

INSPECTION REPORT

MEADOWSIDE PRIMARY SCHOOL

Quedgeley, Gloucester

LEA area: Gloucestershire

Unique reference number: 131782

Headteacher: Mr D R Zeal

Reporting inspector: Derek G Watts
22092

Dates of inspection: 23rd-26th June 2003

Inspection number: 248856

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category:

Age range of pupils: 4 – 11 years

Gender of pupils: Mixed

School address: Elmore Lane East
Quedgeley

Gloucester

Postcode: GL2 4LX

Telephone number: 01452 721767

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Appropriate authority: Governing body

Name of chair of governors: Councillor Jackie Hall

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22092	Derek G Watts	Registered inspector	Science Information and communication technology Design technology Physical education	What sort of school is it? The school's results and achievements. How well are pupils taught? How well is the school led and managed?
9624	Graeme Norval	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?
14732	Enid Korn	Team inspector	Foundation stage English as an additional language Mathematics Art and design Religious education	How good are the curricular and other opportunities offered to pupils?
32257	Richard Chalkley	Team inspector	Educational inclusion Special educational needs English Geography History Music	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Meadowside Primary is a new school that opened in September 2000 with 41 pupils. Due to delays in the building programme, the school began in temporary accommodation and took occupancy of the existing building in November 2000. The school has gradually grown in numbers and at the time of the inspection there were 149 pupils on roll from reception to Year 6. A significant number of pupils have joined the school after the normal starting time. There is one class per year group except for a combined class of Year 5 and 6 pupils. Most pupils are of White British origin. About 15 per cent of the school population have been identified as having special educational needs and this is below average. Approximately three per cent of pupils have Statements of Special Educational Needs and this is above average. The nature of special educational needs include specific learning difficulties, speech and hearing impairment. About 4 per cent of the school population have English as an additional language. The proportion of pupils eligible for free school meals is below average. Children's attainment on entry to reception is broadly average.

HOW GOOD THE SCHOOL IS

Meadowside is an effective school with very good features. By the end of Year 6, pupils attain above average standards overall and achieve well. The quality of teaching and learning is good. Attitudes, behaviour and relationships are very good. The headteacher provides very good leadership and clear educational direction for the school. The headteacher, staff and governors have achieved a great deal in establishing this new school in the community. Teamwork among the staff is very good and there is considerable commitment to the further development of this new school. Good value for money is provided.

What the school does well

- Standards are well above average in English, mathematics, science and information and communication technology (ICT) by the end of Year 6 and above average in design technology (DT) and religious education (RE). Standards are above average by the end of Y2 in English, science, DT and ICT.
- Pupils' attitudes and behaviour are very good because of very good provision for moral and social development.
- Teaching and learning are good overall. Teaching and learning in Years 3 to 6 are very good.
- The very good leadership by the headteacher provides clear educational direction and this contributes to very good teamwork, a very positive ethos and to the high standards achieved.
- The school has a very good partnership with parents. Parents hold the school in high regard.
- Attendance is well above the national average

What could be improved

- Extend the good assessment procedures in English to other subjects and further develop the tracking of pupils' progress.
- The role of subject co-ordinators so that they are fully involved in monitoring and evaluating standards and provision.
- The playing fields so that the surface is level, free from stones and safe.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was established in September 2000 and has not been inspected before.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
reading	N/a	A	A	A
writing	N/a	C	A	B
mathematics	N/a	A*	A	B

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

Most children in reception are on course to meet the early learning goals in all areas of learning with about one third exceeding them. They receive good teaching and achieve well.

In 2002, the school's test results for Year 2 in reading, writing and mathematics were well above the national average. The teacher assessments for science were also well above average. The current Year 2 class is larger than the previous two years with a greater proportion of below average attainers and fewer higher attaining pupils so standards are generally lower than last year's test results. The findings of the inspection are that standards by the end of the current Year 2 are above average in speaking and listening, reading, and writing. Standards are average in mathematics. Standards are above average in science, DT, and ICT. In art and design, geography, history, physical education (PE), music and religious education (RE) standards are average.

There are no National Curriculum test results for Year 6 because this is the first year that the school has had Year 6 pupils. The findings of the inspection are that standards by the end of Year 6 are well above average in English, mathematics, science and ICT. Standards are above average in DT and RE, and average in art and design, geography, history, music and PE. Overall, pupils are achieving well throughout the school because they receive good teaching and are provided with a well planned curriculum. Pupils with special educational needs and those with English as an additional language make good progress. The school has set challenging targets in English and mathematics and is progressing well towards these.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school and show considerable interest and enthusiasm for the activities on offer.
Behaviour, in and out of classrooms	Very good. Pupils are very well behaved in assemblies, in class and in the playground. They are friendly and polite to each other, to staff and to visitors.
Personal development and relationships	Good. Pupils show maturity appropriate to their age. When given the chance they accept responsibility well. There are clear plans to increase opportunities in this area. Relationships throughout the school are very good.
Attendance	Very good. Attendance figures are well above the national average and there are no unauthorised absences. This contributes to good learning and good achievement. Parents support pupils and the school very well

	in this area.
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TEACHING AND LEARNING

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

Teaching is good overall and very good in Years 3 to 6. This good teaching has a positive impact on pupils' learning, the standards attained and achievement. Lessons are well planned and pupils are clear about what they are to learn. Teachers' demonstrations, instruction and explanations are clear and informative. Pupils are attentive, interested and make good gains in knowledge and understanding. Teachers use questioning well to challenge the pupils' thinking and to check their understanding. In most lessons tasks are well matched to pupils' abilities. Pupils with special educational needs receive good support from learning support workers. These approaches help to ensure that all pupils are suitably challenged. The teaching of English and mathematics are good throughout the school and pupils are given good opportunities to apply and develop literacy and numeracy skills in other subjects. ICT is also well taught and used effectively to support teaching and learning across the curriculum. An excellent mathematics lesson was seen in Years 5 and 6 and an excellent music lesson was seen in Year 3.

Where teaching is satisfactory rather than good, introductions are overlong and the pace of learning slows. Work is not sufficiently well matched to pupils' different attainment and so not all are suitably challenged. No unsatisfactory teaching was seen.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school offers a broad and balanced curriculum. English, mathematics, science and ICT are particularly strong. Art and design and RE are less well developed. Equal opportunities are very good and the curriculum is enriched by good extra curricular activities.
Provision for pupils with special educational needs	Good. Pupils are well taught and teachers' planning takes account of pupils' needs. Pupils receive effective support from learning support workers. Pupils make good progress towards the learning targets in their individual educational plan.
Provision for pupils with English as an additional language	Good. Pupils' level of language acquisition is effectively assessed. Pupils receive good teaching and good support. They make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for moral and social development is very good and this contributes towards very good attitudes, very good behaviour and good relationships. Spiritual and cultural opportunities are good.
How well the school cares for its pupils	Procedures for pupils' care and well being are good. Systems for assessing pupils' attainment are satisfactory overall. Assessment procedures are not yet fully established in all subjects and the tracking of pupils' progress is at an early stage of development. There are no formal procedures for assessing and recording pupils' personal development.

The school has a very good partnership with parents. Parents contribute very well to the school's effectiveness and to pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The headteacher provides very good leadership and clear educational direction. With staff, he has created a very positive school ethos. Teamwork among the staff is strong. Other leadership roles are not as well developed but there are clear plans to address this
How well the governors fulfil their responsibilities	Very well. The governors are very well led by an experienced and effective chair person. They are supportive and have a good knowledge and understanding of the school's strengths and areas for development. Governors have been appropriately involved in shaping the school's positive direction. Good use is made of governors' expertise.
The school's evaluation of its performance	The school's monitoring and evaluation procedures are effective. National curriculum test results are analysed well. Findings from evaluation are used well to plan for improvements
The strategic use of resources	Good. Specific grants are used effectively. Financial planning, control and monitoring are good. Principles of best value are applied well.

The school is a new modern building with a number of strengths. It has unique energy saving design and recycling procedures. Classrooms are well lit and nicely furnished. However, opportunities to create outstanding primary accommodation for this millennium have been missed. There is no provision for a library and the room designated for the computer suite is narrow and cramped. The main hall is not suitable for indoor games because of a low sloping roof. There is no medical room or interview room for staff to meet parents or visitors. The very small staff room is totally inadequate. The school has experienced considerable problems with the school field and attempts to remedy this have been unsuccessful. At present, the surface is uneven, grass coverage is poor and sharp stones appear on the surface. This field is not safe for games. The school has an appropriate number of qualified teachers and a good level of support staff. Learning resources are good overall.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The teaching is good • The school is approachable • Pupils are expected to work hard and do their best • Pupils make good progress • The school is well led and managed • The school is helping pupils to become mature and responsible. • Behaviour in the school is good. • Pupils like school 	<ul style="list-style-type: none"> • Information about how well their child is doing (12 per cent of respondents to the questionnaire) • The school working closely with them (10 per cent of respondents to the questionnaire)

Parents hold very positive views about the school. The inspection team agrees with the strengths identified through the parents' and carers' questionnaire and meeting prior to the inspection. A minority of parents expressed concerns about the information about how well their child was getting on and the school working closely with them. Links with parents are very good and the quality of information

provided for parents particularly about pupils' progress is good. Parents have good opportunities to discuss their child's progress with staff.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children's attainment on entry to the reception class is broadly average. By the end of reception, most children are on course to reach the early learning goals in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, creative development and physical development. About a third of children are likely to exceed these. All children, including higher-attainers, those with special educational needs and those with English as an additional language achieve well in all areas because of the good teaching and a well planned and implemented curriculum.
2. By the end of Year 2, standards are above average in speaking and listening, reading and writing. Standards by the end of Year 6 are well above average in speaking and listening, reading and writing. Throughout the school, all pupils including higher-attainers, those with special educational needs and those with English as an additional language are achieving well. This is because teaching is good and there is a well-planned English curriculum. Furthermore, the application and development of language and literacy skills pervades the whole curriculum. Pupils apply and develop speaking and listening skills in a range of subjects such as history and science. In subjects such as history and geography pupils use reading and study skills well to find information. Writing in different styles occurs across the curriculum particularly in geography, history and science.
3. Standards in mathematics are average by the end of Year 2 and pupils' achievement is satisfactory. The quality of teaching in Years 1 and 2 is satisfactory. By the end of Year 6, standards are well above average and pupils are achieving very well. This is because they receive very good teaching in Years 3 to 6 with examples of excellence in Years 5 and 6. Pupils apply and develop numeracy skills well across the curriculum and very well in Years 5 and 6. For example, in science in Year 6, pupils measure time, force and volume accurately. They repeat measurement and find the average where appropriate. Results are clearly presented as bar or line graphs and accurately interpreted.
4. In science, standards are above average by the end of Year 2 and pupils are achieving well. By the end of Year 6, standards are well above average and pupils are achieving very well. Pupils receive good teaching across the school and very good teaching in Years 5 and 6. The science curriculum is well planned and pupils have good opportunities to carry out experimental and investigative work.
5. Standards in art and design are average by the end of Year 2 and Year 6. Pupils throughout the school are achieving satisfactorily. The art and design curriculum is not as well developed as most other subjects and not all units are covered in sufficient depth. In particular there are not enough opportunities for pupils to study the work of famous artists and explore their techniques. In DT, standards are above average by the end of Year 2 and Year 6. Pupils across the school are achieving well in this subject because of the good teaching they receive and good opportunities to work with a range of materials, tools and techniques.

