

INSPECTION REPORT

THE JOHN MOORE COMMUNITY PRIMARY SCHOOL

Tewkesbury

LEA area: Gloucestershire

Unique reference number: 131783

Headteacher: Mr C. Chamberlain

Reporting inspector: Mr G.R. Logan
11810

Dates of inspection: 3rd – 6th March 2003

Inspection number: 248857

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Primary |
| School category: | Community |
| Age range of pupils: | 4 - 11 |
| Gender of pupils: | Mixed |
| School address: | Columbine Road Walton Cardiff Tewkesbury |
| Postcode: | GL20 7SP |
| Telephone number: | 01684 291661 |
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| Appropriate authority: | The governing body |
| Name of chair of governors: | Mr P Alcock |
| Date of previous inspection: | N/A |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|----------------|----------------------|--|---|
| 11810 | Mr G.R. Logan | Registered inspector | Mathematics; Information and communication technology; Music; Design and technology | What sort of school is it? How high are standards? a) The school's results and achievements; How well are pupils taught? What should the school do to improve? |
| 19664 | Mr J. Bayliss | Lay inspector | | How high are standards? b) 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? How well is the school led and managed? |
| 1189 | Mrs S. Brown | Team inspector | English; Art and design; Physical education; Special educational needs; English as an additional language; Educational inclusion | How good are the curricular and other opportunities offered to pupils? |
| 22421 | Mrs V. McGrath | Team inspector | Science; Geography; History; Religious education; Provision for children in the Foundation Stage | |

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REPORT CONTENTS

| | Page |
|---|-----------|
| PART A: SUMMARY OF THE REPORT | 7 |
| Information about the school | |
| How good the school is | |
| What the school does well | |
| What could be improved | |
| How the school has improved since its last inspection | |
| Standards | |
| Pupils' attitudes and values | |
| Teaching and learning | |
| Other aspects of the school | |
| How well the school is led and managed | |
| Parents' and carers' views of the school | |
| | |
| PART B: COMMENTARY | |
| | |
| HOW HIGH ARE STANDARDS? | 11 |
| The school's results and pupils' achievements | |
| Pupils' attitudes, values and personal development | |
| | |
| HOW WELL ARE PUPILS TAUGHT? | 14 |
| | |
| HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS? | 16 |
| | |
| HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS? | 18 |
| | |
| HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS | 20 |
| | |
| HOW WELL IS THE SCHOOL LED AND MANAGED? | 22 |
| | |
| WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER? | 25 |
| | |
| PART C: SCHOOL DATA AND INDICATORS | 26 |
| | |
| PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES | 31 |

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The John Moore Primary School was opened in September 2000 to serve a new housing development on the outskirts of Tewkesbury. The school has grown rapidly and there are now 153 pupils on roll; 72 boys and 81 girls. The demand for places, as the estate grows, significantly exceeds the school's current accommodation. Children enter the reception class in the September of the year in which they become five. Attainment on entry to reception is slightly above average. Fourteen pupils have special educational needs, mostly moderate learning difficulties. This is below the national average. Two of these pupils have statements of special need - around the national average. There are two pupils who speak English as an additional language; very few pupils come from ethnic minorities. Just over eight per cent of pupils are eligible for free school meals. This is below the national average. Pupil mobility appears higher than in many other schools (over 40 per cent). However, this is simply a reflection of the rapid growth of the school within a short period.

HOW GOOD THE SCHOOL IS

The John Moore Primary is an effective school, which has made good progress since it was established. There is a shared commitment to raising standards and to improving the quality of education. The quality of teaching is good. The reception children have a good start to their education. The younger pupils make particularly good progress; standards in several subjects are above average by the end of Year 2. Progress, though still satisfactory, is more variable in Years 3 to 6. The curriculum provides a good range of opportunities, with a good extra-curricular programme. The school provides satisfactory value for money.

What the school does well

- The Foundation Stage provides children with a good start to their education.
- The quality of teaching is good.
- The school promotes good attitudes to learning. Pupils behave very well.
- The curriculum is broad and interesting. There is good provision for extra-curricular activities.
- Pupils with special educational needs are supported well.
- The school has good links with its parents.
- The school is well led and managed and has made good progress since it was established.

What could be improved

- The accommodation has unsatisfactory features.
- Progress in English and mathematics made by the current Year 6 pupils is not good enough. Standards in writing are not high enough.
- Further development of assessment procedures is needed.
- The management role of subject co-ordinators is not yet fully developed.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This is a new school which has not previously been inspected. In spite of difficulties arising from the rapid growth in numbers, the school has made good progress since it opened. Standards, particularly for the younger pupils, are often above average, the teaching is good, morale is high and the school is well led and managed. Demand for places is very high locally. The delay in proceeding with the planned second phase of the building has significantly constrained the school's forward planning. The school's capacity for further improvement is good.

STANDARDS

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

| Performance in: | Compared with | | | |
|-----------------|---------------|------|------|-----------------|
| | all schools | | | similar schools |
| | 2000 | 2001 | 2002 | 2002 |
| English | N/A | C | B | C |
| mathematics | N/A | E | A | B |
| science | N/A | C | A | A |

| Key | |
|--------------------|---|
| Well above average | A |
| above average | B |
| Average | C |
| Below average | D |
| Well below average | E |

The 2002 test results for pupils at the end of Year 6 were well above average in mathematics and science and above average in English compared with the national average. When compared with similar schools, standards were well above average in science, above average in mathematics and average in English. This was a small year group with a significant proportion of high attaining pupils. The school achieved its targets in English and mathematics in 2002. In the current Year 6, standards, while above average in science, are average in English and mathematics. Standards at the end of Year 2 in 2002 were well above average in reading, above average in mathematics and average in writing in relation to those achieved nationally. Standards were well above average in reading, average in mathematics and below average in writing, when compared to similar schools. Teacher assessment indicated that attainment in science was above average. Currently, standards in Year 2 are above average in reading, mathematics and science and average in writing. Progress currently is better overall in reception to Year 2 than in Years 3 to 6. Pupils' skills in information and communication technology are developing well. Opportunities for pupils to apply their literacy and numeracy skills are satisfactory. However, extended writing in English or in other subjects, is limited.

The number of pupils taking national tests has, so far, been small; none have had more than two years in this school, and usually less. Past results are not necessarily indicative of the broad trend of achievement in the school as it becomes more established. The first pupils to have been in the school since reception will complete Year 2 in 2003. The characteristics of year groups in the lower part of the school are more consistent than in Years 3 to 6. Children now entering the school have slightly above average competence in reading and mathematics. They have a good start in reception and make rapid progress. Almost all children achieve the Early Learning Goals part way through the reception year. Across the school, pupils with special educational needs and those with English as an additional language make good progress because of the effective support they receive.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Good. Pupils are keen to come to school and are eager to learn. |
| Behaviour, in and out of classrooms | Very good. There is an ethos of very good behaviour in and around the school that encourages learning. Throughout the school pupils are polite, friendly and well behaved. There have been no exclusions. |
| Personal development and relationships | Good. Pupils' personal development is satisfactory. Relationships within the school are very good. The school is socially inclusive. |
| Attendance | Very good. Attendance is consistently well above that achieved nationally. Unauthorised absence, with no explanation given to the school, is negligible. Pupils come to school in good time. |

TEACHING AND LEARNING

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

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

The quality of teaching is good, overall. Teaching in around two-thirds of lessons observed was good or better. There was no unsatisfactory teaching, although there were weaknesses in the quality of recorded work in Year 6. There were two supply staff in school who contributed significantly to the good or better teaching. The teaching in Years 3 to 6 ranged from satisfactory to very good. However, as a result of the lower learning outcomes in Year 6, the teaching in that phase is satisfactory overall. Teaching was most consistent in reception where almost three-quarters of lessons were very good. Such consistency of practice has a significant effect on children's learning and they make good progress as a result. Staff manage pupils well and establish good relationships. A positive climate for learning exists. Pupils are generally enthusiastic about their learning, although the older pupils are rather passive learners. Teachers sometimes talk too much, pace is lost and pupils do not have enough time to work independently. Independent learning skills are satisfactory, but could be better. Where teaching is best, the pace is brisk and pupils are challenged. Questioning is used well and promotes learning effectively. Literacy and numeracy skills are promoted satisfactorily across the curriculum, but there is too little extended writing planned in subjects other than English. The support for pupils with special educational needs, and those with English as an additional language, is good and this has a positive effect on their learning.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | Good. The curriculum is broad and stimulating with a good range of opportunities for learning. All pupils are fully included and appropriate provision is made for them. The Foundation Stage curriculum is very good, although the school has yet to develop an outdoor learning area. |
| Provision for pupils with special educational needs | Good. Pupils with special educational needs are well supported in class and withdrawal groups by support staff. Very good individual education plans set specific targets, helping pupils to make good progress. |
| Provision for pupils with English as an additional language | Good. The small minority of pupils with English as an additional language are supported effectively –their needs are well met through careful planning and sharply targeted help from support staff. They make good progress. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Good. The provision for pupils' moral, social and cultural development is good. Provision for spiritual development is satisfactory. Multicultural awareness is a relatively weaker element in pupils' cultural development. |
| How well the school cares for its pupils | Very well. Led by the caring headteacher, all members of the school community work together to provide surroundings in which pupils feel secure. Monitoring and support for pupils' personal development is satisfactory. Procedures for assessing pupils' attainment and progress are satisfactory in English and mathematics. |

The school's partnership with parents is good. Parents think the school is a good one. They receive good quality information about events and how their children are getting on. The school welcomes the support of parents. They make a good contribution to its life and work.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | Good. The headteacher manages in a thoughtful and committed way. Supported by governors and staff he manages the school well. There is a clear, shared commitment to its development. |
| How well the governors fulfil their responsibilities | Good. Governors are properly involved in the work of the school both as members of various committees and as individuals properly undertaking their responsibilities. Statutory duties are fulfilled. |
| The school's evaluation of its performance | Satisfactory. Arrangements for monitoring and evaluating the school's performance and taking effective action are developing well. The staff and governing body have a clear understanding of the school's strengths and areas for development. |
| The strategic use of resources | Good. The financial planning process is well organised with a clear cycle of planning and review, linked directly to the school improvement plan. Administration arrangements, and day-to-day control of finance, are of high quality. The school applies the principles of best value well. |

The school improvement plan is a detailed and effective guide to development. The school is adequately staffed, with very efficient administration. It is well-resourced for current needs. Although the accommodation is modern and of good quality, the completion of the school buildings, as originally conceived, remains some way in the future. Accommodation is insufficient for the number of pupils on roll and the rapid expansion of the school, in spite of the school's best efforts. The use of the hall as a classroom constrains pupils' learning. There is limited storage space. Library facilities are inadequate. The reception classroom is relatively small. There are too few lavatories to meet needs.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|--|
| <ul style="list-style-type: none"> • Their children make good progress. • Behaviour is good. • Teaching is good. • They feel comfortable approaching the school with suggestions or concerns. • Children are expected to work hard. • The school is well led and managed. | <ul style="list-style-type: none"> • The information provided about pupils' progress. • The adequacy and use of accommodation. |

Parents who responded to the questionnaire, those who attended the Parents' Meeting and those who met with inspectors during the inspection are supportive of the school. The inspection team agree with their positive views but disagrees with their concerns other than the need for improved accommodation.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. This is a relatively new school and the number of pupils so far taking the national tests has been low. Until now, all pupils in Years 2 and 6 have had the major part of their education elsewhere. Their performance has not reflected a long-term input by this school. The first cohort of pupils who have been in the school since reception will reach the end of Year 2 in 2003. Until recently, an above average percentage of the pupils entering Years 3 to 6 have had special educational needs, so that the characteristics and performance of different year groups is, even now, less consistent than in the lower school. There, the attainment of pupils upon entry is much more cohesive and is above average overall.
2. In the 2002 national tests for Year 2 pupils, standards were well above average in reading, above average in mathematics and average in writing in relation to schools nationally. Standards were well above average in reading, average in mathematics and below average in writing in relation to similar schools. Teacher assessment indicated that standards in science were above average. In 2002, the proportion of pupils achieving the challenging level 3 was well above average in reading and below average in writing and mathematics when compared to schools nationally. Pupils' performance in 2002 was an improvement on 2001, although only a few children took the tests that year.
3. In the 2002 tests for Year 6 pupils, standards were well above average in mathematics and science and above average in English compared to those achieved nationally. Standards were well above average in science, above average in mathematics and average in science in relation to those achieved in similar schools. The proportion of pupils achieving the challenging level 5 was well above average in all three subjects in relation to schools nationally. The school has indicated that this small group of ten pupils was particularly able. As a result, the school met its ambitious targets in 2002.
4. Inspection evidence indicates that there is no significant difference in attainment between boys and girls at age 11. Too few pupils have taken the national tests for any reliable trends to have emerged either in relation to the school's ongoing performance or to the relative success of boys, girls or particular ethnic groups. However, the very good start which pupils have in reception and the fact that an increasing proportion of pupils in successive year groups have been through the reception class, together with the good teaching in Years 1 and 2, means that attainment is increasingly secure in the lower part of the school.
5. Children have a good start to their education in reception. On entry to reception, the level of attainment is slightly above average in reading and mathematics. The very good teaching enables all children to make good progress in all the areas of learning. By the middle of the reception year, the vast majority of the children are already attaining the Early Learning Goals¹ for the Foundation Stage and are confident and well-prepared to cope with the National Curriculum. The current Year 1 pupils have

¹ Early Learning Goals – these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with the following six areas of learning: communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; physical and creative development.

the highest proportion of pupils who have had the full benefit of this experience. These pupils are already on course to achieve well by the end of Year 2.

