

INSPECTION REPORT

**WINCHCOMBE ABBEY CHURCH OF ENGLAND PRIMARY
SCHOOL**

Winchcombe

LEA area: Gloucestershire

Unique reference number: 132782

Headteacher: Mr Martin Hannant

Reporting inspector: Mrs Christine Ann Field
9479

Dates of inspection: 31st March to 2nd April 2003

Inspection number: 248998

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: Voluntary Aided

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Back Lane
Winchcombe
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Appropriate authority: The governing body

Name of chair of governors: Mr Martin Shurmer

Date of previous inspection: Not applicable

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
9479	C A Field	Registered inspector		<p>Information about the school</p> <p>The school's results and achievements</p> <p>How well are pupils taught?</p> <p>How well is the school led and managed?</p> <p>What should the school do to improve further?</p> <p>How good are the curricular and other opportunities offered to pupils?</p>
10965	P Edwards	Lay inspector		<p>Pupils' attitudes, values and personal development</p> <p>How well does the school care for its pupils?</p> <p>How well does the school work in partnership with parents?</p>
22421	V McGrath	Team inspector	<p>Provision for children in the Foundation Stage</p> <p>Mathematics</p> <p>Art and design</p> <p>Physical education</p>	
21816	B Thomas	Team inspector	<p>Educational Inclusion</p> <p>Science</p> <p>Information and communication technology</p> <p>Geography</p> <p>History</p>	

22182	F Robinson	Team Inspector	Provision for pupils with special educational needs Provision for pupils with English as an additional language English Design and technology Music	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school opened two years ago and is situated in the town of Winchcombe, eight miles north-east of Cheltenham in Gloucestershire. It has taken about twelve months for the school to move into its current settled position. There are now good relationships within school and with parents and staffing is stable. Pupils who attend the school come mainly from the town. The majority of pupils are from White European backgrounds but a very small proportion has a different heritage. Virtually all pupils speak English as their first language, and no pupils receive extra support to speak English. There are 199 pupils on roll: 108 boys and 91 girls aged between four and eleven years. Children's attainment on entry into reception covers a wide range but overall is average. The proportion of pupils eligible for free school meals is below average. Some 16 per cent of pupils have special educational needs that are mainly for moderate learning difficulties. Two pupils have a statement maintained. The proportion of pupils with special educational needs is just below average.

HOW GOOD THE SCHOOL IS

The school is providing an effective education for its pupils within a very caring and supportive atmosphere. The quality of teaching is good and most pupils are achieving well, though the rate at which higher attaining pupils learn is inconsistent. In the light of the school's poor performance in the SATs last year, managers have established good improvement strategies and are very clear about the priorities that will lift standards still higher. The action taken so far to make advancement is having good impact. The headteacher provides very good leadership and, together with a highly effective deputy and united staff team, is ensuring the school goes from strength to strength. The school provides sound value for money.

What the school does well

- Good provision is made for children in the Foundation Stage.
- Teaching is good and is enabling most pupils to make good progress in reading, mathematics, information and communication technology (ICT), design and technology, geography and history.
- Standards are above average in history and geography by the end of Year 6.
- The provision made for pupils with special educational needs is effective in enabling them to make good progress in developing their literacy and numeracy skills.
- Pupils generally behave very well, show high regard for one another and enjoy very good relationships that support their learning well.
- A very good range of additional activities significantly enriches the good curriculum at lunchtime and after school. The very well forged community links also enhance the curriculum.
- Very good attention is paid to promoting pupils' spiritual, moral, social and cultural development and this is assisting them in being very well prepared for future citizenship.
- The leadership and management of the headteacher and key staff are highly effective and there is very good reflection of the school's aims in its work.
- Parents hold very positive views about the school and its improving educational provision.

What could be improved

- Pupils' progress could be better in writing, art and design and physical education (PE).
- The levels of challenge for higher attaining pupils are not demanding enough in some subjects and years.
- The school's systems to track and target the standards being attained by different groups of pupils are not sharp enough.
- There is no suitable outdoor play provision for children in the Foundation Stage and this is limiting opportunities for physical activity.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school opened in September 2000 and has not been inspected previously. The school's good rate of progress over the last two terms indicates good potential for improvement in the future.

STANDARDS

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

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

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

The standards achieved in the 2002 SATs for 11-year-olds were well below average in English and below average in mathematics and science. When compared to similar schools, the standards were well below average across the board. Results in 2002 were lower than in 2001 in English and mathematics but slightly better in science. The pupils who took the SATs last year included nearly a third with special educational needs and evidence shows that the results were reasonable given the starting point of most pupils. The standards achieved in the 2002 SATs for seven-year-olds were average in reading, above average in writing and well below average in mathematics. When compared to similar schools, the standards were average in reading, above average in writing and well below average in mathematics. The school's results for seven-year-olds improved significantly in 2002 on the previous year in writing but declined in reading and mathematics. The group who did not perform as well as others in similar schools were the high attaining pupils.

