarisation with the scheme of work will help to continually improve the standards of work across the whole-school.

MUSIC

150. Music has a high profile throughout the school. By the end of Year 2 and Year 6 pupils' average standards are enhanced by their very high standards in singing. Standards show an improvement since the previous inspection.
151. Pupils sing harmoniously, tunefully and with accurate pitch. These high standards reflect the very good teaching by the headteacher. During the lesson observed and Collective Worship, his infectious enthusiasm and very good subject knowledge and expertise in music inspired the pupils to improve phrasing, expression and accuracy. Pupils sing a wide repertoire of songs, including hymns, traditional songs and African songs with a very good feel for the style and occasions when they are sung. They sing part songs and rounds, maintaining their own parts very securely and incorporating a very good dynamic range. All pupils, including those with special educational needs and those who speak English as an additional language, sing enthusiastically and well and make good progress.
152. This high level of achievement in singing continues as the pupils progress through the school. They apply their skills by singing a variety of hymns in assembly often in two parts. They sustain accurate pitch and sing with a good feel for the type of songs. They are aware of other singers, start on time and finish crisply as directed by the headteacher who conducts them. Pupils learn music from a wide range of cultures and during the inspection sang an African song, with a very good awareness of the different parts, and successfully maintained their own parts, resulting in the deep harmonious and rich African tone.
153. Some pupils benefit from the wide range of instrumental teaching available, including woodwind, brass and stringed instruments. All pupils have the opportunity to play the recorder. Not enough lessons were observed for an overall judgement of teaching to be possible. However, during the inspection, the teaching of singing time was observed and discussions with pupils showed good knowledge and understanding of music from a wide range of cultures and composers.
154. The quality of composing and pupils' knowledge of note values are at least satisfactory. Curriculum planning ensures that pupils benefit from an enriched curriculum, which fully meets the statutory requirements and exceeds them in terms of the opportunities for singing and performance. There are good procedures for assessing pupils' skills, knowledge and understanding, so that future teaching can build upon pupils' previous learning.
155. Music makes a very good contribution to pupils' spiritual, moral, social and cultural development. Recently, pupils took part in a massed schools' performance in Gloucester Cathedral, where they were accompanied by a professional orchestra. Pupils are enthusiastic about the many opportunities for performing in church at Harvest, Christingle and Easter Festivals and the many school performances. There is a good range of tuned and untuned percussion instruments and, when appropriate, children used an ICT program for composition. The curriculum is enhanced by a wide range of visitors, including professional musicians.

PHYSICAL EDUCATION

156. During the inspection two dance lessons were observed and four games skills lessons were seen. No gymnastics lessons were seen. Teachers' planning and interviews with pupils indicate, however, that all the areas required to be taught, (gymnastics, dance, swimming, athletics, games and outdoor adventurous activities) are covered.
157. In the Year 1 dance lesson pupils explored movement ideas through a range of music. The theme for the lesson was based on the book, 'Whatever Next?' by Jill Murphy. The intention was to use the dance lesson as a stimulus for writing in the literacy lesson. Pupils showed a good awareness of space in their interpretation of marching, galloping and moonwalking. They listened carefully to recorded music, they moved on the balls of their feet, lightly and quickly and responded promptly to

the teacher's directions and instructions. Pupils were very interested in each other's activities and were happy to discuss and contribute to the lesson's development.