6. The standards currently attained by Year 2 pupils are above average in reading, mathematics and science, and average in writing. At Year 6, standards are less secure – average in English and mathematics, though above average in science. This is partly a reflection of the nature of the group, which has a high proportion of pupils with special educational needs. There are also indications in the sample of pupils' work that there are weaker aspects to the teaching, such as the marking, and that expectation is not as high as it could be. At present, pupils make good progress in the infants and satisfactory progress overall in the juniors. The potential exists for this to be raised to good.
7. Standards in English at present are above average overall by the end of Year 2, but average by Year 6. The progress pupils make has been particularly good in reading across the school, but less good in writing. Progress in English is good in Years 1 and 2, but is variable, though satisfactory overall, in the higher year groups. It is unsatisfactory in some respects, particularly writing, in Year 6. Standards in speaking and listening are above average in Year 2, but average in Year 6. Pupils are articulate, confident speakers. Teachers provide good opportunities for pupils to share their ideas and this promotes good communication skills. The school has been very successful in raising standards in reading to be above average in both Years 2 and 6. Pupils enjoy reading and are keen to read aloud. However, library facilities within the school are insufficient to promote research skills effectively. Standards in writing are average by the end of Years 2 and 6, with progress dipping significantly in Year 6, where there is minimal evidence of higher level attainment in writing at present. There is very little extended writing, and too little writing generally across the school in other subjects of the curriculum. There is insufficient focus on the presentation of written work. Not enough writing by pupils is displayed around the school.
8. Standards in mathematics are above average by the end of Year 2, but average by the end of Year 6. The pattern of progress is similar to English. However, the grouping of pupils by aptitude for numeracy lessons tends to ensure more focused teaching overall. That said, within the grouping arrangements, higher attaining pupils in Years 3 and 5 tend to be making better progress than their counterparts in Years 4 and 6. Over time, pupils acquire a secure knowledge of place value, as well as the procedures which enable them to add and subtract one and two digit numbers. They learn to use units of time, weight, measure and capacity and recognise the features of two and three-dimensional shapes. They record data systematically and represent them in graphs and charts. Pupils have occasional, but not yet sufficient, opportunities to apply their mathematical skills across the curriculum.
9. Standards in science are currently above average by the end of Years 2 and 6. Pupils are encouraged to set up investigations and the good level of practical experience and effective use of scientific vocabulary is having a very positive effect on standards across the school. By the end of Year 2, pupils have made good progress and are well-motivated by the practical activities. Pupils are effectively challenged by good teaching in the juniors and are enthusiastic learners, though they undertake too little independent research, despite their good reading skills.
10. Pupils' attainment in information and communication technology (ICT) is above the expected level by the end of Year 2 and around the level expected by Year 6. The current focus on improving pupils' skills is having a very positive effect across the school. There is a well-structured programme which is working well. There are some,

but too few, planned opportunities for pupils to use ICT to enhance their learning in other subjects, and this is an area for development.

11. By the end of Year 2 standards are average in art and design, design and technology, geography, music and religious education. They are above average in history and physical education. By the end of Year 6, standards are above average in history and average in art and design, design and technology, geography, physical education and religious education. No judgement is made on standards in music by the end of Year 6 as no lessons were observed.
12. The literacy and numeracy strategies have been implemented well and these are having a positive effect on standards. There are some planned opportunities for the use of pupils' literacy and numeracy skills in other subjects, but this is an area which the school intends to develop further.
13. Pupils with special educational needs achieve standards appropriate for their ability and make progress similar to their fellow pupils. Pupils are generally well behaved, enjoy their activities and have positive attitudes to learning. The good focus on social inclusion ensures that they have positive self-esteem and the desire to succeed.
14. There are two pupils for whom English is an additional language, (EAL). Neither of these pupils is at an early stage of learning to speak English and both speak English well. Good deployment of support staff ensures that they access the curriculum as well as others in the class. One pupil requiring greater support for phonic knowledge is supported well in the classroom and at home. All of these pupils are progressing well as a result of planned intervention and appropriate work programmes. These pupils make the same good progress as others because their needs are well met.
15. The school has assembled a range of information on pupils' prior attainment and is now using available data to set targets for groups of pupils and individuals. Appropriately challenging targets are in place for 2003.

Pupils' attitudes, values and personal development

16. Pupils' attitudes to school are good. They have a positive effect on the way pupils approach work in class and hence the standards achieved. Pupils are keen to come to school in the mornings. Children under five in reception are more confident than is usually seen, displaying a willingness to settle to work without direct teacher intervention. There is a constructive atmosphere in classrooms. The response to instructions from teachers is almost always very good. The very large majority of pupils are courteous and polite. Pupils of all ages and abilities concentrate and apply themselves well even when, occasionally, the lesson is less stimulating than it might be. Year 6 pupils speak of how much they enjoy lessons, struggling to find anything they don't like. These features help significantly to promote pupils' learning.
17. In lessons, although there is some reticence at times, most pupils enjoy taking part in question and answer sessions. They show an interest in what they are doing. Though sometimes slow to initiate conversations with adults they listen with attention to what is being said. Their comments about the school are well considered reflecting mature, positive attitudes to school and learning. Pupils respect the values and beliefs of others and this is apparent in the way the majority relate to each other both in lessons and elsewhere.
18. Pupils' behaviour in classrooms, when moving about the school, and when eating their lunch, is very good. Parents, rightly, have no concerns about behaviour.

Relationships between pupils, and between pupils and teachers, are very good. The school is racially harmonious. No unsatisfactory behaviour, other than of a very minor nature, was observed during the inspection. All pupils get on very well with each other. There is no evidence of vindictive bullying or sexism within the school. Pupils play well together. Break and lunchtimes are pleasant social occasions. School rules are clear. They are understood and accepted as fair by the pupils. There is no history of poor behaviour and it has not been necessary to exclude any pupil. There is an ethos of good behaviour with all pupils, even those who have joined the school recently, responding well to the high standards of behaviour expected. The very large majority of pupils have a clear understanding of the effect of their actions on others and respect the school rules.

19. Opportunities for pupils to show initiative and display personal responsibility, though routine, are readily grasped. These opportunities steadily increase through the pupils' school life. Children in reception are provided with many opportunities and as a result, though most are not yet five-years-old, they happily accept responsibility and display initiative when invited to choose activities, when registering their arrival at school in the morning or when clearing away after lessons. Elsewhere, pupils are diligent in fulfilling their responsibilities. Year 5 pupils happily prepare for their class in the hall, helping the teacher organise desks and chairs. Throughout the school pupils mature as individuals, becoming socially aware, developing views and opinions that are soundly based, and being able to express them sensibly. They identify areas for improvement, showing sensible attitudes and growing maturity. Pupils readily involve themselves in charitable activities. Inspectors confirm the view of almost all parents that the school is helping its pupils to become mature and responsible individuals.
20. Attendance is very good. Pupils enjoy school and attend when they can. There is no truancy. Punctuality is good. When instances of lateness occur, they are of a minor nature.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

21. Although there is some unevenness across the school, the overall quality of teaching is good. Teaching in almost two-thirds of lessons observed was good or better. A significant proportion of good teaching was observed in most subjects of the curriculum, but particularly in mathematics, physical education and the Foundation Stage. Pupils, including those with special educational needs, are currently achieving well as a result of the good teaching, although progress is better and more consistent in Years 1 and 2 than for the older pupils. During the inspection, two classes were taught by supply staff. This had a very positive effect on the overall proportion of good or better teaching.
22. A key strength in the school is the high quality of teaching in the reception class, where almost three-quarters of lessons were very good. Expectations are high, basic skills are taught very well and planning is thorough, catering for the full range of ability. This enables pupils, including the more able, to make good progress in all of the areas of learning. The effectiveness with which assessment is used to promote children's progress is excellent. Lessons are briskly managed and stimulating, with a particular strength in the teaching of phonic awareness, and children are encouraged to use and apply their skills as they engage in well-planned play activities. The quality of learning is, in consequence, very good.
23. The teaching observed during the inspection was good across the school. However, shortcomings in the quality of past recorded work in, for example, Year 6 were inconsistent with the high quality teaching (by a supply teacher) observed during the

inspection. Teaching over time has been satisfactory in Years 3 to 6. Overall, work is matched well to pupils' needs. The quality of planning is a strength. Tasks are carefully planned and learning objectives identified and shared with pupils. The introduction of grouping by ability in mathematics in Years 3 to 6, is enabling more able pupils to be more fully challenged. However, this is advantaging able pupils in Years 3 and 5 to a greater extent than those in Years 4 and 6 and further review will be needed to ensure that these pupils are able to build upon their current good progress in the next school year.

24. The basic skills of literacy and numeracy are taught well and, other than in writing, where further attention is needed, standards are good across the school. Pupils apply their knowledge of letter sounds and blends well when they read. Standards in reading are consistently good, building on the very good start in reception. Teachers are increasingly skilled in teaching numeracy. Pupils' abilities to apply their mental arithmetic skills are developed well because teachers use the initial part of each mathematics lesson effectively. Staff plan some opportunities for pupils to use their literacy and numeracy skills across the curriculum, but there is more to do in developing extended writing both within English and in subjects such as geography, history and religious education. ICT skills are taught effectively and pupils demonstrate increasing confidence as they use computers independently. In addition, pupils make some use of computers to support learning in other subjects, for example, in music, art and design, and in the data-handling aspects of mathematics. Again, however, there is further work to be done here.
25. Teaching for pupils with special educational needs is good. Pupils achieve well and make good progress overall against their individual targets. Teachers know their pupils well and plan activities that are matched to their needs. Pupils make good progress mainly as a result of very well constructed individual education plans, which contain specific targets for improvement, and include parents and pupils appropriately. Support staff are used effectively. Many strategies are in place to support pupils' needs, for example, a range of additional literacy initiatives to support intervention in different year groups. Records of gains in skills, knowledge and understanding are well maintained.
26. The teaching of the small number of pupils for whom English is an additional language is good. It is well focused and effective in helping these pupils to achieve at the same rate as their classmates.
27. Teachers have good subject knowledge. This enables them to present lessons in ways that capture pupils' interest and enthusiasm and promotes their learning well. This was the case in some very good lessons observed in the Foundation Stage class. Occasionally, teachers talk too much and do not allow enough time for pupils to get on with their work independently. When the Year 5 and 6 classes were combined for geography, the number of pupils was excessive and the pace became very slow as the teacher tried to involve everyone. Teachers often use effective questioning to elicit pupils' understanding. Occasionally, as in a Year 2 design and technology lesson, closed questions limit the development of pupils' thinking. Too many questions in a Year 5 science lesson slowed the pace of the lesson unnecessarily. Teachers manage their pupils well and, other than in the normal Year 6 provision, have high expectations of how they will learn. Pupils respond well to these expectations, usually behaving very well and showing good, if rather passive, attitudes to their learning. Teachers use a variety of teaching methods well. In most lessons, the combination of whole class teaching and opportunities for pupils to work on their own or in small groups is used effectively. This helps to maintain pupils' interest and provides the opportunity for teachers to meet their learning needs.

28. Teachers generally share with pupils the objectives for what they are expected to learn. This means pupils are aware of what is required of them and what they are likely to learn. In most lessons, teachers use the final part of lessons well to assess the learning that has taken place and the progress pupils have made. Teachers are not consistent, however, in asking pupils to explain what they think they have learned or to say how well they think they have done, although a good example of effective development of pupils' self-evaluation skills was observed in a Year 1 physical education lesson.
29. Everyday arrangements to assess pupils' attainment and progress are satisfactory overall, although excellent in the reception class. Assessment information, where this is currently available, is used satisfactorily when planning future work. Target-setting and review ensures that pupils have a good knowledge of their own learning and what they still need to achieve.
30. Homework is used satisfactorily to extend pupils' learning, although it is most effectively managed in the lower school. This usually takes the form of reading or mathematics and a record is kept about the progress made by each pupil. Older pupils do not always feel that their efforts have been valued. Pupils occasionally undertake research in subjects such as science, geography or history.