The children in the Foundation Stage mostly have the expected levels of skills and knowledge when they start school, though some are advanced for their age and a similar proportion are a little behind. All children are currently making good progress in the first year of school. The children achieve well across the areas they learn and particularly so in mathematical development.

Inspection findings show an improving picture in standards at the end of the infants and juniors. Standards are currently average in English, mathematics, science, ICT, art and design, design and technology, music and physical education (PE) at the end of Years 2 and 6. Standards are average in geography and history at the end of Year 2 and above average at the end of Year 6. Most pupils are making good progress in learning but it is not consistent over time. There is acceleration in the rate of progress being made by all pupils across their studies in Years 5 and 6. Pupils with learning difficulties, including those with statements, are making good progress because of the close attention paid to providing appropriate work and support they need to reach their individual targets. Although higher attainers make satisfactory progress overall, they are not being consistently challenged in some other years and across subjects. The school's systems for monitoring pupils' progress are not sharp enough to pick this up quickly. The targets set for Year 6 in the 2003 SATs realistically indicate that performance should be more in line with the national average. The targets set for Year 5 are not challenging enough, and have yet to be revised to better reflect the school's expectations that performance in SATs will continue to improve.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen and eager to learn.
Behaviour, in and out of classrooms	Behaviour is very good on the whole with occasional immature behaviour shown in some infant classes.
Personal development and relationships	Very good. Pupils enjoy very tolerant relationships with one another.
Attendance	Satisfactory overall. Pupils are mainly punctual, but there is a rise in term-time holidays that the school is monitoring closely.

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.

Teaching is good overall from reception to Year 6, with some points of excellence in the junior phase and a significant proportion of very good features across the age range. Classrooms are productive and purposeful learning environments in which very good relationships successfully underpin pupils' generally good achievements. Over the past two terms there has been priority given to supporting better quality teaching than previously. Approaches are proving positive. Morale is high and teachers are reflective about their work and willing to strive for improvement. Managers have rightly focused on raising the quality of teaching in literacy and numeracy whilst also building on specific subject expertise, for example in science and design and technology and this process is continuing. For example, a comprehensive teaching and learning policy that sets high expectations has been written but is yet to be fully implemented. In the absence of policies and schemes of work in art and design and PE, pupils' learning is not as consistent as it could be. Pupils with special educational needs are well taught; but there is further improvement needed for those at the other end of the ability spectrum. The school's assessment and monitoring systems have yet to pay sufficient attention to learning outcomes as well as teaching intentions.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad with relevant emphasis placed on literacy and numeracy. It is meeting statutory requirements and there is very good enrichment from the extra activities provided and strong church and community links. The school now needs to check time allocations to art and design and PE to support the improvement in standards in these subjects.
Provision for pupils with special educational needs	Good provision ensures that these pupils make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural	Very good attention is paid to promoting social and moral development and good attention to spiritual and cultural aspects. The school gives appropriate attention to raising pupils' awareness of racial equality. It is

development	supported through well established links with a multi-cultural, inner city school in Birmingham.
How well the school cares for its pupils	The school knows its pupils well and takes good care of their pastoral and welfare needs. Child protection arrangements are satisfactory. Assessment procedures are in place in core subjects but are inconsistent in other subjects. The use of assessment to guide curricular planning is a weakness that is inhibiting a brisker rate of progress in raising standards. There are shortcomings in the school's target setting and tracking systems.
How well the school works in partnership with parents	The school is forging a fruitful partnership with parents who hold very good views about the improving provision.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher who was appointed last year, leads from the front with very clear goals that are focussed on bringing the best out in everyone. He is well supported in promoting the school's mission to "learn together and reach for success" by a highly effective deputy and a united team of staff who share a strong commitment to improvement.
How well the governors fulfil their responsibilities	Governors are clearly developing their roles, and are becoming more involved in the strategic management of the school, as they apply the principles of best value soundly. Their role in monitoring and evaluation is increasing as confidence grows but there is room for refinement.
The school's evaluation of its performance	The school is aware of the strengths and shortcomings in its performance and is embarking on a well-conceived process of self-critical review that is geared to raising standards.
The strategic use of resources	Good use is made of staffing, accommodation and learning resources to provide an effective education for pupils. Financial planning links well to the improvement plan and money is spent as planned. Appropriate use is made of specific funding, for example, that spent on special educational needs. The school gives sound value for money.

