

INSPECTION REPORT

LAKEFIELD C of E PRIMARY SCHOOL

Frampton-on-Severn

LEA area: Gloucestershire

Unique reference number: 132248

Headteacher: Mrs Angela Jarvis

Reporting inspector: Mr Fred Riches
23235

Dates of inspection: 18-20 November 2002

Inspection number: 248969

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Church of England Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Lake Lane Frampton-on-Severn Gloucester Gloucestershire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Keith Withers
Date of previous inspection:	Not applicable - new school

INFORMATION ABOUT THE INSPECTION TEAM

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23235	Fred Riches	Registered inspector	Mathematics Geography Music	The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
13828	Ron Ibbitson	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
30618	Paul Story	Team inspector	Science Design and technology Information and communication technology	How good are the curricular and other opportunities offered to pupils?
	Liz Slater	Team inspector	English History Religious Education Equal opportunities	Pupils' attitudes, values and personal development
	Julia Lawson	Team inspector	Foundation Stage Art and design Physical education Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Lakefield Primary School has 189 pupils on roll aged four to eleven years, 20 of whom are in the reception class. There are currently more boys than girls in most year groups. The newly built and newly amalgamated school serves the local villages of Arlingham, Framilode, Frampton-on-Severn, Fretherne and Saul. It is almost fully subscribed. Children live mainly in owner-occupied homes. Their attainment on entry to the school is wide ranging, but broadly average overall. Almost all pupils are of white United Kingdom heritage, with just over three per cent Irish. No pupils are learning English as an additional language. Currently 24 pupils are on the school's special educational needs list, representing just over 12 per cent of the number on roll, which is below average. One pupil has a statement of special educational need. Just under six per cent of pupils are entitled to free school meals, which is below average.

HOW GOOD THE SCHOOL IS

Lakefield is a good school with many strengths. Pupils of all abilities achieve well as a result of good teaching. The headteacher and governing body have created a positive ethos, secured a clear educational direction and managed the amalgamation and new building very successfully in difficult circumstances during the past two years. The staff are dedicated and work very well as a team. The school provides good value for money.

What the school does well

- Very high standards achieved by 11-year-olds in English and mathematics in the 2002 test results.
- Standards and provision in music are a strength of the school.
- Pupils' information and communication technology (ICT) skills are progressing rapidly through effective use of the ICT suite.
- Pupils' behaviour is very good.
- Good teaching ensures that pupils of all abilities achieve well throughout the school.
- Very good leadership by the headteacher gives the new school a clear educational direction.
- Very good management by the governing body during the new school building programme and amalgamation of the two previous schools.

What could be improved

- The range and balance of activities across the six areas of learning¹ in the reception year.
- Weekly class timetables and yearly time allocations in Key Stages 1 and 2 to ensure all subjects, especially design and technology and geography, receive sufficient coverage.*
- Assessment procedures to check pupils' progress in all subjects.*

*The areas for improvement will form the basis of the governors' action plan. * Asterisked items are already recognised by the school in its current improvement plan as priorities for action.*

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This is the school's first inspection.

¹ The areas of learning are: personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests. *(Similar schools in this table are those where fewer than eight per cent of pupils are eligible to receive free school meals.)*

Performance in:	Compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	N/A	E	A*	A
Mathematics	N/A	D	A*	A*
Science	N/A	A	B	C

Key	
Very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
Very low	E*

The table shows an outstanding result for the school in its first year in new premises. The school's performance in English and mathematics was among the top five per cent in the country. Compared with similar schools, it was in the top five per cent in mathematics and well above average in English. Standards in science were above the national average and in line with those of similar schools. With just 20 to 30 pupils in each year group, statistical comparisons will vary from year to year because of factors such as the proportion of pupils with learning difficulties. The current Year 6 contains a higher proportion of pupils with special educational needs. Standards in mathematics are above average. In English and science they are average. Pupils of all abilities achieve well as a result of teaching which is well matched to their prior attainment. There is no significant difference in the attainment of girls and boys. The school is on course to meet the challenging 2003 targets set for pupils' attainment in literacy and numeracy

Standards in Year 2 are above average in reading, writing and mathematics and average in science. Last year, standards in reading were below those in other subjects. Pupils did not achieve as well as they should have. The main reason for this was a series of three staff changes for the year group within the year. The school has tightened its procedures for the teaching of reading at Key Stage 1 and these steps have been effective in improving standards.

Standards in music are above average as a result of very good teaching. In most other subjects they are average. Pupils are making rapid strides in their ICT skills as a result of effective teaching in the computer suite during literacy, numeracy and ICT lessons.

Children are set to meet the early learning goals in personal, social and emotional development, communication, language and literacy, mathematical development, and in their knowledge and understanding of the world. Their achievement in creative and physical development is satisfactory within lessons, but restricted by the lack of time given to these areas.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen to come to school, settle quickly in lessons and concentrate well. Many choose to attend after-school clubs.
Behaviour, in and out of classrooms	Very good. Pupils are polite and well mannered. They move sensibly around classrooms and school and play together well.
Personal development and relationships	Good. When given opportunity, pupils collaborate well in lessons. They are sensitive to each other's views in discussions.
Attendance	Satisfactory. Attendance is in line with the national average.

TEACHING AND LEARNING

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

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

The quality of teaching is good. Throughout the school, most lessons are of good quality, with the remainder very good or satisfactory. There are examples of excellent teaching in music and physical education, characterised by the subject expertise and drive of the teachers, which enthralls the pupils to make great efforts and reach standards beyond those normally seen.

In the reception year, a strength in the good teaching is careful lesson planning. Small group teaching promotes children's early literacy skills effectively, allowing children to participate readily in discussions. Imaginative role play is a strength of children's early learning. Children's learning is mainly good because of their enthusiasm in lessons, but some aspects of it are inhibited by too much focus on literacy and numeracy and limited outdoor play and learning opportunities. The main strengths underpinning the good teaching in Years 1 to 6 are thorough planning and preparation, together with the routine sharing with pupils of the lesson aims. Teachers ensure that pupils learn successfully by sustaining a brisk pace in lessons and encouraging pupils to run through what they have achieved and learnt as lessons end. All aspects of English and mathematics are taught well. The school implements the national literacy and numeracy strategies successfully, with pupils' numeracy skills a major strength. Teachers match tasks to the needs of all pupils, supporting those who need additional help and extending higher attainers. As well as deploying teaching assistants successfully, the school also makes increasingly effective use of the ICT suite to pitch tasks at the right level for pupils. Occasionally a slow pace or lack of opportunity for pupils to express their understanding results in satisfactory, rather than good or very good teaching and learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall, though daily class timetables in Years 1 to 6 lack balance. Annual plans give too little attention to geography and design and technology. The Foundation Stage curriculum is unbalanced, with too much time devoted to literacy and numeracy and insufficient outdoor provision.
Provision for pupils with special educational needs	Good. Teachers and assistants support pupils well. Tasks are well matched to pupils' abilities and individual plans set useful targets. Parents are well informed and involved in partnership.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Moral development is a major strength, creating a positive ethos resulting in very good behaviour. Good social development ensures pupils collaborate well. Spiritual and cultural development are satisfactory, but there is limited attention given to raising pupils' awareness of the multi-racial nature of British society.
How well the school cares for its pupils	The school offers good care overall. Child protection, first aid and health and safety procedures and practice are good. Some aspects of assessment are good, but assessment of pupils' progress in the broader curriculum needs development.

The school's partnership with parents is good. Staff work hard to build parents' confidence in a situation where a number found the closure of a dearly loved village school deeply upsetting.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has built a committed staff team and sets a clear and purposeful educational direction. The newly appointed senior management team and subject co-ordinators all work to agreed, well organised procedures to manage key stages and subjects efficiently.
How well the governors fulfil their responsibilities	Very well. Effectively led by the chair, governors have played a full and active role in managing the process of change during the amalgamation and new building programme. They support the staff and monitor the school's work effectively by visiting, discussing with subject co-ordinators and budgeting carefully.
The school's evaluation of its performance	Good. Procedures for evaluating staff performance are very well organised. Review and improvement planning involves the full school community through questionnaires and joint staff and governor meetings. However, priorities for action do not include the Foundation Stage.
The strategic use of resources	Good overall. Consideration of the principles of best value is very good, as shown in Year 6 staffing decisions and the creation of the ICT suite. Specific grants are used well to support staff training and new building.

The school is very well staffed and well resourced. Most of the accommodation is very good, but the outdoor area for the youngest children and the library need development.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children like school. The school expects children to work hard and do their best. Teaching is good and children make good progress. The school helps children become mature and responsible and behaviour is good. Leadership and management are good and parents feel comfortable approaching the school with questions or a problem. 	<ul style="list-style-type: none"> Better information about how children are getting on. A closer partnership with parents. Greater clarity about the work children are expected to do at home.

114 questionnaires were returned and 27 parents attended the inspection meeting for parents.

The inspection team agrees fully with the positive views expressed by the large majority of parents (approaching 90 per cent or more for all favourable comments listed above). The inspection team finds the school is providing very clear information in annual reports, offering regular termly parents' consultations and informal end-of-day opportunities for parents to see teachers. The majority of the 30 per cent of questionnaire replies unhappy with information received were from parents of young children. The absence of the reception teacher through illness may explain much of the concern expressed. Many were from parents of children who bus to school, where the previous village school offered easier access. The school is taking every step to build partnership with all parents. Class assemblies offer opportunities for parents to visit, monthly drop-in sessions are organised, governors support the adjacent nursery, staff even offer lifts where needed after clubs. Further curriculum explanation sessions are planned. The inspection agrees that homework arrangements are unclear. The school is aware that this needs to be addressed.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

Starting school

1 Assessments on entry to school show attainment varies from year to year but is broadly average overall. All children, including those with special educational needs, make good progress overall because of effective support from the reception teacher and learning support assistant. Almost all children are set to meet the Early Learning Goals in their personal, social and emotional development, communication, language and literacy, mathematical development and in their knowledge and understanding of the world by the end of their reception year. Since insufficient time is allocated to further children's creative and physical development, their overall achievement in these areas, although satisfactory, is not as good as in the other areas. They are therefore less likely to meet all of the early learning goals in these two areas of learning. In their personal development, children play together in the 'castle' and are confident in their environment. Children are developing good reading skills. They formulate letter shapes for familiar words and attempt writing for different reasons. They name and count numbers to twenty and learn to take away when singing number rhymes. They complete simple programs on the computer using the mouse and explore materials to make fireworks. Children sing songs and rhymes from memory and show a good understanding of space when using the hall for physical activity.

Standards in last year's national tests and assessments at ages seven and eleven

2 At the end of Year 6 in 2002, standards were in the top five per cent of all schools in English and mathematics and above average in science. When compared with similar schools (those with fewer than eight per cent of pupils eligible for free school meals), the school's performance in mathematics was still in the top five per cent, an outstanding achievement, and well above the average attainment in English. Standards were in line with those of similar schools in science, where staff had worked hard to combine two separate schemes of work from the previous two schools to ensure gaps in knowledge and understanding were covered. No fewer than 70 per cent of pupils reached the higher level 5 in mathematics, with 63 per cent attaining this level in English and 48 per cent in science. Both boys and girls did equally well.

3 Standards at the end of Year 2 in 2002 were above the national average in mathematics and writing and average in reading and science. When compared with similar schools, standards were average in writing and mathematics, but well below average in reading. Compared with results in 2001, standards at age seven had risen in writing, been maintained in mathematics, but fallen in reading.

4 As the school has only two sets of national results to compare, no trends are yet discernible.

Reasons for the very high standard in mathematics and English in Year 6

5 The school decided to invest in additional staffing to support Year 6 during the first year on a single site, since the governors reasoned that the oldest pupils were the ones whose education might suffer most during the upheaval of amalgamation. Previous mixed-age classes formed during the amalgamation of two schools had bussed between two school sites, one for infants and one for juniors. The decision to employ an extra part-time teacher to create Year 6 literacy and numeracy sets each morning clearly bore fruit. Work set in English and mathematics was matched to pupils' abilities and pupils of all abilities made rapid progress during the year. The year group included a high proportion of more able pupils, but their needs were met, they were challenged and they achieved very well.

Reasons for the lower standards in Year 2 reading

6 The disappointing result in reading was attributed mainly to the staffing upheaval experienced by the Year 2 class, which had three different teachers in as many terms. However, pupils' writing and mathematics did not suffer as much as reading. The school has analysed pupils' performance and taken steps to tighten procedures for the teaching of reading. In particular, weaknesses in comprehension and the ability to infer meaning from text are being addressed with the current Year 2.

Standards in work seen in the current Year 2 and Year 6

7 In reading, writing and speaking and listening, standards are above average in Year 2 and average in Year 6. Standards in mathematics are above average and standards in science are average. Pupils of all abilities are achieving well in these subjects. This year, Year 6 contains a higher proportion of pupils with special educational needs than before. Mathematics standards are stronger than those in other subjects because of the consistent teaching input through the implementation of the numeracy strategy over a number of years. Pupils' mental and oral skills are particularly strong.

8 Standards in ICT are rising rapidly with the regular and effective use of the computer suite. Although gaps in learning still exist for older pupils, standards are now satisfactory in Year 6. Pupils in Year 2 and Year 5 attain standards above those expected for their age in music and the quality of singing by the whole school during acts of collective worship shows that in this aspect of music standards are above average throughout the school.

9 It was not possible for the inspection to make a judgement about standards in design and technology, as too little evidence was available. In the little that was seen, pupils had achieved well, but the lack of evidence strongly suggests insufficient time is allocated to this subject. A similar situation applies in geography. Standards in Year 2 are above average, with recent work showing pupils' good grasp of geographical concepts. Work from Year 3 also shows good understanding. However, gaps in evidence match gaps in curriculum planning from Years 4 to 6, where the subject receives insufficient attention.

10 Standards in all other National Curriculum subjects are average at the end of both key stages (Year 2 and Year 6). In religious education, standards seen meet the requirements of the local agreed syllabus at ages seven and eleven.

