

# INSPECTION REPORT

**St John's Church of England Primary School**

Cheltenham

LEA area: Gloucestershire

Unique reference number: 115669

Headteacher: Mrs Suzanne Gilbert

Reporting inspector: Dr John Collings  
20752

Dates of inspection: 19th - 22<sup>nd</sup> May 2003

Inspection number: 247579

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

© Crown copyright 2003

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

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

## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary Controlled

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Albion Street  
Cheltenham  
Gloucestershire

Postcode: GL52 2SN

Telephone number: 01242 523786

Fax number: 01242 228881

Appropriate authority: Local education authority

Name of chair of governors: Mrs C Jamieson

Date of previous inspection: 12<sup>th</sup> January 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20752	John Collings	Registered inspector	Science Information and communication technology Design and technology Physical education.	What sort of school is it? The schools results and achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further? Key Issues
19418	Alison Birch	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
24528	Garth Muton	Team inspector	English Geography History Music Special educational needs Equal opportunities	How good are curriculum and other opportunities offered to pupils?
26519	Margaret Hatfield	Team inspector	Mathematics Art Religious education Foundation Stage	

The inspection contractor was:

Full Circle Division of Parkman  
The Brow  
35 Trewartha Park  
Western-Super-Mare  
North Somerset  
BS23 2RT

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

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

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

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

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>11</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>13</b>
<b>THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>15</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>18</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>20</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>21</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>25</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>26</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>30</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

This school is a mixed voluntary controlled infant and junior school with 160 pupils 4 -11 situated close to the centre of Cheltenham. The school is smaller than average. The number of pupils eligible for free school meals is six per cent, which is below the national average. The number of pupils for whom their mother tongue is not English is 14 per cent, which is higher than most schools. The majority of non-white British pupils are Asian, Asian British – Indian, or mixed background. The number of pupils with special educational needs is 16 per cent which is below the national average. The number of pupils with statements for special educational need is broadly average.

### **HOW GOOD THE SCHOOL IS**

Pupils enter the school with a very wide range of ability and backgrounds, but are broadly average. By the time pupils leave the school their standards are at least above average, they have good attitudes to learning and behave well. Teaching is good overall, leadership and management is good and there has been good improvement since the last inspection. The effectiveness of the school is good. The school's cost per pupil is broadly average and it gives good value for money.

#### **What the school does well**

- Good teaching and progress in the Foundation Stage and juniors.
- Good standards in the juniors. The school was awarded an achievement award in 2002.
- Good progress of pupils with special educational needs and English as an additional language.
- Pupils' attitudes and behaviour.
- The inclusion of all pupils and the relationships between pupils, and pupils and staff.
- The quality and use of classroom assistants.
- Links with parents, the community and other institutions.
- Provision for spiritual, moral, social and cultural education and extra-curricular activities
- Leadership and management and the effectiveness of the governing body.

#### **What could be improved**

- Although overall satisfactory, teaching and standards in the infants, particularly in science.
- Using curriculum time more effectively to enable more links between subjects.
- Clarity of lesson objectives in subjects other than English and mathematics.
- Implementation of a Drugs Policy
- Aspects of the accommodation.

*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 the last inspection and has addressed the vast majority of the significant number of issues raised. The most significant improvements have been; raising junior standards particularly in mathematics, ensuring the curriculum meets statutory requirements, particularly in information and communication technology, provision for the Foundation Stage, ensuring teaching is good overall, the commitment to celebrating the range of cultures in the school, pupils' behaviour and pupil relationships and staff pupil relationships, assessment particularly in English, mathematics and science, the information provided for parents, leadership and management, the governing body and standards in junior religious education.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	D	D	B	D
Mathematics	B	B	A	A
Science	E	E	B	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

It should be noted that in the similar school comparison the school is in the most demanding band in the country.

The school's strength is in junior mathematics with English and science showing significant improvements over the last two years. The standards seen during the inspection reflect these results. The targets for 2002 for pupils at the end of Year 6 were narrowly missed for English and exceeded for mathematics. Overall, pupils made sound progress in English good progress in science and very good progress in mathematics from their previous attainment at the end of the infants.

In the 2002 national tests for seven year olds in reading, writing and mathematics, pupils' results were average when compared with all schools. Reading and writing were well below average when compared with similar schools and mathematics below average. Teacher assessment in science showed pupils were average when compared with all schools and below average when compared with similar schools. Inspection findings show English and mathematics to be average, and science to be below average. The science curriculum in the infants lacks sufficient challenge to enable enough pupils to reach the higher level to meet national expectations and has not been sufficiently addressed since the last inspection.

Pupils make satisfactory progress through the Foundation Stage and infants and good progress through the juniors.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good; pupils enjoy school and generally work hard.
Behaviour, in and out of classrooms	Good; pupils behave well as a result of good teaching, which enables teachers to teach, and pupils to learn.
Personal development and relationships	Good overall; relationships between pupils and those between pupils and teachers are very good.
Attendance	Satisfactory.

Pupils are enthusiastic about school and learning and there is an absence of oppressive behaviour. Pupils have respect for others' values and beliefs as seen in the total inclusion of all pupils, and how the school promotes cultural traditions. Pupils show initiative and personal responsibility. The school's analysis of attendance data could be improved.



## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Satisfactory	Good

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

Of the 46 lessons seen, nine were very good, 19 good, 15 satisfactory and 3 unsatisfactory. The majority of the good and very good teaching was seen in the Foundation Stage and junior classes.

The teaching of English and mathematics is satisfactory in the infants and good in the juniors. Teachers' knowledge and understanding, planning and expectations are good in English and mathematics, particularly in junior classes. Planning is good in English and mathematics where lesson objectives are very clear, largely shared with pupils and reviewed at the end of lessons. However, lesson objectives are less clear in science and other subjects. Overall teachers use a good range of teaching methods, have good control and good relationships. Most lessons have sufficient pace and use resources imaginatively. When class management is variable, some pupils distract others and interest and concentration are lost. Teaching is less successful when lesson objectives are insufficiently clear, expectations are too low, and the pace of lessons is insufficient to maintain pupils' interest.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory; now meeting statutory requirements with very good extra-curricular provision, inclusion and community involvement.
Provision for pupils with special educational needs	Good; pupils are well supported and make good progress.
Provision for pupils with English as an additional language	Good; pupils are well supported and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good; a significant improvement since the last inspection and now a strength of the school.
How well the school cares for its pupils	Good; with good procedures for monitoring attendance, promoting good behaviour, eliminating oppressive behaviour, assessment and its use and supporting academic progress.

The school has very good inclusion and it makes good use of the national literacy and numeracy strategies. However, there is no statutory policy for drugs education, the balance of curriculum is inhibited by current timetabling arrangements and the provision for personal, social and health education is inconsistent.

Although there are no formal procedures for monitoring pupils' personal development; teachers know their pupils well, have good procedures to promote good behaviour, support all pupils and monitor pupils' academic progress well.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good; the headteacher provides very effective leadership. She is well supported by the deputy headteacher and other key staff.
How well the governors fulfil their responsibilities	Good; they are very supportive, take an active role in the management of the school and have a clear understanding of its strengths and weakness.
The school's evaluation of its performance	Good; school has a clear overview of its performance and the improvements needed which are generally linked into the school development planning.
The strategic use of resources	Good; the school makes effective use of its resources and monitors spending very effectively.

The school has an appropriate number of suitably qualified and experienced teachers. The support of well qualified and experienced teaching assistants provides very effective learning support for pupils, particularly those with special educational needs, those pupils who speak English as an additional language and for children in the Foundation Stage. Aspects of the accommodation are unsatisfactory some of which are being reviewed through the school improvement plan. Resources are satisfactory.

The strengths in leadership and management are the clear vision and commitment to improve the school accommodation, raise standards and to create a school that is fully inclusive respecting all. The school is very aware of the principles of best value.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Their children make good progress.</li> <li>• They think teaching is good.</li> <li>• Their children work hard and are well behaved.</li> <li>• They think the school is well managed.</li> <li>• They feel comfortable to approach the school with a problem.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of work their children to do at home.</li> <li>• They would like to be better informed about how their children are getting on.</li> <li>• Would appreciate more parental involvement.</li> <li>• A greater range of activities outside lessons.</li> <li>• More opportunities to help their children to become more mature and responsible.</li> </ul>

The inspection team fully support the positive comments made by the parents. They disagree with the majority of the negative comments. In comparison with the majority of schools parents are well informed about their children's progress and the school welcomes parental involvement. The range of activities outside lessons is very good when compared with other schools of a similar size and the inspection team found pupils to be mature and responsible. However, there are inconsistencies in the amount of work teachers expect their pupils to do at home.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Overall standards in the school are good and pupils make good progress. Standards have been maintained since the last inspection. However, this does not take into account that since the last inspection standards initially dropped, but in the last two years standards have risen significantly, and currently by the time pupils leave the school standards are at least good and often very good.
2. In 2002 National Curriculum tests, results for eleven year olds in English and science were above average and well above average in mathematics. Overall, pupils made sound progress in English, good progress in science and very good progress in mathematics from their previous attainment at the end of the infants. The school is in the most demanding band when being compared with similar schools and in comparison with these was below average in English, well above average for mathematics and above average in science. Standards rose dramatically from 2001 to 2002.
3. In the 2002 National Curriculum tests, results for seven year olds were average in reading, writing, and mathematics. Standards have been maintained from 2001 to 2002. In the teacher assessment for science pupils were broadly average.
4. Although testing of children on entry to the school is no longer statutory, the school has made the decision to continue to undertake local education authority baseline assessments of basic skills within the first half term of children entering the school. This confirms that, although attainment varies from year to year, overall attainment on entry to the school is broadly average to that found nationally. At the time of inspection, at the beginning of the Spring term, the majority of children were attaining the recommended <sup>1</sup>Early Learning Goals and attainment is in line with expectations by the end of the Foundation Stage in all the Early Learning Goals.
5. Pupils make good progress in the Foundation Stage, sound progress in the infants and good progress in the juniors. There was no evidence during the inspection to suggest that the performance of boys was significantly different from girls.
6. Pupils enter the infants with levels of attainment that are very wide ranging but overall are broadly in line with expectations. In English the standards attained by seven year olds are broadly in line with national expectations and they make satisfactory progress. In junior classes pupils make good progress so that by the time they are eleven their overall attainment in English is above national expectations. These overall standards are similar to those reported at the time of the last inspection but there have been improvements within the different elements of the subject. In mathematics seven-year-old pupils attain the standards expected for their age in numeracy and all areas of mathematics, a similar picture to that at the time of the previous inspection. By age eleven pupils' standards of attainment are well above average, a significant

---

<sup>1</sup> Early Learning Goals: these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with communication language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning, for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

improvement since the last inspection when standards were average. The proportion of older pupils attaining higher levels is well above the national average. Standards in science show infant pupils to be below average and junior pupils to be above average. Progress is broadly satisfactory in the infants and very good through the juniors and this generally reflects the standards of teaching in the infant and junior classes. Overall, science has improved since the last inspection.

7. Pupils' attainment in information and communication technology is in line with expectations. There has been good improvement since the last inspection where information and communication technology was a key issue. The school has put a significant amount of effort and resources into raising teachers expertise and providing facilities. This is now beginning to show positive results with pupils secure in a wide range of skills but they have yet to apply these sufficiently across the whole curriculum.
8. Pupils with special educational needs meet the targets set for them and make good progress. Some make very good progress and there are example of pupils progressing to the next stage on the special needs register. Pupils for whom English is an additional language also make good progress as a result of very good inclusion and support.
9. The school's targets in English for 2002 were not quite met but were exceeded for mathematics. The fact that English targets were not met is not significant and was a significant improvement over 2001.
10. In both infants and juniors standards in art, design and technology, geography, history, music and physical education meet national expectations. In religious education infant standards meet those in the locally agreed syllabus and in the juniors they exceed them.