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 and are making good progress. • The school is helping my child become mature and responsible and behaviour is good. • The teaching is good. • The school works closely with parents, provides useful information and is approachable. • The school is well led and managed. • The school provides an interesting range of activities outside lessons. 	<ul style="list-style-type: none"> • Nothing of significance

Inspectors agree with parents' positive views.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The school's results last year dipped and the targets set with the local education authority were not met. The school expected that the results would be below average overall because of the composition of the group of Year 6 pupils, which included nearly a third with learning difficulties. Coupled with this, was the disruption to learning these pupils experienced during the amalgamation, which did not run smoothly. The parents who spoke with inspectors recognise that this was something of a watershed, but point out that since then there has been good improvement and are pleased with the standards being attained and the progress their children are making. The inspection team agrees with the views of parents and confirms that standards are rising in the school and that boys and girls are making similar rates of progress.
2. The standards achieved in the 2002 SATs for 11-year-olds were well below average in English and below average in mathematics and science. When compared to similar schools the standards were well below average across the board. Results in 2002 were lower than in 2001 in English and mathematics but slightly better in science. The standards achieved in the 2002 SATs for seven-year-olds were average in reading, above average in writing and well below average in mathematics. When compared to similar schools the standards were average in reading, above average in writing and well below average in mathematics. The school's results for seven-year-olds improved significantly in 2002 on the previous year in writing but declined in reading and mathematics. The group who did not perform as well as others in similar schools were the high attaining pupils.
3. The children in the Foundation Stage mostly have the expected levels of skills and knowledge when they start school, though some are very advanced for their age and a similar proportion are a little behind. All children are currently making good progress in the first year of school. A significant proportion of children will exceed the early goals set for them, particularly in mathematics, by the time they enter Year 1. The lack of outdoor play facilities impinges on the development of children's physical outdoor experiences that managers are aware of, and are trying to improve.
4. From Years 1 to 6, boys and girls make good progress in mathematics, ICT, design and technology, geography, and history. Progress is satisfactory overall in English, art and design, music and PE and in science quickens from a satisfactory rate in Year 2, to becoming good from then on. The school has yet to establish written guidance in art and design and PE that would aid teachers in planning work that ensures pupils make good progress. The school is aware of the need to move forward quickly as part of its future priorities for raising standards.
5. Pupils with special educational needs, including those with statements, make good progress largely because of the close attention being paid to supporting their individual achievements. Useful individual education plans show what the next steps in learning are and personal programmes of work are established to assist these pupils in making gains in literacy and numeracy skills at a good rate. The use of ICT to support pupils with learning difficulties is an aspect that the special needs coordinator (SENCO) has identified for improvement as the computer currently available is outdated and too slow to be of any use.
6. Standards in the key skills of speaking, listening, reading, numeracy and ICT are good by Year 6. They are satisfactory in writing overall; however, there are pockets of some good

standards being attained, for example in Years 5 and 6. The school has given positive attention to improving writing and has put in place effective strategies that are having a beneficial impact. A useful start has been made by setting agreed times for assessing the quality of pupils' writing at half termly intervals. However, there is too little focus on setting targets aimed at improving pupils' individual writing skills across subjects, for example, in history and geography. Here an over-use of work sheets in some years is limiting the potential of higher attaining pupils to extend their writing skills. The school's monitoring of pupils' work has so far focussed on checking that the curriculum is being covered appropriately. It is now timely for senior managers to pay close attention to how well different pupils are being challenged in their work and to ensure that work is dated and that handwriting and presentation are at consistently good levels.

7. Standards are average in English, mathematics, science, ICT, art and design, design and technology, music and physical education (PE) by the end of Years 2 and 6. Standards are average in geography and history at the end of Year 2 and above average at the end of Year 6. Most pupils are making good progress in learning but it is not consistent over time. There is acceleration in the rate of progress being made by all pupils across their studies in Years 5 and 6. Although higher attainers make satisfactory progress overall, they are not being consistently challenged in all years. The school's systems for monitoring pupils' progress are not yet sharp enough to pick this up quickly. The targets set for Year 6 in the 2003 SATs realistically indicate that the school's results should be more in line with the national average. The targets set for Year 5 however, are not challenging enough. No pupils in this group currently have learning difficulties and inspection findings show their work to be above average. These targets therefore require review to take account of the improving value being added to pupils' education.

Pupils' attitudes, values and personal development

8. The attitudes of the majority of pupils to the school and their work are good. Pupils behave very well, show high regard for one another and enjoy very good relationships that support well their learning. They enjoy coming to school and taking part in the interesting activities provided by the teachers. This pleases parents. The majority of pupils work conscientiously and with commitment in lessons. This was observed during the inspection in a Year 4 lesson where pupils were drawing a bar graph. They concentrated well throughout the task and accurately transferred the information gathered, on pupils' shoe sizes, in a frequency chart to the bar graph. The majority of pupils listen well to their teachers and to each other. They are keen to respond to questions and to share their own views and ideas.
9. The standard of behaviour in classrooms and on the playground is very good. The school has high expectations of pupils' behaviour. Most pupils move around the school quietly, calmly and politely. Occasionally, a few infant pupils show fussy and immature behaviour in class that stops good progress being made. School rules, which are discussed and agreed by each class, are well known to pupils. They show respect for the environment, for the school and each other's property. There have been no exclusions during the current academic year. Parents and pupils have few concerns regarding bullying. Pupils know whom to approach when any incidents occur. The vast majority of parents and pupils are very happy with the behaviour in the school.
10. Relationships are very good throughout the school. Boys and girls of all ages mix freely. They work and play well together and care for each other. This is a strength of the school. Pupils are courteous to each other and adults alike. They consider each other's feelings and respect each other's views as observed in a Year 2 circle time when pupils were discussing difficult choices they had made in the past. Pupils hold tolerant views about differences and have a secure awareness of racial equality issues that are

supported through well-established links with a multi-cultural, inner city school in Birmingham.