6. In geography and history, standards are average by the end of Year 2 and Year 6 and pupils are achieving satisfactorily. The study of pupils' work indicates that teaching is satisfactory in these two subjects. Clear procedures for assessing and recording pupils' attainment and progress have not yet been established and this impedes future planning of these subjects.
7. Standards in ICT are above average by the end of Year 2 and pupils achieve well. By the end of Year 6, standards are well above average and pupils are achieving very well. The ICT curriculum is well planned and implemented. For example, areas such as control and multimedia presentations are often given insufficient attention in many schools but these are very well taught at Meadowside. The quality of teaching in ICT is good overall and very good in Years 5 and 6. Throughout the school, pupils have good opportunities to apply and develop ICT skills in other subjects particularly in English, mathematics, DT and history.
8. In music, standards are average by the end of Year 2 and Year 6 and pupils are achieving satisfactorily. Teaching of music is satisfactory overall. The school does not yet have assessment procedures for this subject. Standards in PE are average by the end of Year 2 and Year 6. Pupils are achieving satisfactorily in this subject.
9. In RE, standards are in line with those set out in the Gloucestershire Agreed Syllabus and pupils are achieving satisfactorily. By the end of Year 6, standards are above those expected and pupils are achieving well.
10. Pupils with special educational needs and those with English as an additional language achieve well throughout the school. They receive good teaching and effective support from learning support workers.

Pupils' attitudes, values and personal development

11. Children in reception and pupils throughout the school have very positive attitudes to school. They show considerable interest and enthusiasm for the learning activities provided. These very positive attitudes contribute towards the good learning and achievement.
12. Behaviour is also very good. The school has clear expectations of behaviour and conduct. Adults are very good role models and consistently apply the behavioural policy. There is a calm atmosphere in the classrooms and elsewhere that enables pupils and children under five to concentrate on their tasks. This constructive ethos also aids pupils' personal development. Pupils are friendly and interested in visitors. They are quick to open doors and respond sensibly to questions. During a celebration assembly, pupils showed pride in their achievements and acknowledged the achievements and birthdays of others, including members of staff. Throughout the inspection and in discussions with staff and pupils there is no evidence of anti social behaviour such as bullying or racism.
13. Pupils' personal development is good. They show maturity appropriate to their age and accept responsibility when given the chance. However, the school is aware that formal opportunities to accept responsibility are not fully developed. There

are plans for a school council and the school is considering monitors and a 'friendship' procedure in the playground. A 'buddy' scheme is in partial operation, recognising the high intake of pupils new to the school who benefit from peer group guidance. Relationships between pupils and between pupils and adults are very good throughout the school and this is due to the school's very positive ethos and very good provision for social development.

14. In the questionnaire and at the parents meeting, parents and carers expressed very positive views about pupils' attitudes, behaviour, values and maturity. The inspection team supports these views.
15. Attendance is very good throughout the school. It supports pupils' learning and reflects parents' positive involvement in their children's progress. Pupils enjoy coming to school and their learning. They participate in the wide range of extra-curricular activities available, such as French and athletics. Very few pupils are late for school. There is no unauthorised absence. The majority of authorised absence is caused by holidays during term time and illness.

HOW WELL ARE PUPILS TAUGHT?

16. During the inspection, 38 lessons or part lessons were seen from reception to Year 6. Just under a third of these were very good and over half were good. Two excellent lessons were seen and the remaining four lessons were satisfactory. Teaching is judged to be good overall and is very good in Years 3 to 6. This good teaching contributes considerably to the above average standards attained and the good achievement.
17. Teachers have a secure knowledge and understanding of the areas of learning for children in reception, the National Curriculum subjects and RE. The teaching of basics skills in literacy, numeracy and ICT is good. Pupils make good gains in these areas and are given good opportunities to apply and develop these skills across the curriculum. Lessons are generally well planned and prepared with clear learning objectives identified and effectively shared with the class so that pupils know what they are expected to learn. In a few lessons seen, the learning objectives were either not sufficiently focused or were not shared with the class. Where this happens, pupils are less clear about their learning. Teachers have high expectations of pupils' learning and behaviour and most lessons provide good levels of challenge. Pupils respond well to these challenges and expectations. Teachers use effective methods and techniques to promote learning. Teachers' explanations, demonstrations and instructions are clear and informative. Pupils are keenly interested, attentive and watch and listen carefully. They follow instruction well and make good gains in acquiring new knowledge and understanding. Skilful questioning by teachers challenges the pupils and encourages them to think. Questioning is used well to check pupils' understanding before moving them on. Pupils are given good practical activities in science and DT and this develops a range of skills including: planning, designing, observing, measuring, recording, interpreting and evaluating.
18. Pupils are managed well by teachers and very good relationships have been established between pupils and adults in the school. Teachers are consistent in their approach and this leads to very good attitudes and behaviour in lessons.

Most lessons are well structured and maintain a good pace so pupils are productive and their interest is maintained. However, in a few lessons, introductions are overlong and the pace of the lesson slows. In such cases, pupils' rate of learning is satisfactory rather than good. Learning support workers are effectively deployed and they make a good contribution to pupils' learning particularly those with special educational needs. Learning resources are well selected to stimulate pupils' interest and to promote learning. In most lessons, activities and tasks are well matched to pupils' different levels of attainment and this helps to ensure that all pupils including higher-attainers, those with special educational needs and those with English as an additional language are appropriately challenged. Where teaching is satisfactory rather than good the matching of work to pupils' attainment and needs is less effective and this impedes learning. The marking of pupils' work is generally good but there are inconsistencies. Marking is usually regular and there are comments of praise and encouragement for good work. In the best examples of marking, teachers provide clear guidance on how pupils can improve.

19. The quality of teaching in reception is never less than good and is occasionally very good. Teaching is good overall in all areas of learning. Children make good gains in their learning during lessons and achieve well.
20. A very good lesson was seen in reception on mathematical development. The teacher's approach was lively and challenging. A very good and interesting selection of activities was provided to reinforce and extend their knowledge and understanding of two-dimensional shapes. This excited and motivated the children to learn. Children had very good opportunities to count sides, corners and to name the shape. The activities were appropriately challenging and provided opportunities for children to make their own decisions. Teacher's explanations are very clear and children listen very carefully. Relationships between children and between children and adults were very good. Elements of the National Numeracy Strategy were introduced to the lesson in preparation for pupils' studies in Year 1. In the main activities, children are well organised into small groups for different activities including learning to program a roamer, a programmable floor device, to move along a number line. In another activity, children acquired and used positional language. There was a very good blend of teacher directed activities and opportunities for children to explore.
21. In Years 1 and 2, teaching is good overall. Teaching and learning are good in English, science, DT, ICT, music and PE. Teaching and learning are satisfactory in mathematics, art and design, geography, history and RE.
22. In a good science lesson seen in Year 2, pupils were investigating minibeasts in the school grounds. The lesson was well planned and the purpose made clear to the class. Pupils had good opportunities to find and observe a range of creatures in the school grounds. A good range of reference books was used to stimulate interest and promote study skills. Pupils working in small groups explored a meadow and hedge habitat. Skills in working collaboratively were well developed. The pupils were motivated and demonstrated considerable care and respect for wildlife. Pupils used simple equipment to collect the small animals. They recorded their findings and observations and discovered that different animals were found in different habitats. Learning support worker was well deployed and helped pupils, particularly those with special educational needs, in recording results. All pupils made good progress in

observing and recording skills and gained knowledge of different animals and their habitats.

23. The quality of teaching in Years 3 to 6 is very good overall. Teaching is very good in mathematics, science, and ICT. Teaching is good in English, DT, PE and RE. Teaching is satisfactory in art and design, geography, history and music.
24. In an excellent mathematics lesson seen in a Year 5 and 6 class, pupils were solving real life money problems using all four operations. The lesson was very well planned with an interesting and relevant range of activities provided. The teacher was lively and enthusiastic and this inspired and motivated the pupils. Tasks were very well matched to the different levels of attainment in the class. All pupils were challenged and extended. Pupils worked out problems such as buying five items for the price of four and then working out how many ten would cost. Higher attaining pupils had opportunities to convert Euros to pounds and to compare the best value of products by calculating the savings in pounds. Pupils used initiative in solving problems and choosing learning resources. They checked their work by using inverse operations. Pupils made excellent gains in applying mathematical knowledge and skills. The lesson maintained a brisk pace and pupils maintained concentration. Pupils enjoyed the lesson because of the challenge and the stimulating activities provided. Homework was set to extend what was learned in class. The end of the lesson was used very well to consolidate learning and set the scene for the next stage of learning.
25. In a very good history lesson in Year 3, pupils were studying Ancient Egypt. A clear and enthusiastic introduction by the class teacher motivated and inspired the class. The lesson began with the class examining an illustration of an Egyptian Pharaoh. The teacher provided very good opportunities for speaking and listening. The pupils responded very well to the teacher and posed very good questions to find out who the Pharaoh was and when he ruled. A good range of artefacts further inspired pupils' interest. In the main activities, pupils were given good opportunities for independent studies and research. One group used the ICT suite to access a British Museum website to find information about mummification and the Great Sphinx. Other groups employed referencing skills to locate useful information from a range of interesting books in the classroom. In these activities, pupils used their literacy and ICT skills very well to gain knowledge and understanding about life and times in Ancient Egypt.
26. Pupils with special educational needs receive good teaching and teachers' planning takes account of their learning targets in their individual educational plans. Activities and tasks are usually well matched to pupils needs. Learning support workers effectively support pupils. These approaches help to ensure that pupils have full access to the activities and make good gains in their learning.
27. Pupils at the early stages of English acquisition make good progress. All pupils benefit from very good individual support from specialist advisory teachers provided by the local authority. In lessons, work is well matched to pupils needs and effective support is provided. Pupils make good gains in the acquisition and use of English.