### **Pupils' attitudes, values and personal development**

11. The attitudes of the pupils are good. They are very keen and eager to come to school. Pupils are interested and actively involved in their lessons, especially in their literacy lessons. Pupils are proud of their achievements in both the lessons and in the wide range of extra-curricular activities available to them, talking readily about the certificates they have received in the good work assemblies, and their work in both the Cultural Club and School Council. A significant improvement since the last inspection has been the manner in which the school promotes the cultural traditions of its pupils who come from a wide range of minority ethnic groups.
12. The behaviour of pupils is good. Pupils are polite to each other, teachers and other adults. Poor management of misbehaviour can, on occasion, result in a reduction in lesson time, which has an adverse effect on pupils' learning. An improvement since the last inspection is the implementation of a clear behaviour policy. Pupils are clear about the range of rewards available for individuals and for the house teams. They also know the sanctions for bad behaviour, which are effective in reducing incidences of misbehaviour. Good behaviour was seen in lessons and pupils play well together in groups and in pairs. There have been no pupil exclusions since the last inspection. A significant strength of the school is the total inclusion of pupils from the minority ethnic groups, and between girls and boys.
13. Pupils' personal development is good. Examples include belonging to the School Council, being part of a junior rota for assisting with the infant playground duties and the older pupils playing games with the younger ones. Also, there are monitor roles within each class. Since the last inspection personal study has become more developed. It

was particularly evident in the project work on the solar system carried out by Year 6 pupils and in literacy lessons. Relationships with one another, which were strong at the time of the last inspection, are still maintained. Pupils work and play well together. Pupils with special educational needs and those from minority ethnic backgrounds are equally involved and supported by the other pupils. The total inclusion of these pupils is a strength of the school. Pupils also relate well to their teachers and other adults. Opportunities for pupils to have time to reflect on and understand the impact of what they do on others are being developed through a very good scheme of work, which incorporates 'circle time'. However, this is still in its infancy and is not consistently given across the school. As part of learning about other cultures pupils were involved in a local radio show where they talked about their respect for other faiths. Another good example of pupils being able to share their faith is that Muslim pupils have presented an assembly to pupils in another local school.

14. Pupils with special educational needs and those with English as an additional language respond well in lessons. They are often included in small groups where they have more confidence to offer their ideas. Other pupils appreciate that some pupils have difficulty with some subjects and demonstrate patience and understanding whilst some of their classmates gather their thoughts and try to express their ideas.
15. Attendance levels are in line with the national average. Registration is taken promptly. The registers are marked consistently. The attendance officer is very good at following up any unexplained absences by contacting the pupils' homes by 9.30 am. With the very close liaison between the educational welfare officer and the school, the pupils who are persistently late are beginning to attend school more punctually. The resulting improvement on these pupils' learning and progress in lessons has been very evident.

#### **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

16. The quality of teaching has improved significantly since the last inspection and is now good overall. The weaknesses in teaching identified at the last inspection have largely been addressed. Nearly two thirds of the lessons seen overall were good or better of which nearly one in five were very good, about one in twenty unsatisfactory and the remainder satisfactory. Teaching was good in the Foundation Stage, satisfactory in the infants and good in the juniors. The vast majority of the very good teaching was seen either in the in Foundation Stage or the juniors.
17. All teachers are very hardworking and extremely committed to the welfare of their pupils. The relationships between pupils and teachers, and between pupils are very good and teachers care for their pupils as individuals. The contributions pupils make to discussions are valued, helping to build self-confidence. The ability to listen to and respect the views of others is very good. This encourages the pupils' very good attitudes to school and in turn contributes to the good progress and high standards achieved, particularly in the juniors.
18. The quality of teaching in the Foundation Stage is good overall, varying between satisfactory and very good. As a result, children make good progress, including those with special educational needs and those who speak English as an additional language who are very well supported by well-deployed teaching assistants. Very good relationships have a significant impact on the quality of learning. Staff manage pupils very well, which results in children behaving well, trying hard and working and learning at a brisk pace. The teacher's planning promotes learning through purposeful play and first-hand experiences but occasionally, although children are given opportunities for developing independence, some activities do not address this sufficiently. Planning is

effective and detailed, with clear learning objectives. Very well organised group work ensures all are included and have equal access to all activities.

19. There is effective teaching of basic numeracy and literacy skills throughout the school. The level of challenge is high for most pupils particularly in junior classes. For example, in a very good lesson on 'fractions', the teacher enthused pupils in Year 6, through very high expectations, clear explanations and probing, focused questions that challenged pupils of all abilities. In a Year 3 literacy lesson good management, use of humour, pace and reinforcement and an emphasis on common phonemes, enthusiastically involved pupils in a game to identify, for example, 'ie', 'ee', 'ou'.
20. Teachers' knowledge and understanding, planning and expectation are good in English and mathematics, particularly in junior classes. Teachers' knowledge and understanding in science in the infants is adequate but in the juniors good; this is reflected in standards achieved. Planning is good in English and mathematics where lesson objectives are very clear, largely shared with pupils and reviewed at the end of lessons. However, in some lessons, **lesson** objectives are less clear and rely on overall objectives for the unit of work.
21. An example of good knowledge and understanding that involved pupils in good learning was seen in a Year 4 English lesson where through good questioning and challenge, pupils identified the pattern of a limerick and worked very hard to produce their own. Another good example was seen in a Year 3 mathematics lesson to review two dimensional shapes. Good questioning involved pupils thinking hard about their answers using mathematics vocabulary well to differentiate between a square and a rectangle, and to suggest a name for an 18 - sided figure. They suggested a 'decoctagon'. An example of where objectives were less clear was in a Year 5 geography lesson where lack of pace and clarity of expectations meant pupils did not make the progress they could. There is lack of teachers' knowledge and understanding and consequently insufficient challenge in science in infant classes. The school is aware of this and measures to address it are in the school improvement plan.
22. Overall teachers use a good range of teaching methods, have good control, good relationships and most lessons have sufficient pace. Resources are used imaginatively. The good relationships in the school between pupils, and between pupils and teachers are significant factors in the good behaviour in lessons and consequentially the opportunities pupils have for collaborative learning. A good example of where good relationships involved pupils well in learning was a Year 6 geography lesson where pupils related the record they had compiled on the amounts of water they used over a weekend to the environmental impact of their actions. Another example was in a Year 3 science lesson where pupils were engaged in creating a magnetic game to emphasis and consolidate their learning on magnetism. Class management through good relationships ensured pupils were able to work collaboratively and use a range of materials and tools safely and effectively. Good methods and relationships were also seen in a Year 5 information and communication technology lesson where as a result pupils were fully involved and collaborated well in writing procedures to 'draw' the letter 'F' using a control program.
23. In the better lessons teachers manage their pupils well, are very clear about the learning intentions and communicate this well to the pupils. The pace in these lessons is good and teachers' expectations are high. Pupils enjoy these lessons and respond to the good teaching by working productively. Teaching is less successful when lesson objectives are insufficiently clear, expectations are too low, and the pace of lessons is insufficient to maintain pupils' interest. When class management is variable, some pupils distract others and interest and concentration are lost. In lessons other than

those in literacy and numeracy, teachers', planning does not make lesson objectives sufficiently clear, nor does it show clearly enough how the more able pupils are to be offered extra challenge.

24. The quality of teaching of pupils with special educational needs and those for whom English is an additional language is satisfactory in infant classes and good in junior classes. Pupils are well supported in lessons. Learning support assistants provide very good help by prompting individual pupils during class lessons and by helping small groups of pupils. Some teachers plan to make the learning more accessible by planning different tasks for pupils with special educational needs although there are times when the learning objectives for these pupils are the same as those planned for other pupils. This is especially the case in subjects other than English and Mathematics. There are some very good examples of different tasks being set outside these 'core' subjects. For example in a lesson involving the use of computer technology, a small group of pupils with special educational needs was able to try out their ideas using practical equipment before progressing to the more demanding tasks on the computer. However, there are times when pupils, especially in the infants, are not offered sufficient additional support notably in the form of word lists and frameworks for writing.

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

25. The curriculum provided by the school meets statutory requirements and the quality and ranges of opportunities provided are satisfactory with some good and some very good elements. There have been some good improvements since the time of the last inspection when a number of weaknesses in the organisation and planning of the curriculum were reported. The National Literacy and Numeracy strategies have been effectively implemented and the school has identified appropriately the development of other subjects as a school priority. A nationally produced programme of work has been adopted for all subjects and, whilst this is an improvement from the time of the last inspection, little has been done to make the curriculum specifically relevant to the school's own pupils. Although there are good examples of pupils going outside of the school to visit museums, local rivers and further afield to Slimbridge or Weston Super Mare, there remains scope for making the curriculum more relevant to the school's own locality and enriching it with modifications in response to contemporary events. The equality of opportunity for pupils is very good. The school goes to great lengths in its planning of both the taught curriculum and extra curricular activities to ensure that all pupils regardless of ability, gender or ethnicity have equal access. This is particularly evident in the arrangements for the mixed age classes, where pupils are offered the same learning experiences as they progress through the school.
26. A recent reorganisation has enabled each year group to be taught separately for English and mathematics for the whole morning. This has resulted in all other subjects having to be fitted in the afternoons. This results in the time available for some subjects being only just adequate. The school has plans to review curriculum times for each subject and to make greater use of areas of the curriculum that develop similar knowledge, understanding and skills which could be taught together to make more effective use of time. A very good example of this is the dance project in Year 2 on the theme of the Fire of London. Both the physical education and history curriculum benefited from this. However, the enrichment of the curriculum by providing experiences like this (allowing pupils to make connections between different areas of their learning) is not fully developed. The school wishes to address this in the next phase of its curriculum development. In addition to this the planning grids currently

used in subjects other than English and Mathematics give insufficient emphasis to planning for different abilities.

27. The school's arrangements for personal, social and health education are satisfactory. The programme of work is partly taught through subjects; pupils learn about the importance of diet in science for example and about the effect of exercise on their bodies in both science and physical education. The remainder of the programme including drugs education relies upon teachers integrating it with other lessons. Some find little slots on the timetable and have group discussions about issues such as bullying or personal responsibility but there is an inconsistency of approach. A recently agreed sex education policy using a nationally produced programme of work will be implemented this year. The school nurse helps with sex education. Personal, social and health education has a very talented and committed coordinator who has done much to secure this aspect of learning within the curriculum including the monitoring of teachers' plans, but there remains too much inconsistency between teachers' approaches, expectations and the lesson time committed. The governors have not yet agreed and produced the statutory policy for drugs education although the issue was raised at the last inspection, which is unsatisfactory.
28. The provision for pupils with special educational needs is good and is coordinated by an extremely committed teacher. Teachers, in close consultation with the coordinator, write individual education plans for all pupils with special educational needs. These pupils are often supported very well in classes; they may have 'one to one' support, or a learning support worker may work with a group of pupils or the class teacher may, as happened many times during the inspection, work specifically with a group of pupils with special educational needs. Pupils also have short amounts of time out of the classroom with a learning support worker using learning ideas provided by the teacher. The coordinator is closely involved at every stage and has identified a need to make teachers more aware of the learning resources available for pupils who are having difficulty with aspects of their learning. There are times when it would be more appropriate for the coordinator to plan specific programmes of work for pupils but the current staffing arrangements makes this sort of development difficult.
29. The range of extra curricular activities provided by the school is very good and compares very favourably with schools of a similar size. In addition to the more typical activities offered such as football, cricket, choir and recorders, the school provides 'clubs' for tennis, athletics, country dancing, board games, culture, and model aircraft. These activities take place at lunchtime or after school and where appropriate are offered to younger pupils. A residential trip is organised once every two years so that pupils have a chance to participate in either Year 5 or Year 6.
30. The provision for the Foundation Stage is good, an improvement since the last inspection. The curriculum for reception children is broad, balanced, covers all the recommended areas of learning and links smoothly with the Key Stage 1 National Curriculum. It is firmly based on the recommended Early Learning Goals and effectively addresses the small, structured steps in learning leading to the attainment of the Early Learning Goals. Learning through purposeful practical activities is promoted successfully, making a significant contribution to the children's good progress. The curriculum is effectively adapted to meet the needs of all of the children including those with special needs and those who speak English as an additional language, ensuring equal opportunity for all. There is an appropriate balance of activities that are taught by adults and those that are chosen by the children themselves, leading to developing independence. Links with local pre-school providers are effective.
31. The very strong links the school has with the community contribute well to its pupils' learning. This aspect is a strength of the school, and is being developed further. There



are very strong links with the local churches whose members are actively involved in presenting weekly school assemblies. There are also regular services held in the churches to celebrate Christian festivals. There are close links with the leaders of other religions; for example, the school receives visits from the Muslim Cleric and Hindu leader. Also, pupils have visited the local mosque and synagogue and have also attended a Hindu wedding. The pupils learn a great deal about other cultural traditions through the visitors to school. These include representatives from the local Serbian community and dancers from Africa, Spain and Russia. The school is also proactive in taking advantage of schemes involving the local community, for example, the local police and road safety team run the cycling proficiency lessons for the older pupils.