11. Pupils' personal development is good and they are very keen to accept responsibility for duties in the classroom and around the school. For example, as lunchtime monitors, assembly monitors and register monitors. They are proud to act as house captains and members of the school council. They discharge these responsibilities with diligence and collaborate well in the routines of school life. When provided with the opportunity, pupils are able to use their initiative and take responsibility for their own learning.
12. Attendance is broadly in line with the national average. Pupils are mainly punctual, allowing sessions to start on time and continue with few interruptions. However, there is a rise in term-time holidays that the school is monitoring closely.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

13. The quality of teaching is good overall. Over three quarters of all lessons revealed good or better teaching, with a quarter being of very good or excellent quality. No unsatisfactory teaching was observed during the week of inspection. Classrooms in all years are productive and purposeful learning environments in which very good relationships successfully underpin pupils' generally good achievements. Over the past two terms there has been priority given to supporting better quality teaching than previously. There is good stability in school following a period of significant staff turnover. Manager's approaches are proving positive and can be seen in the rising standards. The scrutiny of a sample of pupils' work from across the school that covered what they have completed since September last, shows that good teaching is now the norm at Winchcombe Abbey Church of England Primary School. There are many strengths amongst the staff team. These strengths can be harnessed still more as the school presses ahead with raising standards for all pupils. The focus in monitoring and evaluation activities now needs to shift from its focus on what teachers are doing to how well, different groups of pupils are learning
14. Morale is high and teachers are reflective about their work and willing to strive for improvement. Managers have rightly focused on raising the quality of teaching in literacy and numeracy whilst also playing to specific subject expertise, for example, in science and design and technology and this process is continuing. However, in the absence of policies and schemes of work in art and design and PE, pupils' learning is not as consistent as it could be and this is a key issue still to be addressed. During the inspection a number of lessons were observed in these subjects and all were at least satisfactory. However, they present *one off* learning experiences for pupils that, though valuable, are not linking together to ensure that pupils' skills, knowledge and understanding are systematically built. In addition, in art and design the use of sketchbooks is rather hit and miss and indeed, Year 6 pupils were rather embarrassed at the low level of work contained in their books. Managers are aware of the shortfalls and recognise what needs to be done to build for improvement.
15. The teaching of children in the Foundation Stage is good overall. Teaching ranges from very good to satisfactory. Teaching and learning in the physical area of development though satisfactory overall, is constrained by the lack of a designated outdoor area. The children do not experience outside play activities daily and this is a shortcoming. There is very good teamwork in the reception class that enables the youngest children in school to get off to a secure start in their education. Activities are well chosen to make learning fun as well as productive. Planning, based mainly on the Early Learning Goals, is well focused on individual learning in the later part of the Foundation Stage and links well to the National Curriculum programmes of study. This enables the children to move to the

next stage of learning when they are ready. Teaching overall is confident and lessons are well structured to engage the children's interest, and make learning enjoyable.

16. Teaching is good for pupils with special educational needs. Throughout the school, teachers and support staff are fully aware of the targets set for pupils with special educational needs and meet regularly with the SENCO to review and plan the next steps in learning. Individual education plans (IEPs) are used effectively to guide work at different levels. Clear targets are set that are achievable and reviewed regularly. Pupils are fully involved in all learning activities. Teachers and other adults value their contributions, and pupils' self-esteem is high. They are given good assistance by support staff and have good access to the curriculum because of the valuable encouragement given to them in group activities and in lessons.
17. There are key strengths in teaching in the good attention given to basic skills and the good range of teaching methods used that result in boys and girls from different social backgrounds being interested and generally showing good application in lessons. Good behaviour management enables most classrooms to be purposeful and productive places of learning. Occasionally, in infant classes a handful of pupils become too demanding of the teacher's attention and this slows down the pace of learning.
18. The school is giving due emphasis to writing in all years that is paying dividends but there is more to be done, for example in widening the opportunities for recording in history and geography. Pupils are being given many worthwhile experiences to write for different audiences and purposes. Poetry is a genre used in all years to capture pupils' imagination and extend personal creativity. For example, in Year 2, pupils have written *Guess Who* poems:

*I run very fast
I'm baked
I'm sneaky
I'm delicious
I climb on a fox's nose
I can't swim
Who am I?*

Year 4, pupils have composed a class poem about their first day in school;

*I'm sitting alone on the bench
Watching people playing
No-one to talk to, no-one to play with,
Alone with my thoughts
Desperate to be with them
But too afraid to ask
No mum or dad or brother
Not even my pet*