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

31. The school provides a broad and stimulating curriculum, which meets the needs of its pupils well. Statutory requirements are met in all subjects taught. In the two years since the school opened, the staff have been successful in providing a good range of opportunities for learning. Considerable emphasis is given to English and mathematics. Religious education is delivered through the locally agreed syllabus and requirements are met. Strategies for teaching literacy and numeracy skills are effective, although greater use of writing in other subjects would strengthen these skills further. The curriculum for the youngest children in the reception class is very good and enables them to make a very good start in their education. All the areas of learning are included in the curriculum offered to these children, with particular emphasis on personal, social and emotional development. The outdoor learning environment is not yet fully developed and this impacts on aspects of children's physical development. Very good planning and assessment procedures ensure children enjoy a balance of adult led and independent activities at a challenging level. Pupils with special educational needs and the small minority of pupils for whom English is an additional language are successfully integrated and are appropriately included in any additional activities undertaken by the school. The school works hard to be socially and educationally inclusive.
32. The curriculum is planned effectively to ensure that all subjects are covered, but time allocated to subjects other than literacy and numeracy is in need of review to ensure all subjects receive sufficient emphasis. Accommodation issues result in some loss of time in lessons where pupils are required to move classes or use the hall space as a teaching area. A two year rolling programme, other than for literacy and numeracy, takes account of the needs of pupils in mixed year classes. However, some sessions are overlong in Years 3 and 4 and in Years 5 and 6. This has an adverse effect on pupils' learning.
33. The school has worked hard to put in place policies and schemes of work, which are specific to the school. With the exception of religious education, which follows the agreed syllabus, and music, which has a commercial scheme, these have been

completed, although some remain in draft form. There is good provision for the teaching of ICT in the suite, although its wider use to support learning in other subjects is not fully developed.

34. The school is attentive to equality of access and opportunity, with no significant variations noted in the provision for boys and girls or between different ability groups. The school has good procedures to identify pupils having difficulties in their learning and follows all the recommendations of the revised national Code of Practice². The special needs co-ordinator, supported by class teachers and support staff, is responsible for writing the very good quality education plans. These are monitored carefully, ensuring that the progress made by individual pupils is good. The good progress is a result of the effective action taken in lessons, or through small group work when pupils are withdrawn from literacy and numeracy lessons to work with the support teacher and learning support workers.
35. The provision for extra-curricular activities is good. The curriculum is suitably enriched by a good range of activities, particularly in sport and music. These include drama, art and craft, chess, newspaper club, music, football, netball and cross-country. A residential experience such as that to Broadhaven in 2002 contributes effectively to the personal development of pupils in Years 4, 5 and 6. There is good provision for personal, social and health education. The detailed policy and scheme of work provide good guidance to teachers and include a range of useful experiences for all pupils. The school's programme for health education includes the required emphasis upon drugs misuse. There is also a strong emphasis on developing thinking skills in the curriculum. Teachers use strategies such as brainstorming as a different approach to teaching, in their endeavour to ensure pupils are making the most of the opportunities offered.
36. The contribution of the community to pupils' learning is good. In the short life of the school, good links have been established with Tewkesbury Abbey, and in areas of the creative arts such as the recent performance at the Roses Theatre. A business link with a local estate agent has resulted in the sponsorship of the school's football team. A range of visitors such as the fire service, string quartets, the life education van, Abbey representatives to talk on religious education, and a visitor to share experiences about life in Kenya enhance pupils' learning well.
37. The school has encountered resistance in its attempts to build relationships with neighbouring primary schools. At secondary level, links with Tewkesbury School are good, including transfer arrangement for the oldest pupils.
38. The overall provision for pupils' spiritual, moral, social and cultural development is good. Within that, spiritual development is sound. Pupils are encouraged to explore their thoughts and feelings in the assemblies led by a local minister. On these occasions, for example, pupils are encouraged to offer ideas for prayers, and they suggested praying for those less fortunate than themselves. However, time for such reflection is brief in most assemblies, and the hall lacks a focal point for a corporate act of worship. As a consequence an opportunity is missed to create a sense of occasion, to be valued and cherished. Children respond joyously to the same hymn each day. Encouraging pupils to reflect on the messages in hymns could be further developed by enabling pupils to see the words. In religious education lessons, teachers give pupils some opportunities to draw on their personal experiences of

² Code of Practice – this gives practical advice to schools about their responsibilities, to ensure that pupils who have special educational needs receive the most appropriate help and support.

belonging, respect and festivals, but greater emphasis is placed on developing knowledge of faith practices, rather than developing pupils' own views, feelings and emotional responses. There were good examples, particularly from younger pupils, of expressing awe and excitement in their work. A sense of excitement was evident as they discovered movement in a parachute and how to use colour on the computer.

39. Provision for moral development is good. Through a range of fund raising activities pupils consider how they can help those less fortunate than themselves, and they are aware of world issues relating to poverty and health. For example, they consider global, as well as personal resolutions, such as reducing crime, improving health and reducing pollution. Clear codes of behaviour are set throughout the school, and pupils have developed a secure sense of what is right and wrong. Pupils show respect for each other in both learning and social contexts. They also treat learning resources and the school environment with respect. Observed behaviour was consistently good during the inspection, and was frequently very good.
40. Social development is well promoted. In reception, pupils are regularly encouraged to work collaboratively and they demonstrate very good independence as they select, use and return resources. They also show initiative as they paint, construct, create roles and write for different purposes. For example, they design their own distinctive models, paintings and create their own small books. However, there is less evidence of pupils having opportunities to use their initiative and autonomy in their work as they move through the school. There are very good opportunities for pupils' social development in a wide range of extra curricular activities and a residential visit. There are also good opportunities for Year 6 pupils to support and welcome the reception children during their first weeks in school.
41. There are good opportunities for promoting pupils' appreciation of their own culture. In geography, history, religious education and science pupils learn about the environment and the local area. They visit Tewkesbury Abbey and local museums. They look at building construction and materials in Tudor times, and in their new school. There are opportunities for class performances in assemblies, as well as whole school musical performances. For example they participated in performances such as 'Joseph's Coat' and 'Babushka'. The school also offers a range of whole school events such as the Jubilee Party, Christmas Hat Parade, an Arts Week, Time Tunnel and Tudor Day. However, there are fewer activities offering opportunities to develop pupils' understanding of other cultures, although there are good examples of other cultures represented positively in fiction and non-fiction books around the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The school meets its obligations for child protection and for ensuring pupils' welfare very well. Child protection arrangements meet statutory requirements with members of staff undertaking this responsibility conscientiously. The very effective welfare support that the school provides enhances the quality of education by ensuring that they can work in a secure and happy environment. Parents are happy with the attitudes and values promoted by the school and the support given to their children.
43. Led by the caring headteacher, who puts a high priority on the needs of the pupils, all members of the school community work together to provide surroundings in which the pupils feel well cared for and secure. Educational and social inclusion have a high profile in the school so that all the pupils are treated equally, and given proper support appropriate to individual need whatever their background or personal circumstances. Staff respond sensitively and positively to these individual needs. The school is

successful in promoting social integration and harmonious and caring relationships exist both in and out of the classroom. There are well organised arrangements for playground supervision with teachers and lunchtime supervisory staff, who relate well to the pupils, ensuring that pupils are well looked after during periods of outdoor activity. This high quality support has a positive effect on behaviour and safety.

44. School staff and governors, who undertake regular risk assessments, have proper regard for the health and safety of the school community. They try hard to ensure that the school provides an environment that supports learning effectively. Provision for pupils with physical disabilities is good. Effective supervision ensures that the physical well-being of all members of the school community is protected. First-aid and fire safety arrangements meet requirements. Those for dealing with sickness or the very occasional accident are well-organised. Appropriate records are maintained.
45. However, despite the best efforts of staff and governors, there are some features of its provision that are inappropriate. As a result of the way in which the school development has been planned, there is a shortage of classrooms. Even though a temporary building is in use, the Year 5 class has to use the school hall for some lessons and occasionally be combined with Year 6. The storage of classroom furniture makes the hall untidy and presents a hazard when using the hall for physical education lessons. Elsewhere the use of corridor areas for storage of equipment and coats as well as artefact displays presents a potential hazard. The individual toilet cubicles are ill designed for the youngest children.
46. Procedures for monitoring and improving attendance are very good. The importance of attendance is regularly stressed to parents. Records of attendance are properly maintained and comply with statutory requirements. Registration is usually efficient making good use of the time, especially so in reception, but one instance of reliance on pupils independently recording that they were present rather than calling the register was observed at the top of the school. This is inappropriate. Procedures for recording unauthorised absence are rigorous and there are very good procedures for contacting parents to deal effectively with any unexpected absence.
47. Arrangements for monitoring and promoting good behaviour and eliminating oppressive behaviour are good. The school's policies are well organised and there is good definition of rewards and sanctions. These are well understood and accepted by the great majority of the pupils. A Year 6 pupil draws comparison with a previous school, saying this one is stricter but behaviour is therefore better - meaning everyone is happier. Teachers and support staff, who have a very good relationship with the pupils, work together well, ensuring a consistent approach in dealing with the very occasional instances of inappropriate behaviour. Anti-bullying strategies work very well.
48. The tracking of pupils' personal development and its promotion, both formal and informal, are satisfactory overall, but very good for children in the reception class. Weekly success assemblies focus on positive attitudes and progress with constant reinforcement of the positive ethos of the school. School routines are helped by pupils involving themselves in the work of the school by undertaking a range of monitor activities. Plans are well advanced for the introduction of a school council that will offer further opportunities for pupils to play a part in the running of the school. Formal arrangements for monitoring, including teacher records contained within the pupils' personal record folders and summaries in the pupils' annual reports, are satisfactory overall with some good elements, such as the objective reporting of non-academic progress included in pupils' annual reports. These formal records are complemented by informal arrangements that benefit from teachers' knowledge of pupils as

individuals. There is regular discussion amongst staff about the personal needs of individual pupils.

49. The support provided for pupils with special educational needs is good and this helps them to make good progress. All statutory requirements are met for the assessment of pupils with special educational needs. Very good individual education plans identify appropriate targets for pupils with special educational needs. These are shared with pupils and parents each term, and pupils' progress against targets is regularly and systematically assessed. Regular review meetings are carried out, involving parents and pupils accordingly. The quality of targets is very good. Pupils are actively involved in reviewing their progress against targets set. Support for the few pupils with English as an additional language is similarly good.
50. The school has effective systems in place for assessing and recording pupils' progress in literacy and numeracy throughout the school. Individual pupil's results are recorded at the end of each year, enabling the progress of individuals to be tracked. In addition to Year 2 and 6 national tests, pupils complete non-statutory tests in Years 3, 4 and 5, and complete standardised maths tests in Years 1 to 6. Test results are analysed to identify individual pupil targets for attainment at the end of Year 6 in literacy and numeracy. Pupils are aware of their individual targets in reading, writing and mathematics.
51. Records of pupils' achievements in science are currently less systematic, but procedures for assessing attainment, linked to National Curriculum levels, are in the process of being implemented.
52. Assessments appropriately focus mainly on the core subjects, although end-of-year judgements are made for each foundation subject and are reported annually to parents. The assessment policy gives guidance on the use of on-going assessment, particularly at the beginning and the end of a unit of work, and the timetable for annual tests. The policy requires teachers to identify assessment tasks for each unit of work in foundation subjects. However, these assessments are currently inconsistently completed, and there are no procedures yet in place for recording assessments and identifying progress, as pupils move through the school.
53. All pupils have targets in place for personal, social and health education, which are regularly reviewed and shared with pupils and parents.
54. In the Foundation Stage, individual on-going assessment procedures are regularly and thoroughly completed. An excellent range of procedures ensures progress is monitored in the learning of phonics, reading, writing, numeracy and creative, physical and personal development. Teachers' planning is based on regular assessment; consequently, pupils' work is appropriately challenging and progress is good.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

55. The very large majority of parents responding to the parents' questionnaire, those attending the pre-inspection meeting and those who talked to inspectors during the inspection, have positive views about most aspects of the school's provision. They think the school is a good one. Particular strengths of the school are seen to be that their children like school, behaviour is good, teaching is good with high expectations, they are comfortable approaching the school and the school helps their children to become mature and responsible individuals. No concerns about equality of access were expressed, with parents of pupils with special educational or physical needs being very happy about the support provided. The school is seen as a happy place

that their children enjoy being part of. Inspection findings confirm parents' views although teacher expectations, particularly for higher attaining pupils at the top of the school, could be higher.