32. The school is forging good relationships with partner institutions. This is an improvement since the last inspection. There are very good links with the local nursery schools and the large number of secondary schools. Examples of these include newly developed sporting competitions between schools, liaison with the teaching of the citizenship curriculum, pupils presenting assemblies in other schools and involvement in the Cheltenham festival. The transition to the secondary schools is good.
33. The overall provision for pupils' spiritual, moral, social and cultural development is very good. It has improved since the last inspection and is a strength. Some areas of this aspect are targeted in the school's development plan. Positive developments are questionnaires for parents and the School Council for pupils, offering very good opportunities for them to be involved in monitoring provision.
34. Provision for spiritual development is good, an improvement since the previous inspection. The school's aims, are a positive Christian ethos and its mission statement, 'Where children flourish', are reflected in all aspects of its life. Teachers build on pupils' self-esteem, including those with special educational needs and those who speak English as an additional language, by valuing their ideas. For instance, in a Year 6 art lesson, the teacher showed great respect for pupils' contributions when discussing 'sculptures'. Very positive strategies help pupils to appreciate and value others, for example, when Year 3 and 4 pupils post 'Well done' messages in the class message box. Assemblies provide very effective opportunities for pupils, including reception children, to reflect on their own and others' lives and on their learning. Effective displays of, for example, posters made by Year 4 and 5 pupils with messages such as 'Give respect to earn respect' well promote this aspect. Learning about other major religions in religious education helps pupils to understand and respect others' beliefs. Parents are happy with the values and attitudes the school promotes.
35. Very good provision is made for moral development. Most parents are happy with the school's management of, and standards of behaviour. Its very positive approach to managing good behaviour ensures staff have a consistent attitude towards, and high expectations of pupils' behaviour and involvement in lessons. As a result pupils clearly understand the difference between right and wrong. Involvement in creating rules, displays of these, celebrations of good work and efforts in Praise Books, and Good Work Assemblies contribute very well to their understanding of the need for rules. This is reinforced in many lessons, for example, in a Year 3 and 4 religious education lesson, pupils adapted their knowledge of the Ten Commandments to make up short plays to show what life might be like without rules. The school is very inclusive, valuing equality of opportunity, individuality, caring, respect, responsibility and self-discipline. Many activities and stories teach reception children to show respect, and to know the difference between right and wrong.
36. Provision for social development has improved since the last inspection and is now very good. Adults provide very positive examples, show respect for pupils and foster

their self-esteem, contributing well to pupils' positive attitudes and good relationships. Opportunities for pupils to compete in team games, experience out of school visits, including residential, take part in school productions and the very good provision for extracurricular activities, develop social skills very well. Community awareness and citizenship are promoted through very good links with the Church, the police, the community and through personal, social and health education. Positive strategies to develop independence and responsibility include pupils being monitors, collaborating in group work, juniors having a rota for helping infants at lunchtime, organising playtime equipment, involvement in charity sponsorship and Year 6 pupils organising their own summer fair stall. The School Council provides a particularly effective opportunity to develop pupils' initiative and decision making skills, enabling them to learn to co-operate and have their say; for example being involved in designing 'an ideal infant playground' and making a presentation to the Governing Body encourages them to share views and work towards a consensus of opinion. Foundation Stage children are taught to take turns and to share equipment.

37. School provides for pupils' cultural development very well. Their appreciation of their own culture develops very effectively through the curriculum and through very good extracurricular provision, for example, a Culture Club. It is enriched through many visitors, visits and involvement in events such as the Cheltenham Arts and Dance Festivals, Art Gallery Exhibition competitions and school performances. Multicultural education is fostered through visits, for instance, to a Mosque, and visitors, such as Muslim speakers, dances from a variety of cultures, as well as through school assemblies. Theme days, displayed posters of different languages and celebrating different cultures of pupils in school, for example, their various festivals, enrich this aspect very well. Reception children become aware of other cultures through stories, such as 'Handa's Surprise' and playing with dolls and models of fruit from other cultures. Very effective opportunities are provided to celebrate the rich cultural diversity within school. This is considerably enhanced by the commitment of the teacher who co-ordinates provision for pupils who speak English as an additional language. School is committed to including all pupils in all aspects of its life. For example, in its development plan, a priority is to encourage pupils who speak English as an additional language to be more actively involved in all areas of provision, such as residential visits.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

38. The procedures for promoting pupil's health and safety and well-being are good. Procedures for monitoring and promoting discipline and good behaviour are good. This is an improvement since the last inspection as there is now a clear behaviour policy that is consistently adhered to in lessons and at playtimes. As a result of this any oppressive behaviour has been eliminated successfully.
39. Other areas that were of concern at the time of the last inspection were the lack of first aid procedures and inadequate health and safety procedures. These have been rectified, particularly with the inclusion of good risk assessments made for the arrangements of visits for the pupils. Although the building work for the new classrooms is well secured from the pupils the very uneven surface of the existing playground is a health and safety concern. Sex education for the older pupils is taught by the school nurse and through the science curriculum. Drugs education is yet to be taught although there are plans in place for it. The school's provision for child protection is satisfactory as it follows the area child protection committee procedures.
40. The school employs good methods for monitoring progress and development for pupils with special educational needs and for pupils for whom English is an additional language. Teachers know their pupils well and respond effectively to their needs.

There is a newly introduced homework policy but its implementation is inconsistent across the years. Gifted and talented pupils are identified according to guidelines given in the Staff Handbook.

41. Foundation Stage procedures to assess and record the reception children's attainment and progress are very good. They cover all the areas of learning in detail and are based firmly on the recommended Early Learning Goals for children of this age, effectively taking into account the small structured steps in learning, leading to achieving the Early Learning Goals. Assessments undertaken when children start school are used effectively to plan suitable programmes of work. Staff know reception children well and respond effectively to the needs of all, including those with special educational needs and those who speak English as an additional language. Ongoing regular observations and assessments are used well to plan the next steps in learning and clearly track children's attainment and progress. New developments regarding the Foundation Stage Profile are being effectively addressed.
42. For infant and junior pupils, procedures for monitoring and assessing pupils' academic progress is good, overall, an improvement since the last inspection, when this aspect was a key issue. Procedures are very good in the core subjects of English, mathematics, science and information and communications technology. The school carefully tracks pupils' progress in English, mathematics and science through the results of national tests, optional tests and regular teacher assessments. Tests at the end of scheme of work units and regular teacher assessments are used to check progress in information and communications technology. The school adapts the 'County Mark Book' to suit its specific needs, for use as recording procedures very effectively. The information gained from all assessments is rigorously analysed to identify strengths and areas for development. It is effectively used to adapt the curriculum for the following year, and to set 'key objectives'. Teachers then adapt these to identify class targets for assessment, so that action can be taken to improve the achievement of all groups of pupils. Procedures are being reviewed and developed in all other subjects. The school has recently started to use a computer assessment program to record assessments and to analyse tests in order to track pupils' progress more easily.
43. Pupils throughout the school have individual targets for literacy set by their teachers. Pupils, regularly review these with their teachers, to check progress, a positive development contributing effectively to improving standards. School provides extra support to enhance pupils' learning and to raise standards by organising additional literacy and numeracy sessions, as needed. High quality teaching assistants work with individuals and groups of pupils, including those with special educational needs and those who speak English as an additional language, supporting learning very well. This is a strength. Staff regularly assess samples of pupils' work to establish the consistency of teachers' judgements of standards at different levels of attainment. Teachers' marking is generally appropriate but varies. It is more helpful in the juniors than the infants in showing pupils how they can improve their work.
44. The arrangements for assessing pupils with special educational needs are satisfactory overall with some good aspects. The school has plans for improvements to the arrangements in place. The school has good systems for ensuring that pupils who have special educational needs are identified and that their learning is monitored closely. Teachers work very closely with the Special Needs Coordinator to maintain these systems. Pupils' individual education plans are reviewed termly. There are no time limits on some of the targets so that teachers often have to set new targets before the review date arrives. Some of the targets however are not specific enough, making it difficult to establish when the target has been met. A strength of the individual

education plans is that they deal with behavioural and social aspects of pupils learning as well as academic aspects. Individual education plans do not however include a statement of pupils' strengths. There are plans in progress to improve the tracking of the progress made by pupils with special educational needs by using nationally produced scales which measure smaller steps in learning before pupils start to meet national attainment targets. There is also very good support for pupils who need specific help but are not on the register for special educational needs through individual learning plans.

45. Through the very enthusiastic teacher for pupils with English as a second language there is a high level of support for the pupils from minority ethnic groups. There is good use of circle time sessions and reading periods, when pupils use their dual language books.
46. The appointment of an attendance officer has resulted in more stringent procedures for monitoring and improving attendance. The school has worked hard with families of pupils who were consistently coming in late. The result is that a very few pupils arrive late now, and when they do the procedures minimise the disruption to other pupils' learning.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

47. Admission arrangements to the reception class are smooth and effective. Foundation Stage packs provide useful information for parents. Relationships between staff and parents of reception children are very good and parents are encouraged to be closely involved as partners in the education of their children. Parents are very supportive and the teacher makes herself available to see parents before and after school.
48. The vast majority of the parents are very supportive of the staff and very pleased with what the school provides and achieves. All parents interviewed during the inspection were very positive about the school. They said that their children like going to school and are making good progress. Also, that teaching is good, that the school works closely with the parents, that all the staff are very approachable and that there is an interesting range of extra-curricular activities. They also consider that their children's behaviour is good and that the school is well led and managed. The main concerns a few parents commented on in the parents' questionnaire were that homework is not consistently given, that they are not informed of their child's progress, that the school does not work closely with them, or that it does not help their child become mature and that it does not provide extra-curricular activities. The inspectors agree on the one concern about homework.
49. The inspectors consider the effectiveness of the school's links with parents to be very good. All parents have signed the Home-School contracts. Each term the teachers inform their parents of the topics their children will be taught and how parents can help their children in each area. The school prospectus succinctly explains the reason for homework and the homework strategy for each year group. However, it is not consistently given. A good example of how effective it is when given is the project work the older pupils have carried out themselves. A number of the pupils were proud to show their work on the solar system to the inspectors. Parents are invited to assist in class or to go on school trips and swimming.
50. Overall the quality of information the school gives the parents is good. It is certainly better than at the time of the last inspection and it is still improving. The parents receive a very detailed and comprehensive school prospectus at the welcome meeting for new parents. The regular fortnightly newsletters and topic letters are well received

by parents. A large number of letters are sent to parents relating to health and safety aspects for their children and asking for volunteers to help with the wide range of extra-curricular activities. In addition to the two formal parents' evenings, which are held, each year parents are encouraged to discuss their child's progress with the teachers on an informal basis whenever the need arises. The Governing Body's annual report to parents however still does not fully comply with statutory regulations. This is also the case for the annual reports on pupils' progress for parents where the national test results and targets for the pupils are omitted. The school reading diaries are inconsistently used across the years, reducing their effectiveness as a liaison with school and home.