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

28. This new school provides a good curriculum, which is broad and balanced. Its particular strength is the relevance of its curriculum for all pupils in Years 1 to 6 and the Foundation Stage. The curriculum from Years 1 to 6 meets statutory requirements. The provision for religious education is sound and follows the locally agreed syllabus although less Christianity is taught than that recommended in the Authority's syllabus. The planned curriculum meets the full requirements of all the subjects of the National Curriculum and in some subjects, such as ICT, the taught curriculum is broader than that usually seen in most primary schools. There are good links between subjects such as in art and design where pupils in Year 1 listened to music and used ICT to help them produce work in the style of Kandinsky. Skills learned in literacy are used well to support learning in many other subjects of the curriculum and the skills learned in numeracy are used well to support the very high standards in science. ICT is used well to support learning in many subjects of the curriculum, such as in a DT project in Year 2 related to vehicles.
29. The curriculum provided for children in the reception class is good. It is broad, balanced and very relevant to children's needs and experiences with an emphasis on creative development. Activities are interesting and many are planned around a central theme. Good use is made of the outdoor area to extend the learning environment. Planning covers all the areas of learning and many activities provide experience of two or more areas of learning, such as children choosing a range of materials to create a visually appealing necklace when learning about repeating patterns as part of their mathematical development. Basic skills of reading, writing and recording numbers are incorporated on a regular basis.
30. The curriculum has been developed appropriately, using nationally recommended planning documents. These have been adopted in all subjects and are gradually being developed and customised through a process of regular evaluation. However, the curriculum for art and design and RE is not as well developed as other subjects. The planned curriculum is promoting very high standards in science and in ICT and high standards in DT and history. Co-ordinators have been appointed for English, mathematics and science. All are effectively monitoring the curriculum to ensure its breadth and balance and that high standards are achieved. Their roles are gradually being developed. In other subjects there is a 'task force', sometimes of one member of staff and sometimes of more, who have successfully achieved their brief by ensuring that the curriculum is fully planned and that there is a policy statement. They maintain a file of work from across the school as evidence of the curriculum being covered. These are temporary positions until a member of the school staff is given the full co-ordinator's role and responsibility. This has proved to be an effective manner of ensuring that each subject receives some support while the school develops and the number of available staff is relatively small. The number of pupils in the Years 3 to 6 is relatively small and as a consequence all pupils in these years have opportunity for a residential experience and some pupils have been on two. It is intended, as the school grows, to maintain the opportunity for pupils in the younger years to

continue to participate in a short two night residential experience and to take the older pupils on a longer experience to a more distant and contrasting location.

31. The school has very successfully implemented the National Strategies for teaching the basic skills of literacy and numeracy. The effectiveness of both the National Numeracy Strategy and the National Literacy Strategy is good. These initiatives are now well established and their impact on standards is very good and, as a result, the attainment of pupils by the end of Year 6 in English and Mathematics is well above average. All teachers take good account of the guidelines of the National Literacy Strategy in planning the literacy curriculum and a daily literacy hour. Further time is allocated and has successfully improved reading skills to well exceed national expectations.
32. Pupils for whom English is an additional language are included well in classroom activities. At times, the curriculum is specifically planned to reflect their backgrounds and experiences in order to raise their self-esteem and involvement. A good example was in the reception year when the class celebrated the Chinese New Year, they encouraged a Chinese child from another class to join them and shared this at an assembly for all the school.
33. The school's personal, social and health education programme is satisfactory. External agencies come into the school to promote anti drugs education and sex education. The school places a strong emphasis on healthy living and actively promotes the eating of five pieces of fruit a day and the regular drinking of water. As part of its emphasis on a healthy lifestyle and environmental issues, pupils are successfully encouraged to walk, bike or scoot to school. Environmental issues are a feature of the school building and there is an eco-committee with membership of all year groups that promotes aspects of citizenship education.
34. The programme for extra-curricular activities is good. After school clubs are very well attended by pupils of all classes, including the reception year and more pupils attend the clubs than usually seen in other schools. The range of activities includes football, athletics, dance, French and a computer club. All clubs meet on the same day, at the same time and, therefore, clubs become a distinctive feature of the provision on this day. However, this arrangement may exclude some pupils who cannot attend on this day of the week. All teaching staff and many support staff run these clubs, a good feature of this provision. The school encourages an after school club that meets every night of the week on the school premises and provides some activities that promote learning, but this club is not organised by the school.
35. Links with the community are good. The dance club took part in the Cheltenham Dance Festival and this was the school's first participation in a large gathering of local schools. There are sound links with the secondary school that pupils transfer to and effective partnerships with the local teacher training institutions have been developed. Most of the reception children come from a playgroup that meets in the school and the links with this group have, over this year, become good. The local residents have been encouraged to visit the new school they have watched being built, but overall links with the wider local community, such as the local business community, are in their infancy.

36. Throughout the school, there are good arrangements to ensure that pupils of all ages, abilities and cultural backgrounds have equal access to all the opportunities provided. For example, in the school productions, pupils from the youngest classes are encouraged to take major roles if they are capable. All pupils were consulted on the purchase of play resources for break times. Effective provision is made for pupils with special educational needs and for whom English is an additional language. Teachers and learning support workers work hard and successfully to ensure that all pupils including those with special educational needs and for whom English is an additional language are fully involved in lessons.
37. Pupils who are at the early stages of English acquisition receive good individual support from specialist advisory teachers provided by the local authority. The support provided is in all aspects of English and also support with their learning in other subjects of the curriculum. This support is mainly in the classroom but for the children in the reception year, this support is both in the classroom and by withdrawal to a place where it is quiet and where the teacher's pronunciation can be clearly heard. In the other classes of the school, the pupils also benefit from the prevailing system of working in small groups with an adult on a regular basis and being involved in structured language sessions.
38. Overall, the provision for pupils' spiritual, moral, social and cultural development is good. Provision for pupils' spiritual development is good. The school's accommodation is bright and attractive. Colourful and imaginative displays stimulate pupils' interests. Through assemblies and attractive displays the school is successful in promoting a range of desirable qualities such as love, joy, gentleness, kindness, peace, patience and self-control. There are good opportunities for pupils to reflect on their school, families and friends. Through science, pupils gain an awareness of the wonders of nature as they study a range of minibests in the school grounds. They show care and respect for animals and plants. The school's very positive atmosphere has a good effect on pupils. Most are calm, reflective and respect the feelings and views of others.
39. The school's provision for moral development is very good and this contributes significantly to pupils' very good behaviour. Adults working in the school are very good role models for pupils. The school's behaviour policy is very good. Expectations of pupils' behaviour and conduct are clear to all pupils and consistently applied by all staff. One of the school's many strengths is how well important environment issues such as recycling and caring for the environment are promoted. As a result, pupils have considerable awareness in these areas.
40. Provision for social development is very good. Pupils have very good opportunities to work collaboratively in subjects such as science, DT and PE. The celebration of individual achievement is a strong feature of assemblies. The school's good range of extra curricular activities contributes significantly to pupils' social development. Pupils work and play very well together and relationships throughout the school are very good.
41. Cultural development in the school is good. Through a local project, pupils gained awareness of the history and culture around Quedgeley. They produced a large hanging, which included weaving, painting and printing. Members of the local community came into school and talked about the craft of basket weaving and an elderly citizen spoke about growing up in Quedgeley. Pupils are introduced to a range of music in music lesson and assemblies. Music is used very well to create a calming and reflective atmosphere and so contributing to pupils' spiritual as well as

cultural development. However, teachers do not always introduce the composer or the name of the piece of music and so some learning opportunities are missed. In RE, pupils have good opportunities to gain knowledge and awareness of major world religions. Pupils' preparation for life in a culturally diverse society is sound.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. Pupils' welfare, health and personal development have a high priority in this school. For example, school lunches always include fruit and are designed to exclude 'junk' food. Pupils and their parents recognise the effort made by all staff to provide a safe and happy environment. Inspection evidence largely supports their high opinions.
43. Procedures for child protection are good. The headteacher is the designated person for child protection. All teaching and support staff receive training and regular updates in the procedures recommended by the area child protection committee.
44. There is satisfactory provision for pupils' welfare and safety. There are two members of staff with current full first aid training certificates. All accidents are recorded and parents are informed about any incidents of concern by letter and/or telephone.
45. However, there is no sanctuary where ill or injured pupils can wait in supervised privacy for collection by parent or ambulance. There is no first aid room with adequate storage and water supply. The surface of the playing field is unsafe. There is evidence of sharp stones on the surface that can cause unacceptable injury. These are design faults outside the control of the governors or senior management team.
46. There are very good procedures to support the high attendance record of this school. Registration complies with statutory requirements. Class teachers use the opportunity to advance other skills such as numeracy and accepting responsibility. The school secretary scrutinises the registers every morning before 0930. If no reason for absence has been received by then, parents are contacted by telephone. This procedure emphasises the importance of good attendance and recognises that a number of pupils make their own way to school on foot or bicycle.
47. Parents support the school's efforts to maintain high attendance and there have been very few instances of intervention by the education welfare service. Attendance statistics are not yet shown on pupils' annual reports.
48. The school's behaviour policy is very good. The policy stresses the positive aspects of good behaviour as well as the rewards to encourage it. It is a short and simple statement that contains a very clear message about the unacceptability of any form of bullying or anti-social behaviour. It provides very good support to the behaviour that is one of the strengths of this school. Sanctions are clear and graded to ensure that pupils receive consistent treatment as they progress through the school.

49. There are some good procedures to promote pupils' personal development. The weekly celebration assembly recognises a range of achievements and progress. Class teachers know their pupils and show initiative in rewarding personal progress. For example, one class has an achievement tree where placards are hung to celebrate a wide range of success. However, there is not yet a whole school policy to promote personal development and the acceptance of responsibility. Formal opportunities are limited. Pupils' personal and social development is not formally recorded to ensure consistent support as they progress through the school.
50. Overall, the school's system for assessment of pupils' attainment and progress is satisfactory, but procedures for assessment in subjects other than English and mathematics are under developed. In the reception class, initial assessments identify what children are capable of shortly after they enter the school. Careful observation of the children enables teachers to track their progress and identify those in need of extra support at an early stage. Results of further tests at the end of the reception year are used to predict future scores and set individual targets. National Curriculum tests are completed in accordance with statutory requirements in Years 2 and 6 and are analysed in order to identify any areas of strength and weakness in teaching and learning. This information is used to inform future planning and teaching.
51. The school chooses to use other optional national tests in Years 3 to 5 to monitor the progress of individuals, groups and the school as a whole. Internal tests in mathematics and English are also used each term to monitor pupils' progress. Results are analysed and used to set individual and whole school targets and inform teachers' planning of future lessons. In English and mathematics the school uses new technology to track individual pupil progress, identifying areas of strength and weakness. However, these tracking procedures are recent and not fully developed. In other subjects, systems for assessing pupils' attainment and progress are not yet established. In these subjects, teachers do not always have a clear understanding of standards being attained and assessment is not effective in guiding future planning and teaching. The school has identified this as a priority for future development and plans to appoint a permanent co-ordinator at the start of the new academic year.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. Parents have a very good opinion of this school. A high majority state that they are satisfied with the level of education and care in the school. Parents state that they receive close attention from class teachers and senior management if they have any concerns. Inspection evidence largely supports these positive views.
53. A number of parents have expressed concern to the school that information about the next stage of the curriculum was inadequate. The school responded by publishing letters from each class teacher twice a term. These letters outline the next half term's work and include guidelines on how parents may best support their children's learning. There are formal meetings twice a year for parents to discuss progress or concerns with class teachers.
54. There are frequent informative newsletters; they are now published as needed to emphasise the importance of the information in them. As a new school, letters

were being published almost daily and it was realised that there was a risk of them losing their impact.