56. A few parents have concerns about some aspects of the school's provision, including the need for more information about progress, the adequacy of accommodation and some inconsistency amongst teachers in the way they relate to the pupils. Nothing was seen during the inspection to support these views except that the way in which the school has expanded since opening, with the limitations imposed by a phased building programme. This has presented the school with accommodation problems if mixed year group classes are to be avoided. There is no reason for any parent to feel a lack of information, or to feel distanced from the school, if they take advantage of the opportunities provided. The homework policy is well explained so that parents can understand what is being done and how they can help.
57. Parents are provided with good information about what is happening in school and how their children are getting on. There is an 'open door' policy that encourages parents to communicate with the school. The headteacher is happy to meet with parents at any time, as are teachers. Regular newsletters are supported by meetings when parents are invited into school to view their child's work and to discuss progress. Written notes on how to help with reading, letter formation and numeracy vocabulary are informative. Curriculum evenings are held and parents are provided with an annual written report and targets for improvement are discussed with them. There is good use of the personal development section of the annual reports, and indications of areas for development, both academically and personally. A weakness is that reporting of subjects other than English, mathematics and science is brief, with little information given to parents about how attainment matches that expected. Overall, however, the reports are of good quality and meet statutory requirements.
58. The governors' annual report to parents meets legal requirements. The school prospectus is a very comprehensive, though somewhat formal, document that provides parents with all the information they need. Assessment results are provided but without commentary, so the presentation might be difficult for some parents to understand. It is complemented by the school's 'Starting School' leaflet that is full of useful information presented in an accessible style.
59. The school encourages parents and other helpers to participate in its work. Though limited in numbers, those that are able to help directly in school make a significant contribution. In addition, there is a properly constituted and effective Friends' Association run by a committed committee that fosters relationships between home and school. Its activities provide opportunities for parents, staff and pupils to socialise and raise funds that provide much welcomed and well-used additional financial support to the school. Parent governors help to ensure that parents are able to contribute more fully to their children's learning. Parental support at home is variable; overall, it is good.
60. Parents of pupils with special educational needs work well with the school to encourage and support their children, and are fully involved in reviews. Individual education plans are shared with parents who receive a copy, so that support is a shared and effective process. Most parents are satisfied with the provision for special educational needs.

HOW WELL IS THE SCHOOL LED AND MANAGED?

61. The John Moore Primary School is well led and managed. The leadership provided by the headteacher is good. Parents are happy with the quality of the school's leadership. The headteacher manages in a quiet, thoughtful and committed way. Despite the distractions caused by having to deal with the problems presented by a higher than planned demand for places, he has maintained a clear educational direction for the school. There has been a positive response to the many challenges that the school has faced since it was established. All involved with the management of the school are rightly proud of what has been achieved so far, but there is no complacency. Staff and governors have a clear view of what the school needs to do further to improve the quality of the pupils' education. The headteacher and governors, working closely together, are determined to do the best for all the pupils; they have made good progress in meeting this aim.
62. The school's aims are well focused on providing a setting in which the pupils can develop their best potential, academically and socially. Success in meeting these aims is good. The commitment and capacity to succeed displayed by members of the school community observed is good. Staff support each other to build on the school's strengths and positively tackle areas recognised as being in need of further development. There is a consistency of approach that ensures that the school's fundamental aims and values are reflected in everything that it does. This results in a well-ordered, stimulating and pleasant learning environment.
63. Subject co-ordinators, relatively new to their role, are becoming established. In general, supported by the school's satisfactory provision for appraisal and performance management, teachers have a good understanding of the strengths and weaknesses of the school. They are playing an increasingly active part in raising standards although, as yet, they have had only limited opportunities to observe teaching, other than for English and mathematics. Overall, however, co-ordinators have a good understanding of their subjects and work enthusiastically at managing them.
64. As a relatively new school, its policies, which are of good quality, school specific and well focused, are still in the process of being implemented. There are, inevitably, some inconsistencies between policy and practice but these are being resolved.
65. The governing body is properly constituted with an appropriate committee structure. Well led by the committed chair, members are actively involved in the work of the school both as members of committees and as individuals undertaking their responsibilities well. Statutory duties are met. A number of governors have specific responsibilities, such as literacy and numeracy and special educational needs. Some have particular expertise, such as health and safety or finance, which is well used to the benefit of the school. Governors liaise appropriately with the school, both formally and informally, to offer support and to monitor developments in provision and standards. They visit the school regularly. Governors are kept well informed by the headteacher, formally through his reports and informally through meetings and discussion, so that they have a clear picture of what goes on. They are proud of the school, showing an active interest in its work. Governors agree performance targets for staff, pupils and the school. They provide good support to the headteacher in helping to shape the direction of the school.
66. Arrangements for monitoring and evaluating the school's performance and taking effective action, presently satisfactory, are developing well. Monitoring and evaluation of teaching is taking place across the school. However, the small number of

- permanent staff mean that opportunities have been limited. Identified needs are fed into the school's training programme. In the monitoring of pupil performance, progress is tracked and the school has a range of strategies to identify successes and areas for further development. However, there is scope for further development in this area. Staff meet regularly to identify issues for whole-school development. This monitoring, and that undertaken independently by the headteacher as part of the self-assessment process, and the analysis of assessment and other data, informs school priorities which feed directly into the school improvement plan.
67. Induction and mentoring procedures for staff new to the school are good. At a time of rapid expansion, the school has been sensitive to their needs, providing appropriate training and support. The absence of observed unsatisfactory teaching reflects the success of the school's support for its staff. Staff are valued and are encouraged to play a full part of the school community. Administration and support staff benefit from training that is much appreciated.
 68. The school's priorities for development and the action taken to meet its targets are well chosen. They are set out clearly in the school improvement plan, together with specific targets and suitable action plans to help it achieve its intention. There is a good focus on the promotion of improved standards. The school has a carefully worked out plan of key targets. In addition, each curriculum area has a development plan. Financial planning effectively links spending with priorities in the improvement plan. This enables governors and the headteacher systematically to review the progress made towards improvement targets.
 69. The school's strategic use of its financial resources, which have, so far, been well above average, even for a small school, is good. The financial planning process is well organised with a clear cycle of planning and review that is linked directly to the school improvement plan. Curriculum audits undertaken in January feed valuable information into budget planning. There is good liaison between governors, the headteacher and staff in formulating the budget. Governors play an active part in managing the budget. They explore all options open to them fully, and take decisions with confidence, such as that to move to six classes to protect the pupil teacher ratio, because of their individual expertise and the objective information provided to them by the headteacher. There is effective corporate decision making that ensures that the financial resources available are properly targeted to raising standards.
 70. Financial reserves have varied since the school opened because of the uncertainties about income and expenditure that are typical of a new school. Governors have proper regard for the use of these reserves. The school has adopted a prudent approach to the use of the resources available to it to protect against unexpected expenditure and as a result its reserves were high at the end of the last financial year. As more experience has been gained, these reserves have been released so that the expected level for the end of the present financial year is in line with recommended practice. The school's financial planning is securely based on ensuring that the school will be able to finance the continuation of its present strategies and to provide as high a standard of education as possible. Their planning is solidly based on ensuring that the school's educational provision is sustainable and that its educational targets are met. Expenditure has been targeted to directly benefit pupils' attainment and progress by maintaining staffing levels, providing a good range of learning resources and creating a pleasant working environment.
 71. There is good use of the specific funds element of the school's finances, and other additional funding. The small amount of specific funding for pupils with special

educational needs, very considerably supplemented from the school's own financial resources, is well directed.

72. The school's overall administration arrangements, and the day-to-day control of its finances, are of high quality. The school secretary is very well organised, competent and committed. She makes a significant contribution to the smooth running of the daily life of the school. The school office is well equipped and there is good use of new technology here and elsewhere. The school's most recent external audit found little that needed attention. The minor recommendations made have been implemented.
73. The headteacher and members of the governing body use the four principles of compare, challenge, consult, and compete, well to ensure that the school provides best value in its educational provision. The school's self-evaluation procedures are well organised. A range of assessment tests provides opportunities for the monitoring of attainment and progress. Pupils' attainment is compared with all schools with similar schools. Pupils' results are also analysed in order to identify specific strengths and weaknesses in the curriculum. All elements of the school's spending are evaluated to ensure that the most economic, effective and efficient quality of education and support is provided for the pupils in its charge. Governors have a good appreciation of the strengths and weaknesses of the school.
74. The school has sufficient, appropriately-qualified staff. The steady increase in the number of pupils in the school, and their uneven distribution across the year groups, has required staff to be ready to respond to changing class structures. The number of teachers has grown steadily over that period, often requiring appointments to be made at short notice. During the inspection, three classes were being taught by temporary or supply staff. There are sufficient learning support staff to meet current needs, given the relatively small classes and the availability of a specialist support teacher. They are mainly deployed to support the younger pupils.
75. The quantity, quality and availability of learning resources are good overall. There has been significant investment in the recent past to provide the resources necessary in a new school. The provision of good quality resources to support teaching and learning in ICT is a particular strength. However, although resources for English are good, the range of books available in the library is limited. The Foundation Stage class is well-resourced, but still lacks an enclosed outdoor play area.
76. The accommodation is unsatisfactory. Although the quality of the school building is of a high standard, there are aspects of the design and the amount of space available which are unsatisfactory. The present building – which is essentially the infant section of the full school building initially envisaged, taking account of the projected enrolment - was not designed for the number of pupils who now occupy the space. Even with the temporary classroom, one class presently occupies part of the hall each morning and then uses other available space in the afternoons. This is unsatisfactory. It leads to a loss of curriculum time, affects pupils' learning and limits access to the hall by other pupils. The hall is cluttered and assemblies are held in cramped conditions. The Foundation Stage classroom is small for the needs of this class. Although the main classrooms are bright and pleasant, there is a lack of storage space, leading to cumbersome storage units in the corridors. The space used for special educational needs teaching is small and unappealing. The library area is small and does not enable the school to teach library skills effectively. However, a larger library area was included in the original plan for the second phase of the school building. The lavatories, though of good quality, are few in number and not well-suited to the needs of reception children in particular. The outdoor environment is attractive, although the

hard play space is limited in area. The school has developed an attractive environmental area in one corner of the site.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

77. The school has made good progress since it was established in 2000. To build further upon what has already been achieved, and to raise standards, the governing body, headteacher and staff should:

1) Improve the progress made by pupils in Year 6, particularly in English and mathematics, and by pupils across the school in writing by:

(a) in English:

- developing more opportunities for extended writing, including writing which supports subjects across the curriculum;
- improving pupils' handwriting and presentation skills;
- improving the rigour with which pupils' work is marked; link this more closely to individual target-setting;
- increasing the level of challenge for all pupils, particularly the potential higher attainers.

(b) in mathematics:

- ensuring consistency of challenge for the potential higher attainers, particularly in Years 4 and 6;
- improving the pace, challenge and rigour of the oral element of the numeracy lessons;
- improving the consistency and quality of marking of pupils' work.

(paragraphs: 6 – 8; 23; 24; 31; 87-96; 97-105; 131)

2) Ensure, as funding allows, that the school is better placed to meet the parental demand for places by making available sufficient teaching areas for the number of classes, sufficient lavatories appropriate to the needs of pupils, improved library facilities and a teaching space better matched to the needs of a large reception class.

(paragraphs: 7; 32; 45; 76)

In addition to the key issues above, the following should be included in the school's Action Plan:

Extend the good assessment practice evident in English and mathematics to other subjects of the curriculum.

(paragraphs: 50-52; 112; 120; 126; 132; 136; 154; 160)

Develop the management role of subject co-ordinators.

(paragraphs: 63; 113; 120; 126; 132; 136; 154)

Create an outdoor play area for the Foundation Stage children.

(paragraphs: 31; 85)

[The school has already identified all the points for development raised above and is taking action].

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 43 |
| Number of discussions with staff, governors, other adults and pupils | 32 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 0 | 9 | 19 | 15 | 0 | 0 | 0 |
| Percentage | 0 | 21 | 44 | 35 | 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 almost 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) | | 153 |
| Number of full-time pupils known to be eligible for free school meals | | 13 |

FTE means full-time equivalent.

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

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 2 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 47 |
| Pupils who left the school other than at the usual time of leaving | 2 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 4.5 |
| 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)

| | | | | |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
| | 2002 | 10 | 6 | 16 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|----------|----------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | | | |
| | Girls | | | |
| | Total | 16 | 16 | 16 |
| Percentage of pupils at NC level 2 or above | School | 100 (88) | 100 (75) | 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 | 16 | 16 | 16 |
| Percentage of pupils at NC level 2 or above | School | 100 (88) | 100 (88) | 100 (88) |
| | National | 85 (85) | 89 (89) | 89 (89) |

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

(Because of the small number of pupils involved, and to protect the identity of individual pupils, only limited information is included in the table above. For the same reason, the data table relating to the ten Year 6 pupils in 2002 has been omitted. An overview of standards across the school at the end of the last school year is included in 'The school's results and achievements' section of the report).