Standards in literacy

11 Pupils throughout the school speak confidently when given the opportunity. Their comments show soundly developed communication skills. Year 2 pupils showed an assured ability to speak in front of an audience during the assembly they presented to parents. Reading skills are good as a result of regular daily guided reading and reading activity sessions. Parents confirm that the pupils' use of home-school reading books supports their enjoyment of reading in the main, although a few parents of younger pupils find the choice confusing. The current focus on understanding the content of the text is building on good phonic knowledge developed through the school's procedures. Older pupils have favourite authors and many read fluently and with expression. Pupils have insufficient opportunity to develop library use and research skills, however, as the school library is underdeveloped. Pupils throughout the school write for a range of purposes and many examples of imaginative writing are available in their books and around the school. Standards in handwriting are generally good, as is presentation in exercise books in the main.

Standards in numeracy

12 Pupils' mental and oral skills are particularly sharp. In Year 6, for example, they enjoy the challenge of reciting the nine times table within 12 seconds and respond accurately and swiftly to their teacher's rapid questioning at the start of numeracy lessons. Where teachers asked

pupils to explain their mental strategies for solving mathematical calculations, the pupils showed good ability to express the route they had followed. This pattern of encouraging pupil talk was not consistent in all lessons seen, however. Pupils are making particularly good progress in mathematics when they use the ICT suite with programs carefully tailored to their needs by the current and previous mathematics co-ordinators. There are some good examples of pupils applying mathematical skills well in other subjects, such as science, and in geography in Years 2 and 3.

Targets

13 The school has set challenging targets for pupils' performance in Year 6 tests in English and mathematics this year. Previous year's test results show that the year group as a whole is not as able as the previous Year 6. The school continues to use 'booster' funding and additional funding to focus learning for Year 6 pupils and looks set to reach the target set for the percentage of pupils to reach level 4 in both English and mathematics in summer 2003.

Pupils with special educational needs

14 Pupils with special educational needs make good progress towards attaining the targets in their individual education plans. They are supported well in their classes which means that they participate fully in lessons. Individual education plans have well-focused targets and teachers and support assistants use them effectively. Most of the pupils with special educational needs attain standards below those expected for pupils in year 2 and year 6 but attain well in relation to their prior ability.

Equal opportunities

15 There are no significant differences in boys' and girls' attainment at Level 2 and above at the end of Key Stage 1, and Level 4 and above at the end of Key Stage 2. Although no gifted and talented group of pupils has yet been formally identified, higher attainers overall are making good progress in lessons, particularly in English and mathematics, where challenging tasks are set.

Pupils' attitudes, values and personal development

Attitudes

16 Pupils' attitudes to school are good overall. The great majority of pupils are happy in school. They are keen to take part in activities both in and outside the classrooms. In lessons, because tasks are usually matched well to pupils' abilities, they show interest and are keen to be involved. Attitudes to learning are good. Pupils work well with 'talk partners' and collaborate well together on shared tasks, discussing their work with commitment. For example, pupils collaborated well in producing play scripts in two classes in Key Stage 2. Teachers have high expectations of their effort and participation and pupils respond positively. Pupils are willing to talk about their work, and take a pride in the school.

Behaviour

17 The overall standard of behaviour is very good. Pupils move around the school and playground sensibly and are aware of others' needs as they do so. Teachers' expectations of behaviour are high and the practice of recognising positive behaviour through constructive, encouraging comment is consistent in all classes; pupils respond well to this. Pupils also understand the sanctions for unacceptable behaviour. There have been no exclusions this year, and there were no incidents of bullying, aggressive behaviour, racism or sexism observed during the inspection. Pupils understand the impact of their behaviour on others and behave considerately towards each other and to teaching and support staff. The way that pupils talk to each other at lunchtime and about tasks in lessons demonstrates the respect they have for each other. This is also evident with visitors to the school, such as the vicar in a Key Stage 2 lesson. Positive behaviour and attitudes have been supported by the establishment of 'circle time' (lessons where pupils sit in a circle and take turns to express their views) throughout the

school, the contribution of religious education teaching in asking pupils to reflect on the implications of concepts from world faiths for everyday life, and opportunities made to help pupils appreciate each other. For example, in a Key Stage 1 assembly, pupils talked expressively and with conviction about how people had helped them.

Relationships

18 Relationships are good amongst pupils and between staff and pupils. Pupils work well together and are confident to take the initiative in suggesting ideas, for example when changing texts that teachers have provided for editing. They take personal responsibility for managing their own time and work on occasion, for example in independent guided reading groups in Years 1 and 2, and when pupils in a Key Stage 2 class write in their free-choice writing book. Pupils carry out routine class tasks, such as returning the register and switching off lights as they leave. They are willing to explain what they are doing and what they are learning in lessons, and in other situations. Pupils in Year 2 demonstrated confidence in their assembly presentation to the whole school and their parents, speaking out clearly so that they could be heard by all. Overall throughout the school pupils demonstrate confidence and are comfortable when talking to adults and each other. The great majority enjoy school, work well and responsively in lessons and take a pride in their new school.

Attendance

19 The majority of pupils attend school regularly but the few who have unsatisfactory records of attendance cause the overall attendance rate to be no better than the national average. The main cause of absences, apart from illness, is children taking holidays in term time. Punctuality is generally good. Registrations take place promptly and lessons begin on time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

20 The quality of teaching is good throughout the school and in each individual key stage. Of 46 lessons seen, 27 were good, seven very good and ten satisfactory. Two excellent lessons were observed, one in music and one in physical education. The samples of work seen in all year groups confirm the pattern of good teaching overall in each year group throughout the school. There is no unsatisfactory teaching.

Teaching in the Foundation Stage

21 Teaching in the Foundation Stage is good overall. Lessons are well planned and the current topic 'Fairy Tales' stimulates children's imagination. Small group teaching is particularly effective in promoting children's skills in reading and writing and a range of well planned activities help children to reinforce and extend their learning. The reception supply teacher and the learning support worker make a real contribution to the quality of the children's learning. For example, the youngest children willingly contribute in whole class and small group discussions. Children's learning is mainly good because of their enthusiasm in lessons, but time for some aspects of learning is restricted by an over-emphasis in the timetable on literacy and numeracy. The lack of outdoor play and learning opportunities hinders children's physical development as well as limiting opportunities for imaginative outdoor activities to support other areas of learning.

Strengths in teaching in Key Stages 1 and 2

22 The main strengths in teaching throughout Years 1 to 6 are:

- thorough planning and preparation (seen for all lessons, with some outstanding examples including the use of digital camera pictures and historical archives in a Year 3 history lesson);
- consistent sharing of the purpose of the lesson with pupils at the start of each lesson (almost a routine practice throughout Years 1 to 6, with the objectives put in language the pupils understand);

- clear organisation and a brisk pace to lessons, with a well-planned balance of introductory explanation, questioning with opportunity for pupils to express their understanding, paired or group tasks and calm management of class, groups and resources (occurring very effectively in Year 6 mathematics and science lessons);
- involvement of pupils in summarising what they have learnt and whether they have met the lesson's objectives in a class plenary session as the lesson ends (particularly well managed in literacy and numeracy lessons, not as consistently practised in other subjects, but very effective in Years 1, 4 and 5 ICT and Years 4 and 5 science lessons to summarise the concepts applied and knowledge acquired);
- thoughtful match of tasks to pupils of different abilities, with good support and challenge (again a strategy fully and effectively used in literacy and numeracy lessons, used fruitfully also by teachers with good ICT subject expertise to give pupils programs at the correct level to help develop their literacy and numeracy skills);
- effective deployment of teaching assistants and volunteer adults (particularly to support pupils with special educational needs, with very successful group work in Year 4 ICT activities, Year 3 history and in situations where students on school experience led group work in Years 1 and 5);
- well-developed use of the ICT suite to convey teaching points swiftly through use of the interactive whiteboard and to develop pupils' skills through application of tasks pitched at the right level for their abilities;
- teachers' high expectations of pupils in terms of readiness to settle quickly, organise equipment without fuss, listen and comment when required and work quietly when concentrating on individual tasks; in all classes these expectations are underpinned by positive pupil/teacher relationships and result in a positive attitude towards lessons in all subjects

Areas for development in teaching in Key Stages 1 and 2

23 Three factors serve to inhibit the quality of teaching and learning:

- in a small number of lessons a slow pace, created by the teacher talking for too long, with insufficient opportunity for pupils to contribute, leads to pupils being unable to follow fully the teacher's train of thought;
- in a few lessons, teachers miss opportunities to involve pupils in explaining their understanding or expressing their ideas, especially to each other; as a result, although the teacher has taught a concept, learning is not secure. More commonly, pupils answer teachers' questions well, but usually address the teacher rather than the class, with the result that the class does not recognise the conversation as involving all in listening.
- in two physical education lessons, the teachers' lack of subject knowledge limited pupils' ability to refine and improve their skills. In both lessons, too much time was spent watching in order to comment rather than actively participating.

Two examples of outstanding teaching

24 In one music lesson and one physical education lesson the teaching was excellent. Pupils achieved high standards as a result of the teachers' high expectations, enthusiasm for the subject and focused drive to develop pupils' prowess. The quality of teaching and learning owed much to the two teachers' knowledge of their subjects. Both teachers knew what their pupils could achieve and ensured that they met those expectations. Pupils in these lessons participated enthusiastically, improving their skills considerably as a result of their enjoyment and determined effort.

The teaching of literacy and numeracy

25 All aspects of English and mathematics are taught well. The school implements the national literacy and numeracy strategies successfully by holding daily lessons following the planned schemes of work for each year group. Teachers plan for three levels of ability in each class, keeping track of pupils' achievement through regular marking and regular testing procedures.

Marking is regular and mainly positive, confirming and encouraging correct work and clear presentation, but few examples of effective marking producing clear change for the better occur. The school allocates additional time for literacy, particularly for reading, following identification of weaknesses in Key Stage 1 pupils' comprehension and inference skills. While the quality of teaching is good, the time spent leaves a comparatively small proportion of the daily timetable available for work in other subjects. A strength in both literacy and numeracy teaching is the school's use of ICT to develop pupils' skills. An area for development is the planned use of literacy and numeracy in subjects across the curriculum. Where this occurs, as in the application of writing in religious education and history, or the use of numeracy in science and history, teachers ensure that pupils apply their skills well.

Homework

26 One aspect of teaching which is currently underdeveloped is the use of homework to support pupils' learning. The school's policy is clear, but parents do not know what to expect and when. The impression that teachers have quite a degree of flexibility in setting homework is confirmed by conversations with them. The current patterns allow teachers to decide what will be helpful and when, but do not help parents support their children. The school needs to clarify to parents the purpose of the homework set, the timing and the expectation of how long each year group of pupils should spend.

Teaching for pupils with special educational needs

27 Good teaching for pupils with special educational needs is well supported by individual education plans that are carefully drawn up by the co-ordinator and the class teachers. Teachers carefully plan for the different needs within their class and give good thought to alternative tasks and strategies to ensure that pupils understand and make progress in their learning. Teachers and learning support assistants work hard to ensure that pupils make improvements and are fully involved within classroom activities. For example, pupils' work is used during plenary sessions giving value to their efforts and providing them with a sense of inclusion. Pupils in Year 6 benefit from withdrawal group teaching in numeracy and literacy and all pupils are provided with appropriate support to help them participate in more practical lessons involving ICT and science.

Teaching to ensure equality of opportunity

28 A range of teaching methods is used well overall to support all pupils in their learning. Pupils are usually grouped by ability within the class for independent or group work for most lessons, and tasks are differentiated for them, so that all groups are involved and interested and are able to make progress. Opportunities are made for group or paired talk and recording as well as for pupils working alone; teacher questioning helps to establish what pupils have learnt; there is also good organisation for movement to different areas of the classroom or resources. Investigative approaches are used where appropriate, and independence and self-management are supported. Pupils are also encouraged to add to the class display resource, especially in spelling patterns, and some displays are interactive, for example a diagram to sort triangle types. Resources are used appropriately for all and the school's library collection reflects positive images of different cultures and groups; literacy hour collections are attractive to both boys and girls. The school has not yet identified gifted and talented groups of pupils, but higher attainers' needs are met well overall through good use of challenge.

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

Balance, breadth and relevance of the curriculum

29 The school is providing pupils in both Key Stages 1 and 2 with a broad curriculum that meets the statutory requirements of the National Curriculum and the Gloucestershire Agreed Syllabus. It covers all prescribed subjects and is relevant to pupils' needs. The new national Foundation Stage curriculum has been implemented fully in the reception class. However, it is unbalanced by the exclusive focus on numeracy and literacy in the morning that does not take suitable account of the needs of the pupils of this age. It also does not provide the expected range of personal, social, emotional, physical and creative development in the broad and balanced manner envisaged by the Foundation Stage curriculum. This is unsatisfactory.

The Foundation Stage Curriculum

30 The school has worked hard to develop its curriculum for the children in the Foundation Stage. The curriculum is broad, but not balanced. There are good links made between the recommended areas of learning for this age group, which help children to reinforce their understanding through a range of activities. For example, children develop their literacy skills through writing invitations and making wishes. They learn about the past from fairy tales and role play. However, there are insufficient opportunities for children to engage in the range of opportunities appropriate for children of this age and too much emphasis is placed on the teaching of literacy and numeracy. The school has plans to extend the range of outdoor equipment available for children to develop their large-scale movement. There is no designated outdoor area for the Foundation Stage and no use was made of outside areas during the inspection to enhance the curriculum with activities such as sand and water.

Subject imbalance in Key Stages 1 and 2

31 The current practice of alternating subjects on the timetable leads to some imbalance in curricular time. There are often long periods when subjects are not being taught. So for example geography in Years 4, 5 and 6 alternates with history and has not been taught since last summer. Also, design and technology is alternated with art and design each term. During these extended periods pupils forget previous learning. Continuity and a sense of progression in the learning of skills is thereby lost.

32 Some literacy sessions last over an hour and others are followed immediately by further literacy-based studies. Numeracy lessons in Years 1 and 2 also last an hour each day, when briskly-paced 45-minute sessions suffice. A balanced timetable is not achievable without some cut in the time allocated to literacy and numeracy. The heavy weighting of the timetable towards mathematics and English was justified following the school's assessment of needs during amalgamation. The current school improvement plan recognises the need to plan now for a better balance.