19. Teaching is good overall in English, mathematics, ICT, design and technology, geography and history and learning is best in these subjects. Science is taught satisfactorily in the infants and at a good level in the juniors. One excellent science lesson was observed in Year 4, where pupils worked very effectively in learning about electrical circuits and made huge strides forward in their knowledge because of the teacher's very skilled and confident approach. Her questioning was well chosen to probe and deepen their thinking skills and this paid off in raising the level of understanding as well as firing their curiosity about the power of electricity. There are points of excellence in the teaching in Year 6 which is of a very good quality overall and is leading to very

effective learning. Two excellent lessons were observed in Year 6 in ICT and mathematics that inspired and challenged pupils of all abilities to achieve very successfully because of the close attention paid to ensuring that all pupils were set work to drive forward their acquisition of knowledge, understanding and skills at a very good pace.

20. This is not always the case and the one group of pupils who are not being given consistent levels of challenge in their studies are the higher attaining pupils. Lesson planning in all subjects typically conforms to national guidance that identifies what pupils of different ages should be covering and sets this at an average point of advancement. Thus there is a mismatch between what some pupils are doing and expected to be doing that is working against high attainers making the best rates of progress they can. This group could be stretched more to reach higher standards. The school has a well-written teaching and learning policy that has been implemented to good effect in raising the quality of teaching. However, it is not yet used to rigorously monitor teaching and learning to ensure that the aspects it covers are consistently of good quality. The school's assessment and monitoring systems have yet to pay sufficient attention to learning outcomes as well as teaching intentions.

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

21. The curriculum for children under five years, in the Foundation Stage is good overall. The absence of a dedicated external play space to enable the children to have somewhere safe and accessible to support outdoor physical activities is a limiting factor and the children do not experience outside play activities daily. Planning usefully takes account of the early learning goals and dovetails with the National Curriculum where appropriate. This is a positive feature that is enabling the children to move on to the programmes of study within the National Curriculum for literacy and numeracy when they are ready. The curriculum for infant and junior age pupils is broad and of good quality with relevant emphasis placed on literacy and numeracy. The strategies for teaching literacy and numeracy skills are good but the time required to ensure that pupils have the range of planned opportunities does disadvantage other subjects to some extent. The school now needs to review the amount of time available to art and design and PE for example, to support the improvement in standards in these subjects. A strength within the curriculum is the good cross-curricular links, particularly between history, geography, design and technology and ICT. There is an effective programme for personal, social and health education that includes appropriate attention to sex and drugs education. Very good attention is paid to promoting pupils' spiritual, moral, social and cultural development and this is assisting them in being very well prepared for future citizenship.
22. The curriculum meets statutory requirements and there is very good enrichment from the extra activities provided and strong church and community links. For example, every other week all pupils go to church for a service led by different local ministers and on alternate weeks, each class from Year 2 upwards visits Winchcombe library. Parents support homework very well, particularly the independent projects completed in Year 6 and this is assisting pupils prepare well for the next phase of their education. Suitable records are passed on to the next school and visits are usefully arranged in the term prior to transfer.
23. Pupils generally have equal access to the curriculum regardless of gender or background or ability. No pupils are dis-applied from the National Curriculum. The school makes good provision for pupils with special educational needs, including those with statements. The needs of pupils are identified early and there is a good programme of support available for pupils with special educational needs. The school is aware of the need to provide additional support carefully so as to ensure that pupils do not lose their

full entitlement to the full range of curricular opportunity. They are given full access to the full range of National Curriculum activities, which are enriched by a wide range of activities organised in addition to the normal school day. Parents appreciate the amount of homework given which enables them to support their children's learning.

24. The school very successfully provides for pupils' personal, including spiritual, moral, social and cultural development. Spiritual development is well fostered through daily assemblies and in class prayer times. The use of a candle to provide a focus for contemplation works well, and pupils respond with maturity to the invitation for quiet reflection. Across the curriculum there are times when pupils' inner self is touched, for example, in devising their own *Ten Commandments* in Year 4 and in their letters about the hardships faced by children in Victorian times. Pupils are heavily involved in charitable work and every term raise significant amounts of money to help those less fortunate than themselves. Operation Christmas Child resulted in 90 boxes being collected and currently pupils are saving stamps to support the RSPCA. The after school club *JAM* (Jesus and Me), is well attended.
25. Social and moral aspects are very effectively promoted through the circle times, for instance, when pupils consider a wide range of situations they may face and are required to do the right thing even when it is tough. Pupils have produced booklets entitled *Ten top tips for staying cool* that advise the reader about some of the strategies that can be used to avoid conflict or becoming angry. Moral actions are supported by the many messages displayed around school that pupils take note of, for example, *the greatest journey starts with the smallest step*. The house system usefully supports the corporate endeavours of the pupils who are very proud of their house and compete against others through the award of points for hard work and effort.
26. Pupils' cultural development is given good attention through English, history and geography in particular. For example, work on the Ancient Greeks has been carried out in good depth. Pupils have written play scripts based on *Theseus and the Minotaur* and made masks for the characters to wear. They have designed and made replica Greek instruments and the music score to add extra interest to the play. The school pays appropriate attention to raising pupils' awareness about multicultural issues and has well-established links with an ethnically diverse school in Sparkhill, Birmingham that involves reciprocal visits and regular contact by letter and e-mail.
27. A very good range of additional activities that includes visits by reception pupils to Postlip Hall and Year 4 to Sudley Castle to support history studies; Year 3 to the art gallery and Year 5 to Hayden water works as part of geography work, supports well the curriculum. In Years 4 and 6 there are residential visits that are clearly of enormous value in widening personal and social experiences according to the pupils who talked to inspectors about them. A programme of visitors also enhances the curriculum significantly. For example, visitors have given talks about India, road safety, the fire service, pottery and model aircraft. There is a good range of extra curricular activities at lunchtime and after school that include football, dance, choir, reading, recorders, craft, cross country, board games and orchestra, chess, engineers, drama, cricket, athletics and Internet access.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