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 | 144 | 0 | 0 |
| White – Irish | 2 | 0 | 0 |
| White – any other White background | 3 | 0 | 0 |
| Mixed – White and Black Caribbean | 0 | 0 | 0 |
| Mixed – White and Black African | 0 | 0 | 0 |
| Mixed – White and Asian | 3 | 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 | 1 | 0 | 0 |
| Black or Black British – Caribbean | 0 | 0 | 0 |
| Black or Black British – African | 0 | 0 | 0 |
| Black or Black British – any other Black background | 0 | 0 | 0 |
| Chinese | 0 | 0 | 0 |
| Any other ethnic group | 0 | 0 | 0 |
| No ethnic group recorded | 0 | 0 | 0 |

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

Teachers and classes

Qualified teachers and classes: YR – Y6

| | |
|--|------|
| Total number of qualified teachers (FTE) | 7.45 |
| Number of pupils per qualified teacher | 20.5 |
| Average class size | 25.5 |

Education support staff: YR – Y6

| | |
|---|------|
| Total number of education support staff | 4 |
| Total aggregate hours worked per week | 83.0 |

FTE means full-time equivalent.

Financial information

| | |
|--|---------|
| Financial year | 2001/02 |
| | £ |
| Total income | 258764 |
| Total expenditure | 254310 |
| Expenditure per pupil | 2231 |
| Balance brought forward from previous year | 16858 |

Recruitment of teachers

| | |
|--|------|
| Number of teachers who left the school during the last two years | 0 |
| Number of teachers appointed to the school during the last two years | 5.45 |
| Total number of vacant teaching posts (FTE) | 1.00 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 1.00 |
| 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 | 153 |
| Number of questionnaires returned | 95 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 63 | 34 | 2 | 1 | 0 |
| My child is making good progress in school. | 56 | 36 | 4 | 1 | 3 |
| Behaviour in the school is good. | 66 | 30 | 1 | 0 | 3 |
| My child gets the right amount of work to do at home. | 43 | 43 | 13 | 1 | 0 |
| The teaching is good. | 69 | 24 | 4 | 0 | 3 |
| I am kept well informed about how my child is getting on. | 45 | 38 | 12 | 3 | 2 |
| I would feel comfortable about approaching the school with questions or a problem. | 69 | 26 | 4 | 1 | 0 |
| The school expects my child to work hard and achieve his or her best. | 73 | 21 | 2 | 1 | 3 |
| The school works closely with parents. | 52 | 34 | 9 | 2 | 3 |
| The school is well led and managed. | 71 | 20 | 5 | 2 | 2 |
| The school is helping my child become mature and responsible. | 57 | 36 | 5 | 0 | 2 |
| The school provides an interesting range of activities outside lessons. | 58 | 32 | 4 | 1 | 5 |

Other issues raised by parents

The majority of parents who added comments to the questionnaires had very positive views of the school and felt that much had been achieved in a short time. They had concerns about the slow response of the local education authority to the lack of classroom space in the school. A few parents felt that the school was rather defensive in its approach and tended to be over-regimented.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

78. Children enter school at the beginning of the academic year in which they become five, and join the reception class. The initial assessment results and inspection findings indicate that the full range of pupil attainment is represented. On entry, the level of attainment is slightly above average in reading and mathematics, compared with national expectations.
79. Children make good progress in all areas of learning. The vast majority of the children are already attaining the Early Learning Goals, at this mid point in the reception year, rather than at the end of reception, as expected. Most pupils are likely to attain above average standards in speaking and listening, reading, writing and mathematics by the end of the Foundation Stage. The daily routine promotes personal, social and emotional development very effectively. A wide range of play contexts enable children to interact socially, make decisions and develop concentration and perseverance. The very good induction procedures support emotional development well. Children with special educational needs make good progress. They are well supported within small and large group sessions, and receive good individual support.
80. The very good teaching in reception ensures children experience all areas of learning and enjoy their learning. Particular strengths in teaching are the very good planning and the effective use of resources. Clear and explicit teaching of knowledge and skills, particularly of phonics and mathematics, enable children to use and apply these skills in well planned play and practical activities. Excellent assessment procedures are used to very good effect. A wide range of observations are recorded and used to analyse the progress of individual children. Planning is based on pupils' progress and consequently, the level of challenge in tasks is well matched to individual children of all abilities. The Foundation Stage is very well managed by a co-ordinator with very good knowledge of the early years' curriculum and child development.

Personal, social and emotional development

81. In a calm and supportive atmosphere, high expectations are set for behaviour, which is consistently very good. Opportunities for social interaction and independence in the daily routine enhance children's confidence and emotional security. The level of concentration and perseverance in independent activities is good. Children enjoy a real sense of achievement as they rapidly learn new skills, generating very positive attitudes when encountering new learning. For example, when children were learning to use the computers to colour an illustration, they spontaneously cheered and applauded their classmates who demonstrated how to do it on the interactive white board. The teaching of personal, social and emotional development is very good, and is given appropriate priority in the daily routine. Consequently, pupils attain standards above those expected for their age.

Communication, language and literacy

82. Attainment by the end of the Foundation Stage in reading, writing, speaking and listening is above average, demonstrating good progress during the year. The quality of teaching is very good. Children are likely to attain standards well above those expected for their age by the end of the reception year. The vast majority of children are able to link sounds to letters, make phonetically correct attempts at building words and they regularly practise reading 'tricky' words such as 'said'. Most can confidently

read simple texts, using picture, letter and rhythm cues. They can retell stories and take delight in listening to stories. Children regularly share their reading books with parents. Staff provide parents with a stimulating range of materials, including story sacks, to support the learning of rhymes, phonics, spelling and reading. The writing area is well resourced, and letters and words are displayed for easy reference. During small group sessions led by staff, most children are building words and constructing simple sentences as they write. Adults regularly model writing for children, and consequently children engage in writing confidently as they play and complete tasks. Throughout the routine children's verbal contributions are promoted and valued.

Mathematical development

83. The teaching of mathematical development is very good. Children make good progress in their learning and attain standards above those expected for their age. Children are given opportunities to count, read numbers, add and develop mathematical vocabulary for shape and measuring as they enjoy daily mathematical activities. Time is used very effectively as children are expected to listen and respond as a member of a whole group for a short session before working practically in small groups. Increasingly challenging tasks encourage children to begin combining numbers in simple addition number sentences. Following a well planned activity involving adding scores, based on bean bags thrown into buckets, children began to add two and then three numbers together. The vast majority of children are able to record numerals to 10, with the correct orientation. Children use dominoes, dice, counting boxes and structured maths equipment to regularly consolidate counting, sorting, adding and number recognition in their independent tasks, and display good levels of concentration in the process.

Knowledge and understanding of the world

84. The teaching of knowledge and understanding of the world is very good. Children make very good progress and attain standards higher than those expected for their age. Their ability to observe and investigate is well promoted in the classroom and the outside area. Children are able to notice changes in the bulbs planted before the holiday and they develop skills as early researchers as they observe the natural world, find information in books, study photographs and use the computer. They regularly take information books home, as well as fiction. In role play, they explore a range of roles and discuss people at work. A good range of construction and found materials offer children regular opportunities for joining materials and building stable constructions and wheeled vehicles. They explore the properties of sand and water, and experience changes in materials as they mix and cook batter to make pancakes and independently change the consistency of paint. They are able to control the mouse on the computer to click on 'fill', and to select colours for colouring a picture of Elmer using an art program in the computer suite.

Physical development

85. Teaching, progress and attainment in the physical area of learning are very good in hall sessions. Children show very good control of small apparatus, and respond with real excitement, delight and good body control as they lift and run under a parachute. Children have easy access to the playground, which the teacher regularly uses for small group activities. The development of an outdoor learning environment is a priority. This would further enhance children's opportunities to run, jump, slide, rock and balance. Environments in which they can dig, plant, transport materials, build, create role play and observe the living world at first hand, need to be extended beyond the classroom. Children's physical development, as they handle tools and

materials, is well supported by the range of modelling, painting, writing, cutting and constructing experiences offered.

Creative development

86. In this area of learning children are given opportunities to engage in dancing, music making, appreciation of music, role-play, creating pictures, constructing, designing and making. Children show sound progress and are attaining the expected standards by the end of the year. Sufficient space is available in art and construction areas and children have easy access to tools and materials. The opportunities for singing, listening to music and using musical instruments are good. In child initiated activities, good stimuli are offered through photographs of characters carrying out a range of tasks in the role play area, and well selected clothes are available for dressing up. Pictures of possible models are included in trays of construction materials to initiate ideas. However, a wider range of displayed paints, collage materials, artefacts, pictures or paintings is needed to stimulate children to initiate and pursue their own art work. Teaching of creative development overall is satisfactory.

ENGLISH

87. Standards by the age of seven are above average in speaking and listening and reading and average in writing. Standards by the age of 11 are average overall, reflecting the more varied intake in the junior classes compared to Reception and Year 1, where the groups are more cohesive and the standards more consistent. Pupils are interested and attentive in lessons, although many are passive learners rather than actively engaging in discussions and some lack eagerness to respond readily to questions and to contribute their own ideas. This is particularly evident in the junior classes.
88. During the inspection, basic skills were well taught but the work seen does not indicate that the quality of teaching is yet consistent over time, particularly in Year 6. Here, standards in writing fall below average and progress over time is unsatisfactory, reflecting weaknesses in the teaching. A number of temporary teachers were in school during the inspection and contributed positively to the good teaching observed.
89. Pupils make good progress in Years 1 and 2. In the junior classes progress is uneven, being good overall during the inspection. Over time, however, the work seen indicates that progress in writing in Year 6 has been unsatisfactory. Progress made by pupils with special educational needs is good because they are well supported in their lessons and their individual education plans are very good, setting specific targets which are regularly reviewed. The small minority of pupils with English as an additional language also make good progress because their needs are well met through carefully planned work and targeted support. In the short time since the school has been open, strategies for teaching literacy have been successfully implemented and these are effectively raising standards in Years 1 and 2, largely because these year groups are stable and more cohesive academically than are the classes with older pupils. The school's scheme of work ensures a balance of coverage and careful progression of skills. The implementation of a range of additional strategies such as additional literacy, further literacy and booster classes, together with good resources and the introduction of target setting in literacy are among recent improvements that are helping to raise standards.
90. Speaking and listening skills are above average throughout the school. Many pupils are articulate, confident speakers and most listen attentively, in spite of a significant proportion being passive learners in many lessons. When given the opportunity to

engage in extended conversations, many do so readily. In some classes there are good opportunities for speaking aloud. For example, in the Year 1 class, pupils used terms such as 'digraph' and 'tri-graph' confidently and explained the meaning. In an ICT group, focussing on adjectives, one boy suggested 'persistent' when describing the wolf in the story of 'The Three Pigs' and explained 'this meant that the wolf went back again and again – he kept trying.' The good focus on vocabulary in the Year 6 class during the inspection extended pupils' understanding and use of English. The teacher focused on vocabulary in the text of 'The Giant's Necklace' by Michael Morpurgo, drawing out meanings of words such as 'inspired.' In this lesson there were good opportunities for pupils to read aloud and they were encouraged to read with meaning and expression. Good questioning by the teacher encouraged pupils to think deeply about meanings and ideas in the text, making good suggestions and predictions. There were good opportunities for pupils to participate in simple plays. Pupils used skills such as inference and deduction, guided by the teacher, so that they used the texts in literacy well. Role-play and discussion contributed effectively to pupils' progress in speaking and listening.