Development of the curriculum

33 Since the school's amalgamation and the move to the new building earlier this year considerable effort has been made to ensure that curriculum documentation has been updated in line with national guidance. The school is now beginning to adapt and augment this to reflect the needs of its pupils. Teachers make good use of it when planning their lessons to ensure pupils' develop skills progressively and an understanding at the level expected for their age. This process of developing the curriculum is supported well by the updating of subject policies, the introduction of a rolling programme of review, visits by link governors, and co-ordinators' detailed subject action plans.

34 Following an analysis of pupils' test and task results, the school made conscious decisions to focus initially on developing the curriculum for English, mathematics and science in order to

raise pupils' attainment in those subjects. Now this has borne fruit, the school is considering ways to broaden the scope of its curriculum and move forward. Parts of the curriculum already reflect and address specific needs, as for example, with the proximity of the River Severn, the teaching of swimming to improve water safety. Analysis of pupils' test answers has revealed that investigative science is not as strong as scientific knowledge and understanding, so the school is now focusing on this. The new ICT suite has allowed a stronger focus on the development of pupils' ICT skills and the use of ICT to support learning in other subjects is now being developed.

Strategies for teaching numeracy and literacy

35 The clear and detailed guidance of the national strategies for numeracy and literacy are used well as the basis of the school's English and mathematics teaching. Both strategies are well embedded in practice and provide teachers with good support for planning work for different ability groups. The school has recognised the need to raise pupils' understanding and skills in these subjects and places strong emphasis on them in the allocation of teaching time and its development priorities. Guided reading sessions are supporting and extending skills learnt in the literacy hour well. Numeracy skills are often consolidated as pupils employ them in accessing and completing tasks in other subject areas. There is evidence of literacy skills being applied in a number of subjects and some literacy being integrated with other subjects. However, this is not yet noted or planned for systematically. The school does not yet capitalise on available supports, from the Qualifications and Curriculum Authority, for example, for planning links between the schemes of work used.

Equal opportunities

36 The school shows a strong commitment to equality of opportunity in the curriculum provided for its pupils. Every effort is made to ensure equality of access. For example, where pupils receive music tuition at times other than lunch or break time, and miss lessons, teachers try to ensure that this is monitored and the pupils are supported. Provision for ensuring that all pupils are fully included in the life of the school is good.

Special educational needs

37 The school makes good provision for pupils with special educational needs. They have full access to the curriculum offered by the school and are encouraged to access the wider curriculum through after-school clubs and additional music tuition. Pupils are actively encouraged to join in and benefit from these activities and their participation is monitored carefully. The school makes good arrangements to support pupils in class through appropriately planned tasks and through the deployment of additional staff. An additional set for daily numeracy and literacy lessons in Year 6 and the Early Literacy Support in Key Stage 1 are being used well to raise standards and improve pupils' access to the curriculum.

Extra-curricular and other activities including educational visits

38 Teachers are committed to providing a good range of after school clubs and sporting activities for pupils. These include an art club for Year 2 and drama, band, choir, recorders, dance, outdoor games, cross country and competitive netball, football and athletics for older pupils. Teachers go to considerable lengths to ensure these after-school clubs are open to all by arranging transport. Visits and visitors are well used to support work in lessons, extend pupils' understanding and enrich curricular provision. They have included visits to Gloucester Abbey, Hewlett Packard, Explore @ Bristol, the emergency services, local authority 'drugs bus', jugglers and a string quartet. A Year 6 residential visit to Bude provides opportunities for outdoor and adventurous activities. A wide range of extra-curricular activities is open to pupils of different ages. Parents of pupils who come to school by bus and might have difficulty with having access to after-school clubs have been asked to contact the school for help.

Links with the community and partner institutions

39 The school has good links with the local community. St James Church and other local churches are visited for events during the year and the local vicar is a regular visitor to the school. Performances by pupils at the Everyman Theatre in Cheltenham and a carol concert for senior citizens, as well as Christmas plays and end of term concerts, forge good links with the wider community. Representatives of the local emergency services regularly visit to help with the programme of personal, social and health education through giving advice on topics such as fire and road safety, drugs and health.

40 Good arrangements are in place to ensure the smooth transition of pupils between different phases of their education. The good links with the on-site nursery mean that prior to entering the school pupils will have made a number of visits to the reception class. Year 6 pupils enjoy the opportunity for taster sessions at local secondary schools prior to their transfer. At all stages meetings by teachers and a good exchange of information ensure that the transition is a smooth one.

Personal, social and health education

41 Good provision is made for pupils' personal, social and health education through a developing programme. This is supported well by working through specific issues in circle time sessions. Work on sex, drugs and health education are linked well to work in science and reinforced through mention in other subjects such as physical education. The school is now looking to consolidate this work and ensure all aspects are covered as fully as it would wish.

Personal development

42 The school takes pupils' personal development seriously. Staff promote pupils' self-esteem and social skills effectively. The provision for pupils' personal development is good overall. Moral development is a particular strength, and social development is good because the school has focused on these aspects in building up a caring community as it underwent a great deal of upheaval and change.

Spiritual development

43 Provision for spiritual development is satisfactory. Daily assemblies with well-chosen songs and stories provide moments for prayer and quiet reflection on issues relevant to pupils' lives, for example losing and finding things. Pupils enter and leave quietly and behaviour is very good, supporting the mood and atmosphere for reflection. In religious education, teachers encourage pupils to reflect on similarities and differences from their own experiences, for example the implications of coming of age, what worshipping idols might mean today, the value of the Bible to one girl (Mary Jones) and how they thought about the Bible. Rites of passage are discussed and explored in different faiths. 'Circle times' provide good opportunities for pupils to explore their own and others' feelings. However, overall, opportunities for spiritual development are not planned or taken in lessons across the curriculum and there is no policy for spiritual development at present.

44 The school is very effective in providing for pupils' moral development, which is underpinned by a strong caring ethos. The staff provide good role models for the pupils in their relationships with one another and the care they show for their pupils. Circle time is well-established and contributes very significantly to pupils' moral development. All but the newest staff have received training in circle time. Pupils are able to speak frankly, to disagree courteously, and respect each other's views and feelings. A visiting governor has reported on the positive impact of circle time on self-esteem. The school has a clear behaviour policy with high expectations of behaviour. Teachers promote good behaviour effectively by drawing attention to examples of particularly responsible behaviour. They establish class rules about behaviour at the start of each year through discussion with pupils and these are displayed in most classrooms. Pupils understand and accept the reward system for recognising effort and helpfulness and the sanctions for inappropriate behaviour. Assemblies remind pupils of moral responsibilities,

helping others who need it, for example, and the school takes part in a number of fund-raising activities.

Social development

45 Provision for pupils' social development is good. In most lessons there are opportunities for pupils to work collaboratively in pairs or as members of a group. A good range of extra-curricular activities enables pupils to work together and to develop their interests, while each year group has a day visit related to their work in school. Year 6 have the opportunity of a residential visit presenting them with new challenges away from home. Teachers enable pupils to socialise with those from other year-groups through a range of school events such as plays, concerts and fund-raising help. They encourage them to develop initiative and a sense of responsibility through undertaking duties in the class or school. Older pupils administer the merit system, for example. Class presentation assemblies offer the opportunity to socialise with parents, as well as being a whole school shared occasion, with support staff also attending. At an assembly observed during the inspection the parents' presence gave the presenting Key Stage 1 pupils a sense of pride and self-esteem.

Cultural development

46 Provision for pupils' cultural development is satisfactory. The school is developing a strong school culture through performances, circle time, and pupils' involvement in some decisions. Religious education lessons give pupils opportunities to develop their knowledge and insight into the values and beliefs of their own and other cultures. Library resources have been checked for cultural bias. Knowledge and understanding of the culture of the locality are supported well by local history and geography studies in Key Stage 2. Because the school is a mono-cultural community, contacts with other cultures and other faiths to promote pupils' understanding about cultural diversity become very significant. However, at present there are few opportunities to visit places of worship other than the local Church of England, and few visitors from other cultures. The school's access to artefacts from different faiths and a visit to a 'virtual mosque' are beginning to address this issue. At present the range of visitors from other cultures is limited, although there are plans to increase this in this current year, and links with schools with pupils from a range of cultures are being explored.

Co-ordination of these aspects of the school's work

47 Personal, Social and Health Education and Citizenship are co-ordinated satisfactorily by the headteacher. There are plans to audit timetable and teaching provision with the help of independent specialist advice so that integration of the subject with other subjects and separate teaching are identified. The policy has just been completed as part of the inclusion policy and will be monitored by a governor and the co-ordinator. Policies for health education, sex education, drug education and citizenship have been identified by the Governing Body and the headteacher as needing further development. A new scheme has recently been implemented. There is annual provision for drugs education for every year group, using the local Life Education team. The place of citizenship within the curriculum is being developed. Circle time contributes significantly to this subject. The co-ordinator's annual action plan and evaluation give clear direction for the next steps.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

Welfare, child protection, health and safety

48 The school's provision for the care of pupils is good. The headteacher is the designated person for child protection matters and shows care and sensitivity in dealing with children in need of protection. There is a child protection policy and all staff have received some training and are aware of the need to be vigilant. Procedures ensure that any suspicions by staff are reported to the headteacher, who may call for assistance from outside agencies if necessary.

Records are kept of all children at risk but the filing of such records and their security could be improved.

49 Health and Safety issues are well handled in accordance with the school's health and safety policy. Tests such as the holding of emergency drills, and the checking of fire fighting appliances are carried out regularly and recorded. Risk assessments are correctly carried out. The filing of health and safety records could be improved.

Monitoring attendance

50 Procedures for the promotion and monitoring of attendance are good. The importance of regular attendance is emphasised frequently in newsletters to parents and also in the prospectus and governors' annual report. The school secretary uses an electronic system for recording absences, which is useful for determining whole class and individual attendance rates quickly. Unexplained absences are followed up promptly.

Monitoring behaviour

51 The procedures for promoting and monitoring behaviour are very good. The school has a discipline policy and also school rules, which clearly set out the school's thinking on behaviour. Good behaviour is celebrated and a system of rewards encourages children to behave well and do their best. Awards are given for acts of kindness, consideration for others and good manners. They are also given for good work or simply trying hard. Rewards include having extra playtime. In cases of inappropriate behaviour there is a system of graded sanctions which in extreme cases can result in exclusion, although to date it has not been necessary to invoke this. The school's Christian ethos is a significant factor in children's moral development. For example, in an assembly with the theme of 'every little helps', children learned of the many people in and outside the school who help them. Pupils' personal development is detailed in their annual reports. Pupils showing good behaviour are identified in the class record book. Teachers' evaluations and planning often include comments on pupils' development and progress. In accordance with statutory requirements the school keeps a book to record the names of any children engaging in oppressive behaviour; the book so far is empty.

Monitoring academic and personal progress

52 All pupils' academic progress is monitored, informing the good, differentiated support given to the different ability groups and pupils with special educational needs. Personal development is monitored through circle times. Attainment and progress of pupils by gender is not monitored systematically yet, nor results noted separately for end of Key Stage national assessments. The school has started to use a computer package to support this. Teachers monitor pupils' personal development through on-going observations and from regular dialogue with them. They report annually to parents on the progress made by pupils in this area.

Assessment procedures and their use

53 Assessment is good where the school uses a range of effective assessment procedures to record pupils' attainment and monitor their progress. Baseline assessments are carried out when children start school and again at the end of their reception year so that individual progress can be monitored. Pupils' progress is also carefully monitored from Year 1 by using a range of optional tests in English and mathematics. The school analyses test information extensively to determine pupil progress in English and mathematics but is not sufficiently aware of pupils' separate attainment results in reading and writing at the end of Key Stage 2. All information collected is recorded and used to group pupils for literacy and numeracy and to plan appropriate work. It also provides information for the setting of suitable group targets. Pupils in Key Stage 2 contribute to their targets by identifying their achievements and the ways in which they can make further improvement. Targets are reviewed regularly and adjusted as the need arises.

54 Procedures for assessing children in the Foundation Stage are good. Staff make good use of information collected at home prior to admission to identify the things children can do and this information is built upon during the reception year through planned on-going assessments and observations. Good use is made of the learning support worker to carry out a range of well-planned assessments of children's attainment in all areas of learning. Staff make very good use of these assessments to plan future work based on children's prior understanding.

55 The special educational needs co-ordinator (SENCO) maintains appropriate information about all children identified with special educational needs and all classes have current documentation relating to individual targets. The pupil with a statement of special educational need has annual reviews with all involved and progress is reviewed regularly. Pupils have opportunities to contribute to the review of their progress and to identify targets for future development. The school follows the Code of Practice guidance fully and has good early and effective procedures for identifying these pupils. The SENCO makes a significant contribution to the initial assessment of pupils identified as having a special educational need. The progress made by pupils with special educational needs is carefully monitored through a range of assessment tasks and tests and through clear procedures for monitoring and evaluating the success of the education provided.

56 Due to the recent amalgamation, the school is not in the position to analyse formal assessment information over time, for example, for those pupils who have been in school consistently from the start of the reception year or from the start of Key Stage 2. However, individual 'progress books' usefully record pupils' progress in English, mathematics and science during a school year through planned assessment tasks and the use of optional test material. Teachers maintain accurate records of the levels reached in line with National Curriculum criteria for these subjects.

57 The school is in the process of introducing procedures for the regular assessment of pupils' progress in the foundation subjects, but none are yet in place. Without these, the school is unable to check how well individual pupils achieve in each subject and there is no information to show each class teacher what pupils have understood from work covered in previous years' learning. The lack of assessment in subjects other than English, mathematics and science means that the school does not formally keep track of pupils' progress in the wider range of subjects from year to year. While teachers have a picture of how each pupil achieves within each series of lessons in each subject, through discussion and marking, neither pupils' books nor teachers' records show a clear picture of the development of each pupil's knowledge, understanding and skills. In design and technology and in geography at Key Stage 2, for example, the lack of assessment evidence made it impossible to judge pupils' standards in these subjects. Co-ordinators have started to collect examples of work to agree levels of standardisation. At present, however, the school's approach to assessing and recording pupils' progress in foundation subjects remains at an early stage of development.