51. The school ensures that parents of pupils with special educational needs are kept informed about the progress of their child. Teachers and the special needs coordinator welcome parents views and make themselves very approachable. Parents of pupils with special educational needs are invited to attend the termly reviews of their child's progress and their views are recorded on the individual education plans.
52. There is very good support for pupils who have English as an additional language as the support teacher spends a great deal of time with them, their families and other people in the community. Very good support is also given to pupils with special educational needs.
53. The Governing Body takes its role seriously and is working closely with the school to ensure that educational standards continue to improve. There is a very active parent-teacher association which arranges a number of functions to raise funds for school equipment. For example, the association has provided the new computers, built a pond area. It is now planning the landscaping, soft play area and seating for the new playground that will replace the two temporary classrooms once the building work is completed.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

54. The quality of the leadership and management of the headteacher and key staff is good, a significant improvement since the last inspection. Since being appointed as headteacher two years ago the headteacher's commitment to raising standards has resulted in English increasing from below average to above average, mathematics from above average to well above average and science from well below average to above average from 2000 to 2002. The falling role at the last inspection has been stabilised.
55. The school has made good progress in addressing the issues identified in the previous report, for example, pupils attainment has risen particularly in junior classes, the quality of teaching has improved and is now good overall, information and communication technology is now fully embedded in the curriculum. Finances are well managed, the curriculum now meets statutory requirement and leadership and management is now good overall.
56. There is also good progress in using the exemplars of curriculum leadership in English and mathematics to further develop the role of other subject managers and involve them in closer monitoring of their subjects. Areas from the last report that are still being addressed are standards in infant science which have not improved. The lack of a suitable hall also restricts the school's ability to raise standards in dance and gymnastics as it too small to accommodate pupils safely.
57. Other improvements since the last inspection include provision for religious education, mathematics, spiritual, moral, social and cultural development, attendance, parents'

views of the school, monitoring of performance, use of funding and the monitoring of teaching. In combination with the governing body there is very clear leadership in the commitment to building two new classes to enable the school to facilitate a separate class for each year group.

58. The school improvement plan is a working document. It links very clearly the priority for the school to raise standards through the commitment to 'a class per age group'. Other important features include: the use of assessment to improve planning; the effectiveness of the curriculum through more imaginative use of time, and greater use of extra-curricular links to consolidate knowledge, understanding and skills.
59. There are very clear systems in place to enable the headteacher and other key staff to evaluate teaching and the progress the school is making towards the targets it sets for itself and for individual pupils to achieve. This is a developing area and the school has identified opportunities for subject managers to review pupils' work and to observe the teaching of their subject. The relative performance of individual pupils and of groups of pupils is carefully noted in order to identify the support necessary to help overcome any difficulties.
60. The senior management team is strong and works effectively to meet the school's appropriate aims so that a very positive and inclusive ethos pervades the school where all are equally valued. This has a positive impact on pupils, attitudes and behaviour and results in pupils working hard and largely wanting to succeed. The school is very committed to developing good relationships not only between staff and pupils, and between pupils but also with parents and the wider community. The school functions smoothly and day-to-day administration is very effective and welcoming.
61. The English and mathematics subject managers have had opportunities to look at how the teachers teach and pupils learn. This is less true in other subjects. However a clear cycle of evaluation is in place to ensure all subject managers have the opportunity to review their subject. This and the implementation of the National Literacy and Numeracy Strategies have had a significant impact on raising standards in these subjects. The special educational needs and English as an additional language coordinator is very experienced, enthusiastic and most diligent in her co-ordinating role. This has a very significant effect on the very good achievement of pupils with special educational needs and those with English as an additional language. However the differing roles and responsibilities of the coordinator, the headteacher, the teachers and the learning support workers requires further detailed description and rationalisation before effective development of the provision for special educational needs can take place.
62. At the last inspection appraisal procedures were unsatisfactory. Appraisal has now been replaced by a significantly enhanced Performance Management system and procedures are now good. All teaching staff now have their teaching evaluated termly. Through subsequent interviews targets to improve teaching are identified and these are set with reference to the priorities in the school improvement plan. These procedures have only been in place since the appointment of the new headteacher, so have yet to have a major impact.
63. Coordination of the Foundation Stage is good. Staff have worked hard to develop the Foundation Stage curriculum. In-service training has been attended regarding the recent Foundation Stage Profile developments, which are being effectively addressed. The support provided for the reception class by experienced teaching assistants is very good and a strength.

64. All staff work very well together as a good team. Resources are good overall, and impact positively on the quality of the learning opportunities the school offers in the Foundation Stage. Although the room is small, staff make the best use of accommodation available, using both the hall and the outside play area effectively. The concern about provision for physical development in the last report has been resolved. Children now have direct access to an appropriate secure outside area to experience free play and use wheeled toys.
65. The effectiveness of the governing body is good and a very significant improvement since the last inspection. It is a very good team fulfilling the vast majority of statutory duties well, and sharing the educational direction of the headteacher. It organises itself with efficiency so that the best can be made of all opportunities to contribute to school improvement. Governors understand the school's strengths and weaknesses and the factors that contribute to measuring these. A major development since the last inspection is their understanding of the overall standards the school achieves and where areas of improvement are needed, for example, the significant rise in junior standards. They have very good relationships with the headteacher and are both challenging and supportive.
66. The school evaluates itself well. The headteacher and the governing body are aware of the school's strengths and the steps that are needed in order to move forward, for example, raising infant standards. They are currently revising the school improvement plan to include the strategies identified. Since the last inspection they have stabilised the school finances and made a considerable investment in the new classrooms to accommodate the projected rise in pupil numbers. They are aware of the deficiencies in accommodation identified at the last inspection and with their priority of the new classrooms in place are investigating a range of options to address these.
67. The headteacher and governors are extremely vigilant in monitoring the finances of the school. This is a very good improvement from the time of the last inspection when there were considerable weaknesses in this aspect of the school's leadership and management. School improvement plans are produced which take very good account of the funds available. In addition to these plans the headteacher and governors have produced five-year plans that allow for variations in the numbers of pupils attending the school and other important factors such as rising salary costs. These plans together with prudent management have enabled the school to build up a useful contingency fund with the full agreement of the local education authority. This contingency fund has allowed the school to make an essential contribution to the building costs and to fund an extra teacher in the mornings. Whilst all members of the school community are very positive about the seventh class in the mornings the governors do not have in place any formal plans for evaluating the effectiveness of this ambitious reorganisation. In other respects the extent to which governors apply the principles of best value are good; they investigate the quality of new purchases and have for example decided to avoid unnecessary waste by using existing furniture stocks to furnish the new building. The school administration of finances is efficient; the school secretary and the headteacher provide the governors with all the information they need to make strategic decisions.
68. The school has an appropriate number of suitably qualified and experienced teachers. The support of well qualified and experienced teaching assistants provides very effective learning support for pupils, particularly those with special educational needs, those pupils who speak English as an additional language and for children in the Foundation Stage. This is a strength. Teachers and teaching assistants work very well together as a team and are generally effectively deployed. Through the effective management of finance, the school organises seven classes each morning, enabling

the teaching of literacy and numeracy in separate year groups to maximise teaching and learning. The concerns identified in the last inspection report have been appropriately addressed and teachers' subject knowledge is secure.

69. Professional development arrangements are based firmly upon the needs of the school, as prioritised in the school development plan, on national and county initiatives and on the professional targets of the staff, identified through effective performance management procedures. For example, a whole school target identified for development through staff appraisal procedures is to improve pupils' 'writing'. Procedures for the induction of teaching staff are very effective. Local education authority guidelines are followed for the induction of newly qualified teachers. Staff who are new to the school are very well supported. Administrative, ancillary and lunchtime support staff contribute very well to the smooth running of the school.
70. School is endeavouring to make the best use of its accommodation, which is unsatisfactory overall. Internally, classrooms are insufficiently spacious to teach the practical activities demanded by some subjects effectively, for example, art, design and technology and science. Some concerns identified in the previous report have been improved and there is now sufficient storage, generally. However, shortcomings still remain. Although hall accommodation is appropriate for acts of worship, it is insufficiently spacious for physical education, severely restricting the effective and safe development of gymnastics, particularly with older pupils. Its situation means that lessons are regularly interrupted as it is frequently used as a thoroughfare and the noise is distracting. The library is on the first floor, remote from classes, making its use, for example, for independent research by infants, difficult. The information and communication technology suite has been a positive development but it is too hot as ventilation is limited. The school development plan has identified the need to review how the information and communication technology suite is used.
71. School is endeavouring to improve its accommodation by the building of two new classrooms to replace the temporary portable facilities, a priority in its development plan. Externally, building work is a temporary disruption, causing problems with temporary outside toilets and with temporary fences reducing the areas for play and activities but this will be completed by the start of the Autumn term. Reception children are now able to access an appropriate secure outside play area to use wheeled toys, experience free play, encouraging the development of large body skills, an improvement since the previous inspection. The playing field is a ten minute walk away and access remains difficult, with pupils having to cross a very busy main road, sometimes with police assistance. The school is clean and tidy and the caretaker and cleaning staff work hard to keep it well maintained.
72. Learning resources available to teachers and pupils are generally adequate with some strengths. Book stocks are good as are mathematics and art equipment. The recently acquired white interactive boards (large, touch- responsive computer screens) are proving to be an increasingly effective tool for teaching and learning. Pupils love them and teachers are becoming increasingly proficient in using them. In some subjects there is a policy of buying the resources needed for the next topic to be taught. This is an effective way of making the best use of the money available. Good use is made of museum loan services.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

73. In order to improve the school further, the headteacher, staff and governors should:
  - (1) improve teaching and standards in the infants, particularly in science by:



- a) closer monitoring of pupils' progress through the infants,
- b) improve teachers' knowledge and understanding, particularly in science to ensure lesson expectations are challenging and cater for the full range of ability in the class,
- c) ensuring lesson planning identifies the knowledge, understanding and skills that pupils are expected to demonstrate by the end of a lesson,
- d) improve the pace of lessons to ensure pupils are challenged and fully involved.  
(Paragraphs: 6, 16, 19, 21, 22, 23, 62, 92, 93, 94, 96, 100, 102, 113, 114)

(2) In line with the school improvement plan review the curriculum to:

- a) make more effective use of the time available through reviewing the timetabling of the school day to develop a more appropriately balanced curriculum, so that a fair proportion of time is allocated to non-core subjects.
- b) make more effective use of cross-curricular links as identified in the school improvement plan to maximise learning through the application of knowledge, understanding and skills learnt in one area of the curriculum in another,
- c) create a consistent approach to the teaching of personal, social and health education and the development of a drugs policy,
- d) make aspects of the nationally approved curricula in non-core subjects more relevant to the school,
- e) ensure the homework policy is implemented consistently.  
(Paragraphs: 7, 25 - 27, 56, 58, 104, 120, 123, 124, 126, 132, 135, 137)

(4) Continue to improve the accommodation to ensure:

- f) physical education can be delivered more effectively,
- g) the library can be used more easily by infants,
- h) the school improvement plan for information and communication technology is implemented to reduce the school's reliance on the current suite.  
(Paragraphs: 66, 70, 71, 134 - 136, 143)

#### Minor issues

- Rationalise the role of the special educational needs coordinator to ensure there is adequate time for her to fulfil her role within the time allocated.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	46
Number of discussions with staff, governors, other adults and pupils	60

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	20	41	32	7	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	161
Number of full-time pupils known to be eligible for free school meals	-	8

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	2
Number of pupils on the school's special educational needs register	-	14

English as an additional language	No of pupils
Number of pupils with English as an additional language	20

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	9

### Attendance

#### Authorised absence

	%
School data	5.6
National comparative data	5.4

#### Unauthorised absence

	%
School data	0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	10	10	20

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

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	10	9
	Girls	9	9	9
	Total	18	19	18
Percentage of pupils at NC level 2 or above	School	90	95	90
	National	85	89	89

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	18	13	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	15
	Girls	11	11	11
	Total	26	26	26
Percentage of pupils at NC level 4 or above	School	84	84	84
	National	75	73	86

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	15	17
	Girls	11	11	11
	Total	27	26	28
Percentage of pupils at NC level 4 or above	School	87	84	90
	National	73	74	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	112	0	0
White – Irish	0	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	7	0	0
Asian or Asian British – Indian	13	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	4	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	2	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****Financial information****Qualified teachers and classes: YR-6**

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	20
Average class size	25

Financial year	2002-3
----------------	--------

**Education support staff: YR-6**

Total number of education support staff	4
Total aggregate hours worked per week	72

	£
Total income	376 088
Total expenditure	457 023
Expenditure per pupil	2 898
Balance brought forward from previous year	87 621
Balance carried forward to next year	6 686

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	161
Number of questionnaires returned	77

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	44	44	3	5	0
My child is making good progress in school.	38	52	8	3	0
Behaviour in the school is good.	18	60	14	5	3
My child gets the right amount of work to do at home.	22	53	21	4	0
The teaching is good.	29	58	6	4	3
I am kept well informed about how my child is getting on.	23	43	22	9	3
I would feel comfortable about approaching the school with questions or a problem.	43	49	3	5	0
The school expects my child to work hard and achieve his or her best.	38	53	6	1	1
The school works closely with parents.	26	47	13	9	5
The school is well led and managed.	16	56	13	9	6
The school is helping my child become mature and responsible.	34	53	8	3	3
The school provides an interesting range of activities outside lessons.	23	40	26	4	6

## **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**

74. Provision for the Foundation Stage children is good, an improvement since the previous inspection. The quality of teaching is good, overall. As a result, children achieve well, including those with special needs and those who speak English as an additional language.
75. Children are admitted into the Foundation Stage in the September of the year in which they are five. Twenty-one children attend school on a full-time basis in one reception class. The children, including those with special needs and those who speak English as an additional language, receive very good support from experienced teaching assistants. This is a strength. Effective arrangements are in place for children to attend for short times before starting school to ensure a smooth entry. In the summer term pre-school children attend for a weekly 'Open Story' and the PTA organises a weekly afternoon meeting for them. Most have received some form of pre-school experience. Links with local pre-school providers are good.
76. On entry into school, children's attainment is very wide-ranging but overall, broadly in line with that expected, in all areas of learning. The quality of teaching ranges from satisfactory to very good and is good, overall. As a result of the good teaching, along with the very good support provided by the teaching assistants, children's achievement is good. By the end of the Foundation Stage, most make good progress and are on course to attain or exceed most of the Early Learning Goals recommended for children of this age, in all the areas of learning. At the time of the last inspection, children's physical development was below average, as a result of unsatisfactory provision for this area of learning. This has been resolved and children's physical development is as expected and they achieve well. It would appear that standards have fallen since the last inspection. However, over the last few years there has been a decline in what children can do when they first start school.