91. Pupils attain above average standards in reading both by the age of seven and 11, building on the very good start made in reception. Average and some lower attaining pupils in Year 2 have a secure knowledge of initial sounds, helping them to tackle unknown words with confidence. Whilst lower attainers lack the fluency of higher attaining readers they nevertheless employ several strategies, including phonic skills and picture clues, to help them read. Older pupils and higher attaining younger pupils are eager to discuss their reading when given the opportunity. Older pupils express their preferences, identifying favourite authors and texts. Pupils in Year 2 were not familiar with the names of authors but expressed interest in fiction, non-fiction and poetry books. Some of these more able pupils could be challenged further with more demanding reading. Few pupils belong to local libraries but most have a wide selection of books at home. Library facilities in school are inadequate to enable research skills and independent study skills to be developed. A consequence of this is that library skills are not as well developed as they should be by the time pupils leave the school. Plans are in hand within the proposed building development to improve library provision. There is a good range of quality books in classrooms and around school and co-ordinators ensure there is on-going provision in the budget to maintain this standard. Reading diaries are well maintained, providing a good link with home. A particular strength is the good use made of guided reading time. This is well structured with a clear focus, developing comprehension skills as well as fluency and expression. Tasks are interesting and the regular input is promoting improved reading skills well.
92. Standards in writing are average in Years 1 and 2. Whilst this pattern is reflected in most of the junior classes, progress dips in Year 6 where standards are below average for over half the class, with no pupils achieving the higher levels in writing from the work seen. Pupils in Year 2 write for an increasing range of purpose. Higher attainers join their handwriting, use basic punctuation correctly and spell monosyllabic words accurately, making plausible attempts at more complex vocabulary. They choose interesting adjectives to enhance their writing; for example, one pupil describing a story setting wrote 'At midnight the full moon shimmered on the water. The bushes, trees and hillsides were all resting on the surface of the water.' Pupils retell familiar stories, pose questions for Goldilocks, make lists, write poems, use dialogue, write diary entries and complete non-fiction accounts - for example, facts learnt about ducks. Lower attainers have limited spelling skills and make little use of punctuation to texture sentences. Presentation skills are weak and work is untidy in a number of cases. Not enough use is made of writing linked to other areas of the

curriculum and writing is not well extended for the majority of pupils in Year 2. Whilst marking is positive, it does not focus enough on how work might be improved.

93. Pupils in Year 6 write for a range of purposes, producing an information booklet on library cards, a glossary for a passport application, a formal invitation to a ball, letters of complaint, book reviews, descriptions and reports. The most able pupil writes at length and in an imaginative style. For example, in a report to 'Pack-it-in bag Company,' he writes 'I have trialled your new design - the pack-it-in bag - and have come to the following conclusions. The best things on the bag are probably the safety features which are the multiple reflectors in various places.... Other good things are the large spacey, main area and well-sized pockets. My conclusion is... that the main area needs to be resculpted out of a new mellow and more flexible material...'. Words are used adventurously and the writer shows an appreciation of humour in his work. Good use is made of paragraphs and subtitles. Stories are well extended, using chapters, good description and exciting vocabulary, such as 'scavenging creatures of the forest' and 'slightly translucent.' The most able know how to use bullet points and to make notes. However, presentation of work is untidy by a significant proportion of pupils, including higher attainers. Thinking skills and imaginative ideas are limited for many pupils and writing often lacks sufficient detail. Writing by the average and lower attainers is sometimes confused and there is some unacceptable writing content which has gone unchecked. Much of the work is left unmarked, and where work has been marked it is cursory with little comment to help pupils improve and progress. There is no link between marking and the target setting process. Consequently many pupils lack pride in their work and in some cases presentation deteriorates. Spelling is a weakness for lower attaining pupils. Writing is brief in a number of cases. The quality of writing in Year 6 reflects the quality of teaching over the year. There is limited evidence of extended writing in Year 6 or writing across other subjects of the curriculum. The lack of writing displayed in some classrooms, in particular Year 6, together with the limited supporting vocabulary about the classroom does not value pupils' efforts or celebrate their success enough.
94. Teaching and learning is good overall. However, from the work seen, this is not a consistent picture for the oldest pupils. During the inspection teaching was never less than satisfactory, with some very good teaching. The oldest pupils were being taught by a supply teacher. Most teachers share learning objectives at the start of lessons so that pupils are clear about what they have to do. In the best practice, lessons proceed at a brisk pace, ensuring pupils work hard and cover a good amount of work. Basic skills are well taught so that pupils build systematically on their learning. Pupils have opportunities to develop word processing and research skills through the use of computers, but there is room for further development in the use of ICT to support learning in English.
95. There is good provision for pupils with special educational needs and for the few pupils with English as an additional language. Well-planned activities and well-targeted use of additional support ensures all pupils understand and participate fully in lessons. The good attention to inclusion results in many of these pupils achieving well and making good progress towards their targets.
96. English is well led and managed by the co-ordinators, one of whom is a leading literacy teacher. They give good support to colleagues. There are good strategies in place for assessment, and information gathered is used well to set targets and inform planning. Marking is inconsistent. At best it is satisfactory but too often marking lacks comments to help pupils improve their work. Marking for the oldest pupils in Year 6 is unsatisfactory. Marking is not linked sufficiently to targets set for individual pupils. Tracking systems are in place and a programme of monitoring of teaching and

learning is undertaken by the co-ordinators. English makes a good contribution to pupils' cultural development through well chosen texts, including multicultural texts. There is further scope to develop pupils' cultural awareness through visiting authors and writers in residence. The newspaper club makes a positive contribution to pupils' personal development and provides challenge for the more able pupils in Year 6.

MATHEMATICS

97. Standards in mathematics are above average in Year 2 and average in Year 6. This is a similar picture to that indicated in the 2002 tests at Year 2, but a decline at Year 6.
98. The progress pupils make in mathematics across the school is variable. Overall, pupils in Years 1 and 2 are making good progress. An increasing proportion of pupils in these year groups have had the bulk of their formal education in this school and these classes are cohesive academically and socially. Predominantly pupils are well motivated and keen to learn. Progress in Years 3 to 6 is satisfactory overall. The school has begun to group pupils by ability in Years 5 and 6 in the current year, although this is a flexible arrangement with some Year 4 pupils working alongside the average attaining Year 5 and 6 pupils. An enrichment set effectively meets the needs of a small number of pupils with special educational needs from across the four years.
99. By the end of Year 2, the most able pupils are confident in counting in twos, fives and tens to 100. They have a growing knowledge of place value up to 100, with a few competent in three-digit numbers. They recognise odd and even numbers accurately. They confidently add on, totalling and subtracting numbers within 20. There is an appropriate focus on basic number skills of addition and subtraction. The most able have an understanding of multiplication and basic division. Basic concepts are reinforced well. The weaker aspect, and, on the evidence of pupils' recorded work, the reason why there is not a higher proportion of level 3 attainment, is that too often work set is not sharply matched to pupils' needs so that the higher attainers are not always fully challenged. Too few pupils are consistently working at higher levels. However, pupils with identified special educational needs receive targeted support and make good progress.
100. Standards in mathematics in Years 3 to 6 are average. Pupils have had varied prior experience of mathematics. Some have entered the school relatively recently. In the current Year 6, around three-quarters of the pupils are working at or above the expected level, while others are working at a lower level. The school may not achieve its target in mathematics in the current year. The setting of pupils according to their aptitude for mathematics enables staff to meet their needs well. At present, the Year 5 group are well advanced in relation to the Year 6 pupils and are benefiting significantly from the setting.
101. In Year 3, the higher attaining pupils calculate doubles of given numbers and are beginning to cope successfully with number tasks that are embedded in word 'problems'. They add three digit numbers accurately. They recognise simple fractions, understand symmetry and recognise key features of simple shapes. They undertake some recording of mathematical procedures independently, if untidily. In Year 4, the most able pupils, being taught with the older pupils, are making brisk progress. They have satisfactory recall of a range of number bonds. A few are confident in partitioning and adding three- and four-digit numbers in linear format. They know basic multiplication and division procedures, identify fractions of a shape and can calculate equivalent fractions accurately. They recognise simple number sequences, including sequences of negative numbers. They tackle long multiplication by the grid

method. The work sample from the able Year 4 pupils is very thorough and carefully presented, indicating high expectations.

102. Pupils in Year 5 record their work thoroughly. They cover fractions, decimal place value, percentages, and aspects of shape, space and measure. In a lesson observed, average-attaining Year 5 and 6 pupils were working on the recognition of acute and obtuse angles and learning to measure accurately with a protractor. The majority of pupils had a secure visual perception of basic angle sizes; the major difficulty lay in the accurate reading of the protractor. More able Year 6 pupils are confident in using co-ordinates in four quadrants, accurately calculate the area of a triangle by formula and interpret a travel graph. They understand both reflective and rotational symmetry. The quality of presentation varies to some extent between classes, but is satisfactory overall.
103. There are occasional opportunities across the school for pupils to apply their mathematical skills, but these are not consistently planned for, so that evidence is limited, other than in science and data-handling aspects of ICT.
104. The teaching of mathematics is good overall. Most lessons have clear learning objectives, which are shared with the pupils and displayed on the board. Relationships are a significant strength. In some lessons, teachers spend too long on the introduction and this prevents pupils from getting on with their work. Pace can be slow. Elsewhere, as in Year 1, devices such as 'Detective Dog' capture pupils' interest and motivate them well. Teachers use the end-of-lesson feedback session well overall to check pupils' learning. For example, in Year 2, the teacher was able to encourage pupils to self-evaluate by reviewing the learning objectives to confirm what had been achieved. Most teachers use questions effectively to extend pupils' thinking, but they do not always challenge pupils to analyse their strategy and to explain this to the group (though this was a strong feature in a Year 6 lesson observed). There is sound use of ICT to support pupils' learning in mathematics. For example, pupils in Year 1 made good use of a program to reinforce their understanding of odd and even numbers. Systems for assessing pupils' attainment in mathematics are satisfactory. A range of tests and assessments gives teachers a clear view of what pupils have achieved and still need to do. Information is used increasingly well to target work closely to pupils' needs. The quality of marking is variable and occasionally there are few indications about how pupils can improve their performance.
105. There is a shared commitment to raise standards. Effective monitoring systems are in place. There is an understanding of the standards being achieved across the school. Resources are good in both range and quality. Learning support staff are well prepared to meet the needs of those pupils who have special educational needs. Support for the few pupils with English as an additional language is satisfactory.

SCIENCE

106. Standards in the national tests in Year 2 and Year 6 in 2002 were an improvement on those achieved in the previous year. The 2001 teacher assessments of Year 2 pupils showed average standards. In 2002, however, standards were well above the national average. Current Year 2 are achieving well and standards are above average. In Year 6, standards in 2001 were average, whereas by 2002, standards had improved and were well above those attained by pupils nationally. Currently, pupils are achieving well by Year 6 and standards are above those expected by the age of 11.
107. Improved standards reflect the good teaching evident in many classes. Teachers have responded very effectively to the new scheme of work. The whole school approach,

promoted by the co-ordinator, of teaching science through practical and investigative activities, has a clear focus in teachers' planning and is effectively delivered in lessons. Pupils are developing a secure understanding of science, and use their knowledge well to predict what might happen and to explain why things occur. Emphasis is placed on pupils recording their ideas and findings in their own words and developing an effective use of scientific vocabulary and appropriate scientific terminology. The curriculum is totally inclusive of all pupils, including those for whom English is a second language, and pupils of all abilities.

108. In Years 1 and 2 the quality of teaching is good. Pupils are provided with a stimulating range of experiences. For example, in one good lesson, a visiting speaker explained which materials were used in buildings and brought samples for children to observe and handle. Teachers' knowledge of the science curriculum is good, leading to the use of meaningful contexts for learning about scientific ideas. For example, during an introductory lesson on forces, children considered whether their actions in the morning routine required pulling or pushing forces, such as pushing down on the pedals of a bike, or pulling a light switch. In Year 1, work on building materials was linked to the story of the 'Three Little Pigs'. Pupils also learn about the needs of living things, the main food groups in a healthy diet, the differences between plants and animals and explore how magnets work. Where teaching is less effective, pupils are given insufficient opportunities to discuss and explore ideas and, consequently, show less confidence as they record their ideas. In the better teaching, pupils were fully involved in class and group discussions, and had good first hand experiences, such as the detailed inspection of materials used in the school building.
109. In Years 3 to 6 teaching is good overall. Where teaching was best, in Year 6, pupils of all abilities were given motivating opportunities to investigate the salt content of different brands of crisps. Pupils worked on four different tests, including using an electronic microscope to count salt grains, tasting, using nutritional information on the packets, and dissolving salt from crisps in water. Pupils were encouraged to compare the findings from their tests, and identify patterns in their results. Effective questioning led pupils to consider the control of variables in the tests, and to draw conclusions from their results. However, the analysis of pupils' previous work showed that completing tests, and drawing conclusions from their findings, was not a regular feature of their past work. In the best teaching, resources are used very well. For example, in Year 5, pupils observing the roots of a range of plants used a microscope to observe a section of carrot. They also put flowers and celery in coloured water to prove their predictions that water travels up stems. In Years 3 and 4, pupils sorted tinned and packaged foods into the main nutrition groups.
110. Practical investigations, good resources and real life contexts for learning make science lessons interesting and motivate pupils. In the best lessons, pupils in all ability groups show high levels of concentration and perseverance. They work effectively in pairs or groups to test their hypotheses and discuss ideas. The majority of pupils present their work with care. Pupils with special educational needs are well supported, either by work which is well planned to meet their needs, or by support from learning support assistants and teachers. The very few pupils with English as an additional language are supported well when necessary.
111. Pupils' literacy skills are satisfactorily used to record their work in all year groups, although during the inspection there was less evidence of pupils undertaking independent research, either in the library or on computers. Year 6 pupils used graphs to communicate the salt content recorded on packaging, and they measured capacity and weight during tests. However, opportunities for linking learning in mathematics and science have not yet been identified, and therefore links are not regularly

exploited. ICT is used effectively to promote learning, including the use of the electronic microscope, digital camera and the Internet to find pictures of planets and meteorites.