58 There is a suitable policy in place, which recognises the importance of formal and informal assessments as an important part of teaching and learning. Suitable plans for the further development of this area are appropriately concerned with extending the use of assessment in all subject areas to monitor pupils' progress and to inform teaching. The school has rightly included the development of assessment procedures as a key area for development in its current year's improvement plan.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

59 The school's partnership with parents is good. In general parents have positive views of the school and the large majority are satisfied with their children's progress. Well over half of the parents replied to the inspection questionnaire. Many parents indicated that they were pleased

with the teaching and with their children's achievements. The school is working hard to establish a good partnership with parents. The upheavals due to the amalgamation of the Frampton and Saul schools have left some parents feeling dissatisfied with the new school and its management, but the inspectors consider the school to be managed very effectively. At an assembly held during the inspection over twenty parents and carers came to support the children. A few parents come into school regularly to help in the classroom and many are also available to accompany children on school visits. Parents spoken to during the inspection all liked the new school building.

The school's information for parents, particularly on their children's progress

60 The quality of information provided for parents is good. There are frequent newsletters on a variety of school aspects to keep parents informed about school events and educational matters. For example a very good covering letter was sent out with the annual pupil reports, which enabled parents to appreciate the significance of the attainment levels reached by their children and compare them with national norms. When returning the slips acknowledging receipt of the report, most parents made generous comments in support of the school. The annual pupil reports meet statutory requirements and give parents a good idea of their children's achievements. The governors' annual report to parents gives a comprehensive picture of the school's work and achievements over the previous year. One omission, which requires rectifying next year, is the school's arrangements for disabled pupils. The home-school agreement meets all requirements and was sent to parents under cover of a questionnaire. Answers to the questionnaires revealed general satisfaction with the agreement.

61 In the spring and autumn terms parents' consultation evenings are held, at which parents have the opportunity to talk to class teachers. In the summer term, following the annual reports, an open evening is held at which parents can look at displays of children's work. This is also a social occasion at which the school provides refreshments. Appointments can also be made in advance to discuss pupil reports with class teachers. Class teachers are available to meet informally with parents after school daily and if a longer discussion is needed an appointment can be made. The headteacher is available at any time to see a parent, unless already engaged with another parent or pupil.

Links with parents of children with special educational needs

62 The school makes every effort to ensure that parents have the opportunity to take part in the identification and provision for the special educational needs of their children. There are good systems to inform and involve parents in their children's education and they are provided with good opportunities to make their views known.

Parents' Association

63 The school has a parents' association and about 15 parents are active committee members. Meetings are held about twice a term depending on business to be discussed. Several fundraising events are held throughout the year, such as the Children's Christmas Fair, a Christmas Craft Fair, car boot sales and the biggest event, a May Fair. By raising substantial amounts of money the association has helped fund school trips, supply an interactive whiteboard in the ICT room, purchase playground equipment, give each teacher a small sum of money each term for classroom incidentals and fund the installation of a pavilion and equipment storeroom for outside play equipment.

Parents' contribution to their children's learning

64 By getting children to school regularly and on time, by seeing that their children wear the school uniform, and by supporting children at home with their homework, the parental contribution to children's learning at school and at home is good. Parents visiting the school for open evenings, for assemblies and for other events add to the impact of parent involvement in the work of the school.

Responses to parents' questionnaire.

65 From the parents' questionnaire it is seen that a significant number of parents think they are not well informed about the progress of their children. However, the inspection team judges that the quality of the information that the school provides to parents, including information on children's progress, is good.

66 Some parents are of the opinion that the school does not work closely with parents. The inspectors found that the school makes great efforts to work with parents and there are many close links. However, because of the hostility aroused in some parents at the time of the amalgamation the partnership with parents is not yet as strong as it could be, despite the good efforts of the headteacher to foster it.

67 Some parents feel that the amount of homework given to pupils is insufficient, while others think it is too much. The inspectors consider that the arrangements for setting homework should be improved to ensure its appropriateness and consistency.

HOW WELL IS THE SCHOOL LED AND MANAGED?

68 The headteacher gives very good leadership and is ably supported by the newly appointed senior management team. At the start of the third year of the new school's existence, in only its third term in the new building, the headteacher has successfully involved staff and governors in creating a shared vision for the school. Staff show dedication and there is a strong sense of teamwork. During an extremely difficult amalgamation period, the headteacher and governing body have worked very closely to steer the building of a new school. They have set up a staffing structure and clarified subject co-ordination roles. Common management and monitoring systems are in place for all subjects and the school is now in a good position to move forward in areas such as creating curriculum balance and introducing a manageable assessment system for the broader curriculum. One aspect in need of greater clarity of focus is the Foundation Stage, where both the outdoor provision and the curriculum balance require attention.

69 Systems for performance management are fully operational. Staff have targets set, which are related to the school's priorities for development. The headteacher has a clear programme for the monitoring of teaching, in which she is supported by the assigned local education authority inspector. The organisation of classes into single year groups has resulted in more focused planning and teaching, with the result that pupils of all abilities are achieving well. The decision to supplement staffing for Year 6 over two years has proved wise, ensuring these pupils' education was not affected by the upheaval of bussing between schools and changing sites. Several parents noted the detrimental effects of staffing upheaval on their children, but these were not of the school's choice. The school has good systems in place to cover staff absence with supply teachers known to staff and pupils. The good teaching in the reception class during the inspection shows evidence of this good management, as does the appointment of a senior teacher in Year 2, to co-ordinate Key Stage 1 and support the Foundation Stage, while the deputy headteacher takes responsibility for Key Stage 2. Since key senior appointments have only recently been made, the headteacher currently carries too many responsibilities. In due course, some of these will need to be delegated to ensure continued efficient monitoring.

Equal opportunities

70 Leadership and management with regard to inclusion and equal opportunities are good, with the clear capacity and intention to improve further. The school improvement plan gives a strong emphasis to 'ensure a fully inclusive school'. The headteacher has attended training on Race Equality. The governing body has recently completed an inclusion policy, which includes policies on Race Equality, and Personal, Social and Health Education. This is to be

implemented by the spring term, and will be monitored regularly. It also identifies resources needed. The school is aware of the need to support pupils further in their knowledge and understanding of multicultural aspects of the United Kingdom and the headteacher and governing body are exploring ways of helping pupils to have access to this more effectively.

Leadership and management of pupils with special educational needs

71 The management of the provision for pupils with special educational needs is very good. The SENCO (who is the headteacher) is well qualified in this area and provides good leadership through her knowledge and experience. The governor identified with responsibility for special needs is also well qualified in this area and uses her expertise to provide good support to the co-ordinator. Together they ensure that the requirements of the Code of Practice are carried out. Teaching and support staff are appropriately trained and have a good understanding of the needs and aspirations of the pupils with special educational needs in their care.

Reflection of the school's aims and values in its work

72 The school's aims and values are clearly reflected in its ethos, promoting high standards and simultaneously ensuring that all pupils do as well as they can. The school has an inclusive philosophy, ensuring equal access for all to the full curriculum and encouraging participation in a wide variety of additional activities. The range of activities and events over the past year, when the school upheaval experienced by the staff was at its greatest, bears clear witness to the dedication and commitment of the headteacher and staff. Successful events such as the opening of the new school by the author Dick King-Smith and the summer musical entertainment concerts clearly gave pupils and staff just reward for their efforts.

Governors' roles

73 Aply led by the chair, the governing body has played a vital role in managing the process of change during the bringing together of two separate school communities and the co-direction of a major building project. Governors have worked tirelessly on behalf of all associated with the school. They bring considerable skills and expertise to their roles and play an active role in monitoring the school's development. Governors participate in an annual review and planning session with staff at the heart of the improvement planning process. They have an excellent knowledge of the school and share a clear picture of the school's agreed educational direction, as outlined in the improvement plan. The chair has led governors with considerable dedication, supporting the headteacher through regular school visits and introducing efficient governing body procedures through committee structures. Several governors visit the school and link closely with nominated subject co-ordinators. Written reports to the governing body underline individual governors' clear understanding of the roles and their knowledge of the school. All statutory requirements are met.

Financial planning and management

74 The financial management of the school is very good. The finance committee of the governing body is fully involved in financial planning, which is based on the school's development plan and the principles of best value. With the co-operation of the head teacher, subject co-ordinators, the school secretary, the finance committee and other appropriate committees of the governing body the managers plan to run the school effectively and achieve the educational targets. Subject co-ordinators have responsibility for their own resources and there are very good procedures to enable them to produce realistic budgets. Grants received for specific purposes, such as special educational needs and booster classes, are used effectively and expenditure on these is monitored carefully.

75 The day-to-day management of finance is very good and the school secretary attends meetings of the finance committee and keeps its members regularly informed of expenditure.

76 Due to the setting up of the new school and initial uncertainty over expected base line expenditure a cautious budget was set and a substantial carry over was agreed last year. For this financial year the school plans to use half of the previous year's carry forward figure. As a result, a considerably reduced carry over is forecast. Inspectors judge this to be reasonable and prudent. With growing knowledge of running costs the amounts carried forward in future the budgets are expected to be within acceptable limits.

Principles of best value

77 The principles of best value are applied very well in financial decision making. Parent and pupil questionnaires, together with staff and governor discussions represent very good consultation during the review and improvement planning process. The school successfully challenges itself to meet the higher of two targets set for pupils' attainment at age 11. It looks for competitive prices, taking pains to compare options, as for example when choosing the ICT equipment most suited to the school's needs. It combines funding from parental support and grants to finance projects efficiently and makes effective use of county service contracts where possible. It seeks good value for money in all purchases. English and mathematics co-ordinators analyse and use comparative data on schools and the school reviews the effectiveness of spending decisions on staffing, noting the value of the additional Year 6 staffing during the past year, for example. Overall, the school deploys staff and uses accommodation and learning resources very effectively.

Staffing, accommodation and learning resources

78 The school is well staffed to meet the full requirements of teaching the National Curriculum, religious education and six areas of learning in the Foundation Stage. Staff changes during the past year were managed well, but did have a negative impact on continuity of teaching and learning in Year 2. Teachers and pupils are well supported by well-trained learning support assistants, who make a valuable contribution to the work of the school, especially to the pupils with special educational needs. Administration is efficient and the school is addressing the need to develop a more welcoming atmosphere on entry. Lunchtime supervisors ensure pupils are well cared for both in the hall during dining and when at play.

79 The quality of the accommodation is good and effectively supports teaching and learning. A particular strength is the newly created ICT suite. Evidence show that this is already having a positive effect on standards. The playground and playing field, together with climbing equipment purchased with Parent Association funding support, give pupils plenty of opportunity to enjoy playtimes. The hall, playground and field provide well for physical education activities. Two gaps in the accommodation are the provision for a library area large enough for pupils to engage in research skills and the creation of a defined outdoor area for children in the Foundation Stage. Current facilities restrict educational opportunities in these two areas. The school also lacks a designated medical room. Overall, the accommodation is maintained and cleaned to a high standard and provides a stimulating learning environment for pupils. The quantity, quality and range of learning resources are good. They are well organised, readily accessible and used effectively.

Value for money

80 This is an effective school, in which standards are rising, teaching is good and the headteacher and governors provide a clear direction for improvement. This ensures that the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

81 In order to build on current strengths, raise standards and further improve the quality of education provided, the headteacher, staff and governors should:

- (1) improve the range and balance of activities for children in their reception year, so that there is more emphasis on personal, social and emotional development, creative development and physical development and more time for role play, and develop distinct outdoor facilities for the Foundation Stage.
(reference paragraphs: 21, 29, 30, 68, 79, 83-100)
- (2) re-organise daily class timetables to give more time to subjects other than English and mathematics and re-organise the annual curriculum plan to create a better balance, with improved opportunity to develop pupils' skills year on year, especially by creating shorter gaps between blocks of study in geography and design and technology.
(reference paragraphs: 9, 31, 32, 68, 140, 141, 147)
- (3) introduce manageable assessment procedures to check pupils' progress after each unit of work in the foundation subjects, so that teachers can build on these assessments to develop pupils' skills, knowledge and understanding sequentially.
(reference paragraphs: 57, 58, 140, 147, 150, 176, 183)

82 The headteacher, staff and governors should also consider the following minor points for inclusion in the improvement plan:

- create a library area to encourage the development of pupils' library and research skills; (79, 105)
- plan more specifically for pupils' spiritual and cultural development, especially taking steps to promote greater awareness of and positive attitudes towards the multicultural nature of society; (43, 46, 47, 70)
- at the appropriate time, delegate some of the headteacher's responsibilities to other senior members of staff; (69)
- clarify the homework policy as it affects each year group so that parents are enabled to support their children. (26, 67, 108, 121)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	46
Number of discussions with staff, governors, other adults and pupils	36

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	7	27	10	0	0	0
Percentage	4	15	59	22	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than 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)	189
Number of full-time pupils known to be eligible for free school meals	11

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	24

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	5.3

Unauthorised absence

	%
School data	0.0

National comparative data	5.4
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National comparative data	0.5
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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	17	13	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	16
	Girls	13	12	13
	Total	28	27	29
Percentage of pupils at NC level 2 or above	School	93 (97)	90 (93)	97 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	11	13	12
	Total	26	28	27
Percentage of pupils at NC level 2 or above	School	87 (93)	93 (100)	90 (100)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	16	11	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	16	16
	Girls	10	10	10
	Total	26	26	26
Percentage of pupils at NC level 4 or above	School	96 (76)	96 (59)	96 (88)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	16	16
	Girls	10	10	10
	Total	26	26	26
Percentage of pupils at NC level 4 or above	School	96 (76)	96 (59)	96 (94)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	169
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.6
Number of pupils per qualified teacher	22
Average class size	27

Education support staff: YR– Y6

Total number of education support staff	3
Total aggregate hours worked per week	77

FTE means full-time equivalent.