158. Year 6 pupils created a piece of African dance in small groups and shared the completed works in the form of a performance from each group. This was a well-organised and energetic lesson with the pupils fully involved and interested and concentrating well throughout. Very good guidance and motivation provided by the learning support worker who was ably supported by the class teacher. In Year 3, pupils were developing their throwing and catching skills and in Year 4 practising hitting a ball with a variety of bats.
159. Teaching in the subject is satisfactory overall. Where dance is taught by the specialist teacher then teaching is very good. The dance lesson observed in Year 6 was structured well to make good use of the space available and to provide pupils with the opportunity to evaluate each other's work. In this lesson the learning support worker (who is an accomplished dancer) was enthusiastic and this motivated the pupils well. In other lessons teachers' subject knowledge is satisfactory but sometimes the pace and organisation are not sharp enough to keep pupils working at a good rate. In two lessons the teacher began with a warm up exercise and progressed successfully to the planned activity. Pupils worked well at their activities and skills were being practised and developed. However in both lessons the pace of working could have been faster, for the pupils were inactive for too long a period of time while explanation or issuing of resources was taking place. The result of this inactivity, especially in Year 4, was that the children lost concentration, noise levels increased and the lesson did not progress as well as it should have.
160. In the Year 6 lesson again a well-planned warm up exercise was carried out and pupils were able to move quickly into the main activity of improving their throwing and catching skills. The organisation of the group activities was satisfactory and the majority of the pupils improved their eye and hand co-ordination. However the activity was not sufficiently challenging for a significant number of pupils.
161. The standards achieved by the children in the dance lessons observed were good. In the skills based lessons overall satisfactory standards were achieved. To raise these standards further there is a need for the lessons to be delivered at a brisker pace and the programme of work being provided for the children to be evaluated to ensure that all the children are fully challenged.
162. Pupils are keen to be involved in the lessons and this is reflected in the way that they quickly change into appropriate clothing in an orderly manner and their behaviour is good. The school has two separate changing rooms and consideration needs to be given to using both of these (one for boys and one for girls) for older pupils. Pupils with special educational needs and those with English as an additional language fully participate in the work and attain similar standards to the rest of their peers. The support given by the children to a hearing impaired pupil, is of note, for their contribution enabled her to be fully involved in the activities.
163. Pupils across the school benefit from a wide range of extra-curricular activities and there is a good level of staff support and interest in these activities. Additional sports activities include football, netball, rugby, athletics, cricket and dance. All extra-curricular activities are well attended. The children have benefited from having the opportunity of being coached by members of Gloucester Rugby Club, the local football club coach and a county dance expert. Many sports activities involve inter-school competitions and these benefit pupils' social development.
164. There is a good range of facilities. In addition to the school hall, there is a large gymnasium, a good-sized hard surfaced play area and extensive school field. Overall the accommodation and resources available provide good support for teaching and learning. Although standards of work seen are satisfactory there is room for improvement. The teaching of physical education needs to be monitored and possibly the provision for in-service training could be considered in relation to the delivery of the curriculum and the need to challenge all pupils fully.

RELIGIOUS EDUCATION

165. Standards throughout the school are good and by the end of Year 6 pupils exceed the requirements of the locally agreed syllabus. This shows a good improvement since the previous inspection. Pupils benefit from an enriched curriculum, which gives them a very good understanding of many aspects of Christianity, Islam and Judaism. Visits to the local church and the involvement of the parish priest, especially in collective worship, contribute to children's very good understanding of the role of the church in the community and its importance to Christians. They are also well prepared for living in multi-faith and multi-cultural Britain. Pupils make good progress throughout school in their knowledge and understanding of all aspects of the planned religious education curriculum. Although only two lessons were observed, additional evidence was taken from the analysis of work in books, displays and discussions with pupils, including members of the School Council during the inspection week.
166. Year 2 pupils have a good knowledge and understanding of some of the key aspects of Christianity. They have a good general knowledge about many aspects of the life of Jesus; for example, they know and can retell the story of his birth, including the visit of the three Kings and their gifts. They know some aspects of the life of Jesus as a child and as a man, when he performed miracles and told parables. Pupils know that Christians worship in churches and recognise and describe some aspects of the architectural and religious aspects of the local church.
167. By Year 6, pupils have extended their knowledge and understanding to include a wider range of faiths and have studied many aspects of the Bible, the Qur'an and the Torah. Pupils know that the information contained in the Torah refers to the first five books of the Old Testament. During the inspection they learned the importance of the mezuzahs to Jews and why they are placed near the entrances of their homes. They know some of the important events and people who are important to Christians, Muslims and Jews. For example, they know that God told Abraham to go to another land and also studied important events of the family lives of Abraham and his son Isaac. They understand that the Ten Commandments give Jews and also Christians a framework for living good lives. Pupils understand the importance of prayer and worship to people of all religions.
168. They study a wide range of Christian festivals and know the importance of the days of Holy Week. Pupils have studied some Jewish festivals - for example, Succoth and Chanukah.
169. Pupils make good progress throughout the school in all aspects of religious education, and understand the importance of signs, symbols and rituals. They develop a very good understanding of the importance of religion in the lives of many people. They consider the moral and social issues in detail, especially those concerning the rights of different groups of people. They know that many people endure hardships because of their faith. Although only two lessons were observed, the analysis of pupils' work and displays reflect good teaching overall. Teachers have good subject knowledge and understanding, manage pupils' learning and behaviour well and use the wide range of resources very effectively.
170. Pupils have positive attitudes to religious education. They enjoy deepening their knowledge of the Christian faith and learning more about Islam and Judaism. They are also aware that people of many other religions live in Britain and that many Christians live in other parts of the world. They enjoy the celebrations of other faiths and understand some of the racial, moral and social issues concerning people of all faiths. They know many of the family celebrations that take place in the local church and, after visiting the local parish church, have extended and deepened their knowledge about the internal and external architecture of the church, for example, the altar, the font and the pulpit. The leadership and management of the subject are very good and make a significant contribution to the way in which the curriculum is taught, the resources available, the range of visits and systems for assessment. The good range of resources is supplemented by visits to a church, synagogue and a mosque. Religious education makes a very good contribution to pupils' spiritual, moral, social and cultural development. No use of ICT was seen during the inspection.