112. Pupils' achievements in the different areas of science are assessed informally in some classes. Assessments have not yet been consistently recorded to enable achievement by all pupils in each year to be tracked. Data from the national tests is analysed to identify areas needing improvement. Teachers then focus on these aspects in subsequent work.
113. The co-ordinator has provided effective support for colleagues by developing a recent scheme of work and policy. The purchase of assessment materials for Years 3 to 6 is under way. The package will enable the results from assessment tasks to be linked to National Curriculum levels in each aspect of science. The co-ordinator has identified the implementation of assessment and recording systems for Years 1 to 6 as an area for development. Currently there are no strategies for monitoring teaching, although teachers' planning is reviewed by the co-ordinator each half term. The quality of learning resources is good.

ART AND DESIGN

114. Standards in art and design are average at the age of seven and 11. The scheme of work has recently been put in place but has not yet had time to affect standards. The policy for art and design is still in draft form. The use of sketch books is inconsistent. Not all staff are confident about how these should be used and they are not in use in all year groups.
115. Pupils make satisfactory progress as they move through Years 1 and 2. The picture is more varied in the junior classes although progress is satisfactory overall. Pupils with special educational needs are well supported, as are the few pupils with English as an additional language, enabling them to make the same progress as others in the class.
116. Pupils are given the opportunity to work with an interesting range of media and to learn about the work of artists such as Kandinsky and Mondrian . Most pupils use paint, pastels, collage, clay and drawing materials with the expected level of skill. Pupils in Year 1 create collage faces of paper plates as they explore shape. They paint circular patterns in bright colours based on the work of Kandinsky. Good examples of observational drawing skills in Year 1 include the drawing of lanterns such as a hurricane lamp, using charcoal. Pupils begin to develop shading techniques, showing increasing awareness of line and tone. Higher attainers produce work of a good standard. In Year 2, pupils use primary colours and experiment with colour mixing. Having explored the work of Andy Warhol they create repeated patterns in a similar style, using the photocopier to achieve identical prints. Results indicate that most pupils have the expected level of control and skill by the end of Year 2, when using brushes, pencils and other drawing materials.
117. The range of experiences and opportunities to develop a wide range of skills is limited in Years 3 and 4 and this is reflected in the lack of work displayed in classrooms. In Years 5 and 6 there is evidence of links to topic work. Work based on Greek masks and vases involves good literacy links as pupils write about pottery, giving instructions for making a Greek pot. Looking at line in nature, pupils make sketches around school: for example, brick pattern and texture, which they reproduce in a range of media, including charcoal, felt pen, pencil and water colour. In Year 6, pupils have looked at landscape paintings, before using water colours to create their own landscapes to a satisfactory standard. They create patterns in the style of Mondrian.

Well made, three-dimensional models of Tudor houses and painted Tudor miniatures are of a good standard and support pupils' work in history well. Work produced is at least satisfactory and on occasions, good, reflecting the enthusiasm and expertise of the class teacher.

118. There is satisfactory evidence of the use of the computer to support learning in art with the use of an art program as pupils learn, for example, the use of the flood fill tool to create pictures.
119. Teaching and learning are satisfactory overall. Basic skills in drawing, painting and collage are soundly taught in most classes. The range of skills and experiences is satisfactory, given that the scheme of work is very recently introduced and several temporary teachers were in place during the inspection. The school has not yet had time to build up a portfolio of artwork. There is limited evidence of work in textiles, sculpture and three-dimensional work. Some teachers lack confidence in art and design. There are training needs for staff in aspects of art and design, including display, in order to celebrate pupils' work in classrooms and corridors. Pupils enjoy art and design lessons, working with enthusiasm and sustained effort, for example, as they focus on shapes of houses, which they draw from careful observation in a Year 1 lesson. The teacher encourages pupils to discuss their work and comment critically on how it could be improved. They are confident when doing so, showing developing skills in self-evaluation. Tasks are not always sufficiently demanding to challenge higher attaining pupils, reflecting low expectations for these pupils. In some lessons there is a focus on artistic vocabulary; for example, in Year 2 pupils acquire understanding of terms such as 'portrait', 'still-life' and 'landscape'.
120. Art and design is soundly managed by the two co-ordinators whose main focus has been to produce a policy and scheme of work, which is school specific. This done, they now need to focus on ensuring that skills, knowledge and understanding are developed systematically, that teachers are confident in their ability to teach art and design, and to develop the use of sketch books in school. Assessment strategies have yet to be developed, as does the more formal monitoring of teaching and learning. Visits to museums and galleries and visits from artists have not yet been built into the scheme of work to enrich the curriculum offered to pupils. At present the subject makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development. A good start has been made in ensuring the scheme of work and policy are in place, but much remains to be done to strengthen teaching and learning and raise standards further in art and design.

DESIGN AND TECHNOLOGY

121. On the evidence available, standards in design and technology by the end of Years and 6 are in line with those expected nationally. Pupils achieve satisfactorily, although the consistency of progress is, at present, greater in Years 1 and 2 than for the older pupils. The few pupils for whom English is an additional language and those with special educational needs make similar satisfactory progress.
122. There is a consistent approach to planning, designing, making and evaluating products. These routines are most embedded in Years 1 and 2. Although only one lesson was observed, and this was an introduction to a new topic, the evidence available in classrooms – moving pictures in Year 1 and playground equipment constructed from found materials in Year 2 - indicates that pupils rigorously follow the expected research, design, modification and evaluation process. The stages of the process are carefully recorded. Finished products are of an at least satisfactory

standard. By the end of the lesson observed in Year 2, pupils understood the function of an axle, and the use of bearings to support the axles.

123. There is less rigour in the approach in Years 3 to 6. Available evidence is limited and year groups have not necessarily followed the full programme set out in the recently implemented scheme of work. Pupils in Years 3 and 4 made and evaluated sandwiches last term and followed a unit of work on designing a Christmas Card, rather than the designated topic later in the term. Evidence is, in any case, limited. Year 5 and 6 pupils made Tudor houses, a task which linked closely to their history study at the time. At the time of the inspection, Year 5 pupils were beginning a unit on structures. However, the work available indicates that, while pupils' making skills are not above what would be expected, they demonstrate a growing ability to evaluate, adapt and improve their work. This was evident, for example, in the comments of pupils in Year 5 as they considered the key characteristics of a planned greenhouse. They could see that the structure needed to be warm, waterproof, strong, pest resistant and affordable. By the end of the lesson, following trials, they could evaluate how rolled paper could be deployed to bear a load.
124. Teaching and learning are good in Years 1 and 2 and satisfactory in Years 3 to 6. In the infants, teachers show good knowledge and understanding, and designing and making skills are taught well, ensuring that pupils' acquisition of knowledge, skills and understanding is good. Lessons are planned well. Teachers have high expectations and ensure that all pupils understand what they have to do and what they are expected to achieve. Pupils are managed very well. Efficient use is made of time and resources and ongoing assessment ensures the active involvement of all pupils. Pupils are expected to evaluate their products and identify and carry out improvements. They have a good self-knowledge of their learning as a result. Most pupils show a concern for quality. Teaching has been less effective (though still satisfactory) in the juniors because of the lack, until recently, of a structured programme of work and because teachers' own skills in the subject are less secure.
125. The quality and range of learning opportunities are satisfactory. A new scheme of work was introduced recently. This is a modified version of the national scheme. The activities included are structured around the incremental progression of skills through the school, together with assessment structures to enable these to be monitored closely. Where collaborative work is planned, this makes an active contribution to pupils' social development. Accurate measuring at the making stage develops pupils' mathematical skills. Discussion and written evaluation of their products contribute to pupils' literacy skills.
126. The subject is satisfactorily managed by the subject leader. He has worked well to produce the scheme of work. No monitoring of the quality of teaching or learning has yet been undertaken. The procedures for assessing pupils' attainment and progress are currently unsatisfactory, but are likely to improve once the new programme of work is fully introduced. No portfolios of pupils' work, levelled to National Curriculum standards, have yet been assembled. Learning resources are of good quality. The school's priorities for development in the subject are satisfactory.

GEOGRAPHY

127. By the ages of seven and 11, standards in geography are in line with those expected nationally. During the inspection only two lessons were observed, one each in Years 3 and 6. The steady rate of learning in Years 1 to 5 leads to satisfactory achievement overall. In Year 6, however, the learning does not adequately build on previous understanding, or extend more able pupils.

128. Pupils in Years 1 and 2 show a sound understanding of simple maps, the features of Tewkesbury and are able to compare their own town with Weston-super-Mare. They identify similarities and differences in places by using postcards, tourist information, their own observations, maps and aerial photographs. They can locate the nations of the British Isles and the towns they have studied on a map, and can name the Rivers Avon and Severn.
129. In Years 3 to 6 pupils study settlements including a farm, village and city. They write persuasive letters to support the proposed local by-pass, and can acknowledge the consequences of change. For example, they consider the damage to natural environments, as well as the need to conserve local heritage sites. As part of this work pupils devised a questionnaire for High Street users, but opportunities for pupils to collect, communicate, and draw conclusions from data were not followed up.
130. Teaching and learning are satisfactory overall. Lessons are generally well planned and prepared and learning resources well used. Studies do not always build on previous learning, however. For example, when studying their own locality pupils often revisit previous work, without extending studies to include points of comparison regionally or nationally. There are also too few opportunities for fieldwork investigations outside the classroom. Pupils respond positively in geography lessons, behaving well and answering questions articulately. However, when questioning continues at length pupils begin to lose interest, and during large group discussions there is too much time allocated to listening and insufficient time for individuals to express their views.
131. Although there are opportunities to use literacy skills in geography, these do not take sufficient account of the level of pupils' skills. For example, there are few examples of pupils using their good reading skills to carry out independent research in books or on web sites. The opportunities for extended writing are limited. There were also missed opportunities to use mathematical skills, particularly when handling data about places they have studied.
132. Co-ordination of geography is currently satisfactory, and in view of the recent development of a scheme of work and policy, is set to improve. Resources have been well organised and improved. The draft scheme identifies skills, knowledge, key questions and activities for each year group. This offers a clearer picture of how learning will progress. It will also promote the teaching of all aspects of geography. Teachers' informal assessments are reported annually to parents, but there are no whole school assessment procedures, to inform future planning and to monitor pupils' achievement. Areas for development identified by the co-ordinators include the full implementation of the new scheme, systems for assessing and monitoring pupils' progress and the monitoring of teaching.

HISTORY

133. During the inspection no history lessons were taught. On the evidence available, the majority of pupils by the age of seven and 11 are working at standards above those expected for their age. The curriculum meets the requirements of the National Curriculum.
134. In Years 1 and 2 pupils understand how every day life has changed; for example, they compare Christmas celebrations, schools, household artefacts, transport and clothes in Victorian times with the present. They know about the life stories and achievements of significant people in the past, such as Thomas Edison and Louis Braille. They enjoy visits to the Holst Museum, where they participate in a Victorian

'below stairs' experience, and to the Gloucester Folk Museum, where they join a Victorian classroom. Learning is effective because pupils are introduced to a variety of sources of evidence about the past, including photographs, artefacts, clothes and museum exhibits.

135. Year 6 pupils show a good understanding of the role of key figures in past centuries and they can give reasons for, and the consequences of, actions. For example, they visited Hampton Court and could explain the reasons for Anne Boleyn's execution. They can describe the motivation for expeditions by Columbus. They have used the Internet to research more facts about the 'Mary Rose'. In their work on the Tudors pupils have studied differences in daily experiences for boys and girls, and changes in dress, diet and education. They study the daily lives of people at different levels of society; for example, they consider differences in the homes of labourers, yeomen and landlords and can recount a day in the life of a pedlar, rat catcher and water seller. They raise questions which they would like to explore at the beginning of a unit of work, and use the library and the Internet for individual research. Pupils' work demonstrates good achievement as they move through the school in the study of local history, including the Abbey and Tudor houses, and the way the locality was affected by the battle of Tewkesbury. They study life in Ancient Egypt, together with British history in the Tudor and Victorian periods. Pupils express positive attitudes to the subject in discussions, particularly when recounting their visits and the creation of a time tunnel, made during an activity week. Pupils' recorded work indicates that pupils of all abilities and groups have equal access to the curriculum.
136. The subject is well managed. A comprehensive policy and helpful scheme of work promote progression and coverage of the full history curriculum. History makes a good contribution to pupils' cultural development. Good opportunities have been identified for cross-curricular links with literacy, using learning in history to explore non-fiction books, and using history 'big books' and sets of books for whole class and group reading. Opportunities are taken to extend pupils' writing skills through their work in history. Most history units are well resourced, with the exception of Ancient Egypt which is being improved. Areas to be developed include the monitoring of teaching and establishing consistent procedures for assessment and recording, in order to track pupils' progress over time.