Financial information

Financial year	2001/02
	£
Total income	407578
Total expenditure	406441
Expenditure per pupil	2106
Balance brought forward from previous year	100784
Balance carried forward to next year	101920

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	11.6
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	189
Number of questionnaires returned	113

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	36	5	2	0
My child is making good progress in school.	42	45	4	3	6
Behaviour in the school is good.	55	35	5	1	4
My child gets the right amount of work to do at home.	23	53	14	4	5
The teaching is good.	52	37	2	0	9
I am kept well informed about how my child is getting on.	27	40	21	9	4
I would feel comfortable about approaching the school with questions or a problem.	59	30	6	4	0
The school expects my child to work hard and achieve his or her best.	54	42	1	0	4
The school works closely with parents.	24	46	12	12	6
The school is well led and managed.	62	27	3	0	9
The school is helping my child become mature and responsible.	44	44	2	1	9
The school provides an interesting range of activities outside lessons.	47	38	6	3	6

Percentages are rounded up or down to the nearest whole number and may therefore not total exactly 100.

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

83 Children start in the reception class in the academic year in which they are five. Most children have benefited from attending nursery sessions, which are held each morning in the building adjacent to the school. Most children start school with average skills for their age and are set to meet the Early Learning Goals in personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world by the end of their reception year. Because the range of creative and physical development activities are limited, children are set to meet some of the early learning goals in these areas, but need more regular opportunities in these areas of learning to meet all the goals. The quality of teaching is good overall. In addition to the teacher, children are well supported by the learning support worker and parent helpers. As a result, all children, including those who have special educational needs, make good progress in their lessons. Staff use their time well to support individuals through small group teaching and make good use of their continuous assessments to plan future work. Children make good progress because they enjoy school. They use their environment with confidence and willingly participate in class activities. Teachers' plans are appropriately linked to the Foundation Stage curriculum and the activities interest the children. For example, the current work on 'Fairy Tales' stimulates role play and provides children with opportunities for writing and for learning about the past. However, there are insufficient opportunities for children to engage in the full range of activities appropriate for their age. Too much emphasis is placed on the teaching of literacy and numeracy. While children make good progress within each session, their rate of progress in personal, social and emotional development, in creative and physical development is slowed by the imbalance in the curriculum.

Personal and social development

84 Children use their environment with confidence and, within the opportunities given, show good levels of independence. For example, during 'activity time', they select their own equipment and choose their own areas to work in. Children generally co-operate well together. They share resources and interact with one another during role play. However, when engaged in literacy and mathematical activities, children have limited opportunities for choosing their own activities and for collecting their own equipment.

85 The teaching in this area of learning is good. As a result relationships among children within the class are good. The teacher and other staff provide good role models by respecting and valuing children's contributions. As a result, children are keen to contribute in class and group discussions and readily listen to the comments made by others. Children eat their snacks during outdoor play. They do not currently benefit from more carefully planned opportunities to share their snack time together as part of their personal and social development.

Communication, language and literacy

86 Children make very good progress in speaking and listening. They listen with enjoyment to stories and are developing a wide vocabulary because there is a range of well-planned opportunities for children to talk. For example, children engage in role play and imitate speech from Fairy Tale books. One delightful quote overheard from Sleeping Beauty was "I'm afraid, my dear, I need to go to sleep". Children are eager to discuss the story of Cinderella and speak clearly using sentences, for example, 'They feel miserable because they can't dance with the Prince.'

87 In reading, children meet the expectations for their age. They read simple sentences independently and are beginning to use their knowledge of letter sounds to decode unknown

words. Children are learning about stories and are beginning to understand the feelings of characters through the teacher's good questions, for example "How does she say this?" The book area is well linked to the class topic and there is a good range of fairy story books, which children eagerly use. During group reading children learn about certain features of a book, for example 'title' and 'front cover', and discuss the story.

88 Children make good progress in their writing. Most write their own names and make good attempts at writing for themselves and spelling unknown words. They demonstrate good control over the size and orientation of letters and during 'activity time' are eager to participate in writing activities linked to their topic. Children write invitations to the Ball and put their wishes in the Fairy box. Children are developing an interest in writing because the well-planned opportunities stimulate their imagination.

89 Teaching is good in this area because lessons are well planned, building on children's prior learning. The teacher uses questions effectively to ensure understanding and successfully introduces new vocabulary through constant reinforcement. Staff make good use of their time, supporting individuals through group teaching, and the teacher maintains a brisk pace, which keeps children on task and sustains their interest.

Mathematical development

90 Children meet the expectations for their age in their calculating of number. They confidently count to twenty and back from ten. Children add one more and learn about one less through practical explorations and number rhymes. They enjoy counting money in the 'Magic Shop' and their work shows that they have compared shorter and longer lengths.

91 Teaching is sound in this area of learning and the teacher makes good links with other areas of learning. For example, children learn about time when writing invitations and they match shapes on the computer. However, there is limited evidence to support judgements on children's progress in other areas of mathematics. Their recorded work shows that all children undertake the same tasks. Children make satisfactory progress overall in their mathematical development.

Knowledge and understanding of the world

92 Children are starting to make good progress towards meeting the early learning goals in this area. They learn about the past from very good links with their topic about fairy stories and use artefacts such as candlesticks and goblets in their role play. Children show an interest in ICT and have been introduced to appropriate vocabulary such as 'monitor', 'keyboard', 'mouse' and 'printer'. They explore changing the font and colour of letters and use the keyboard to write their names. Children use the computer and listening centre with confidence to complete simple programs because they have a range of opportunities to use this equipment and are supported well when needed.

93 Children's work shows that they have been learning about other cultures by celebrating Diwali and teaching plans indicate that children will learn about the Christmas story through a Nativity performance.

94 Children explore materials by scrunching and curling paper to make fireworks and learn how to attach sticks to their wands. The teacher makes good use of her time to provide support but now needs to provide children with more opportunities to explore and manipulate materials and simple tools for themselves. Teaching plans indicate a range of well-planned activities such as cooking, and a seasonal walk.

Physical Development

95 At present outdoor play is mainly limited to school playtimes. There is no outdoor play equipment specific to the Foundation Stage available for children's use at this time. Reception children share their play with older infant and junior children and there is no designated secure area for them. The school has plans to extend the range of equipment currently available, but at present staff do not plan for regular and frequent outdoor physical activity to help children to develop their large scale movement or for outdoor activities to support any other area of learning.

96 Children show a good understanding of space when using the hall, and participate in 'circle' games with a good awareness of others. Teaching is satisfactory. Well-planned activities help children perform imaginative actions and move with increasing control and co-ordination. Children are starting to meet the standards expected for children of this age but overall make no more than satisfactory progress, due to the lack of opportunity for structured outdoor play.

Creative Development

97 Children make good progress towards reaching many of the early learning goals in this area because staff plan for a range of experiences that develop their imagination. Opportunities to explore and use materials creatively are limited, however. In role play, a very good range of stimuli such as glass slippers, knights' armour, goblets and candlesticks help children to re-enact fairy stories in the pretend castle and this is a strength of the teaching in this area. Staff have worked hard to develop an area which reinforces children's learning in other curricular areas. For example, children develop their understanding of stories by taking on different roles: 'I am the King. You may have some armour if you want'. Also children serve breakfast to each other using a tray.

98 Teaching is good because of the well-planned activities linked to the class themes, which stimulate children's interest. For example, in the 'Magic Shop' children write price labels, share money and take on different roles. Children paint castles, remembering features such as 'turrets' and shape, but do not have opportunities for collecting their own materials and tidying away after use. Children would benefit from more opportunities to select their own materials when expressing themselves creatively or responding to teacher-directed stimuli.

99 In music, teaching is satisfactory. Children explore sound by playing a range of instruments and by using them to accompany a story. They learn to listen to one another and to await their turn but they find the complex song and it's rhythm too difficult.

100 During afternoon sessions children respond very well to a range of planned activities that meet the curriculum requirements for reception children. The reception teacher identifies very good links between the areas of learning, allowing children to reinforce their knowledge, skills and understanding. The school now needs to consider extending the time allocated to this range of activities to help children to access more fully a balanced and broad curriculum for this age group.

Strengths:

- *staff make good use of on-going assessments to plan future work*
- *teaching is generally good; staff use questions effectively to ensure understanding and to help all children to make progress.*
- *children have good attitudes to their work*
- *the learning support assistant is deployed well to enhance children learning*
- *good provision for role play*

Areas for development:

- *improve the balance of the curriculum to allow for more time on a broader range of activities*
- *provide more opportunities for children to become independent learners*

- *improve the physical provision and regularity of opportunity for planned outdoor physical activity*

ENGLISH

101 Test results in 2002 showed that standards in English for pupils in Year 6 were very high compared with the national average and well above those of similar schools. In Year 2 the standards in reading were in line with the national average but well below when compared to similar schools. In writing, the test results were above the national average and average compared with similar schools. There was no significant difference between the attainment of boys and girls.

102 The standard of work in the present Year 6 is broadly average and in Year 2 it is above average. The difference in Year 6 standards in English compared with last year is because there is a higher proportion of pupils with special educational needs. Needs have been identified, informed by the analysis of last year's results as well as information about the current year group. The school has made writing an area for focus and the current Year 6 pupils are receiving support from an additional part-time teacher. Pupils at Key Stage 1 are already benefiting from the structured national literacy strategy approach to teaching reading, which has been implemented this year.

103 Standards in speaking and listening are in line with national expectations when pupils start Year 1. Pupils develop further confidence quickly as they get older. Throughout the school, pupils achieve well. Attainment in speaking and listening is above national expectations in Year 2 and Year 6 because of the opportunities offered by the school, particularly through circle time and through presentations such as plays and assemblies. For example, Year 2 pupils presenting their class assembly spoke out clearly and confidently. Most pupils speak with confidence and explain ideas and procedures well. Overall, pupils listen very well to their teachers and to each other. Year 6 pupils discuss and explain a range of issues maturely. Where there are opportunities in lessons for pupils to talk and plan in pairs or small groups, pupils' speaking and listening skills support their learning well. For example, in a Key Stage 1 lesson on writing instructions, pupils were asked to talk to a partner about changes they would make to the teacher's written instructions for making green paint before they shared their ideas with the teacher and the class. Sometimes pupils' learning is supported by role-play in English and in other subjects. For example, in Key Stage 2, pupils talked in role as they wrote short play scripts. In history, pupils had the opportunity to work in role on a visit to Gloucester Cathedral.

104 Pupils read a wide range of fiction. Reading skills are broadly in line with national expectations throughout the school, with higher attaining pupils reading challenging texts fluently at the higher levels. Pupils in both Year 2 and Year 6 demonstrate their understanding effectively through talking about their books. Pupils in all year groups achieve well. Most are familiar with, and like a range of authors. Some talk enthusiastically about what they have read, for example, a higher attaining Year 2 pupil referred in detail to an author and illustrator of stories that she enjoyed. Pupils in both year groups can find their way around information books. All higher attaining pupils, most middle attaining pupils and some lower attaining pupils read with expression, using a wide range of strategies for tackling new words. Where pupils are less confident, reading is hesitant, and pupils tend to be over dependent on phonic support and are not using the context to help them. Most pupils at both Key Stages know how to use information books.

105 Parents are encouraged to share reading with their children at home. Most younger pupils' home/school reading notebooks are written in by pupils, teachers and parents. Comments tend to be positive from teachers and parents. Older pupils write evaluative comments in their notebooks and there is less adult comment. A wide range of fiction and information books

supports the literacy hour, including Big Books. Sets of books for teaching reading through 'guided reading' techniques have recently been purchased. A small range of fiction is available as classroom collections. The library in the entrance foyer is too small for sustained browsing by many pupils at once or for teaching library skills to more than a few pupils at a time or for supporting independent study. It is supplemented by project loans in the classrooms.

106 The standard of writing is above average in Year 2 and broadly average in Year 6. Pupils in all classes achieve well. In most classes, pupils work on grammar, spellings and vocabulary in books that are separate from their writing books. At Key Stage 1, pupils work regularly on phonics, and also have opportunities to write independently. They transfer most of the basic skills, including spelling, to other writing in English and other subjects by Key Stage 2. Different types of writing are also used in English and across the curriculum. For example, Year 2 pupils' writing includes stories, instructions, and poetry. In history they also write and draw labelled diagrams, reports, explanations and letters. Year 6 pupils' writing includes newspaper reports, poetry, planning, report writing, autobiographies, and play scripts, while in history, there are also newspaper reports, explanations and discussion. However, planning for literacy across the curriculum is not explicit and pupils do not always apply the organisational skills that they learn in literacy to the different types of writing. Presentation is good overall throughout the school. Joined writing is now begun by Year 2, with some pupils starting in Year 1. Spellings are taken home to practise.

107 Overall, the quality of teaching is good. Good lesson planning, which makes links clearly with previous learning and shows how the task is matched for different ability groups, supports the teaching and learning effectively. A range of different teaching approaches is used, varying the methods for pupils and supporting learning in different ways. Teachers have high expectations of pupils' behaviour and work. Pupils are responsive and involved in most lessons. The objectives for the lesson are clearly displayed and discussed and usually returned to in order to check pupils' knowledge and understanding, so pupils are aware of their own progress and what they have learnt. Teachers' subject knowledge is good. Standards of presentation in books and on display are good.

108 Marking is not consistent throughout the school. While some marking indicates achievement and next steps, marking for most year groups, although positive, does not do this, so opportunities are missed to reinforce explicit links between what is learnt in the lesson and what pupils record, or to pupils' curricular targets. There was no evidence of the one or two computers in each class being used to support part of a literacy group. The school expects that pupils will read at home and learn their spellings, but otherwise, organisation for homework is not clear.

109 In the lessons seen, teaching ranged from good to very good at Key Stage 1 and from satisfactory to very good in Key Stage 2. The strengths were:

- teachers' subject knowledge and enthusiasm motivated pupils who were then confident about identifying phonemes in a Key Stage 1 class, and verbs and tenses in a Key Stage 2 class;
- the links made with pupils' experience so that basic skills were put into a familiar context and applied meaningfully by the pupils;
- the good pace maintained in lessons;
- the levels of support and tasks of different complexity matched the needs of all pupils well;
- planned opportunities for paired or group discussion and work supported the learning;
- additional help was used imaginatively.