55. Concerns about the level of extra curricular activities are not supported by inspection evidence. Every teacher and some learning support workers are involved in at least one after school club or activity.
56. There is a very clear home school agreement that lays down expected actions for school, parent and pupil. All are required to sign their acceptance of these conditions. The prospectus and governors' annual report to parents include the statutory contents. They are written in user-friendly language. Pupils' annual reports give very clear indication of achievement in all subjects. There are frequent references to areas for further effort or improvement. There are a small number of families for whom English is an additional language. There has been no request for documents to parents to be translated.
57. Parents' involvement in the school is very good and supports the learning of all pupils. There are parent helpers in most classrooms in both key stages. One parent supports pupils in Years 3 to 6 in the computer suite and others accompany pupils on outside visits. Although there is no formal homework policy, the request for further information leading to the half-termly letters is indicative of the high level of support that many parents provide. The prospectus contains a request to parents to listen to their children read on a regular basis.
58. The Friends of Meadowside School is a small but very active and valued aspect of parent support. It includes parent governors and other parents. Activities raise considerable funds to support projects agreed between the Friends and the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

59. The leadership and management of the school is good overall. The headteacher provides very good leadership. Other leadership and management roles are not as well developed but the school is very aware of this and has effective plans to address it.
60. The headteacher has a vision of success for the school and provides clear educational direction to staff governors and parents. Part of this vision includes creating a high performing and high quality primary school, a commitment to high standards and all pupils reaching their potential. The headteacher, with staff and governors, has achieved a great deal in creating a new school within the community. The school has deservedly gained a high reputation among parents and the community.
61. The headteacher, together with all staff and governors, has created a very positive school climate or ethos for pupils to learn and for staff to work. Teamwork among the staff is a very strong feature of the school and this results in consistency in organisation and practice. The headteacher regards the staff as the greatest resource and they translate the school's vision and aims into practice. As a result, staff feel valued, supported and perform well. The school's commitment to improvement and capacity to succeed are very good.

62. The school's mission, aims and values are clearly stated in the prospectus. These include: individuals count, people care, the school family learns together, in search of excellence, providing the best opportunities for everyone, striving for the highest possible standards that pupils can achieve, working co-operatively with local schools and business, meeting individual needs, continually striving for improvement. The headteacher successfully models these aims and articulates them well to all staff, governors and parents. As a consequence, the mission, aims and values are very well reflected in the day-to-day life of the school. The school's policy and practice for including all pupils are good and there are effective procedures and practice for promoting racial harmony.
63. The delegation of leadership and management roles is satisfactory. The teaching force is relatively small and there are currently two newly qualified teachers who are not permitted to co-ordinate subjects. The co-ordination of subjects is shared among the teachers. A number of subjects such as DT, PE and RE do not have permanent co-ordinators. As a temporary measure, these subjects are either being overseen by the deputy headteacher or a small group of teachers, a task group to co-ordinate. While the subjects of English, mathematics, DT and ICT are effectively led and managed; the role of subject co-ordinators is underdeveloped in other areas. The school is very much aware of this and has clear plans from September to ensure that all subjects have a designated co-ordinator. In addition to this, there will be a teacher to co-ordinate assessment. The school intends, with support from the local education authority, to develop the role of subject co-ordinators so that they are fully involved in monitoring and evaluating standards and provision. In particular, training and opportunities for class observation are planned.
64. The leadership and management of special educational needs provision is good and makes a significant contribution to the good progress made by these pupils. The deputy headteacher is the special educational needs co-ordinator and English co-ordinator. She also oversees the coordination of other subjects. In negotiation with the headteacher, time is made available as and when needed so that she can carry out her role effectively, for example, in carrying out annual reviews, meeting parents and meeting with outside agencies. Learning support workers play an invaluable role in supporting pupils; they are dedicated, effective and hard working.
65. The school has a very good governing body. Governors are committed, supportive and have a very good knowledge and understanding of the school's strengths and areas for improvement. This has enabled them to make a valuable contribution in shaping the direction of the school. The governors are very well led by an experienced, enthusiastic and influential chair person. She has worked closely with the headteacher in setting up the new school and empowers other governors in carrying out their role. The range of experience and expertise on the governing body is utilised well. For example, the chair person of finance has considerable expertise in this field and another governor has used his expertise to help develop the environmental area. Statutory requirements are fulfilled.
66. The monitoring, evaluation and development of teaching are good. The headteacher and local education authority advisers have carried out class observations and provided effective feedback to the teachers. This has contributed to the development of good teaching throughout the school. The

school has an appropriate policy and procedures in place for performance management of teachers with targets suitably linked to those in the development plan. The scheme does not yet include learning support workers but this is planned for the future. Induction procedures for new staff are good. These and the school's very positive, supportive and open culture enable new staff to settle and become effective members of the organisation quickly. The school has an appropriate number of teachers and a good level of support staff. Support staff contribute well to the school's effectiveness.

67. The school's monitoring and evaluation of its performance are good. National Curriculum test results are effectively analysed. School development planning is good. It outlines longer-term priorities over the next three years. Annual planning for 2002-03 is in more detail. Priorities for this year include improving writing, developing special educational needs provision, ICT and assessment of pupils' attainment. These are appropriate areas and the school has made good progress towards the targets set but there is still much to be done on assessment. Priorities for next year include assigning co-ordinators to all subjects, developing the role of subject co-ordinators, further developing the planning of the curriculum and assessment systems. The inspection team findings confirm that these are appropriate areas for improvement.
68. Effective financial planning supports the school's educational priorities for development. Monitoring and control of spending are good. Grants for specific purposes are used well and all financial resources have been effectively used to improve teaching, learning resources and the curriculum. This has resulted in good teaching and learning, and good achievement throughout the school. The principles of best value are applied well as the school is increasing comparing its performance and spending with other schools. Sound use is made of ICT systems for finance and assessment. Children's attainment on entry to the school is broadly average. By the time pupils leave Year 6, standards are above average and pupils achieve well. Teaching, leadership and management are good overall. The school's current expenditure per pupil is well above average but this is due to the development of learning resources in a new and growing school. Taking all the above factors into account, the school provides good value for money.
69. The accommodation is satisfactory overall. The school is a new modern building with a number of strengths. The school has unique energy saving design and recycling procedures. The classrooms are well lit and well furnished. However, opportunities to create outstanding primary school accommodation for this millennium have been missed. There is no provision for a library and the room designated for the computer suite is narrow and cramped. There is not sufficient space for a digital projector and a computer-linked whiteboard for teacher demonstrations. The main hall is not suitable for some indoor games because of a low sloping roof. There is no medical room or interview room for staff to meet parents and visitors. The very small staff room is totally inadequate. The school has experienced considerable problems with the school field and attempts to remedy this have been unsuccessful. At present, the surface is uneven, grass coverage is poor and sharp stones appear on the surface. This field is not safe for games.

70. The quality of learning resources is good overall. These are generally well organised, accessible and used well to support teaching and learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

This new school is already effective and is continuing to improve. In developing the school further, the headteacher, staff and governors should:

- (1) *Extend the good assessment procedures in English to other subjects by:
 - establishing effective assessment procedures for all subjects which are consistently applied in each class.
 - establishing a manageable system for assessing and recording pupils' personal development
 - using assessment information to plan lessons and set learning targets for groups and individuals
 - using assessment data for future planning of the curriculum
 - extending the tracking of pupils' progress as they move through the school(paragraphs: 6, 8, 49-51, 107, 113, 118, 122, 127, 133, 138, 142)

- (2) * Improve the role of subject co-ordinators so that they are fully involved in monitoring and evaluating standards and provision by:
 - assigning co-ordinators to each subject
 - identifying and providing appropriate training for co-ordinators
 - providing opportunities for co-ordinators to observe and support teaching of their subjects(paragraphs: 59, 63, 107, 113, 118, 122, 127, 138, 142, 146)

- (3) * Bring to the attention of the appropriate authorities the unsatisfactory and unsafe condition of the school playing fields.
(paragraphs: 45, 69, 142)

* The school has already identified these areas in the school development plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	38
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	11	21	4	0	0	0
Percentage	5	29	55	11	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	149
Number of full-time pupils known to be eligible for free school meals	5

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	22

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	26
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	3.8
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
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 (Year 2)

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

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	19	19	19
Percentage of pupils at NC level 2 or above	School	100 (90)	100 (92)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	19	19	19
Percentage of pupils at NC level 2 or above	School	100 (92)	100 (100)	100 (92)
	National	85 (85)	89 (89)	89 (89)

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	137	0	0
White – Irish	0	0	0
White – any other White background	5	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	1	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	1	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 – Y6

Total number of qualified teachers (FTE)	7.5
Number of pupils per qualified teacher	18.8
Average class size	20.14

Education support staff: YR– Y6

Total number of education support staff	14
Total aggregate hours worked per week	124

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FTE means full-time equivalent.

Financial year	2002/2003
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	£
Total income	292,358
Total expenditure	354,118
Expenditure per pupil	2408
Balance brought forward from previous year	72,376
Balance carried forward to next year	10,616

Recruitment of teachers

Number of teachers who left the school during the last two years	0
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Number of teachers appointed to the school during the last two years	4.5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	149
Number of questionnaires returned	70

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	30	1	0	1
My child is making good progress in school.	73	24	1	0	1
Behaviour in the school is good.	54	44	0	0	1
My child gets the right amount of work to do at home.	46	46	7	0	1
The teaching is good.	76	24	0	0	0
I am kept well informed about how my child is getting on.	56	33	10	1	0
I would feel comfortable about approaching the school with questions or a problem.	80	19	1	0	0
The school expects my child to work hard and achieve his or her best.	76	23	0	0	1
The school works closely with parents.	59	33	9	0	0
The school is well led and managed.	74	21	4	0	0
The school is helping my child become mature and responsible.	66	33	1	0	0
The school provides an interesting range of activities outside lessons.	67	24	9	0	0

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

71. The overall provision for children in the Foundation Stage is good. The school has successfully adopted the Foundation Stage curriculum, and although there is equal emphasis on all areas of learning there are more opportunities for creative development than are seen in many schools.
72. Prior to starting at this school, most children attend a pre-school playgroup that shares the same site until the school has its full capacity of seven classes. During the year, liaison with this playgroup has improved. The induction arrangements for new children are satisfactory. All children are admitted at the start of the year in September but they attend only for a half day at first. By the half term in October all children are attending on a full time basis.
73. There are currently 30 children in the reception class. The classroom is light and airy and brightly decorated. There is easy access to the outside and teachers can watch children as they work through large windows. There are no toilet areas specifically for the reception class children and, when the school is full, these will be shared with pupils from Years 1 and 2, an unsatisfactory situation.
74. Children's attainment on entry to reception is broadly average. Due to good teaching they achieve well in all areas of learning. Most pupils are on course to attain the early learning goals in all areas of learning with about one third likely to exceed these.
75. The assessment procedures on entry are used to identify children needing additional support. Those for whom English is an additional language are assessed by the support service of the local authority. Targets are established for these groups of children and for those with special educational needs. In the daily planning and provision, teachers take appropriate account of these targets for both groups of children. However all these children are very well integrated into the class.