INFORMATION AND COMMUNICATION TECHNOLOGY

137. Standards in ICT are above the level expected by the end of Year 2 and around the expected level by the end of Year 6. The school has placed considerable emphasis on extending pupils' ICT skills and there is a systematic approach to skill development, supported effectively by the creation of a well-resourced ICT suite. This is used very well to promote pupils' understanding and the sequential acquisition of subject knowledge. Rising standards are also supported by the growing number of pupils, particularly in the lower part of the school, who have computers at home. The school has made some progress in improving the cross-curricular use of ICT, although there is further work to do here. All classrooms, with the exception of the mobile, have a networked computer with Internet access. Quite often, however, these machines are idle, although they were used effectively in a few lessons during the inspection. All pupils have regular planned sessions in the suite.
138. By the age of seven, pupils access programs with confidence and use the mouse competently. They are beginning to develop typing skills - identifying letters and capitalising; they can use the space bar and delete and insert material. They change colours and font size and know how to access the printer. They use a variety of fonts, and generate pictures, which they can then print out. They use a word bank, match

words and pictures, produce art work and use a simple data-program to produce pictograms showing eye and hair colours and information as to how pupils in the class get to school each day. They have used programmable directional toys. Some pupils have used a digital camera to take pictures during a visit to Gloucester Museum.

139. By the age of 11 pupils are able to load and save material, insert clipart and organise information in different forms. In most classes, they use the computers regularly. They undertake occasional word-processing from Year 3. They consult CD ROM when researching Ancient Egypt and science topics in Years 3 and 4. They use a composition program creatively to support their class work in music. They produce abstract designs using an art program. In Year 5, they construct and interrogate databases, produce bar charts to compare height and weight using a data program, and design symmetrical pictures. Year 6 pupils are confident in their use of the Internet and demonstrate good skills in engaging search engines. They have recently supported their work in geography through internet research on St Davids in Wales. They have produced effective slide presentations with sound clips. In most year groups, pupils enhance work in mathematics through data-handling, database or spreadsheet work.
140. Resources for control technology have been improved by the purchase of a new control box and Year 6 pupils were observed successfully learning to program the device to operate the lights in a model house.
141. Pupils' attitudes to ICT are good. They listen attentively to instructions and act upon them enthusiastically. Pupils throughout the school are well behaved whilst on task and show interest in their work sustaining concentration well. They help each other well and those with special educational needs benefit from the support of their peers as well as that of the teacher or helper. Pupils treat equipment with respect.
142. Three lessons were observed during the inspection. Teaching was satisfactory overall. All teachers have undergone recent training and their subject knowledge is good. Lessons are well planned, the learning objectives being shared with pupils and achieved by the majority of them. They focus well on key vocabulary and procedures are well explained. Skills are taught thoroughly. Pupils work hard and remain on task well. The interactive whiteboard is used effectively in the ICT suite to aid demonstration of key techniques. Elsewhere, staff use the laptop projector to enhance presentations. This was seen used effectively in a Year 5 mathematics lesson.
143. The headteacher and co-ordinator have worked successfully to establish ICT across the school. There has been some monitoring of teaching and support is readily available for staff who lack confidence in any of the programs. There is now a very comprehensive scheme-of-work, based on the national guidance, to support staff in their planning. A skills' progression checklist is in use to assist staff in monitoring pupils' competence. Resources are good, with plans already in place for the phased renewal of equipment as it becomes dated. Additional machines are planned for each classroom, together with additional interactive whiteboards. Overall, ICT has a high profile in the school. The school has made significant improvement in this area since it opened.

MUSIC

144. Attainment in music by the age of seven is in line with what is expected for pupils of this age. As no lessons were observed in Years 3 to 6, no judgement is possible on the standards attained by the older pupils. Pupils in Years 1 and 2, including those with special educational needs and those with English as an additional language,

make at least satisfactory progress. Curriculum planning is based on the recently implemented published scheme and is good.

145. In Years 1 and 2, pupils' singing is tuneful. They have a satisfactory sense of pitch, follow the melody accurately and are given good opportunities to practise their performance by the teachers. Year 2 pupils sing 'Los Caballeros' tunefully and sensitively and have a satisfactory understanding of rhythm and beat. They can comment upon the mood and tempo of the piece and have a good awareness of the sounds of different instruments. Pupils are encouraged to listen carefully to music and valuable opportunities are provided for them to evaluate and refine their performances. Year 1 pupils listen to a range of instruments, such as triangles, tambourines, pan pipes and castanets and had to identify them by sound. Pupils could often link instruments and sounds visually, even though they were not always sure of the names. They later made use of the instruments available to compose a sound picture on snow scenes – linked to their current theme – 'The Seasons'.
146. Although no lessons were observed in Years 3 to 6, these pupils are also following the recently-introduced published music scheme which structures all elements of the music curriculum effectively. It provides non-specialist teachers with the guidance and resources necessary to ensure that the curriculum is appropriately taught. The older pupils have one extended session of music every two weeks.
147. The quality of teaching and learning in Years 1 and 2 is good. Lessons are thoughtfully prepared. There are valuable opportunities for singing, composition, percussion work and listening and appraising. Teachers, though not specialists in most cases, have satisfactory subject knowledge and understanding and good expectations of the pupils' performance. Pupils' literacy and numeracy skills are developed well through song and rhythmical composition. They co-operate well in group work, listen carefully and have good attitudes. This helps them to make steady progress over time.
148. Recently there has been a strengthening and enriching of the curriculum through the introduction of the commercial scheme, resulting in good planning. Currently the school has identified the need to develop the use of ICT in composition work. Satisfactory use is made of assessment to inform curricular planning and the subject makes a good contribution to pupils' spiritual, moral, social and cultural development.
149. The co-ordinators provide a clear educational direction for the subject and pupils have valuable opportunities to share their skills in performances in the school and out in the community. There have been good opportunities for pupils to join in school and town performances and for a few to be involved in a county Singing Challenge. Year 3 and 4 pupils have the opportunity to learn recorder, while a small number of pupils have lessons from the visiting instrumentalists. Singing assembly is a popular occasion each week. Pupils sing robustly at these times,

PHYSICAL EDUCATION

150. Standards are above average at the age of seven in dance and games. They are average at the age of 11 in gymnastics, swimming and games. Pupils in Year 1 and 2 make satisfactory progress in the acquisition of skills in dance, games and swimming. Progress in Years 3 to 6 is satisfactory overall, reflecting the more diverse experiences of pupils prior to entering this new school, as well as the steady flow of incomers into the junior classes. Pupils with special educational needs and the small minority for whom English is an additional language are fully integrated in lessons and make the same progress as others in their class. Pupils from Year 2 upwards learn to

swim. They are taught by instructors as well as their class teachers. The swimming programme has only been in place for one year so there are no statistics available about achievement in swimming. Most pupils could swim the expected distance (25 metres unaided) by the end of Year 6 last year. A wide range of games is in the curriculum including netball, hockey, football, basketball, rugby, cricket and athletics.

151. Pupils in Year 2 demonstrate good co-ordination and control as they send and receive a ball, passing accurately and with good understanding of terms such as 'chest pass' and 'shoulder pass'. When given the opportunity, pupils make sensible use of the restricted hall space although the confined space and clutter of furniture in the hall does affect pupils' progress at times. Pupils work well individually, in pairs and in groups. They enjoy games and work with sustained physical and creative effort. Higher achievers are well challenged in games lessons by the tasks set. Pupils move freely in a variety of ways and at varying speeds and levels. They respond enthusiastically, listening carefully to instructions and carrying these out obediently.
152. In the junior classes, pupils in Years 3 and 4 travel and jump with the expected level of skill. They are able to hold a balance and link their movements into a sequence using a variety of equipment. Pupils in Year 6 make good gains in the acquisition of basketball skills. They work together well in team games. Pupils learn to handle the basketball correctly, to dribble and bounce pass the ball to a partner. They enjoy games, concentrating well and working with sustained effort. They have the expected skills in passing and shooting at the net and some higher achievers have above average skills. Pupils listen carefully, observe the rules and play fairly. They practise well, refining and improving their skills.
153. The quality of teaching and learning is satisfactory overall, although good teaching was observed during the inspection, largely from the temporary teachers. The adults provide good role models, dressing appropriately for lessons. They provide clear instructions and attention to safety, particularly in the hall where space is limited and conditions are cramped. Little reference is made to the effects of exercise on the body by most teachers, so pupils do not develop sufficient awareness of the link between exercise and healthy bodies.
154. At present there are no formal strategies for assessing pupils' progress. The monitoring role of the subject co-ordinator has yet to be developed to ensure the scheme of work is being effectively implemented and to monitor teaching, standards and the progress being made.
155. A good range of out of school activities enhances pupils' experiences in games, football, netball and cross-country. Pupils in Years 5 and 6 have the opportunity for a residential experience such as that to Broadhaven last year. The majority of pupils participate. The visit makes an effective contribution to pupils' personal development. The wide range of games and dance experiences also contributes well to pupils' cultural development.

RELIGIOUS EDUCATION

156. During the inspection, two lessons in religious education were observed, one each in Years 1 and 6. Additional evidence was gained through discussions with the co-ordinators and pupils, and scrutiny of planning and pupils' work. The majority of pupils by the age of seven and 11 are working at the standard expected for their age. The curriculum meets the requirements of the Gloucestershire Agreed Syllabus.

157. In Years 1 and 2, pupils learn about Christianity and Islam and know about special books, rules for living, caring for the world and key religious figures. They express belief through prayer and singing. They reflect on their own experiences of celebrating Christmas and on their sense of belonging within a family and school. Pupils respond creatively in work on Mendhi and Rangouli patterns and show respect for places of worship in their study of special places. In Years 3 to 6, pupils develop an understanding of sacred texts, rites of passage, festivals, worship and key religious figures in Christianity, Islam and Judaism. They know about the importance of pilgrimage to Mecca for Muslims and features of Islamic worship. They visit Tewkesbury Abbey and the bell tower, and participate in assemblies led by local ministers.
158. The quality of teaching is good. Teachers demonstrate good subject knowledge as they use, extend and reinforce the pupils' experiences, knowledge and vocabulary. For example, in Year 1, when pupils considered why the Bible is a special book, they were able to describe it as 'the book that tells us what God wants us to be.' They developed an understanding of respect as the teacher effectively brought relevance to this concept by asking the children to think about people they respect. In Year 5, pupils' understanding of the five pillars of wisdom is well developed by good extension of religious vocabulary and research. Respect for other faiths is well promoted as the pupils learn that the five pillars are actions all Muslims try to achieve in their lives, giving strength to their faith in the same way that pillars give strength to a temple. They know the Qu'ran is the holy book requiring a ritual before it is opened. They know a mosque is a place of worship and that prayer is conducted five times per day to Allah. Pupils with special educational needs are fully involved and respond well. The scrutiny of pupils' work and discussions with pupils indicate that, by the age of 11, pupils' learning about Islam is sound, but there are few examples of pupils learning about human responsibility, commitment, challenge, or faith as they learn from Christianity and Judaism.
159. Pupils use their reading and writing skills effectively, and also record their responses through pictures, discussions and thought showers. There were no observed examples of pupils using ICT to promote learning in religious education. The subject makes a positive contribution to pupils' cultural awareness as they consider the religious beliefs and practices in their own and other cultures. Pupils consistently respond well during lessons, enthusiastically joining in discussions and recording their work with care. They show increasing respect for diversity.
160. The leadership and management of the subject is satisfactory, with further work to be done. There is not yet a whole school policy of scheme of work in place, although teachers generally draw on the Gloucestershire Agreed Syllabus as a source of units of work. The national scheme of work is used by some teachers in Years 3 to 6. Clearer guidance is needed to ensure units of work build on previous learning, and cover all aspects of the agreed syllabus. The subject is well resourced with packs of photographs and videos, but there are insufficient artefacts to illustrate religious practices. The co-ordinators have identified the need to develop a policy and scheme, assessment procedures, a cycle of visits and visitors and cross-curricular links. There is potential to make links with geography and history in order to bring more cohesion to pupils' experiences, and to promote further pupils' social, moral, spiritual and cultural development.