28. The school provides a caring, supportive family environment where every pupil is respected and valued. Most parents are happy with the support and guidance offered to their children. They rightly feel that teachers know their pupils well and are helping them to become mature. Teachers closely, but informally, monitor pupils' personal

development. Emphasis is placed on raising their self-esteem and making them aware of their individual achievements.

29. The school's procedures for monitoring and assessing pupils' academic progress are satisfactory overall. For English, mathematics, science, design technology and for pupils with special educational needs assessment procedures are good. In mathematics, English and for pupils with special educational needs teachers' use of assessment information to inform their planning is good, but this practice is inconsistent across the school. The inconsistent use of assessment to guide curricular planning is a weakness that is inhibiting a more brisk rate of progress, especially for high attainers and, as such, is a key issue of this inspection. The school has made a useful start in tracking pupils' progress through the results of a range of standardised national tests. This information helps build a comprehensive picture of each pupil's achievement and progress. However, the data gathered is not yet being used effectively to set challenging targets for pupils' standards except at the end of Year 2 and Year 6 or to ensure that teachers plan sufficiently challenging work especially for higher attaining pupils across other years and subjects. Individual and group targets are not focussed sufficiently on what needs to be learned by pupils to enable them to achieve consistently to their full potential.
30. Procedures for recording progress for pupils with special educational needs are good. Pupils' individual needs are recognised very quickly and support from teaching and non-teaching staff is organised effectively and fairly. Targets for improvement are shared with parents and carers, and gains in skills, knowledge and understanding are recorded efficiently. Targets are effectively shared with pupils and outside agencies are used well to support pupils in their learning. There are effective links with the secondary schools to provide a smooth transition for special needs pupils.
31. The school behaviour policy is very clear and is used consistently by staff. Parents and pupils are happy that staff deal with any reported incidents of bullying or inappropriate behaviour swiftly and effectively. The monitoring of attendance is very good. Reasons are always sought for pupils' absences on the first day. The education welfare officer works closely with staff where there is perceived to be a problem with attendance. The home school agreement supports the school's expectation for behaviour and attendance.
32. The child protection policy is based securely on the procedures laid down by the area child protection committee. The head teacher is the named member of staff with responsibility for child protection issues. The necessary procedures are well known by all members of staff. However, no recent training has been undertaken and this requires attention. The school has a comprehensive health and safety policy and regular risk assessment is undertaken. The school maintains appropriate links with outside agencies. The arrangements for first aid, including the recording of accidents and informing parents, are good.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

33. The school is forging a fruitful partnership with parents who hold very good views about the improving provision. The school's newsletters keep parents well informed about developments and the prospectus provides a useful, practical guide to the school. The school has an open door policy and parents are welcome in school at any time. They are made aware of the willingness of teachers to meet with them to discuss issues or concerns. Pupils' annual progress reports are detailed and include information on work undertaken, the progress made and targets for development. The home school reading record is well used to aid the transfer of information.

34. There is a strong sense of purpose amongst parents and the impact of their involvement in the work of the school is very good. They support in classrooms, with reading, on trips and with extra curricular activities such as school production and residential visits. Parents are supportive of the school's homework policy which is currently under review to ensure consistency across the school. This parental help is much appreciated by staff. The involvement of parents in the children's learning contributes strongly to the family ethos of the school.
35. Parents of all pupils with special educational needs are actively involved at all stages of the Code of Practice including review procedures. Details of gains in skills, knowledge and understanding are reported to parents during the termly reviews. The quality of information passed between school and home to support these pupils' education is regular and of good quality.
36. The Friends Association is active in raising funds to support the school and has recently organised discos, craft mornings and a very successful Christmas Fair. These events are always well supported by the community and have enabled the school to purchase further resources to enhance pupils' learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