### **Personal, Social and Emotional Development**

77. Teaching is good and children achieve well, reflecting the high expectations of staff. By the end of the Foundation Stage most are likely to attain the Early Learning Goals, with a number set to exceed them. Adults set good examples for children and value their ideas. They treat each other and the children with courtesy and respect, leading to very good relationships between children and staff, positive attitudes and good response to well-established routines. Children enjoy school and are beginning to play and work well together, for example, sharing sand apparatus fairly and taking turns when speaking in a group. They behave well and begin to understand the difference between right and wrong through good class management and through sensitive handling of everyday incidents by staff. Good opportunities are planned for them to make choices and to develop their personal and social skills. For example when they play in the class 'Garden Centre', good adult intervention encourages imaginative play, co-operation as well as speaking and listening skills. Staff encourage children to take responsibility, for example, by being register monitors and by clearing away equipment. Adults ensure equipment is easily accessible to help children become independent. Teaching is less effective when opportunities are missed to develop independence, observed when children were too adult-directed and not actively involved, for example, in measuring activities.

## **Communication, language and literacy**

78. This area is well taught and children make good progress. Most are on course to attain expected outcomes by the end of the Foundation Stage, with higher attainers set to exceed them. Staff naturally model good spoken language so that support for language development permeates the life and work of the reception class. Some children are good at negotiating with others, seen when a group acting the 'Little Red Riding Hood' story, debated who would be 'wolf'. Children enjoy stories, listening to them with increasing attention and recall.
79. Elements of the National Literacy Strategy are used effectively. Most children follow text as they share the book 'Hey, Diddle, Diddle', 'reading' aloud with the teacher, and showing awareness of rhyming words. Most know that print carries meaning. They soon pick up key features of the story and the majority can put events into the right sequence. They understand the way stories are structured and they handle books carefully. Effective use is made of language games to promote the development of phonic skills. The use of 'Jolly Phonics' is effective in helping children to recognise letters of the alphabet and their initial sounds.
80. Some 'make marks' and understand that these carry meaning. Most use pencils to form letters correctly and practise writing their names. Many begin to write simple sentences, with good support from staff who provide effective opportunities for children to write, in the 'Writing table' area. Staff encourage them to write for different purposes, such as letters, invitations and labels, as well as creating small story booklets. Some higher attainers work independently, using their phonic skills with growing ability.

## **Mathematical development**

81. Teaching is good, overall, varying from satisfactory to good. Children achieve well and by the end of the reception year most children are likely to attain the Early Learning Goals in all aspects. More able children are on course to exceed the Goals. Ongoing observations and assessments are used well to guide the planning of new work. Elements of the National Numeracy Strategy are effectively used and planning is effective, building on children's previous learning in a structured way. They are interested in numbers and count, order and match through good use of number games and activities. Songs, such as 'Five fat sausages' help them to understand 'more than' and 'less than'. Most count to 10 and beyond and many recognise numerals 1 to 9, and higher attainers, well beyond this. More able children relate addition to combining two groups of objects, and subtraction to 'taking away'. Many begin to understand space, shape and measures through using shapes and structured apparatus but talking to children reveals that many are unsure about shapes. Where teaching is most effective, work is well matched to children's differing levels of understanding, with good levels of challenge, enabling children to achieve well. Less effective teaching is seen when activities are too challenging, for example, when the children did not understand 'estimation', and where tasks are too teacher directed. These have an adverse effect on progress.

## **Knowledge and understanding of the world**

82. Teaching is good, with some very good teaching seen. By the end of the Foundation Stage most children achieve well and are set to attain expected outcomes for their age. More able children are on course to exceed these. The teacher plans a wide range of well-prepared, interesting and purposeful activities to encourage children to learn more about the world. They encourage children to observe and talk about the sunflower and cress seeds on the class 'Growing Table' and most become aware that plants are

living things that grow and change. Many are interested in using the computer and, with support, begin to develop basic information and communication technology skills. A 'Birthday Balloon' display of months of the year adds to children's increasing sense of time. Effective use is made of visits to local places such as the local park, to support children's developing sense of place, the understanding of their own culture and the local environment. Awareness of other cultures is promoted through creative experiences and stories, for example, 'Handa's Surprise', as well as the sharing of books about celebrations printed in both English and in the children's first language.

### **Physical Development**

83. Most children achieve well, reflecting the good teaching. By the end of the Foundation Stage, most are set to attain expected outcomes for their age. This is an improvement since the last inspection when standards were below expectations because of unsatisfactory provision for this area. Provision has also improved. Children now have direct access to an appropriate secure outdoor play area to encourage free play and the development of their large motor skills, using appropriate wheeled toys. In physical education lessons, most children are becoming aware of space and are beginning to show respect for others' space. They move safely, confidently and sensibly around the hall, with increasing co-ordination, control and imagination. The teacher plans effective opportunities to promote the development of children's fine motor skills. Staff teach skills such as cutting and handling small tools, for example, writing implements, paintbrushes, scissors and glue sticks to help them gain safe control of these finer movements. Many find this difficult, but are well supported by staff.

### **Creative Development**

84. Teaching is good. As a result children achieve well and most are set to attain, and some to exceed the Early Learning Goals by the time they leave the reception class. Staff plan activities where children can choose their own materials to help to develop creative skills, as well as independence. Staff manage children very well so that they behave well and try hard. Teaching assistants give very good support to all children, including those with special needs and those who speak English as an additional language, for example, when they make symmetrical collages of 'butterflies', linking effectively with mathematics. Most gain confidence in differentiating and exploring colour, texture and shape. For instance, they enjoy creating paper flowers and a large class picture of 'The Ugly Duckling'. Very well organised group work ensures all are included, having equal access to all activities. Children join in singing familiar songs and rhymes, such as 'When Goldilocks went to the house of the bears', with growing confidence. Acting the story of 'Little Red Riding Hood' encourages role-play. Effective adult intervention stimulates children's imaginative play and sustained conversation.

### **ENGLISH**

85. Standards attained by seven year olds are broadly in line with national expectations. In years three to six pupils make good progress so that by the time they are eleven their overall attainment in English is above national expectations. These overall standards are similar to those reported at the time of the last inspection but there have been improvements within the different elements of the subject.
86. Pupils start school with a range of ability in speaking and listening. Teachers are aware of the importance of building up the confidence of those who are shy or lacking in confidence and of those for whom English is an additional language and are committed to planning opportunities to encourage progress in speaking and listening. During the



inspection pupils are given frequent opportunities to explain their thoughts or offer ideas. Every pupil's contribution is valued and gradually during their first two years in school pupils increase their spoken vocabulary and willingness to speak. There are of course a few pupils who are more articulate than others and in one class an able child was able to recite a poem he had learnt thus providing a model for others. In some lessons pupils are a little slow to settle down to listen to their teacher and find it difficult to sustain concentration. In assemblies pupils of all ages demonstrate good listening skills. Overall however progress in this aspect of English is satisfactory in Years 1 and 2 and by the time they are seven pupils speaking and listening skills are in line with national expectations.

87. In Years 3 to 6 the expectations of teachers increase and in some classes where the relationship between the teachers and pupils is good and sometimes very good there is a constant exchange of ideas with pupils joining in discussions knowing that their ideas will be respected. These opportunities allow all pupils including those with special educational needs and those for whom English is an additional language to make good progress. In Year 6 for example when the teacher had deliberately set up some controversial debating points about the use of water, pupils were totally engaged in listening to each others comments and contributing their own views. On these and other occasions these eleven years old demonstrate an attainment in speaking and listening above national expectations.
88. The teaching and learning of reading is one of the school's priorities. The school has successfully adopted the National Strategy for Literacy. In Years 1 and 2 an emphasis is put upon teaching pupils the sounds of letters and combinations of letters. The teachers monitor individual reading closely as pupils' progress through a series of graded readers. Pupils regularly take their books home and many parents are very supportive in hearing their child read at home. Time is set aside for reading in school and learning support workers take every opportunity to listen to pupils reading. Pupils also gather together for group reading when they all read the same text. In this way they can be supported by one another and their teacher. Pupils have an enthusiastic approach to reading and are very willing to read to adults. They demonstrate a range of skills for reading unknown words. For example one seven year old was puzzled by the word 'woeful' but after a few moments pronounced it correctly. When asked how she had managed to do this she replied 'magic e!' Some pupils demonstrate above average reading ability; they read fluently with expression and know how to use the index, glossary and contents of reference books including the use of alphabetical order and use these skills in the classroom to find information. The overall progress of pupils of differing abilities is sound and by the time they reach the end of Year 2 overall reading standards are broadly as expected.
89. The systems begun in Years 1 and 2 for the monitoring of reading continues in Years 3 to 6. Pupils' independence improves so that by the time they are in Year 6 pupils are able to do their own research, gathering information from a number of sources including reference books and the Internet. Older pupils continue to be enthusiastic about reading. Each classroom has its own stock of fiction which is graded for difficulty and pupils supplement this with their own choices of books so that some of them may have two or even three books they are reading for enjoyment. Pupils are given time to enjoy books in school and although as they get older they are less likely to read to family members their reading choices are monitored in school by the teachers and pupils keep diaries to show their book choices. Pupils discuss reading preferences and are able to summarise plots and describe characters; they are very confident and knowledgeable when using reference books. Some teachers take their pupils to the school library for specific lessons on library skills. There is evidence of pupils enjoying a range of reading including poetry. They try performances of poetry

such as Hiawatha and study enjoy the playfulness of language in nonsense poems such as Lewis Carroll's 'Jabberwocky'. Some pupils find reading more difficult in this area of learning especially those with special educational needs. These pupils have their own learning targets and receive extra support. Overall pupils make good progress in reading in Year 3 to 6 and the overall standards achieved are above national expectations.