Personal, social and emotional development

76. The good teaching and very good relationships between adults and children encourage children to be independent and confident. Children wash their hands after painting independently and confidently partake of their lunch in the dining room. Children's levels of concentration are generally good and they persist in their activities. For example, they work with construction sets for an extended period of time and one boy was observed working in a totally absorbed manner for a considerable time. At other times, when investigating sand or water, children remain focused on the task set by their teacher and do not deviate. All children know to sit quietly as appropriate and to listen and respond and this has been developed through good teaching that has held their attention. Children get on well together with good collaborative work taking place. Some of the activities require children to take the lead and give instructions to others or to take turns as in a

board game, and they do this with considerable maturity taking the lead and accepting instructions from each other. Children are keen and eager about their schooling; they know the routines and these give them security. When, one day the class teacher mentioned that the assembly was to be earlier, children questioned this and needed the reassurance of their teacher.

Communication, language and literacy

77. When children enter the reception year their communication and language skills are broadly average for their age. Their spoken language skills are now good. They frequently speak in well-constructed, grammatically correct sentences. They speak with confidence to adults and most are confident when speaking to visitors. Children are attentive and keen to learn. Adults are effective in encouraging them to articulate their thoughts and extend their understanding. Children use language to convey meaning, to give instructions, to negotiate, and to recall past events. They use the conventions of language well.
78. Teachers read stories to the class with animation, vitality and good expression, with many clear explanations to help children understand the conventions of literature. As a result, children thoroughly enjoy stories and are fully involved. This includes emotional involvement as children experience the tension and the emotional involvement that comes from reading good literature. Discussions help children to understand the text beyond the literal, to infer from the text and the illustration such matters as the passage of time. Children are encouraged to memorise the sequence of events in the story and to identify the key words they know or to read the text with the teacher. These stories are read as part of the literacy teaching and the structure of the National Literacy Strategy has now been appropriately implemented in preparing children for the transition to Year 1. The higher-attaining children are well established on the school's reading scheme. Most children are attaining the early learning goals and know key words, the direction of print and can identify many letter sounds.
79. There are good opportunities provided for children to practise writing in order to form letters correctly. There are also good opportunities for children to write creatively and independently. During the inspection, a group of lower-attaining children worked hard to write a sentence supported by the class teacher. Higher attaining children write in sentences with capital letters and full stops. They put their ideas into a sequence of sentences. For example, one higher attaining child wrote about the journey of a little yellow boat after the teacher had shared the story with the class. The child described the boat going past some mountains and down a waterfall. The boat went on to a big town where the water was dirty.

Mathematical development

80. Children achieve well in this area of learning and most reach the standards of those expected for their age by the end of reception. Children's ability to count is a strength. Their ability to identify and construct repeating patterns is less strong. Children start from an average level and very good teaching develops children's interest in counting forwards and backwards. Many of the activities provided are stimulating and establish good attitudes to mathematical learning. Children recognise the basic properties and names of two-dimensional shapes and are

starting to learn positional language. The development of mathematical vocabulary is also promoted well by the teacher, the learning support worker and through games.

Knowledge and understanding of the world

81. Standards in this aspect match those expected for children's age in most aspects and exceed them in children's ability to use computers. Children benefit from the use of the computer suite and, supported by good teaching in lessons, they compose a short piece of music, make it play on a loop and are currently learning how to select an icon to make the music speed up or slow down. Teachers take opportunities to develop children's understanding of time and place. For example, when a holiday postcard was received, the teacher used this opportunity to talk about the time the postcard had taken to travel and the location of the holiday. The outdoor area is used well for many activities including the exploration of basic materials such as sand and water. Teachers always provide an interesting focus to the activity to extend children's learning, such as a journey across a desert with play people included in the resources. Previous learning has included the celebration of the Chinese New Year to give children an appreciation of cultures other than their own.

Physical development

82. The good teaching provides a wide range of opportunities for children to develop physical skills. The teaching of movement to music is good and children's standard in this aspect exceeds expectations for their age and they are well prepared for Year 1. Children move around the hall freely with confidence, imagination and an awareness of safety. They move with good control and co-ordination in these dance lessons, showing awareness of space, of themselves and of others. Most work well collaboratively following each other to depict a train and they remember a sequence of actions very well. They express ideas for continuing the plot and interpreting the music, so that when the 'train' rises into the air they rise onto their toes or extend their arm span. Opportunities to develop children's physical ability are also provided in outdoor sessions; such as, when learning road skills or when playing a type of hopscotch game with large numbered mats in a maths lesson. Children's ability to pedal vehicles at speed and to jump and to hop in a controlled manner is generally good. They handle tools such as paste spreaders and construction sets well. Those children who speak English as an additional language participate fully in physical activities, often copying other children accurately, even if they do not fully understand the instructions.

Creative development

83. Standards in creative development meet and, for many children, exceed those expected for their age, particularly in expressive movement to music. The rich environment of the reception class shows that creativity and expressiveness are valued, with the bright displays of work that children have done as well as different learning environments. There are many opportunities for children to explore paint and collage and to respond to music. They have good opportunities, due to the good teaching, for role-play activities. For example, in the 'garage' in the corner of the classroom, children pretend to mend the car and write the bill. In literacy

lessons, they construct a series of sounds that depict the sequence of the story. The class teacher puts great store in providing a stimulating environment, which effectively promotes creativity.

ENGLISH

84. Standards are above average by the end of Year 2. By the end of Year 6, standards are well above average. Throughout the school, all pupils, including higher-attainers, pupils with English as an additional language and those with special educational needs are achieving well. This is because the school has a well-planned curriculum, teaching is good overall and there are good systems to assess pupils' attainment.
85. In Year 2, speaking and listening standards are above average. Pupils listen well to their teachers and others. They speak clearly and confidently and eagerly respond to the teacher's questions. This was observed in one lesson when pupils of all abilities discussed their answers and shared their thoughts about the ways in which holidaymaking has changed during the last 100 years. They expressed opinions about a video they have watched and explained their answers. By the end of Year 6, standards in speaking and listening are well above average. Pupils speak clearly and confidently to the teacher and each other and use appropriate vocabulary when justifying their answers. For example, in one lesson, pupils discussed persuasive texts about fox hunting and, as well as clearly justifying their views on the subject, they used vocabulary such as 'imperative verbs' in their answers to the teacher's questions about the style of writing. In discussion, they recount clearly and accurately the thing they have learnt in their lessons.
86. In Year 2, standards in reading are above average. Higher-attaining pupils read widely and accurately, discuss the books they have read with enthusiasm and talk about their favourite authors. They have good strategies for establishing the meaning of unfamiliar words. Other pupils read a range of texts accurately and demonstrate a clear understanding of them. Lower-attaining pupils reach nationally expected standards. They use phonics and graphics to identify unfamiliar words. The majority of Year 2 pupils are aware of fiction and non-fiction books and are able to use an index page. By the end of Year 6, standards in reading are well above average. Higher-attaining pupils are very confident readers and read a range of challenging texts that includes non-fiction material. Lower-attaining pupils generally read accurately and make few errors. These pupils reach nationally expected standards. Throughout the school, pupils show positive attitudes to reading and have established good reading habits. The school bookshop and home-school links have a positive effect on pupils' attitudes towards reading and the standards attained.
87. By the end of Year 2, standards in writing are above average and achievement is good. Higher-attaining pupils' writing is structured and detailed. Ideas extend logically into sequences of sentences. Spelling is usually correct. Average-attaining pupils produce sequences of sentences with capital letters and full stops used correctly. Lower-attaining pupils produce short sentences but do not always use capitals letters and full stops correctly. Handwriting generally shows accurate form and consistent size but is not joined. It is usually well presented. By Year 6, standards in writing are well above average and achievement is good. Pupils' writing

is presented in a neat and legible style. The higher attaining pupils' writing is well structured into paragraphs. Spelling is accurate and punctuation such as commas, apostrophes and speech marks are used correctly. Average ability pupils are productive and show care and pride in their work. Capital letters and full stops are used correctly and the use of other punctuation is developing well. Their writing is interesting and words are chosen well for effect. For example, in writing poems about a garden at different times of the year, a Year 6 pupil wrote:

*'A frost-bitten garden
Under a duvet of snow'.*

The school provides a good range of opportunities for pupils to develop their writing skills. For example, poetry, letter writing, stories, instructions and play scripts.

88. ICT is well used throughout the school to develop pupils' writing skills. The school is using it as an effective tool for pupils to draft and edit their writing and produce well-presented final drafts that are displayed around the school or 'published' as a class book on a particular theme. In a good lesson in Year 4, pupils were seen using ICT to produce lively and interesting catch phrases to promote imaginary products as they learnt about persuasive writing. In Year 2, pupils use ICT to find alternative words as they edit their work.
89. Throughout the school, pupils apply their literacy skills well. In science, DT and geography, there are opportunities for pupils to apply and extend writing and study skills. Good examples of this were seen in geography where pupils wrote formal letters of thanks following an educational visit and, in history, where, following independent study and research, pupils wrote factual accounts of Howard Carter's discoveries.
90. Throughout the school, the quality of teaching is good with examples of very good teaching in some classes. This contributes to the good learning and good achievement. English lessons are well planned and structured and based on a National Literacy Strategy. Learning objectives for weekly study are clearly identified but sometimes need to be more focussed on daily plans for individual lessons in order for pupils to have clear knowledge about what they are expected to learn by the end of each lesson. Teachers' explanations and instructions are clear and informative. Pupils listen attentively and follow instructions very well. They acquire new knowledge and extend their vocabulary. Teachers use questioning effectively to challenge the pupils' thinking and check their understanding. Pupils' attainment is assessed during each lesson and through monitoring unaided writing which they produce each term. This information is used effectively to guide future teaching and learning. As a consequence, tasks and learning resources are well matched to the different attainment and needs within a class so that all pupils are appropriately challenged. Pupils are very well managed. Good relationships have been established and this leads to positive pupil attitudes and very good behaviour. Lessons are well structured and maintain a good pace so that pupils' interest is maintained and they remain 'on task' and are productive. Learning support workers are usually well deployed and provide effective support to pupils with special educational needs and with English as an additional language.