37. The headteacher who was appointed last year, leads from the front with very clear goals that are focussed on bringing the best out in everyone. He is well supported in promoting the school's mission to 'learn together and reach for success' by a highly effective deputy and a united team of staff who share a strong commitment to improvement. The school improvement plan is well-conceived and is the key tool for prioritising what needs to be done to raise standards and improve the quality of education for all pupils. Everyone plays a full part in its formulation and in its implementation. There are close ties with the budget and the action plans in place to bring about the required changes for the better are having good impact. The level of staff turnover has been significant over the past two years but is now stable. The school has moved quickly in the past two terms in making improvement to management, teaching, learning and standards. The school is poised ready to launch into the next phase of improvement and has good capacity to make provision even better. There is very good reflection of the school's aims in its work and a very positive ethos. Parents hold very positive views about the school and there is a high level of confidence in the headteacher, staff and governors. Evidence from inspection indicates strongly that the school has a bright future.
38. The headteacher firmly has his finger on the pulse of the school. He knows well the strengths shortcomings and is meeting with a high level of commitment from staff through his supportive and collegiate style of leadership. He is ably supported in bringing about positive change by a hard working deputy who has high credibility in the staff room due to well-honed teaching skills and because he only asks others to do what he is prepared to take on himself. As the senior management team, the headteacher and deputy have rightly focussed their efforts on ensuring that the staff feel valued and that everyone has the support they need to do their jobs effectively. There has been a useful programme of lesson observations undertaken with support from the local education authority that has helped bring advancement. The climate in school for self-critical review is very positive. A reasonable start has been made in developing a target setting and tracking system but it lacks precision. For example, curriculum targets are set in Years 2, 5 and 6 but not in other years. The targets are to some extent stand-alone and are not being tracked at regular intervals to make adjustment as required. The use of data by managers and governors to track the progress of different groups of pupils in school is at a very early stage of development.

39. Subject leaders, as the next tier of management, are enthusiastic about their developing roles and all have set out clear plans of action geared towards raising the standards and quality in the subject for which they have responsibility. Some subject leaders, for example, in mathematics, are at the forefront of monitoring and evaluation activities alongside emerging target setting, that are having a tangible impact on raising standards. Other subjects have not yet received the same emphasis, but there is a programme set out that will give time and opportunity for subject leaders to implement their plans and enable a wider sphere of influence.
40. The SENCO is providing good clear educational direction for this area of provision. She plays a very effective part in raising awareness about pupils' specific needs with all staff. She manages resources very efficiently and calls upon specialist assistance when required. Time is made available for her to carry out routine procedures and to carry out statutory reviews. A governor with particular responsibility for special educational needs carries out her monitoring role well.
41. Governors are involved actively, soundly informed, very supportive and immensely proud of the school. Led by the Chair, they are taking on the mantle of critical friend appropriately. They are starting to ask crucial questions to establish that the school is providing good quality education and that standards and progress are at optimum levels. Governors ensure that all legal requirements are met. They have clearly developed their role, and are becoming more involved in the strategic management of the school as they apply the principles of best value soundly. Through performance management systems, the appointed governors are involved in setting key objectives that focus on improving pupils' progress for example. Their role in monitoring and evaluation is increasing as confidence grows but there is room for refinement in target setting and tracking systems.
42. The headteacher and Finance Officer draw up the budget taking into account needs and then the Finance Committee considers the plan before formal agreement by the full governing body. The finance policy is regularly updated. The most recent financial audit was complimentary and all recommendations have been undertaken. Another audit is due this term. The secretary has day-to-day oversight of the budget and undertakes her tasks with quiet efficiency. The carry forward in the budget, which is higher than usual, has been spent on a new computer suite and has supported current staffing levels. The carry forward in the budget at around five per cent is in reasonable limits. The school's systems for controlling finances are good. Efficient and effective use is made of a generous level of staffing, bright and well-maintained accommodation and good quality learning resources to provide an effective education for pupils. The school gives sound value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to further raise standards, quicken the pace of improvement and to smooth out the dips in learning, the school managers need now to move forward with the clear priorities set out in the school's improvement plan and pay particular attention to the following:

1. Improve pupils' progress in writing, art and design and physical education

By

- Pressing ahead with producing guidance and schemes of work in art and design and physical education that will support pupils of all abilities in making good progress in all years.
- Reviewing the time allocated to these two subjects to ensure that it is sufficient to promote good skills development as well as knowledge.

- Establishing systems of assessment that feed forward into planning suitably challenging work for different pupils' needs.
- Seeking to widen opportunities for pupils' personal writing in history and geography.
- Cutting back on the use of work sheets that cap higher-level attainment.
- Continuing to provide plenty of opportunities for pupils to extend their writing skills through a wide range of experiences.
- Ensuring that work is dated and headed with close attention paid to neat presentation and good quality handwriting in all recorded work.