In a particularly good example of lively teaching and learning in Key Stage 1, pupils actively participated using their hands and arms to demonstrate their understanding of full stops and

capital letters when the whole class was reading with the teacher. The teacher was able to assess understanding and pupils' knowledge was clarified and reinforced.

110 In lessons in both key stages where teachers provide texts that need editing, pupils enjoy putting them right. In a Key Stage 2 lesson, a parent helper role-played with the teacher to demonstrate how direct speech was transformed to a play script and, as a result, pupils achieved well in changing their own conversations to play scripts. A Key Stage 2 lesson in the ICT suite used computers well for a lesson on instructions using maps, so that pupils were able to apply their literacy and ICT skills together to support their knowledge about instructions.

111 Relative weaknesses were on the few occasions where there was little or no opportunity for pupils to talk to each other at all through the lesson, so that there were no opportunities for pupils to show initiative or support their own and each other's learning. Overall, the good teaching enables most pupils to make good learning gains.

112 Teachers work closely with learning support assistants, where available, in planning for pupils with special educational needs, and the main class task is well matched to pupils' abilities. This support helps pupils to make good progress. For example, in a Key Stage 1 lesson, pupils with special educational needs and other lower attaining pupils worked in pairs completing sentences in their own words with large felt pens on strips of paper. They supported each other well through talking about their work and felt valued when the teacher used their completed strips for a plenary session.

113 Leadership and management of English are good. The co-ordinator has already achieved a great deal since she has been in post and gives clear direction. Her own teaching is a good model. The policy is in place and schemes of work are secure. Monitoring procedures give a clear picture of the quality of planning and of standards. The school took effective action to establish and resource guided reading at Key Stage 1 in order to address an identified area of concern. It has appropriately retained additional teaching support in Year 6, following identification of pupils' needs. Staff have made good use of training, visits to other schools and support from the local education authority. However, the co-ordinator does not yet have a clear overview of the attainment and progress of different groups of pupils in the school and there is a need to analyse reading and writing standards in Key Stage 2 national tests separately;

Strengths

- *standards achieved by Year 6 in 2002*
- *teaching and learning*
- *leadership and management*

Areas for development

- *planning for the development and application of pupils' reading and writing skills in other subjects and the use of ICT as a routine tool for supporting everyday classroom work;*
- *promoting paired speaking and listening in all classes to support learning;*
- *clarifying the approach to homework;*
- *Improving assessment procedures and their use.*

MATHEMATICS

114 The very high test results at the end of Year 6 in 2002 reflect the very good teaching and confirm the wisdom of the school's decision to provide additional staffing for this year group. With 96 per cent of pupils reaching level 4 and 70 per cent of pupils attaining the higher level 5, the focused approach not only supported those who find mathematics difficult, but clearly challenged the more able pupils very successfully.

115 National test results at the end of Year 2 in 2002 were above average despite three changes of class teacher during the year. This points to the school's procedures for the organisation of the mathematics curriculum and the teaching of numeracy being particularly robust. Results in 2000, the first year of the new school, with the infants all on one site, had also produced above average results.

116 The picture is not quite so positive in Year 6 this year, where there are fewer higher attainers and more pupils with special educational needs. Nevertheless, the current Year 6 pupils are receiving the same level of closely targeted teaching, with two teachers taking a mathematics set each morning and tailoring the teaching to the abilities of each set. A good proportion of pupils are again set to reach level 5 and overall standards are above average. Standards in the current Year 2 are also above average. Pupils throughout the school, including those with special educational needs, are achieving at least as well as they should. Often they do better than expected because of the brisk pace and close focus of the lessons. Pupils' mental and oral mathematical ability is a particular strength, as a result of the school's consistent attention to this aspect of numeracy in all year groups. There is no significant difference between boys' and girls' abilities.

117 By age seven, most pupils demonstrate a secure knowledge of place value up to 100. A well-presented wall display reminds pupils of the pattern of counting in tens and units. Pupils are confident in adding to 20 and subtracting from ten. They achieve well in their learning about addition and subtraction by using number lines, multilink and coins. They use information to make block graphs, showing how they travel to school for example, and carry out useful mathematical investigations, discovering how many different ways you can put ten buttons in three pots for instance. They know their group's targets for mathematics, displayed in language they understand: 'I am learning the number pairs to ten' or 'I am learning to work out ten more'. Pupils in Year 2 also make interesting use of mathematical investigations and use their understanding to put number sentences into story and question form. For example, one pupil, illustrating ' $10 + 5 - 1$ ' wrote 'Ten people wanted to go down the yellow slide. Five more people joined the queue. One went down the slide. How many were waiting?' This shows very good understanding of how to pose a two-step mathematical problem. Teaching and learning in such contexts clearly encourages positive attitudes towards mathematics, developing a sense of fascination with number alongside understanding. As well as developing good understanding of ordering numbers to 100 and how to partition numbers into tens and units, pupils show good understanding of the measurement of length, estimating and using precision in checking their estimates.

118 Pupils in Years 3 and 4 continue to make good, and sometimes very good, progress in the numeracy lessons. Year 3 pupils show patterns in numbers rising and falling in tens and fifties up to 1000 and beyond. They develop clear understanding of multiplication using arrays of dots to show the meaning of 4×6 , for instance. They estimate and measure length in both centimetres and millimetres and know the simple properties of a pentagon, hexagon and octagon. Pupils in Year 4 use magic squares to develop their fascination and understanding through investigating which numbers will complete the square. They use strategies such as doubling and halving and partition numbers into hundreds, tens and units in order to add and subtract. They know that one way to find the difference between two numbers is to take the lower number from the higher number. They record and plot co-ordinates and measure the perimeter and area of shapes and use terms such as 'faces', 'vertices' and 'edges' accurately.

119 Pupils in Years 5 and 6 build successfully on the secure knowledge, understanding and skills acquired in earlier learning. Year 5 pupils use paper and pencil methods successfully to solve addition, subtraction, multiplication and division sums. They understand fractions and most work comfortably with tenths and decimals. Many, clearly higher attainers, already understand and use percentages and ratios. They investigate shapes by referring to properties,

as on the binary tree displayed in the classroom. Many pupils in Year 6 show excellent mental and oral skills, giving rapid answers to quickfire questions. They present their written calculations neatly and accurately, rounding to the nearest 100 when using six-figure numbers and dividing by ten and by 100 giving answers using the decimal point. They multiply three-figure numbers by two-figure numbers and double and halve amounts in pounds and pence. They understand how to use strategies to simplify sums, as when multiplying by 49 to multiply the number by 50 and take the original number away. They understand the equivalence of fractions and use data to create and interpret pie charts. Pupils with below average ability undertake work in the same aspects of mathematics as their peers, but at a simpler level. In Year 6, the group requiring additional teaching support is approximately a quarter of the size of the other teaching group. As a result, these pupils receive particular closely focused support.

120 The use of the mental and oral session at the start of the numeracy lesson is consistent and very well developed. Teachers maintain a brisk pace, keeping pupils alert and challenging them well. The mental and oral session with the larger Year 6 group was an excellent example of the teachers' well-rehearsed drills and high expectations resulting in pupils firing enthusiastic and accurate questions and replies to each other. Another feature of successful mental and oral sessions, seen less frequently during this inspection, is where teachers invite pupils to explain the strategies they have used for their calculations. This was well used in a Year 4 lesson, but appears underdeveloped across the school.

121 Teaching is good overall and in both key stages, with some very good teaching observed in Years 4 and 6. In all lessons, teachers are well organised with appropriate planning, showing work matched to pupils' different abilities. Good teacher/pupil relationships are also a key factor in the successful lessons. In these, teachers challenge pupils very well, the pace of the lesson, particularly the mental and oral session, is brisk and pupils feel their abilities are recognised by their teachers. Group mathematics targets are apparent in some classes and this is an area the school is currently developing. The use of homework is also an area for development, as several parents are currently unable to follow the pattern of homework given for each year group. Teachers regularly make clear to pupils what they are to learn at the start of each session and many refer back to this at the end to ensure that pupils understand what they have learnt.

122 The marking of pupils' work is satisfactory, ensuring that correct work is ticked and mistakes recognised. The value and effectiveness of marking could be improved by linking it with pupils' group targets, both to inform future planning and to help pupils' to recognise what they have learnt and where they need to focus their attention. Good presentation is recognised and encouraged in Years 4, 5 and 6, but not in Years 1, 2 and 3, where the transition from workbooks to the use of squared exercise books presents difficulties for some pupils.

123 Pupils are well behaved during lessons. Where the teachers' enthusiasm shows and pupils are encouraged to participate by explaining their understanding, both their behaviour and their attitude to work are very positive. In a lesson where the ICT suite was used to support numeracy, the teacher showed excellent ICT and numeracy subject knowledge. Pupils made rapid strides in their learning while responding during the discussion around the interactive whiteboard and when collaborating in pairs to complete challenging tasks set for groups of different abilities. Pupils attitudes to learning were extremely positive, with high levels of concentration and effort.

124 The subject co-ordinator was newly appointed to the role in September. The previous co-ordinator has carried out extensive analysis of data and together they share a clear understanding of the strengths and weaknesses in the subject. Management procedures for monitoring the planning and the standards achieved in the subject are efficient and well organised. The action plan for future development contains appropriate priorities to maintain or

raise standards and improve the quality of teaching. Although several examples were seen of the good application of mathematics in the context of other subjects, this planning currently depends mainly on individual teachers' imaginations. There is room for a more structured development for this aspect of planning.

125 Resources are good. The use of ICT to enhance mathematical learning, following the previous and current co-ordinators' participation in local education authority training, is a strength of the school's provision. The procedures for assessment and tracking pupils' progress need clarifying so that teachers in all year groups have a picture of their pupils' attainment in previous years and so that the co-ordinator has an overview of pupils' progress throughout the school.

Strengths

- *Standards, especially as shown in last years' Year 6 test results*
- *Teaching throughout the school*
- *The use of the ICT suite to support learning in numeracy*
- *The analysis of test papers to spot strengths and weaknesses for year groups and individuals*

Areas for development

- *Specific planning for the application and development of numeracy skills in other subjects*
- *Setting up clear procedures for tracking pupils' progress year on year*
- *Further developing the use of group targets and sharing this information with parents*

SCIENCE

126 In the 2002 national tests Year 6 pupils were above average in comparison with the national picture and average when compared with similar schools. Year 2 pupils were assessed as average by their teachers compared to other pupils nationally. Standards in the work seen in the current Year 2 and Year 6 are average. The composition of year groups varies from year to year and the current Year 6 has a significant proportion of pupils with learning difficulties. The transition from two separate schools through amalgamation to accommodation in the new building and a number of staff changes has meant pupils' scientific experiences have been varied. Boys and girls, pupils with special educational needs and more able pupils all learn equally well as they undertake practical activities that allow them to work at their own level. Most pupils achieve as well as they should in lessons. They achieve satisfactorily overall, as previous gaps in learning have not yet been fully covered, especially in developing an organised approach to investigations.

127 Year 2 pupils used their prior knowledge of how materials change when heated to make predictions. They saw that bread burnt as it toasted and that butter melted when warm but could be left to cool and solidify. Many went beyond this and recognised that toast cannot revert to its original form. Pupils describe and record their observations carefully and are learning to predict with increasing accuracy what might happen, although many were not sure what would happen to clay or an egg when it was heated. Pupils' work in Year 1 showed how they had looked at objects that moved and recorded whether it was a 'push' or a 'pull' that enabled this.

128 Teachers are careful to encourage pupils to use the correct terminology and to check and extend their understanding through the good use of questioning. Year 6 pupils showed very good recall of their previous work on light and explained the difference between 'opaque', 'translucent' and 'transparent'. They knew that a shadow is created because light travels in straight lines and that a shiny surface would create a reflection. This knowledge was well extended by trying to decide whether the shadow would increase or decrease as the puppet moved closer to the light. They recalled how a test is made 'fair' and applied this well to their

investigation. Teachers guide their pupils well to maximise learning opportunities and promote a scientific approach. Together pupils and teacher looked for possible trends in results and identified possible errors. Although these practical activities are improving pupils' enquiry skills, pupils cannot yet design experiments, carry out their own investigations or choose how data should be recorded.

129 Good use of resources by teachers supports pupils' learning well. Year 5 pupils observed a globe turning in front of a light source and quickly grasped how the rotation of the earth gives night and day, the points of sunrise, sunset, midday and midnight. Carefully selected activities for different ability groups moved learning forward well. Pupils with special needs were well supported by their teacher in completing the task. More able pupils quickly recognised the relationship between the angle of the sun, the shadow cast and the time of day.

130 Good use is beginning to be made of the ICT suite to support learning in the subject. Year 4 pupils took temperature readings on a thermometer before being shown how sensors connected to a computer can provide, record and display a continuous pattern of readings. However, there are very few examples of pupils using ICT to access information or record observations or data. Although pupils are taught to record their observations in a variety of ways, these do not always become progressively more advanced as they move up the school. For example, pupils in Year 4 measure forces in newtons and those in Year 6 are working in centimetres. Nor are pupils systematically taught to record their investigations in an accepted format. One good example was seen in Year 3, where pupils recorded their experiment to find the hardest of three rocks under the headings 'what we wanted to find out', 'how we did it', 'what we predicted' and 'was the prediction correct?'

131 Pupils clearly enjoy their science lessons and practical activities. As one observed, "This is fun". They respond well to their teachers' expectations, listen carefully and are eager to offer answers to questions. Equipment is used carefully and pupils work well with one another taking turns to carry out tasks and making helpful suggestions.

132 Teaching is good overall. Lessons are planned well and prepared to maximise the learning opportunities. Teachers manage pupils well and choose activities that capture their imagination, as when popping corn was microwaved in a Year 2 lesson. Both they and the well-briefed teaching assistants provide good support for pupils with special educational needs. They encourage pupils to make close observations and often choose methods of recording that are not reliant on literacy skills, as seen in lessons in Years 2, 3 and 6. Displays are well used to raise the profile of the subject and develop pupils' interest. Teachers usually share the purpose of the learning with pupils at the start of the lesson and return to it again to check their understanding. Assessment arrangements have been reviewed and are being used regularly to check and record pupils' progress but marking is variable and does not often indicate to pupils how they could improve.