91. The subject leadership is good. The co-ordinator is knowledgeable and enthusiastic. Her effective leadership contributes to the standards attained and to the good teaching. Assessment is used to identify strengths and weaknesses throughout the school, inform future planning and set learning targets for pupils. Their work is analysed on a regular basis. Computer software is used to track pupils' progress in reading, spelling and writing as they move through the school. Teachers' planning is effectively monitored, but the co-ordinator has not had sufficient opportunities to observe and support teaching. The school recognises that this is a role which needs to be developed in order to monitor standards and identify aspects of good teaching which can be shared amongst all the teachers.
92. The accommodation for the school's library is inadequate as there is no dedicated room. It is limited to a small number of portable shelf units in the main entrance to the school. Consequently, the opportunities for pupils to learn study skills are limited because of the lack of space to provide a sufficient range of books and areas for pupils to browse and study.

MATHEMATICS

93. By the end of Year 2, standards are average. The number of pupils attaining the higher than expected Level 3 is below the average. These judgements are based on the standards of work seen in the current Year 2 class and an analysis of un-validated results of the 2003 National Curriculum tests. Achievement overall is satisfactory by the end of Year 2. The school has exceeded its targets that are based upon the predictions made when pupils were in the reception class.
94. By the end of Year 6, standards are well above average. The outstanding teaching in the Year 5 and 6 class has created very positive attitudes to the subject within the pupils and, as a consequence, pupils of all abilities achieve very well. In discussion, pupils, including those with English as an additional language, state that they find the work challenging and interesting. There is no historic data with which to make a comparison with other schools, as 2003 is the first year that pupils from Meadowside Primary School have sat the Year 6 National Curriculum tests.
95. Pupils with special educational needs make good progress. They benefit from the clear explanations that all teachers provide during the first part of the lessons. During the group activity sessions, pupils with special educational needs are generally well supported by the learning support workers and, in the older classes, the class teachers work with these children. The majority of the pupils identified as having English as an additional language are very fluent in English and require no additional language support. These pupils achieve similarly to their peers.
96. The National Numeracy Strategy has been implemented well throughout the school and this is having a positive affect on the thorough manner in which number is being taught. In comparison, there is considerably less emphasis on developing pupils' knowledge of shape, space and measure. Data handling is included appropriately and ICT is used well in some year groups to support teaching and learning of mathematics. In Year 1, ICT is used to teach number sentences, a feature not commonly seen. The skills learned in numeracy are used well in science, particularly in Years 5 and 6.

97. At the end of Year 2, pupils understand the language of number, have a good knowledge of place value to at least a hundred and can quickly recall addition and subtraction facts up to twenty. Higher-attaining pupils are confident in working with larger numbers. All pupils are familiar with the four number operations of addition, subtraction, multiplication and division and are learning aspects of the five times table. When working with problems that require them to identify an appropriate number operation, pupils confidently recognise when addition and subtraction are appropriate and solve their problems accordingly. Few choose to use multiplication and only one pupil was seen to choose division. In previous work, all pupils have learned some of the properties of flat shapes, found a half and a quarter of these shapes and identified the right angles in flat shapes. Pupils are familiar with tallying as a means of gathering and recording information and sometimes they use this information to produce a block graph, using ICT.
98. By the end of Year 6, pupils have a good understanding of place value, including numbers with two or more decimal places. During the inspection, pupils were identifying best value when shopping and showing that they have progressed and can now identify and accurately use the four number operations. They evaluate special offers such as 'four for the price of five' to see if it is better value than five for a set price. Higher-attaining pupils, when given the exchange rate, convert special offers from Euros into pounds and identify their savings in pounds. This learning is to be extended to calculate the VAT they could save. In previous work, pupils have found the perimeter of simple and composite shapes using the correct formula. They have identified the patterns in square numbers and triangular numbers. Pupils have plotted flat shapes and recognise angles on a straight line but they have little experience of constructing solid shapes. There are few examples in pupils' books of plotting line graphs by hand to provide practice in accurate construction. Much of the data handling is linked to ICT work and this successfully supports learning in both subjects.
99. The quality of teaching is satisfactory in Years 1 and 2 with some good features. In Years 3 to 6, teaching is very good overall and, in Year 5 and 6, teaching is excellent. The pupils in Years 3 to 5 are learning at a very good rate. The very good quality teaching is having a very positive effect on the pupils' learning and is ensuring that very good progress is made. Planning is sound throughout the school and is firmly based on the National Numeracy Strategy with lessons throughout the school that are consistent in format and this is a strength within the provision. The mental starter to the lesson is usually stimulating and quickly paced. In the main, teachers give clear demonstrations of the work to be covered involving pupils and making these interesting interactive sessions. On occasions, in the Year 1 and 2 classes, these sessions are overlong and although pupils behave well, their concentration declines. The group work is not always as well matched to pupils' different levels of attainment. In some lessons seen, work was too challenging for most pupils and in others there was not sufficient extension work to fully challenge the highest attainers. The content of the lessons and the tasks pupils are given to do are interesting and this maintains pupils' motivation. The end of lessons is usually used well to consolidate the learning and to address any errors that many pupils were demonstrating.

100. The co-ordinator leads by example with outstanding teaching. In these lessons the planning is specific to the needs and attainment of all groups of pupils and the content is carefully designed to meet their specific needs in maths and as young citizens. This was clearly seen in an excellent Year 6 lesson on shopping. All pupils were given work carefully tailored to their prior knowledge and designed to move them on at a fast rate. By the end of the lesson, all pupils had made very good progress in their knowledge and understanding and were ready and eager to learn more. Marking varies in quality. Although all work is marked, the information provided to pupils varies considerably and the good practice in the school provided by some teachers, should be shared and made consistent. The presentation in pupils' work is generally good and by Year 6, standards of presentation are very good.
101. Most teachers have very good class management skills and create a calm and purposeful working atmosphere in which pupils can concentrate and learn effectively. Pupils respond well to this and behaviour in lessons is generally good with pupils eager to learn and enthusiastic about the work provided for them. Pupils throughout the school are very motivated to learn and enjoy their work. They all behave well and learn at an increasing rate as they move up the school. Good relationships are a strong feature in all classes, with pupils being attentive to their teachers and able to work well together. Homework is used satisfactorily to support and extend class work.
102. The leadership provided by the co-ordinator is very good and has had a positive impact on the pupils' achievement. The planning of the curriculum is consistent throughout the school and is constantly being developed and improved. It is monitored and evaluated regularly. The co-ordinator, in her teaching, places good emphasis on problem solving and has influenced teaching throughout the school in this area. As yet, no teaching has been monitored and there has been no monitoring of the pupils' books, but there are plans to do this in the near future. Assessment procedures are satisfactory. The co-ordinator has devised assessments that are undertaken at the start of the year and again regularly throughout the year. From these, progress is identified and individual pupils are targeted as necessary. This system is still in its first year and so is at an early stage of development. Nationally produced assessments are undertaken at the end of each year. These are analysed so that strengths and weaknesses in pupils' learning are identified and the curriculum modified appropriately. For example, the school has identified the need to place more emphasis on teaching shape, space and measure through this process. The school has tracking procedures established but the use of these and setting targets for all pupils are areas still to be developed. Learning resources are satisfactory and are being further developed as the school grows in size.

SCIENCE

103. By the end of Year 2, standards are above average and pupils are achieving well because of the good teaching they receive. By the end of Year 6, standards are well above average and pupils are achieving very well due to the very good teaching. A well planned curriculum with good opportunities for investigative work contributes to these positive outcomes.

104. Pupils in Year 1 know that pushes make things move. They make appropriate observations when exploring a ping-pong ball being moved without touching it. They use a fan or blow through straws. In a Year 2 lesson, pupils used simple apparatus to collect mini beasts from different parts of the school ground. They compared the differences between animals such as a spider and a ladybird. They drew and recorded their findings. Higher-attaining pupils recorded their results in more detail and identified how some animals were adapting to their environment. In a Year 4 lesson, pupils planned and carried out an investigation to find out where woodlice prefer to live. They set up fair tests of damp or dry and light or dark conditions. Pupils worked well in pairs making observations and recording results. They explained what they had discovered. Higher-attaining pupils attempt to give scientific explanations for their findings.
105. By the end of Year 6, pupils have a very good knowledge and understanding of science and carry out investigations competently. In a Year 5 and 6 lesson, pupils drew circuit diagrams using electrical symbols correctly. They showed a good understanding of electrical conductors and insulators. Pupils planned and carried out an investigation to find out if the length of wire affects the resistance in a circuit. They made the test fair by only altering the length of wire in the circuit. All other components were kept the same. They systematically recorded their results and drew conclusions from the evidence. However, most kept an open mind about their findings because of the limitations of the tests. Pupils, by the end of Year 6, apply and develop numeracy skills very well in science. They measure force, temperature, time and volume accurately. Measurements are repeated and averaged when appropriate. Clear bar and line graphs are produced and these are accurately interpreted.
106. The quality of teaching is good overall. Good teaching occurs in all year groups and in the Year 5 and 6 class it is very good. Pupils make good and very good gains in acquiring knowledge, skills and understanding. Lessons are well planned and clear learning objectives are identified and effectively shared with the class so pupils know what they are to learn. A particular strength of the science teaching is that all pupils are given good opportunities to carry out practical experiments and investigations. They make good gains in acquiring and developing scientific skills such as predicting, fair testing, observing, measuring, interpreting data and drawing conclusions. Pupils' skills in working collaboratively in practical work are well developed due to the opportunities given. Learning support workers are well deployed and contribute well to pupils' learning, particularly those with special educational needs. ICT is used well to support teaching and learning in science. In some lessons, introductions and instructions are overlong and this reduces the time for practical work. The study of pupils' work indicates that there is not always sufficient extension work to challenge the higher attainers in Years 1 and 2. The marking of pupils' work is generally effective. Marking is regular and comment of praise and encouragement is provided for good work. In the best cases, clear guidance is offered on how work can be improved.
107. The co-ordinator provides sound leadership and management. The planned curriculum is good and based on recommended national guidance. Planning helps to ensure that pupils acquire and build on knowledge, skills and understanding as they progress through the school. Good attention is given to experimental and investigative work. The school has not yet established a system for assessing and

recording pupils' attainment but this is a planned priority for development. The co-ordinator views samples of pupils' work and teachers' planning in order to monitor standards and coverage of the curriculum. However, she has not yet had the opportunity to observe and support teaching. This is a planned priority for development. Learning resources have been developed as the school has grown. These are of good quality and used well to promote learning.