90. The overall standards for writing lag slightly behind those of reading. This had been recognised by the school and a number of measures have been taken to improve standards including the provision of additional support for individuals or groups of pupils who find this area of learning difficult. Another whole school strategy which is proving very effective is the breaking down of challenging writing tasks into more manageable chunks. Pupils are being given an increasing range of writing opportunities which in Year 1 and 2 includes writing about their own experiences, re-telling traditional stories in their own words, writing reports and lists of instructions and writing their own imaginative stories such as 'Dad dressing up as the Easter Bunny'. Many seven year olds however find it difficult to sustain and extend their ideas in writing. The school is aware of this and is continuing to develop the range of writing opportunities. The emphasis given to letter sounds and clusters of letters which make different sounds results in many pupils being able to spell accurately a wide range of common words and to make good attempts at new or ambitious words. Overall pupil progress is satisfactory in Year 1 and 2 and enough pupils reach the expected standards to make overall attainment satisfactory. This is an improvement from the time of the last inspection when standards were judged to be below average.
91. Pupils make slightly better progress in Year 3 to 6. Pupils become more productive, the range of writing opportunities increases and pupils begin to adapt their style of writing to suit the purpose. They learn how to write formally in letters for example and how to produce information leaflets. They imitate the style of others by for example writing their own nonsense poems, or writing their own verse after hearing the beginning of a poem, they use information from a wide range of resources and bring this together into a written account. Pupils in Year 6 write biographies of friends and of famous people. Pupils' vocabulary choices become increasingly ambitious and they acquire an increasing knowledge of grammar. So in Year 4 for example they learn about prefixes and suffixes and in Year 6 they learn how to construct complex sentences. Overall standards in Year 6 are slightly above average which is an improvement from the time of the last inspection when standards were judged to be average.
92. There are inconsistencies through the school in the attention given to handwriting and the time allowed for practising and improving it. Teachers expectations are inconsistent and pupils are given insufficient guidance about when they should attempt their neatest writing so that for example on one page of an exercise book there might be a neatly laid out formal exercise and on the facing page an untidy draft of writing with lots of crossings out. Although in Year 6 pupils have worked hard to produce some beautifully produced word-processed writing the standards of handwritten presentations by pupils of all ages are often disappointing both in exercise books and in other examples. During the inspection there was one display of pupils written 'belief scrolls' displayed on imitation scrolls. However there were few other examples of the celebration of pupils writing achievements through attractive displays and so the school is not benefiting from the motivational effects of giving pupils' writing a high visual profile.
93. The quality of teaching in lessons observed in all age groups during the inspection ranged from unsatisfactory to very good. Overall the quality of teaching is satisfactory

in Year 1 and 2 and good in Year 3 to 6. In the better lessons teachers manage their pupils well, are very clear about the learning intentions and communicate this well to the pupils. The pace in these lessons is good and teachers expectations are high. There are example of some very good teaching where teachers enjoy very good relationships with their pupils and plan lessons which challenge pupils of all abilities. Pupils enjoy these lessons and respond to the good teaching by working productively. In some lessons however the pace of learning is too slow. The time allowed for teaching English is generous and in many classes this time is not being used effectively. Both teachers and pupils could achieve at least the same results in less time if the lesson was clearly focussed and pupils were sure about what was expected of them. In these weaker lessons pupils of higher ability are not being sufficiently challenged.

94. The management of the subject is good. Considerable effort has been put into analysing the relative strengths and weaknesses of pupils work by using information from tests and classroom work. Key objectives for learning have been adopted by every class and these are used to assess pupils learning. The marking policy had been reviewed and this has resulted in teachers marking being more helpful to pupils. Lessons have been observed and teachers' targets for development agreed. Despite all of this effort there remains inconsistencies in the quality of teaching and scope for the improvement of standards particularly in Years 1 and 2.

## **MATHEMATICS**

95. Pupils enter the infants with levels of attainment that are very wide ranging but overall are broadly in line with expectations. Pupils in Year 2 attain the standards expected for their age in numeracy and all areas of mathematics (number algebra, space, shape and measures and data handling), a similar picture to that at the time of the previous inspection. Year 6 pupils' standards of attainment are well above average, a significant improvement since the last inspection when standards were average. The proportion of older pupils attaining higher levels is well above the national average. Inspection findings reflect the 2002 statutory test results for both infants and juniors.
96. Year 2 pupils, including those with special educational needs and those pupils who speak English as an additional language, make satisfactory progress, reflecting the overall satisfactory quality of infant teaching. Teachers' expectations and the pace of teaching and learning are not sufficiently rigorous to challenge pupils, particularly higher attainers, and enable them to make good progress. Junior pupils, including those with special educational needs and those pupils who speak English as an additional language, make good progress as a result of the overall good teaching in Years 3 to 6. The accelerated learning experienced in Year 6 where teaching is very good, enables pupils to make very good progress in all areas of mathematics and they attain standards that are well above average.
97. Girls and boys achieve equally well. All pupils are included in all activities and receive equal opportunity and access to the curriculum. Provision for pupils with special educational needs and those pupils who speak English as an additional language is good and they receive focused support from high quality teaching assistants. Extra numeracy support groups are effectively organised to give support where it is needed and help to improve attainment. To help to raise standards by focusing on single year groups, the school has created a seventh class each morning so that pupils in Years 3 to 6 can be taught mathematics in separate year groups.
98. By the age of seven, most pupils have a sound knowledge of place value to 100 but many are not secure in solving problems and using numbers to 1000. Some pupils are

developing confidence in solving simple number, time and money problems. They order coins according to their value and add on and take away 10 pence with reasonable speed. Higher attainers recall the 10 times table to solve simple money problems and some add up shopping lists with growing confidence and skill. Lower attaining pupils, with effective support, begin to use 10 pence coins to count in tens. Talking to pupils reveals that many identify common shapes and some become aware of reflective symmetry. Most have a sound understanding of space and measurement but some find this difficult. Pupils collect information and record findings in simple tables and charts about, for example, 'The fruit we like best'.

99. By the age of eleven pupils can work out calculations in their heads very quickly. They recognise approximate proportions by using fractions and percentages to describe them, with very good understanding. They solve related problems, for example,  $12/13$  of £? = £1,000 very rapidly. They calculate fractional and percentages of quantities with and without a calculator. They make sensible estimations and check their results, using calculators with confidence, because teachers encourage this approach. They are developing very accurate measuring skills and know approximate metric equivalents of commonly used imperial measures, and convert between metric units. They very effectively use and interpret a range of diagrams and charts, such as line graphs and pie charts and find and justify probabilities and approximations with methods based on equally likely outcomes.
100. Throughout school pupils are gaining confidence in using and applying their mathematical knowledge to problem solving. This has improved since the last inspection when it was a key issue. This aspect is well addressed in the juniors. However, inspection evidence indicates that the practice of using and applying mathematics, while not unsatisfactory, needs further development in the infants, in order to raise standards. This is already an identified priority for development. The analysis of pupils' work reveals that the demands made on infant pupils are not always sufficiently high so that the levels of challenge in work over time enable them to make satisfactory progress, rather than good progress. Junior pupils build effectively, in a structured way on the knowledge, understanding and skills gained earlier in all areas of mathematics. Across the school, pupils complete progressively more difficult work in all aspects of the subject, particularly in the juniors. Junior teachers' expectations are high, pupils are well challenged and work is well matched to meet the needs of pupils with differing levels of attainment, enabling them to achieve well, or very well, particularly in Years 3 and 6.
101. The teachers are familiar and secure with the National Numeracy Strategy, which they apply effectively. The three-part lesson structure is well established and planning is effective, with clear learning objectives and lesson structure. The use of questions at the end of sessions to assess what pupils have understood is an effective feature of teaching. Teachers use a wide range of mathematical vocabulary, resulting in pupils being able to explain their work using the correct terminology. Oral and mental sessions in the juniors are usually delivered briskly, with enthusiasm, so that pupils learn quickly and show developing mental agility. In the infants, the pace of lessons is less brisk and is an area for development in order to raise attainment. The main teaching activities involve pupils practising their skills and in this part of the lesson teachers use resources effectively and teaching assistants are very well deployed, giving support where it is most needed. Marking is effective in the juniors but varies in the infants and does not always show pupils how to improve their work. Homework is effectively addressed to reinforce pupils' skills. Good relationships well motivate pupils who have good attitudes.

102. The quality of teaching and learning across the school is good, overall, an improvement since the last inspection. It ranges from satisfactory to very good. In a third of lessons it is very good. The quality of infant teaching is satisfactory, overall. In the juniors it is good, overall, with very good teaching seen in Years 3 and 6. In the most successful lessons, mainly in the juniors, the teachers' good subject knowledge and high expectations effectively challenge pupils to achieve very well, engendering a very brisk pace of learning. For example, in a very good Year 3 lesson about 'shape', the teacher's expectations were high. He planned challenging, stimulating activities, using practical apparatus very effectively to develop pupils' vocabulary and understanding of features of various shapes, so that the quality of their learning was very good. In another very good lesson on 'fractions', the teacher enthused pupils in Year 6, through very high expectations, clear explanations and probing, focused questions that well challenged pupils of all abilities. This resulted in a very sharp pace of learning and enabled all pupils, including those with special needs and those who speak English as an additional language to make very good progress and work to their full potential. Less successful features of teaching are when the pace of learning slows, pupils lose interest, limiting progress. Where teachers' expectations are insufficiently high and activities lack challenge, pupils, particularly high attainers do not make enough progress. Where class management is variable, so that some pupils distract others, interest and concentration are lost. These have an adverse effect on achievement and learning.
103. A target for development has been the use of information and communication technology to support the subject. This is now effective and some good examples were seen in links with data handling and work in fractions. Pupils use mathematics effectively to support learning in other subjects, for instance, using shapes and patterns in art, and graphs in science. Literacy skills are enhanced effectively by reading 'word' problems and through using and extending mathematical vocabulary.
104. The curriculum and assessment have improved since the previous inspection when they were key issues. The curriculum is broad, balanced and now meets statutory requirements, and documentation is good. Teachers effectively use informal observations and regular tests, including non-statutory tests to assess pupils' attainment and track their progress. Information gained from assessment is used well to guide the planning of new work. It is analysed rigorously to identify strengths and areas for development. It is used well to adapt the curriculum, set 'Key Objectives' and help class teachers to set class targets and to track pupils' progress. Subject co-ordination is very good. The committed and enthusiastic coordinator has very secure subject knowledge, analyses test results, has attended much in-service training and organised staff meetings, very well supporting staff. She checks teachers' planning and has observed and monitored teaching and learning, so that she is aware of strengths, areas for development and future direction of the subject. She has already identified the need to further develop the aspect of using and applying mathematical skills to problem solving and to further improve the use of information and communication technology to support the subject. Resources are good, well organised and effectively used to support learning.
105. The school has made very good improvement in mathematics since the last inspection. Teaching has improved in the juniors, the National Numeracy Strategy is well established, the role of the subject coordinator has been strengthened and standards are rising, particularly at the end of the juniors.

## **SCIENCE**

106. In the 2002 national tests at eleven pupils were well above average and teacher assessment at seven showed pupils to be average. Standards seen during the

inspection show junior pupils to be above average and infant pupils to be below average. Pupils enter the school with a broad range of ability and overall progress is satisfactory through the infants. Progress is very good through the juniors. Overall, science has improved since the last inspection. Although infant standards have remained similar to the last inspection standards in the juniors have improved particularly in the last two years.

107. The reason for the difference in very high junior standards in the 2002 tests and the above average standards seen during the inspection is that in the areas covered by previous national tests junior pupils continue to be above average but in the investigative aspects of science junior pupils are average. The lower standard for infants is accounted for by insufficient pupils attaining the higher level three, and teachers over estimation of attainment particularly in science investigations. This is recognised by the school and improving investigative science across the school it is part of the school improvement plan.
108. By Year 6 pupils understand that plants make food through photosynthesis and can describe the process. They name the parts of a plant and describe their function, for example, flowers for reproduction and leaves for photosynthesis. They give a range of examples of food chains and use correct terms, for example, predator, prey, producer, top consumer and identify that if a link of the chain fails then the chain itself fails. Pupils study the lives of Pasteur, Fleming and Chain in relation to microbes and their control, and investigate condensation and rates of evaporation in different circumstances. They investigate and interpret a graph of the apparent movement of sun, and through investigation conclude that the size of sugar crystals directly affects the rate they dissolve. However, pupils do not consistently record the variable changed in an investigation to compare the different outcomes.
109. By Year 2 pupils identify healthy and unhealthy foods and complete cloze procedure such as 'Plants need \_\_\_\_\_ and \_\_\_\_\_ to grow'. They know that water freezes to form ice and that this process can be reversed. They sort natural from manufactured materials. However they are unclear about sources of light, how to create a simple circuit or how to make a scientific 'fair test' when comparing the effect of height on how far different model cars travel when they have reached the bottom of a slope.
110. Pupils are enthusiastic about the subject and particularly enjoy the large amount of practical work done particularly in junior classes. As a consequence of the science curriculum employing a good range of learning approaches pupils with Special Educational Needs and those with English as an additional language make good progress, are fully included in lessons and appropriately supported.
111. Science supports literacy though 'reported writing', for example, the reporting of an investigation into 'which rock is the most porous' in Year 3. The development and application of technical vocabulary also supports literacy. Science supports numeracy, for example, in graphing the apparent movement of the sun during the day, measurement of rates of evaporation in Year 6 and the mass of water absorbed in porous rocks in Year 3. However, insufficient use is made of information and communication technology to report on investigations, for example, through presentations, use of spreadsheets and reported writing. However, it is part of the school improvement plan to identify and exploit the links between different subjects including those between science, mathematics, English and information and communication technology.
112. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development, for example, the appreciation of the need to respect organisms and their

habitats and the effect the removal of one organism in a food chain has on those above it. Pupils work collaboratively, and were engaged, enthusiastic and very keen to share their learning with others. Science also contributes well to social and moral provision. For example, in all the lessons seen pupils not only enjoyed the practical work but also worked very responsibly in groups behaving well, ensuring all were able to participate and contribute.