133 Recent analysis of test papers has identified the need to ensure pupils not only develop scientific knowledge but also their ability to employ this in investigations. Recent staff training has focused on the development of investigative skills through practical activities. The benefit of this approach is clearly revealed by the good range of practical activities planned by teachers. Pupils in older classes who had not enjoyed this approach in the past needed careful explanation and support from their teachers to complete practical tasks successfully.

134 Co-ordination of the subject is good and has included monitoring of teaching and learning through looking at pupils' work, teachers' planning and observing lessons. A subject action plan has recently been drawn up outlining the present position, areas requiring action and success criteria. A commercial scheme has been purchased to support teachers in planning their lessons from national guidance. Resources are adequate for the subject but would benefit from

review to update them and some augmentation to ensure sufficient for whole class use. Use of the school grounds is an area for development and visits, such as to 'Explore @ Bristol', are used well to support the subject.

Strengths

- *Recently developed emphasis on investigative science*
- *Quality of teaching and learning seen in both key stages*
- *Monitoring of the subject and identifying areas requiring action*
- *Pupils' good attitudes and behaviour*
- *Support for pupils with learning difficulties*
- *Co-ordination of the subject and subject action plan*

Areas for development

- *Variations in marking*
- *Development of a systematic approach to recording investigations and data*
- *Pupils designing and carrying out own investigations and experiments*
- *More attention to pupils evaluating their work in the light of predictions*

ART AND DESIGN

135 Two lessons were seen during the inspection. Judgements are based on these observations, on pupils' work and teachers' planning and on a discussion with the subject co-ordinator. Standards in Year 2 and Year 6 are average and children are making good progress in their work. Teachers provide clear explanations and make good use of demonstrations to enable all pupils, including those with special educational needs, to make satisfactory progress. They plan suitable tasks based on prior lesson evaluations to ensure that work is suitably matched to the needs and interests of the pupils and use their time well to provide on-going support.

136 In Year 2 pupils confidently experiment with colour, they mix primary colours to make new shades and apply this to their work on pattern. Good use is made of the work of Kandinsky as a stimulus. As a result, pupils produce a good range of circular patterns in his style. Throughout Key Stage 1 pupils are beginning to make sound use of sketchbooks to explore line and shape and to make observational sketches. They have produced well-proportioned drawings of a training shoe by using pencils to explore tone and shade and have developed their skills in portraiture by drawing profiles.

137 In Key Stage 2, pupils studying Lowry use a viewfinder to reproduce small sections of his work. They make good use of space and are starting to develop an awareness of movement by drawing figures in different positions. In Year 3, pupils successfully produce repeating patterns using colour and shape because teaching builds on pupils' previous learning and allows them to modify and improve their work. Drawings are often of a good standard with good attention to detail. For example, Year 5 pupils draw royal portraits and pick out the detail of their jewellery and Year 3 pupils make observational drawings of a variety of interesting rocks.

138 The teaching in the lessons observed was good. When teachers use the work of other artists they develop pupils' understanding about different techniques and styles in art. For example, in their work on portraiture Year 2 pupils study the work of Matisse and as a result explore the effects of using grey and black charcoal. However, there is no consistency in how teachers use the work of artists and craft workers to support learning within the classroom.

139 The school has worked hard to identify links with other subjects. In Key Stage 1 pupils create collage faces using materials explored in science and use paint to record their investigations. They use leaf printings to stimulate autumn poems. In Key Stage 2 pupils

design the front cover for a book. Teachers now need to ensure that sufficient attention is given to the specific development of art skills during this time. The school is starting to identify links with ICT through the use of simple programs but there is no planned approach for the development of this throughout the school.

140 The introduction of a 'Creative Arts Week' provides opportunities for the development of specific skills in art. On previous occasions pupils have worked with local craftspeople to design the stained glass window in the hall and to produce tiles for the new building. However, there is insufficient evidence to support pupils on-going development in this area of art. There is no school approach to assessing and to recording pupils' progress in art and not all classes have sufficient time allocated to the specific teaching of the subject.

Strengths

- *well planned lessons allow all children to make progress*
- *introduction of 'Creative Arts Week'*
- *introduction of links with other subjects*

Areas for further development

- *identify assessment opportunities and methods for recording pupils' progress*
- *further develop planning to ensure that sufficient emphasis is placed on the teaching of all skills in art and design*
- *further develop cross-curricular links*
- *ensure sufficient time for the teaching of art and design*

DESIGN AND TECHNOLOGY

141 Only one lesson was timetabled during the inspection and a limited amount of work was seen on display and in pupils' books. Evidence was also drawn from talking to teachers and pupils, viewing planning and displays, together with photographs and examples of work from the previous year. Based on this it is evident that skills are taught well and that pupils are achieving the levels expected for their age in both designing and making. There is no significant difference in achievement between different groups of pupils. All do equally well. The current practice of alternating the subject with art and having only short blocks of time for making means that over the course of the year insufficient time is allocated to cover the planned curriculum.

142 In the lesson in Year 6, pupils researched how names and corporate logos were carefully chosen by companies to reflect their line of business, then brainstormed possible ones for their Christmas postal service. They achieved well because of the thorough preparation and planning by their teacher. There was a clear explanation of how the process would develop, from designing logos and postage stamps on the computer to marketing and running the delivery service in the school. Pupils were enthused by this practical task and, in groups, began to consider how to convey speed, reliability and quality of service through the choice of a name. They had limited recall of previous work.

143 Throughout the school there is already a good tradition of researching, developing and refining ideas as an integral part of the designing and making process. Pupils in Year 5 who had been investigating cam, lever and crank arrangements for making the tongue of their cardboard animal move neatly, recorded their possible designs and ideas in their workbooks. They had constructed a working mechanism and produced and decorated trial bodies. Their work was well executed, showed a good standard of care and an understanding of how best to use different materials. Year 3 pupils' books showed that they had investigated different types of soft drinks, thought about how they were marketed and what they contained.

144 Photographed evidence shows how last year pupils in Year 4 had researched Roman catapults on the Internet. They had effectively tried and tested different designs to find a version that maximised the benefit of the fulcrum and lever mechanism. Their books also showed how they had evaluated different fabrics and stitches before making money containers and reflected on how they might be improved.

145 As pupils progress through the school, their making skills are being systematically improved and the idea of suitability for a purpose is being developed. Last year pupils in Year 2 had constructed two-dimensional card puppets and given a show whilst current Year 2 pupils recalled sewing and decorating finger puppets.

146 The co-ordinator has only recently assumed responsibility for the subject and has already supplemented the range of materials available. Monitoring of the subject is at an early stage and the co-ordinator intends to develop this further by viewing completed work and talking to pupils. Good use is being made of national guidance as the basis of planning in the subject and this is well supported by a newly purchased commercial scheme to ensure skills are systematically developed. The largely informal assessment arrangements are being reviewed and the school is considering how best to record outcomes. Resources are stored well and accessible but would benefit from review.

Strengths

- *Good quality of examples of pupils' work seen*
- *Range of activities that systematically build pupils' designing and making skills*
- *Links to work in other subjects*
- *Developing use of ICT to support work in the subject*
- *Pupils' good attitudes and behaviour*

Areas for development

- *Give more time to the subject*
- *Arrangements for assessing and recording pupils' progress*
- *Compiling an annotated collection of pupils' work in the different strands to help teachers plan future work*
- *Monitoring teaching and learning to ensure coverage and development of all strands, identify strengths and areas requiring development*

GEOGRAPHY

147 No geography lessons were timetabled during the inspection. However, work samples from Year 2 show pupils reaching standards above average for their age. It was not possible to make a judgement on standards in Year 6 because no evidence was available. The school's curriculum map for each year group shows geography topics planned for each class, thus meeting National Curriculum requirements, but there are long gaps between blocks of geography. In particular, Years 4, 5 and 6 have no geography timetabled for the long autumn term. In effect, pupils in these year groups do no geography between July and January. This planning is unsatisfactory. It will not enable pupils to build on previous geographical skills, knowledge and understanding because the gaps between blocks of study are too long.

148 The Year 2 work on islands shows good understanding of geographical terms. Pupils write clearly in sentences to define what an island is and use the Internet to print illustrated information about volcanoes. They use their word-processing skills to create labels for diagrams and to write about crossing the channel and Granny's visit to the Isle of Struay. They apply their writing skills very well in descriptive pieces, also explaining why they would or would not like to live on a small island. They create brochures to encourage island visitors and to tell prospective tourists about the village where they live. They use their mathematical knowledge to

create island maps with co-ordinates to discover the whereabouts of buried treasure, also using symbols to locate the beach and 'skull rock'. A block graph shows 'how we travel abroad'. The class book contains contents and a glossary of terms, explaining 'abroad', 'flooding', 'island', 'volcano' and 'key'. Work from the whole project is presented very attractively.

149 Work by pupils in Year 3 on a waste and recycling topic also showed good understanding, with pupils applying literacy and numeracy skills well, showing how many bags of rubbish are collected by the class daily, for example. A Year 4 project contrasting food in Kenya and England gave pupils the opportunity to look at similarities and differences. This small amount of evidence did not constitute sufficient to make any judgements on teaching, learning and achievement overall at Key Stage 2. During the inspection, some good incidental geography was observed in a Year 3 history lesson, looking at buildings and jobs in the locality and a Year 4 English lesson looking at instructional writing, using a map and giving directions for a bike ride. The occurrence of these geographical links and the application of literacy and numeracy skills in geography are not yet part of a school plan. The school has not yet charted the opportunities for links between subjects offered by its decision to use the Qualifications and Curriculum Authority's (QCA) schemes of work for most subjects.

150 Subject leadership and management are satisfactory. The co-ordinator was appointed to the role at the start of the autumn term and is using the agreed subject co-ordination procedures to monitor planning and standards. Discussions with pupils and work samples collected give an outline view of pupils' knowledge, understanding and skills within the topics covered. Year 1 pupils are able to talk about the features seen on a local walk and Year 5 have used a computer program to create a plan of their classroom. Within each unit of work, pupils are learning successfully and showing interest. The subject is well resourced and the school is adapting the QCA's outline scheme of work for its use. The co-ordinator has produced an action plan to improve provision, including the development of the use of ICT software. Assessment procedures are not yet in place to track pupils' progress and enable them to build sequentially on their knowledge, understanding and skills.

Strengths

- *Standards and the presentation of work in Year 2*

Areas for development

- *Giving the subject more time and planning the curriculum more carefully*
- *Assessment*
- *Planning links between subjects*

HISTORY

151 Two lessons were seen at Key Stage 2 and one at Key Stage 1. Based on the work seen in pupils' books, on display, and in the lessons observed, standards at Key Stage 1 are above average. At Key Stage 2 standards are broadly average. Pupils of all abilities, including those with special educational needs, make satisfactory progress.

152 Pupils from Key Stage 1 are introduced to chronology through time-lines and historical change and their skills are systematically developed throughout the school. They develop their understanding of historical interpretation and analysis through investigative work which underpins historical enquiry. For example, pupils at Key Stage 1 develop an awareness of historical change through examining old and new toys and pupils at Key Stage 2 do the same by comparing occupations in Frampton in 1837 with occupations today. Pupils at Key Stage 2 also make distinctions between primary and secondary sources of evidence, when collecting evidence for the character of Henry VIII, for example. Pupils' use of literacy skills is often evident. For example, in Key Stage 1, they label diagrams and write letters about the Great Fire

of London. In Key Stage 2, pupils compose newspaper reports on Ancient Greece and write in role as second world war evacuees and Tudor characters. They construct and use grids to make comparisons between the past and the present. Pupils also apply their numeracy skills when using data on the local area.

153 In the three lessons seen, teaching was good. Strengths include a good planning structure, which supports pupils' learning well. Teachers plan work on the same task and match it to pupils' differing abilities. They build on pupils' interest and knowledge, clarifying the purpose of the lesson at the outset and returning to it at the end to check pupils' knowledge and understanding. Teachers organise a range of activities within the lessons, including collaborative paired or group work, with the result that pupils explore ideas well together and have opportunities to learn in different ways.

154 In an imaginatively planned and well-organised Year 3 lesson, the teacher had used a digital camera to take photographs of local buildings of differing ages and deployed an adult volunteer very effectively to discuss the photographs around the classroom computer screen. Other groups worked simultaneously comparing jobs today with those done in the area in 1837, using copies of original historical documents. Overall, through such activities, pupils learn successfully, are involved, motivated and stay fully on task. During recaps and final plenary sessions they show that they have a good understanding of what they have learnt. Relationships between pupils and between teachers and pupils are good. Pupils present their recorded work well in the main.

155 The new co-ordinator is a history specialist and is supported by the former co-ordinator. A good scheme of work is newly in place, with resources including linked texts and ICT software. A framework for checking pupils' achievements and teachers' planning for the subject is also in place and will be fully implemented during the current year. The co-ordinator has already begun to sample work in order to build up information on standards. Sound management systems are in place. The school improvement plan and annual evaluation and action plan for the subject show a clear direction in planning for improvement.

Strengths

- *Standards in Year 2*
- *Teaching, especially planning, preparation and the use of artefacts and resources*

Areas for development

- *the acquisition of further primary sources, including artefacts*
- *though some good application of literacy and numeracy was seen, planning for the specific application of these skills in history lessons each year is still to be developed*

INFORMATION AND COMMUNICATION TECHNOLOGY

156 Overall standards are average. Pupils are rapidly improving their skills and making significant progress because:

- the excellent facility for teaching and learning in the new very well equipped ICT suite together with very good planning is ensuring effective coverage and giving all pupils experience of the full range of ICT required by the National Curriculum;
- pupils' ICT skills are being developed well through regular usage and by their use to support learning in other subjects, particularly numeracy and literacy;
- teacher confidence and expertise is high following national training;
- leadership of the subject is very good and teaching is strong.