ART AND DESIGN

108. At the end of Years 2 and Year 6, standards are average and achievement is satisfactory across the school.
109. During the inspection, only one lesson was seen. Pupils in this Year 5 and 6 class benefited from very good teaching that incorporated the complete design process. This lesson was part of a unit of work relating to containers and in this lesson pupils were making containers out of clay. Their previous experience was making containers from card, decorating these and examining a range of pots made from various materials. In the lesson, pupils experimented, using three different traditional techniques to make coil pots, thumb pots and slab pots. They also experimented with finishing techniques. At the end of the lesson, pupils made their own pots and were encouraged to incorporate more than one technique. Pupils worked like real potters with water at their side to help them manipulate the clay and join pieces of clay. All pupils' learning, including those with special educational needs and those with English as an additional language, was very good and their concentration and creative effort was also very good. There were no resources to show the traditional African pots made with these techniques and consequently opportunities to extend pupils' design knowledge and their cultural awareness were lost. The study of pupils' work across the school leads to the judgement that teaching and learning in art and design are satisfactory overall.
110. The planned curriculum follows nationally produced guidelines and promotes a broad and balanced curriculum, but the depth to which each unit of this curriculum is taught varies. There has been a strong emphasis on weaving during the year, with artists, and standards for this aspect of the curriculum throughout the school are good. Pupils have used a range of media for their weaving including paper, textiles, and mixed media such as wood and wool. A local artist and a local willow weaver worked with the school to produce a wall hanging depicting the locality. All pupils in the school participated and the hanging was part of the Gloucester 'One World One County' exhibition. This hanging is of a good quality, incorporating many aspects of art and design using fabric techniques such as batik, collage and fabric printing. Pupils undertook a complete art and design experience including historical research. For example Year 2 pupils went along the canal side sketching the locks and bridges as part of their preparation for this project.
111. Previous work shows that pupils' experience is mainly in two-dimensional work. They use a range of media and in Years 2 and 4 this includes the use of the digital camera. In Year 2, pupils have undertaken a mixed media project, as part of their 'can buildings speak'. This was delivered incorporating the full design process. Pupils

observed and drew parts of the building that they then interpreted into plasticine moulds and finally made into clay tiles. From Year 1, the school has started to use sketch books. The proportions of some of the natural life drawings in Year 6 are sound, but overall the skills of observational drawing and shading techniques are below average and in need of development. Art skills, such as using tissue paper in a range of ways, and collages are used to display other areas of the curriculum.

112. Overall, pupils have insufficient opportunities to study the work of famous artists, to examine their techniques and to respond to their ideas in their own work. Exceptions to this are in Year 1 where pupils created a colourful painted picture in the style of Kandinsky and this study is linked in a cross curricular manner with music and ICT, and in Year 2, pupils create images in the style of the Dutch artist Piet Mondrain using a computer. They produce a series of rectangles using straight black lines. Pupils choose and paint with different colours and use the fill tool to paint some of the rectangles red, yellow or blue.
113. There is a temporary co-ordinator for art and design at present. As a result, art and design is not as well developed as other subjects. A more permanent arrangement is planned for the next academic year. The curriculum has been planned for the whole school, using nationally produced guidelines. A local artist has been into the school and this has had a good impact on standards. Learning resources have been steadily developed but a wider range of materials and posters of artists and craftspeople from around the world are limited. Samples of work from all classes have been collected but this has not been assessed and annotated. An effective system for assessing and recording pupils' attainment has not yet been established. Due to the lack of a permanent co-ordinator, the monitoring and evaluation of standards and provision are under developed.

DESIGN AND TECHNOLOGY

114. Standards by the end of Year 2 and Year 6 are above average and, throughout the school, pupils are achieving well. This is because they receive good teaching and are provided with a good range of learning activities.
115. In Year 2, pupils investigate a variety of puppets. They design and make hand puppets based on fairy tale characters. They produce paper patterns of their design and choose a range of colourful materials of felt, cotton and wool. They cut and join these materials to produce attractive finished products of Cinderella and the Fairy Godmother or Mother and Father Bear. In another Year 2 project, pupils studied different vehicles including their size, shape and purpose. Using a computer 'paint' program, they produced pictures of a range of vehicles including a tram, jeep, tank, scooter, taxi, train and motor home. Using word processing, pupils created three or four sentences to describe the vehicle and its purpose. Pupils applied their ICT and writing skills very well to support their learning. Pupils then designed a vehicle to take the whole class to the seaside. In their designs they considered the size, the number of seats required and storage room for luggage. They produced labelled sketches of their designs. Higher and average-attaining pupils' sketches included separate drawings of the chassis design and included bearings, axles and wheels. Pupils chose large cardboard boxes to construct their vehicle. They fixed axles of dowling and plastic wheels. Some have cut and fixed individual seats of polystyrene.

116. In a Year 4 lesson seen, pupils produced labelled sketches of a design for a money container. Higher-attaining pupils make judgements about how good the design is and make improvements. Pupils choose an appropriate range of tools and materials to make their product. They show a good knowledge of sewing techniques and select either a running stitch or back stitch to join the materials. By the end of Year 6, pupils design and construct fairground rides such as ferris wheels and swing boats. They generate ideas for their design by gathering information from books. They produce clear and detailed plans for their designs. Most work well from their plans and adapt them as necessary. They use a range of construction kits in making their ride and connect a low voltage motor to enable the ride to move. Pupils work with care and precision in completing the product.
117. Only one lesson was seen during the inspection but the study of pupils' work and discussions with pupils and staff indicate that pupils have received good teaching throughout the school. Teachers have a secure knowledge of DT and how to teach it. Pupils are given good opportunities to work with a variety of material, tools and techniques. They make good gains in designing, making and evaluating skills. ICT is used well to support teaching and learning in this subject.
118. The deputy headteacher is currently overseeing the subject. In her temporary capacity, she provides good leadership and management. The planning of the DT curriculum is good and based on the national recommended schemes. The plans are well implemented and help to ensure that pupils build on knowledge and skills as they progress through the school. The school has not yet established a system for assessing and recording pupils' individual attainment. It is developing a portfolio, an annotated record of photographs and samples of pupils' work. This gives an overview of the work pupils have covered and the standards attained. However, the work is not always dated and there is insufficient information about the assessments against national levels. Learning resources have been gradually improved as the school has grown. These are good and well used.

GEOGRAPHY

119. It was only possible to observe one lesson during the inspection because of the school's emphasis on history at the time of the inspection. Judgements are based on the study of pupils' work, discussions with staff and pupils and scrutiny of teachers' planning. By the end of Year 2 and the end of Year 6, pupils attain average standards. Throughout the school, most pupils, including those with special educational needs and those with English as an additional language, are achieving satisfactorily.
120. In Years 1 and 2, pupils contrast and compare areas from around the world with their local environment. For example, the pupils write and draw pictures about their lifestyles and methods of transport in comparison with those living on a small island. They study their immediate surroundings and draw conclusions about dangerous areas, and offer suggestions on how to improve them, for example, making the area traffic-free. In Year 4, pupils' skills have developed to produce a survey of the school grounds and a study of the waste materials found around the boundary fences. Good links are made with literacy as they write about the ways in which it can be improved and design posters to persuade others to respect their

surroundings. In Year 6, pupils study mountains and water. They use a world map to identify mountainous regions and highlight contrasting areas of rainfall.

121. Based on the study of pupils' work, discussions with staff and pupils and scrutiny of teachers' planning and the observation of one lesson in Year 4, teaching is judged to be satisfactory throughout the school. Information and communication technology is used effectively to make a 'virtual climb' of a mountain. Pupils study climate and vegetation as they make their way to the summit. They use the internet to find graphs that they interpret to compare rainfall around the world. Computers are used to write reports about a visit to the local water treatment plant and letters of thanks.
122. A temporary co-ordinator satisfactorily manages the subject. She monitors teachers' medium term lesson plans and regularly scrutinises samples of pupils' work in order to ensure that the schemes of work, which are based on national guidelines, are fully implemented. This helps to ensure continuity and progression throughout the school. The planning of the geography curriculum is good because it takes account of the mixed-age class in Years 5 and 6. The co-ordinator does not have the opportunity to observe and support teaching and no formal procedures for the assessment of pupils' progress are in place. These are areas that need to be developed in order to improve standards. The co-ordinator ensures that resources match the requirements of the curriculum, which includes identifying places of interest for pupils to visit, for example, museums and local places of interest.

HISTORY

123. By the end of Year 2, standards are average and achievement is satisfactory. Standards by the end of Year 6 are average and pupils achieve satisfactorily.
124. The school emphasises the development of pupils' skills in research and discovery. In Years 1 and 2, pupils develop a sense of chronology through studying familiar surroundings and artefacts. For example, in Year 1 they compare modern toys with toys from long ago and look at different types of houses and how they have changed. In Year 2 pupils use computers very well to produce booklets about the history of transport and use this information to design imaginary vehicles for the future. By the end of Year 2, pupils use their early literacy skills to write descriptions, explain events, label drawings and pictures and compile simple lists that demonstrate their knowledge of how things change over time. They learn about what life was like in the past within the local community and identify how it has changed through visits, artefacts, documents, photographs and discussions with local inhabitants.
125. ICT is used effectively. For example, in Year 3, pupils access the British Museum website to find information about Ancient Egypt and produce word-processed reports.
126. Overall, teaching is satisfactory, although several examples of very good teaching were seen during the inspection. The lessons are planned to ensure that pupils of all abilities can participate, contribute and increase their knowledge at a pace and level appropriate to their needs. The school makes good use of the School

Museum Service to extend the opportunities for pupils to research their work. The marking of pupils' work is inconsistent. At best it offers clear guidance to pupils on how well they have achieved and, as well as highlighting aspects deserving of praise and encouragement, includes comments on the ways in which pupils can improve.

127. The temporary co-ordinator is enthusiastic and provides satisfactory leadership. The appointment of a permanent co-ordinator is planned for the new academic year. The planning of the history curriculum is based upon nationally recognised schemes of work and takes account of the mixed-age class by establishing a two-year 'rolling programme'. This ensures that all pupils have full access to the programmes of study. The co-ordinator regularly samples pupils' work, but there are no formal arrangements for the assessment of pupils' progress or observation of teaching. These are areas that need to be developed in order to ensure full coverage of the curriculum and improve standards. A range of educational visits within the local area and visiting speakers to the school is organised by the co-ordinator, which enriches the history curriculum.