113. Overall teaching is good. Of the lessons seen a third were satisfactory, a third good and a third very good. All junior lessons seen were good or better and satisfactory in the infants. This is also supported by a scrutiny of pupils work throughout the past year. This scrutiny showed that there was a good emphasis on practical work and recording giving pupils good opportunities to demonstrate their learning, particularly in the junior classes. Teachers' knowledge and understanding is generally good and this enables them to plan well to ensure the lesson supports the required learning and challenge pupils' thinking. A good example of this was seen in Year 6 lessons where pupils were given opportunities to model the simultaneous movements of the moon around the earth and the earth around the sun. Teachers' management is also good and consequently pupils' behaviour is good, enabling pupils to engage fully in lessons. Teaching is less successful when lesson objectives are insufficiently clear, expectations are too low, and the pace of lessons fails to maintain pupils' interest.
114. Leadership and management of the subject are satisfactory, with good assessment procedures overall, although these are insufficiently rigorous in the infants. The areas for improvement are known by the school and are part of the school improvement plan. Classroom space in the main school is too small to enable practical work to be carried out well. A new coordinator has been appointed from September.

## **ART AND DESIGN**

115. It was possible to observe only one infant art lesson during the inspection. Judgements for the infants are also based on discussions with pupils and staff, a scrutiny of pupils' work and teachers' planning. No judgement can be made on the overall quality of infant teaching, but teachers' plans show that they provide a broad and balanced programme based on secure subject knowledge. Levels of challenge in work show that teachers' expectations, and use of resources are appropriate, indicating satisfactory teaching. The attainment of both seven- and eleven-year-olds is as expected for their age, with some good quality observational drawings seen. Pupils' achievement is satisfactory overall, including those with special educational needs and those who speak English as an additional language. Standards have improved since the last inspection, when attainment and teaching in art were key issues. These have now been resolved appropriately.
116. Both infant and junior pupils explore ideas, work with a wide variety of materials and tools, and record investigations in a range of media. By the end of Year 2, pupils' previous learning is built on and make sound progress. Teachers provide a good range of opportunities to explore colour, texture, shape, line, form and pattern, for example, when pupils use natural and man-made materials to make a collage. Younger pupils create effective weavings, using a variety of materials. They observe Picasso's 'Violin' relief sculpture and use a range of materials to produce simple sculptures in his style. By the end of Year 6, pupils work with improving accuracy to represent things, using art elements with increasing confidence. Pupils' skills, knowledge and understanding are consolidated and extended appropriately as they move through the juniors. Lower juniors collaborate well to design and make a sculpture, with the new school building in mind. Juniors have sketch books and use them effectively to practise the art elements. Teachers encourage pupils to closely observe objects, resulting in some good quality

detailed, careful drawings. For example, when pupils use line, tone and texture to make effective still life drawings of, 'scissors, staple and sellotape'. Pupils apply their understanding of colour, pattern and texture to make collage portraits of 'My Mother'. They study the work of Matisse and Renoir and paint pictures in their styles. Many evaluate, modify and improve their work. Year 6 pupils create effective sculptures in a range of media. Studying Indian art contributes well to pupils' spiritual and cultural development and to their multicultural understanding.

117. The overall quality of teaching in the juniors is satisfactory, with some good teaching seen in Year 6, where the teacher's subject knowledge is very secure, and her structured approach, enables pupils to achieve well, for example in making sculptures from straws, then wire. Teachers' expectations are appropriate with suitable levels of challenge that enable pupils to make satisfactory progress. Teachers' planning and use of resources are effective, well motivating pupils. Teachers provide effective opportunities for pupils to collaborate and to take responsibility for equipment, developing social skills. Effective links with information and communication technology help pupils use computer skills to good effect in developing artwork. Developing pupils' vocabulary enhances literacy skills, particularly for upper juniors, who use terms, such as 'profile, sketch, abstract', with good understanding. Numeracy skills are effectively used in pattern and shape work, throughout. Pupils have very good attitudes and enjoy art.
118. Subject co-ordination is good. The coordinator has secure subject knowledge, has attended in-service training and well supports other staff. Art documentation is helpful to teachers in their planning. These are improvements since the last inspection. The curriculum is enriched by an extracurricular art club, by visitors to school, such as a cartoonist who demonstrates his work to pupils during 'Book Week', and by pupils involvement in the Cheltenham Art Festival and Art Gallery competitions. All pupils are included in all activities and have equal access to the curriculum. Art contributes very well to pupils' spiritual and cultural development, including their multicultural understanding through, for example, creating Rangoli patterns and making model dragons to celebrate the Chinese New Year. Teachers use art well to support learning in other subjects, when Year 2 pupils create a class picture to illustrate the Great Fire of London in history and pupils in Year 4/5 make a science display of the Planets.

## **DESIGN AND TECHNOLOGY**

119. Insufficient lessons were seen to make a judgement on attainment. However through the lessons seen, talking to pupils and scrutinising work standards are judged to be in line with national expectations in both infant and junior classes and have been maintained since the last inspection.
120. In Year 1 pupils produce good quality weaving using a range of materials such as fabric, paper and plastic. By Year 2 pupils create their own-wheeled vehicles and through good cross-curricular links investigate their effectiveness in science by comparing how far they roll when they reach the bottom of a slope. Year 2 pupils also create shadow puppets and recognise when these are unsuccessful and modify their designs accordingly. Pupils make good progress in Year 3 and survey people to identify the factors that influence them in buying different cereals. They discuss and use this survey to make, review, modify, discuss, and present their finished work to peer evaluation. By Years 4 and 5 pupils create very good quality toys, which include axles, and cams to make the 'passengers' move and create 'things that fly', to support a topic developed by the school. By Year 6 pupils create models of the new accommodation from builders plans.



121. There is insufficient evidence to make an overall judgement on teaching but in the lesson seen, talking to pupils and a review of their work, it was judged to be at least satisfactory. Teaching is most effective when pupils are challenged and there are clear expectations as in the Year 3 and 5 work cited above. Pupils enjoy the subject. Good links are made to literacy when pupils discuss their shadow puppets in Year 2 and to spiritual, moral, social and cultural development through respect for others views during the discussion. Numeracy is supported when pupils scale the builder's plans to create their own models. However insufficient use is made of information and communication technology to record their work.
122. The coordinator leads the subject effectively and has reviewed standards, and design and technology is included in the school improvement plan. However, some classrooms are small, and this restricts the amount and scale of work that can be done effectively.

## **HUMANITIES**

123. Standards attained by both seven year olds and eleven year olds are in line with national expectations and are similar to the standards reported at the time of the last inspection. A full geography curriculum has been planned but for a number of reasons including the pressures on time there is considerable room for improvement in the development of learning opportunities and the raising of standards. There are insufficient opportunities in Year 1 and 2 for pupils to practise different ways of recording aspects of their learning in history lessons and there are insufficient opportunities throughout the school for pupils to practise their geographic recording skills. There are also few examples throughout the school of teachers combining learning in geography with learning in different areas of the curriculum.
124. In years 1 and 2 pupils gradually expand their geographic understanding from looking at the school site and surroundings to considering locations and environments further afield. They follow the travels of the class bear 'Eyore' as pupils take him to different locations. They write about the geographical features of islands through a project based on the imaginary island of 'Struay', which in turn is based on an actual location and they have learnt about the lifestyle of people in an Mexican village. They have also considered the features of British seaside. Pupils are aware of some of the differences in ways of life that are influenced by climate and can talk about where hot and cold places may be found. There are examples of pupils using and applying skills from other areas of the curriculum such as writing about the adventures of Eyore when he was lost in Paris but these opportunities tend to occur incidentally rather than being systematically planned. Pupils go on local walks and visit places such as Slimbridge and Weston Super Mare to enrich their learning.
125. In Years 3 to 6 all pupils' study the same geographic topics at a level appropriate for their age. The way that the curriculum is planned however ensures that pupils will not repeat topics. A project undertaken by all the older pupils to investigate the way in which people spent their time and the provision and location of recreational facilities was not taught to sufficient depth to improve pupils' geographic skills, knowledge and understanding. However there is evidence of effective learning in the school's current topic on water. This included one very good lesson observed during the inspection when pupils demonstrated good levels of understanding and were encouraged to think deeply about the issues involved. Pupils' learning is enhanced through visits to local rivers and other locations. However, there remains considerable scope for the enrichment of the curriculum. When talking to older pupils they demonstrate a good knowledge of places and environments. They confidently name continents, oceans, cities and rivers. On a map of the British Isles they can locate individual countries,

London, Cheltenham, the rivers Severn and Avon. When talking about the effects of human behaviour on the environment and conversely the effect of climate and environment on ways of life older pupils demonstrate a maturity of thought and a sound geographic vocabulary.

126. In History Year 1 and 2 pupils learn about famous people such as Florence Nightingale and famous events such as the Great Fire of London. They also discover differences between life in the past and modern life by looking at artefacts such as old toys or the clothing and equipment used at the seaside in former times. Although pupils acquire a satisfactory range of knowledge and understanding they have insufficient opportunities to practise and improve their recording skills. They have one or two learning experiences such as contributing to the Cheltenham Dance Festival with a composition based on the Great Fire of London, which leave a lasting impression and have a powerful effect in reinforcing pupil's learning as well as enhancing their enthusiasm. When talking about the dance event the pupils' eyes light up as they talk about where the fire started, finished and how it was finally put out. They also know some of the consequences of the fire such as the eradication of disease and improvement of buildings. There are however few examples throughout the school of teachers combining learning in history with learning in different areas of the curriculum.
127. As in geography in Years 3 to 6 all pupils' study the same history topics at a level appropriate for their age. Pupils have a good range of experiences learning how to find out about the past from a variety of sources. They look at and compare maps; they use census materials and try to identify the occupations of people who lived in local streets in the past. Pupils collect information from reference books and use this to write a conversation between two historical characters, they write in role as a Victorian child and make a poster advertising the plight of child labourers. Pupils' learning is enlivened by special events such as a Greek Day including a version of the Olympic Games, and visits to local museum. Year 6 had a memorable day when they their teachers dressed as Victorians and re-enacted a Victorian day at school.
128. The quality of teaching in lessons observed during the inspection ranged from very good to unsatisfactory but other evidence gathered by examining pupils work, teachers planning and especially from talking to pupils indicates that the quality of teaching overall is satisfactory enabling pupils to make satisfactory progress. There are however some inconsistencies within the teaching. Whilst some teachers have high expectations of their pupils about both the amount and the quality of work produced this is not always the case. In lessons some teachers are very skilled in focusing pupils attention and challenging them with good open-ended questioning whilst in other lessons there is a lack of focus, a lack of challenge and time is wasted. In general teachers planning does not show clearly how the more able pupils are to be offered extra challenge.
129. The coordinator for geography is extremely knowledgeable about the subject and very interested in providing stimulating learning experiences for the pupils. However there has been little development of the subject whilst the school's efforts have been focussed on other priorities. The coordinator for the history has only held the responsibility for a short while. A start has been made in improving the learning resources. There has as yet been no systematic attempt to monitor standards of pupils' work or quality of teaching in either subject.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

130. Standards in information and communication technology are satisfactory in both the infants and juniors and progress is satisfactory. Pupils with special educational and

those with English as an additional language needs achieve well and reach standards commensurate with other pupils. This is a significant improvement since the last inspection when standards were below expectations and the curriculum did not meet statutory requirements.