157 As a result the school is very well placed to improve standards further. The disruption caused by the amalgamation and subsequent move to new premises has meant that older pupils have not always enjoyed the continuity and expected breadth of experience in information technology that is now possible. Where some pupils, particularly in Year 6, struggle to complete a task it is because they have not had the opportunities to practise and gain experience or enjoyed access to computers out of school rather than lack of understanding.

158 Throughout the school pupils competently log on, select programs and folders using icons on the toolbar or by selecting from drop-down menus. They show good control in using the mouse to select and confirm choices and know how to save work and shut down at the end of sessions. Most can find their way around the keyboard although their speed and accuracy varies according to prior experience and all, even the youngest, know how to correct errors by using backspace.

159 In all year groups pupils achieve well because teachers make the learning interesting and relevant to work in other subjects. The interactive whiteboard plays a key role in this rapid acquisition of skills and teachers make very good use of it to demonstrate and involve pupils fully in the explanations and demonstrations they give during their lessons. Pupils in Year 6 were quickly reminded by their teacher how to swap between word processing and paint programs as they created a poster to support work in design technology. Pupils showed varying degrees of freehand drawing skill in creating the images and many chose to generate shapes to aid the process. All knew how to colour and fill their images and could import, size and style text for their message.

160 Teachers make good use of questioning to introduce learning and to extend and challenge pupils thinking and are careful to build on what pupils already know. In a Year 5 lesson pupils used their knowledge of spreadsheets to enter numbers into cells. They quickly learnt how to reference these and compose formulae for mathematical operations. Most pupils were soon adding, subtracting and dividing numbers from different columns and extended their numeracy skills as they predicted the answer. Teachers have high expectations of pupils and ensure good levels of challenge in the activities planned. By the end of this lesson more able pupils had worked out that by using brackets $2+4 \times 10$ could be made to equal 60 not 42.

161 All classes are currently timetabled for three sessions a week in the ICT suite with two being used to support work in numeracy and literacy. This reinforces and extends pupils' ICT skills well whilst supporting learning in other subjects. During a Year 4 lesson pupils improved their editing skills as they altered text from confused description to sequenced instructions. In another session they amended and stylised their teacher's prayer using the four rules of prayer they had previously learnt in religious education. Numeracy skills were reinforced and extended as pupils worked at different levels of challenge, halving numbers on a prepared spreadsheet programme with some progressing to quarters and fifths. In science pupils quickly recognised

the benefits and accuracy of using temperature sensors to obtain and record continuous readings rather than by reading a thermometer.

162 Teachers maintain a good pace to the learning, quickly switching between activities to keep pupils' interest and ensure suitable levels of challenge. They plan their lessons carefully so that all pupils develop basic skills and more capable pupils are extended. Year 1 pupils quickly extended their skills as they compiled sentences about Griff and Biff at the seaside by selecting words from a word bank. By the end of the lesson they could highlight and amend text, all had checked their sentences by listening to the computer speak them, and many had progressed to typing new names or verbs to extend the selection.

163 Overall the teaching is good and teachers are confident and knowledgeable in their use of the suite, quickly addressing and overcoming glitches in the system and using the facilities to maximum benefit. They share the purpose of the learning with pupils at the beginning of the session, revisiting it at the end to show progress and often surprise pupils with what they have achieved, as seen in Year 1.

164 Pupils thoroughly enjoy their ICT lessons. They maintain concentration for extended periods, retain complex instructions well and move between activities quickly and sensibly. They co-operate well with their partners taking turns to operate the computers and making helpful suggestions. All pupils make good progress including those with special needs, who are well supported by their teachers or their classmates in accessing the tasks.

165 The knowledgeable and proficient co-ordinator provides good support to colleagues. She has already completed a subject audit and drawn up a suitable action plan. All teachers have clearly benefited from undertaking the intense national ICT training. Assessment procedures are currently being developed. Younger pupils, as in Year 2, record tasks on class record sheets and older pupils maintain their own log of what they have learnt and how well they did. Good use has been made of national guidance to plan the curriculum for the subject to ensure pupils progressively develop their skills and cover all expected areas of study. The suite has been extremely well planned, even down to inclusion of air conditioning to maintain a suitable working environment. There is already a good library of software, including some developed with the local education authority, and other resources include a scanner and digital camera. All classrooms also have computers but only one was seen in use during the inspection.

Strengths

- *The excellently equipped ICT suite and strong co-ordination of the subject*
- *Staff subject knowledge and confidence*
- *Newly developed curriculum documentation*
- *Quality of teaching*
- *Developing use of ICT to support learning in other subjects*
- *Pupils' good attitudes and behaviour*

Areas for development

- *Consistent use of ICT to support learning in subjects other than numeracy and literacy*
- *Assessment procedures to record pupils' progress and experience in the subject*
- *Compiling an annotated collection of pupils' work in the different strands to illustrate expectations for each year group and help teachers plan future work*
- *Monitoring of teaching and learning to identify strengths and areas requiring development.*

MUSIC

166 Music is a strength of the school. Standards are high. Teaching in the two lessons observed was very good in one and excellent in the other. The singing by the whole school in

the assemblies is of high quality. Many pupils participate in the school choir, band, recorder and guitar groups and many take advantage of the school's provision for peripatetic instrumental tutors to visit the school and teach individuals or small groups. The subject has a high profile and contributes significantly to the ethos and to pupils' spiritual, moral, social and cultural development. Pupils of all ages and abilities achieve well.

167 Pupils in Year 2 know the difference between the terms 'pulse' and 'rhythm'. Half of the class maintains a steady pulse while the others clap a rhythm alongside. Pupils follow simple musical notation to maintain rhythms when playing percussion instruments in small groups. They maintain their rhythm and await their turn successfully while others add layers of sound. The whole class performed 'London's burning', with a 'fetch the buckets' line associated with their study of Samuel Pepys and the Great Fire, using a range of instruments and sound effects to back the vocal line. All pupils felt a sense of the combined effect of the layers as the teacher recorded their performance at the end of the lesson and played it back to them. The first pupil to comment recognised the effectiveness of the 'scrunching of paper' to create a sound like 'the crackling of flames'. The whole class participated enthusiastically in the lessons and through their efforts achieved very well, reaching standards of participation and performance above those expected for their age.

168 Year 5 pupils used Reggae rhythms and melodies to create several layers of sound behind a song they had learnt. In their warm-up to the lesson, they showed the ability to alternate between beating the pulse and clapping a rhythm, before splitting into three groups to maintain two different rhythms alongside each other and the pulse. The brisk warm up concluded with a rapid alphabet song and a two-part tuneful singing of 'Underneath the Sea'. Pupils then met the teacher's challenge by maintaining the difficult Reggae rhythms, following the notation shown on cards, singing 'Sweet Jamaican Reggae' and clapping their 'long, long, rest-short long' rhythm simultaneously. By the close of the 40-minute lesson, accompanied by the teacher on keyboard, the class completed a performance of the song, accompanied by several layers of sound. The class orchestra, comprising three drummers, two xylophone players, a trumpet, a cornet, two recorders, a clarinet and a guitar, played a series of layers of sounds, all coming in at the right moment, in rhythm, while the rest of the class formed a choir to sing the lyrics. As in the Year 2 lesson, a successful recording showed the pupils the high level of their achievement.

169 The quality of teaching is very high. The teacher combines excellent subject knowledge with enthusiasm and high expectations. The teacher's use of warm-up activities builds on known strengths and creates a sense of confidence among the pupils. The choice of songs, rhythms and the number of layers is extremely challenging, but the teacher knows the pupils can achieve what is required and the pupils respond to this by concentrating fully putting in maximum effort. As a result, they thoroughly enjoy the lessons and achieve extremely well.

170 The subject is very well led and organised. The co-ordinator uses her considerable expertise to organise concerts involving the school choir and band. An exchange of classes enables her to use the subject knowledge directly in teaching. A creative arts week and in-service training for staff are planned for later this academic year.

Strengths

- *Standards in class music*
- *Singing*
- *Teaching*
- *A wide range of additional musical activities including clubs and instrumental tuition*

Areas for development

- *In-service training, as in the co-ordinator's action plan*

PHYSICAL EDUCATION

171 Standards attained by pupils in Year 2 and Year 6 are average and all pupils, including those with special educational needs, make good progress. The expertise of the subject leader provides a very good role model for teaching. She has planned a well-balanced programme with a sufficient breadth of activities to be taught throughout the school. The improved range of gymnastic equipment is having an impact upon attainment and there are clear plans for the future development of this subject.

172 Pupils in Key Stage 1 work enthusiastically in games and make good progress in their understanding of the roles of attacker and defender. They eagerly suggest simple tactics for defending such as, "listening for footsteps" or "peeping at the ball" and use these to improve their performance in simple competitive games. In dance, pupils are beginning to use starting and ending positions in their work and they work co-operatively in pairs by sharing ideas and planning their sequences together.

173 In Key Stage 2, pupils work hard to improve their performance because they are motivated by enthusiastic, well-paced teaching. For example, when teachers use music to stimulate imagination in dance, Year 6 pupils respond well by adapting their movements to create lightness and Year 4 pupils listen carefully to music to stimulate their ideas. In gymnastics, pupils use a good range of equipment to devise symmetrical and asymmetrical shapes.

174 The teaching of physical education is mainly good, alongside some that is satisfactory. Teachers are well prepared and make good use of demonstrations by themselves and by choosing individuals to show their work, as for example when pointing out interesting balances or stretched shapes. These methods ensure that pupils understand what is expected of them and encourage them to make improvements in their own performance. Throughout the school all teachers encourage pupils to talk about the performance of others, they make positive comments; for example, "I liked the way...", and make suggestions for further improvement, "He could stretch his back out".

175 Teachers use their time well to intervene and support children during lessons. For example, during games pupils are encouraged to consider level, body tension, shape and position and in all areas, pupils are introduced to appropriate vocabulary which is constantly reinforced. In good lessons teachers use plenary sessions to revise the skills introduced and to revisit the learning objectives for the lesson. They identify areas for further learning and as a result pupils develop an understanding about their progress. However, in some lessons pupils are inactive for too long and teachers provide insufficient time for them to practise and develop their skills and therefore restrict the progress made.

176 Pupils make good progress in most lessons because teachers use their ongoing assessment comments to ensure appropriate pace and challenge. In Year 6, pupils observe the movement of a crisp packet to reinforce their understanding of movement and in Year 2 pupils' performance is improved by repeating teaching points. Whilst pupils' achievements are photographed and recorded on video, on occasion, there is no whole school approach for assessing and recording pupils' progress.

177 Pupils in both key stages learn to swim and pupils achieve the recommended level by the end of Key Stage 2. The school's system allows for those who need more instruction to enable them to become independent swimmers by providing a further half term of lessons.

178 Pupils respond well to teachers' instructions in all aspects of physical education and confidently demonstrate their work to others. Most children are motivated, show good levels of concentration and pride in their work. When pupils become over-enthusiastic, they are well

managed through capable teaching. Staff and parents provide a good range of after-school games and sports clubs and encourage all pupils to participate. Female staff provide very good role models for the teaching of rugby and football and older pupils in Key Stage 2 participate in competitive games with other schools. Good planning, enthusiastic staff and a range of stimulating resources contribute to pupils' enjoyment and the progress they make in this subject.

Strengths:

- *good subject leadership*
- *a broad balanced programme for the teaching of PE*
- *improving resources are impacting upon attainment*
- *well planned, enthusiastic teaching*

Areas for further development:

- *introduce a whole school approach for assessing and recording pupil progress*

RELIGIOUS EDUCATION

179 Three lessons were observed, all in Key Stage 2. On the evidence of these, together with pupils' work in their books and on display, standards are in line with the expectation of the locally agreed syllabus at the end of Year 2 and Year 6. Pupils' achievement is sound.

180 Lesson planning follows the agreed syllabus closely and pupils learn about the central beliefs, holy books, life styles and rites of passage in the world's major faiths. Teachers give them opportunities to reflect on the impact and influences on daily life for themselves and others, for example on idolatry and modern day 'idols', the importance of Christianity's holy book to Christians, and the rites of passage for coming of age. Links with the local Christian community are strong, with the local vicar visiting for an assembly once a week. During the inspection period he also visited a Key Stage 2 class to talk about what the Bible means to him. Visits to places of worship for other faiths are difficult to organise, as the few that exist in the area are over-subscribed, but in Key Stage 2 the Internet was effectively used to access a 'virtual mosque'. Work in pupils' books shows wide application of literacy skills, for example in report writing, explanatory and discussion writing, and narrative re-telling.

181 In the lessons, teaching was satisfactory in two and good in the third. Teachers ensure that tasks match pupils' different abilities. Strengths of teaching include focused planning, which supports the teaching very well. In a Year 5 lesson, this included well-planned opportunities for discussion among pupils, so that they could test out each other's ideas. In all lessons seen, teachers set clear objectives and encouraged pupils to think about these during the lesson. Pupils returned to these at the end, checking what they had learnt. In the Year 3 lesson, the teacher and Vicar organised good opportunities for pupils to undertake a range of activities and use different resources. Pupils made good use of these, for example Bibles in a variety of languages, and had good opportunities for reflection.

182 Where the teaching offered few speaking and listening opportunities for pupils, this limited the effectiveness of the learning. Some artefacts were not used when available and uncertain subject knowledge also hampered learning in one lesson. Another area for development is the use of time, so that pupils have enough time to complete their work.

183 In this, the third term in the new building, leadership and management systems are sound. The co-ordinator is in her second year in the post and is supported by the previous co-ordinator. Common monitoring procedures for all subjects are being implemented fully during the current year. At present, samples of work, including interviews with pupils, are being collected to check standards in each Key Stage. The subject is well resourced. The co-ordinator is providing a

clear direction. She has a good knowledge of resources available on loan and is clear about what needs to be developed more fully, including manageable assessment procedures. The school is addressing the lack of opportunities to visit places of worship or receive visitors from religions other than Christianity through judicious use of artefacts and access to the Internet.

Strengths

- *Planning*
- *Links with the local vicar and churches*
- *Use of ICT*

Area for development

- *Use of artefacts, visits and visitors to learn about world religions in addition to Christianity*
- *The use of time in lessons*
- *Provision of opportunities for pupils to offer their opinions and listen to each other*