INFORMATION AND COMMUNICATION TECHNOLOGY

128. By the end of Year 2, standards are above average and pupils are achieving well. Standards are well above average by the end of Year 6 and pupils achieve very well. A number of factors contribute to the high standards and very good achievement by the end of Year 6. Pupils receive good and very good teaching and the curriculum is well planned and implemented. Furthermore, pupils are given good opportunities to apply and develop their ICT skills in other subjects.
129. In Year 2, pupils create images in the style of the Dutch artist Piet Mondrain. They produce a series of rectangles using straight black lines. Pupils choose and paint with different colours and use the fill tool to paint some of the rectangles red, yellow or blue. They are creative and produce a range of individual patterns in the artist's style. Also in Year 2, pupils enter instructions to control a roamer, a programmable vehicle that moves across the floor.
130. In Year 3, pupils use ICT well to support learning in mathematics. They carry out class surveys of favourite drinks or favourite sports. Pupils gather information and enter it into the fields of a database. They sort the information into categories and convert the data to a bar or pie graph. In a Year 4 English lesson seen, pupils were using ICT well to create exciting phrases to promote a new drink or fruit product. Pupils started new work, aligned text and edited it. They produced lively and thoughtful catch phrases such as 'Try this fruity, tooty juicy cocktail' and 'Start the day the fruity way'. Pupils changed the fonts, colour and size in order to capture the reader's attention.
131. Pupils in Year 5 and 6 produce multimedia presentations about the Ancient Greeks as part of their history work. They produce a colourful background for their slides and use text-editing facilities to provide clear information about Greek Gods, Sparta, Greek pottery and foods. They import images from the computer's bank of images or the internet. Some pupils add prepared sounds to their presentation. Most presentations include six to nine slides/screens linked together. In a lesson seen in the Year 5 and 6 class, pupils using a computer control program wrote a

set of procedures to control a traffic light system. They use input and output devices and set suitable time intervals for the changing of the lights. Higher-attaining pupils include a filter system in their procedure.

132. The quality of teaching is good overall. Very good teaching was seen in the Year 5 and 6 class. Lessons are well planned and structured. Clear learning objectives are identified and effectively shared with the class so pupils know what they are to learn. Teachers' instructions are clear and informative, particularly when taking the pupils through ICT procedures. Pupils listen and follow instructions very well. When teaching in the ICT suite, teachers move efficiently between individuals and pairs providing clear instruction and constructive feedback and this helps pupils to improve their performance. Pupils are given good opportunities to practise and apply skills and make good gains in their learning. Pupils' skills in working collaboratively are well developed. Pupils with special educational needs are given good support by learning support workers.
133. The subject is well led and managed by the co-ordinator. The ICT curriculum is broad and balanced and appropriately based on the national recommended schemes of work. This planning helps to ensure that pupils acquire and build on skills in a steady and systematic way as they move through the school. The use of ICT is well planned in other subjects. The co-ordinator monitors teachers' planning and is building a record of pupils' work. She has a good overview of the units taught and the standards that pupils attain. The assessment and recording of pupils' attainment in ICT is a priority in the school's development plan and an appropriate system has recently been introduced. The teachers have increased their confidence and expertise in ICT through New Opportunities Funded training. Teachers have also attended good courses provided by the local educational authority in specialist areas such as control and multimedia presentations. The school has a 15-station computer suite, which is used well. However, the accommodation is cramped and is not ideal for teachers to demonstrate techniques and skills to the class. A computer club offered to all pupils enhances learning in ICT.

MUSIC

134. By the end of Year 2 and Year 6, standards are average and pupils' achievement is satisfactory. Progress made by pupils with special educational needs and English as an additional language is also satisfactory.
135. Throughout the school, pupils are enthusiastic about the subject and enjoy it. This was evident in school assemblies when pupils of all ages sang well in tune and with energy and pleasure. They hold a melody sung as a 4-part round. Other examples of enthusiastic and tuneful singing were observed at the start of a lesson in Year 6 where pupils sang in two parts. In 'singing assemblies', pupils of all ages clap in rhythm and sing well from memory. As a result of good teaching, they learn new songs quickly which they sing with enthusiasm.
136. In class lessons, pupils listen carefully to the teacher and to each other. They develop their musical skills through composition, performance and listening to 'live' and recorded music. Opportunities for pupils to extend their knowledge about composers and their music are sometimes missed. For example, recorded music

played as pupils enter the hall for assembly is not announced and rarely mentioned. Pupils perform confidently and evaluate their own and other's performance accurately and sensitively and in ways that help them to improve. For example, in a very good lesson seen in Year 2, pupils clapped and played instruments as they developed their knowledge and understanding of the meaning of rhythm and beat. They used a character from a familiar song to tell the story of her day and altered the beat accordingly whilst maintaining the rhythm. They listened carefully to each other, made good suggestions on how to create a variety of sounds to fit the story and evaluated each other's performance in a way that resulted in good improvement when they performed for a second time.

137. Overall, teaching is satisfactory with one example of excellence. It is best when taught by teachers with specialist subject knowledge and experience. In the excellent lesson seen in Year 3, pupils successfully read music notation and performed the rhythms accurately because of the excellent challenge and pace of the lesson. The teacher ensured that when asking them to perform individually she included pupils of all abilities. She quickly identified and corrected errors, offered very encouraging and appropriate praise that increased the pupils' confidence and their desire to improve. Teacher's plans are based upon a commercially produced scheme of work that ensures full curriculum coverage in all aspects of the subject. Pupils' attitudes and behaviour in music are very good because teachers use good strategies to maintain control of necessarily noisy sessions. The use of the computers was not seen during the inspection, but teachers make very good use of the compact discs associated with the commercial scheme of work.
138. The co-ordination of the subject is temporary. Leadership and management are satisfactory. A permanent appointment will be made at the start of the new academic year. Assessment procedures to monitor pupils' progress have not been established and the monitoring of teaching is limited to analysis of the teachers' termly planning documents. These are areas that need to be developed in order to improve standards. The co-ordinators enhance the curriculum by means of organising string and brass groups to perform in the school. All pupils participate in an annual musical production. Music resources are satisfactory and include instruments and recordings of music from around the world to support pupils' studies of music from other countries.

PHYSICAL EDUCATION

139. Standards in PE are broadly average of the end of Year 2 and Year 6. Across the school, pupils are achieving satisfactorily in this subject. During the inspection, only games lessons were seen. Discussions with staff and the study of planning indicate that the school provides an appropriate range of PE activities.
140. In Year 2, most pupils demonstrate catching, throwing and striking skills appropriate to their age. Higher-attaining pupils show increased co-ordination and control in these activities. In Year 6, pupils know the effective of exercise on their bodies. They show a good understanding of fitness and health issues. Most pupils show co-ordination and control in throwing small balls and quoits. They appraise their own performance and make suggestions for improvement. Most pupils attain the national expected standard of 25 metres in swimming before the end of Year 6.

141. The quality of teaching is good. Lessons are well planned and the purpose of the lesson is made clear to the class. Teachers' instructions and demonstrations are clear and informative. Pupils are keenly interested, listen to and follow instructions well. Pupils have good opportunities to practise and improve skills. They apply physical effort to tasks and make good gains in developing and refining skills. Learning support workers are effectively deployed and contribute well to pupils' learning. In some lessons, activities are not always sufficiently challenging to extend higher-attainers. Teachers manage pupils very well and clear expectations and very good relationships are firmly established. Pupils' levels of participation and behaviour are very good.
142. The co-ordination of PE is currently being overseen by the deputy headteacher and a newly qualified teacher. They provide sound leadership and management but they have not had opportunities to observe and support teaching. The planning of the curriculum is appropriately based on the national recommended schemes. Links with partner secondary school and extra curricular activities enhance the PE programme. The school has not yet established an effective system for assessing and recording pupils' attainment. This restricts teachers' knowledge of the standards attained but there are clear plans to address this. The school's hall for indoor PE is spacious but the low sloping roof restricts some indoor games. The school has experienced drainage and other problems with the field. Steps have been taken to improve the drainage but the surface is uneven, the grass coverage is poor and there are sharp stones exposed. The field is currently unsatisfactory and unsafe. Equipment and learning resources are good.

RELIGIOUS EDUCATION

143. By the end of Year 2, standards are in line with those set out in the Gloucestershire Locally Agreed Syllabus and pupils are achieving satisfactorily. By the end of Year 6, standards exceed those expected and pupils achieve well.
144. In Years 5 and 6, pupils have a good knowledge of Judaism, its basic beliefs, teachings and Sabbath practices. In their previous study of Islam, these pupils have learned about Mohammed, his life story and his call. This work on Islam is supported well in Year 4, where pupils consider the need for journeys and the journey Muslims make when they attend the Hajj. In Year 3, through very good teaching, pupils learn about commitment to a faith. In the context of this study they listened to the 'Millennium Prayer' by Sir Cliff Richard and Handel's Messiah. Throughout these years, pupils are gaining a good knowledge of how members of each faith practise their religion and what it means to them. Pupils are also learning how religions can give them guidance for living their own lives. In this context, two pupils from Year 5 identified that the Ten Commandments come from the Bible. These give rules, such as not killing and not stealing, that they would definitely incorporate into their own rules for living. In Year 4, pupils have learned about the meaning of prayer and some of their personal prayers are moving and spiritual. In Year 2, pupils demonstrate a sound understanding of the life of Mohammed and facts about the Koran in their study of Islam. They show a respect for this holy book and are interested to hear some of the stories it contains.

145. The quality of teaching is good overall. It is satisfactory in Years 1 and 2 and good in Years 3 to 6. Teachers have clear learning objectives for their lessons with a strong message. In Year 2, it was a moral message, not to be led into trouble by advice, as the Devil tried to do to Muhammed. In Year 3, the message was spiritual, coming from the music and the lyrics and, particularly the church-going pupils were encouraged to express their personal commitment. In Years 5 and 6, the message was more complex, and very clearly conveyed. Pupils were enabled to understand the message of the Sabbath day as a day without work, as conveyed by the 'manna' that sustained the Israelites and which was provided in a double portion for the Sabbath. These pupils were also starting to recognise the symbolism with which Jewish families remember this today and the lasting importance of the Sabbath rituals to many Jews. The relationships between teachers and pupils are good. This was particularly apparent in the sensitive marking and comments made in relation to pupils' personal prayers.
146. There is no specific subject co-ordinator but the school has plans to address this. There is a task force of two teachers to oversee the subject on a temporary basis. Leadership and management are satisfactory. However, the planned curriculum is satisfactory but not as well developed as most other subjects. As yet, no ministers of religion come into the school, but the school has used pupils and their families, who are practising members of a faith, to support their work. Learning resources are satisfactory and there are plans to extend these. At present, the Internet and CD Roms are not used sufficiently to support pupils' learning. There have been no visits to places of worship and the school is not utilising the places of Christian worship available in Gloucester. However, pupils in Year 2 and Year 4 visited virtual mosques via the Internet. A local mosque has been contacted to plan visits for the future.