131. By the age of seven pupils use computer to label diagrams, for example, the names of the planets. They use a graphics package to create pictures in the style of Mondrian and are also able to graph the relationship of the height of a ramp and the distance travelled by cars when they reach the bottom. Pupils also 'drag and drop' text into the correct order to create the story of Florence Nightingale and write simple sentences and 'list poems'. They edit given text spelt incorrectly, for example, 'footbll', 'bawll' and use the Internet to find information.
132. Pupils at eleven use a word processor to support literacy through a range of writing styles, for example, instructional text, nonsense verse, biographies and arguments. They use spreadsheets to tabulate the number of vowels and consonants in friends' names and for calculating the amount of water used by their families over a week. This, and the class survey of numbers of different foods member of the class ate each day, makes a good contribution to pupils' numeracy skills. Good curricular links are made with geography when pupils create search routines in a database to identify, for example, how many homes in 100 matched 3 characteristics, for example, a detached bungalow that uses oil central heating. However, pupils are less secure when creating presentations and data logging.
133. Although no first hand teaching was seen in the infants, from a scrutiny of work, review of planning and interviews with teachers and pupils, teaching is judged to be at least satisfactory. In the juniors teaching is good. The strengths in lessons are the teachers' relationships with pupils and their enthusiasm, which, generates good behaviour, involvement and an eagerness to learn in pupils. Good knowledge and understanding was apparent in a Year 3 lesson where pupils were challenged to estimate distances, angles and draw shapes in different colours by giving instructions to a 'turtle'. Teaching is also good when there are clear objectives, for example, when pupils in Year 4/5 were asked, using a 'turtle' to draw the outline of the letter F, then E and then change the colour of the lines. Teachers also have good classroom management skills. They make good use of 'interactive white boards' to involve pupils in lessons and to increase the pace of presentations, maintaining pupils interest and involvement.
134. Pupils are enthusiastic and enjoy information and communication technology. The subject makes a significant contribution to the schools' spiritual, moral, social and cultural provision, particularly moral and social through good opportunities for collaborative working. The good attitudes and behaviour resulting from this makes a significant contribution to the success of the subject where the computer suite is small and inadequately ventilated and only available in the afternoons.
135. The school has broadly adopted the nationally approved scheme of work but are developing it to ensure the subject is integrated well into the curriculum as a whole. This ensures that information and communication technology is used well in other subjects and developed and practised across the curriculum. The subject coordinator is very knowledgeable and enthusiastic and has been instrumental in ensuring the subject has sufficient resources through development of the recently installed computer suite. He has also been instrumental in developing teachers' knowledge and understanding to ensure the curriculum is fully implemented and integrated into the school's planning

136. The school makes good use of the recently installed computer suite. However, it is used to accommodate Year 4 who are taught as a separate year group in the mornings. This restricts its use as an information and communication technology suite and having computers in the room restricts its use as a classroom. Although the suite is a significant improvement since the last inspection dual use is not satisfactory and ventilation is inadequate. However, through the school improvement plan imaginative suggestions for improvement are being considered including the purchase of a class set of lap top computers which can be moved around the school and used at any time of the day. The improvements and future developments are the result of very good leadership and management of the subject by the deputy headteacher. To improve the subject further the school should consider; developing teachers' expertise to ensure lesson planning includes challenging work for the full range of ability in classes particularly higher attaining pupils across all Programmes of Study, ensuring information and communication technology is used to support a wider range of subjects, and by reviewing the use of the information and communication technology suite as identified in the school improvement plan.

## **MUSIC**

137. Standards attained by eleven year olds are in line with national expectations and are similar to the standards reported at the time of the last inspection. There was insufficient evidence during the inspection to judge the standards attained by seven years olds. In the past there has been a lack of resources and guidance to teachers. A full music curriculum has now been planned and a commercial scheme purchased to supplement a nationally produced programme of work, but for a number of reasons including the pressures on teaching time and a lack of confidence by some non-specialist teachers, there has been little development of learning opportunities. There is therefore considerable scope for raising the profile of the subject within school and the raising of standards.
138. Pupils of all ages sing tunefully, enthusiastically and rhythmically; this was amply demonstrated during the inspection during all of the school assemblies. Pupils gather together at other times for Infant Singing or Junior Singing when teachers support one another and encourage pupils to listen and respond to the recorded accompaniment. Apart from special occasions, such as Christmas performances when a member of staff plays the piano, pupils usually sing to recorded music. Teachers plan units of work to cover all of the aspects of teaching music, including listening and responding to music. During the inspection one class was listening to 'Yellow Submarine' and describing the mood it created. Pupils use instruments to explore sounds and make up their own compositions and teachers often plan lessons, building up to a performance in front of the school or other classes. During the inspection one class of Year 6 pupils were trying to create the impressions of 'emptiness' or 'vastness' as part of a project on space. They worked collaboratively in pairs and threes and recorded short pieces on Dictaphones; they then evaluated each other's efforts.
139. Three lessons were observed in Years 3 to 6. Pupils make satisfactory progress in these year groups and the quality of teaching overall is satisfactory. Teachers demonstrate that with consistently good planning and by increasing their expectations they have the capacity to raise standards. Pupils enjoy their music lessons. No music lessons were observed in years 1 and 2 so no judgement on the quality of teaching can be made. The school stock of musical instruments is just adequate but there are no instruments for raising cultural awareness. Learning resources also include computer software for composing. There are examples of pupils' enjoyment of music being nurtured through extra-curricular activities such as recorder groups, singing groups and

a bi-annual talent show. During the inspection one teacher used recorded music in his classroom that was very effective in producing calmness conducive to quiet study.

## **PHYSICAL EDUCATION**

140. Pupils make overall satisfactory progress in physical education and by the age of seven attainment is in line with national expectations. However, since no lessons were observed of Year 6 pupils, no judgement can be made of attainment by age 11. Similarly, no evidence was obtained of junior pupils' swimming skills. However, Year 2 pupils were observed swimming and they were in line with expectations and the subject coordinator confirmed that the great majority of pupils are able to swim 25 metres unaided by the time they leave the school.
141. In Year 1 pupils develop sound skills in hurdling, batting and catching using a beanbag and a ball, and co-ordination is also acquired through skipping. Pupils practise these skills purposefully and are aware that exercise increases heart and breathing rates. Year 2 pupils have sound gymnastic skills. They use opposite hands and feet to create balances with control and co-ordination and interpret the task imaginatively. Pupils respond well to health and safety requirements and understand the need for warming up and the effect of exercise on their bodies. By Year 3 pupils work hard to develop their skills in net games and are able to stand and hold a racket appropriately and through practise develop accuracy in hitting a ball. All pupils work hard and enjoy the subject. Pupils with special educational needs and English as an additional language have similar attainment to other pupils. The subject makes good contribution to pupils' spiritual, moral, social and cultural through good collaboration, taking turns and respect for the achievement others.
142. The quality of teaching is satisfactory overall with one good and two satisfactory lessons seen. Where teaching is good, lessons are well planned, teachers demonstrate good subject knowledge and use praise appropriately and consistently. They have high expectations of pupils' work and behaviour, give very clear instructions and maintain a good pace throughout the lesson. In the best cases, they use demonstration and correct terms such as 'forehand' and 'backhand' to develop vocabulary. The quality of pupils' learning during lessons is closely linked to the quality of teaching and ranges from good to satisfactory, and is satisfactory overall. Pupils are given opportunities to comment on other's performance, which gives opportunities to develop their speaking and listening skills.
143. The subject coordinator is enthusiastic, has good subject knowledge and a clear vision of improvements she wants to make in the subject. A good range of well-attended extra-curricular physical education activities are provided throughout the year. The accommodation for physical education is unsatisfactory. The facilities do not allow pupils to develop beyond the minimum required. The hall is too small for junior pupils to carry out gymnastics safely, and the school has no playing field. A significant amount of time is lost through pupils having to walk to a public field 10 minutes away across very busy town centre streets. It is only through imaginative use of the hall, other facilities and resources that the physical education curriculum can be delivered.

## **RELIGIOUS EDUCATION**

144. It was not possible to observe any infant religious education lessons during the inspection. Judgements for the infants are based on discussions with pupils and staff, a scrutiny of pupils' work and teachers' planning. No judgement can be made on the quality of infant teaching, but teachers' plans show that they provide a broad and balanced programme based on secure subject knowledge. Levels of challenge in work

show that teachers' expectations, and use of resources are appropriate, indicating satisfactory teaching. At the end of Year 2 standards meet the expectations of the locally agreed syllabus and are similar to those found at the time of the last inspection. The achievement of pupils, including those with special educational needs and those who speak English as an additional language, is satisfactory. At the end of Year 6 standards exceed the expectations of the locally agreed syllabus and have improved since the last inspection. Pupils, including those with special educational needs and those who speak English as an additional language, achieve well.

145. By the end of Year 2, pupils gain a satisfactory understanding of Christianity. They learn about the importance of religious practices, celebrations and festivals and relate some of these to their own experiences of celebrating Christmas, Easter and baptisms. They study Christian symbols, such as the Cross and candles and are familiar with Christian artefacts, such as a chalice, a hymn and Prayer book and know that the Bible is an important Christian book. They make a plan of a church and learn about its features, for example, the altar, font and pulpit. Pupils have a sound knowledge of the life of Jesus, for example, of stories about His birth and death. They hear stories that Jesus told, such as 'The Lost Sheep'. They develop appropriate understanding of aspects of another faith when learning about what is special to Hinduism. They celebrate Divali, learn about special food served at Divali, dress in Hindu costume and make 'Happy Divali' cards. By the time they leave the school, junior pupils know Christianity is the main religion in Britain. They build on and extend their skills, knowledge and understanding effectively. They hear Old Testament stories, for example, about Abraham and Isaac. They develop good knowledge of the life of Jesus, well understand the events leading up to the Easter story and are aware of the significance of the Easter story to Christianity. They learn about 'Rites of passage' and write about their 'Journey through life', becoming aware of growing up. They relate this to the Jewish ceremony of Bar Mitzvar. Pupils study Islam and Judaism, gain good insight into other cultures and faiths and understand that other people's beliefs are important to them. They compare the major faiths and know they have similarities, for example, their special symbols and their sacred texts. This enhances pupils' spiritual and cultural development.
146. The overall quality of teaching in the juniors is good, with very good teaching seen in Year 3/4. Teachers' secure subject knowledge and high expectations challenge pupils, enabling them to achieve well. For example, pupils discuss 'The Ten Commandments', with confidence, relating them to their own lives, and contributing well to their moral development. Teachers manage pupils well, and use artefacts effectively, resulting in pupils' good efforts, a brisk pace of learning and very good attitudes, an improvement since the last inspection. Year 6 pupils were encouraged to undertake independent research when learning about the Jewish 'Torah'. They enjoyed a lively discussion about 'right and wrong', enhancing speaking and listening skills, and using correct terms, such as 'Torah, Mezuzah, Scroll', confidently. Good links with art were made when they created a model 'Torah'. Links with literacy are appropriate regarding vocabulary development, for example, when infants identify features of a church and lower juniors effectively make up short plays to show what life would be like without rules. However, opportunities are missed to extend pupils' writing skills, particularly for infants. Numeracy is appropriately addressed in the use of charts to record data. Information and communication technology is used effectively to support the subject through the use of CD-ROMs for research.
147. Subject co-ordination is good. The coordinator has had some opportunities to monitor teaching and learning and has attended in-service training, an improvement since the last inspection. She liaises closely with the coordinator for the provision for pupils who speak English as an additional language to raise multicultural awareness.

Documentation effectively supports planning which corresponds appropriately to the locally agreed syllabus, an improvement since the last inspection. All pupils are included in all activities, having equal opportunity and access to the curriculum. Extracurricular activities, for example, the 'Cultural Awareness Club', 'Luke's Lot' Club, and events such as Christian Union Week well support provision. Visitors, for example, local ministers who regularly take assembly, and visits to the local church, to a Mosque and to 'The Bible comes to life' exhibition, enrich the curriculum. Visits and visitors involving other faiths very well promote cultural development.