Paragraphs: **4, 6, 14, 21, 79, 90, 95, 98, 114, 116, 117**

2. Make more consistent the levels of challenge for higher attaining pupils across all subjects and years

By

- Ensuring that the objectives in teachers' planning reflect exactly what it is expected that different pupils will learn.
- Insisting that all lessons should contain different and significantly challenging work for high-attaining pupils, that takes their thinking forward.
- Using pupils' targets more consistently in the planning of lessons, to inform the direction of lessons, to support group-work, to review what has been learnt in the plenary session and to guide the marking of work.
- Establishing systems for assessing pupils' progress that enables fast tracking to take place where appropriate

Paragraphs: **7, 20, 51, 53, 63, 101**

3. Make the school's systems to track and target the standards being attained by different groups of pupils more rigorous

By

- Building on the useful start made in developing a target setting and tracking system that pinpoints promptly the rate of progress, any under-achievement, learning spurts and gaps in learning in equal measure.
- Involving subject leaders in regular assessments of pupils' achievement against National Curriculum levels in the subject they lead on.
- Extending the use of data by senior managers and governors to track the progress of different groups of pupils in school.
- Setting up targets for each class and group that reflect clear expectation for enabling a broadly average proportion to reach above average standards across the subjects they study.
- Identifying the highest attainers, and those with gifts and talents in every year, and establishing rigorous systems to check up on their progress.

Paragraphs: **7, 13, 20, 29, 38, 39, 41, 51, 75, 88, 101, 117**

4. Press ahead with providing a secure and stimulating outdoor play area for children in the Foundation Stage

Paragraphs: **3, 5, 21, 50**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

60

Number of discussions with staff, governors, other adults and pupils

20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	12	31	14	0	0	0
Percentage	5	20	52	23	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.

Caution is required in analysing the data as each lesson accounts for more than one per cent.

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)

199

Number of full-time pupils known to be eligible for free school meals

21

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs

2

Number of pupils on the school's special educational needs register

32

English as an additional language

No of pupils

Number of pupils with English as an additional language

1

Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission

14

Pupils who left the school other than at the usual time of leaving

17

Attendance

Authorised absence

	%
School data	5.6
National comparative data	5.6

Unauthorised absence

	%
School data	0.5
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	14	13	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	13	11
	Girls	11	13	11
	Total	21	26	22
Percentage of pupils at NC level 2 or above	School	78 (80)	96 (80)	81 (88)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	13
	Girls	13	12	13
	Total	24	23	26
Percentage of pupils at NC level 2 or above	School	89 (78)	85 (83)	96 (85)
	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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	17	12	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	9	12
	Girls	10	6	12
	Total	17	15	24
Percentage of pupils at NC level 4 or above	School	59 (74)	52 (68)	83 (81)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	9
	Girls	9	6	9
	Total	16	13	18
Percentage of pupils at NC level 4 or above	School	55 (65)	45 (68)	62 (68)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	169	0	0
White – Irish	3	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	1	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	21
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	120

Financial information

Financial year	2001/2002
	£
Total income	568,888
Total expenditure	430,934
Expenditure per pupil	1,915
Balance brought forward from previous year	108,368

Recruitment of teachers

Number of teachers who left the school during the last two years	7
Number of teachers appointed to the school during the last two years	5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	199
Number of questionnaires returned	103

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	38	4	2	0
My child is making good progress in school.	55	44	0	0	1
Behaviour in the school is good.	44	49	6	1	1
My child gets the right amount of work to do at home.	34	55	9	0	2
The teaching is good.	71	27	2	0	0
I am kept well informed about how my child is getting on.	52	39	8	0	1
I would feel comfortable about approaching the school with questions or a problem.	85	13	1	0	1
The school expects my child to work hard and achieve his or her best.	70	28	0	0	2
The school works closely with parents.	62	32	3	0	3
The school is well led and managed.	83	16	1	0	0
The school is helping my child become mature and responsible.	63	37	0	0	0
The school provides an interesting range of activities outside lessons.	62	30	2	2	4

NB Rows may not total 100% due to rounding

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

43. Children join the reception class (known as the Foundation Stage) at the beginning of the school year in which they become five. The baseline assessment results indicate that on entry to school the level of attainment is average in reading and mathematics, and the full range of pupil attainment is represented in the year group. The majority of children are already attaining the early learning goals, at this mid point in their Foundation year, demonstrating above average standards and good progress. Children with special educational needs make good progress because they are consistently well supported by the teacher and a teaching assistant, who contributes well to the teaching programme.
44. Teaching is good and is exemplified by good planning and management of resources and staff, including voluntary helpers. There is explicit teaching of knowledge and skills, particularly of reading and mathematics. Good procedures ensure that all children are systematically assessed, in all areas of learning. Planning is based on individual progress and consequently, the level of challenge in tasks is well matched to meeting different needs. The Foundation Stage is well managed.

Personal, social and emotional development

45. Good induction procedures support emotional development well, and behaviour is consistently good. A balance of adult-led and child-initiated activity promotes children's independence and collaboration well. A wide range of well-planned play contexts enables children to interact socially, make decisions and develop concentration. Children engage purposefully in small group and whole class activities. Through the use of stimulating resources they develop good perseverance and a sense of achievement. The teaching of personal, social and emotional development is good, and consequently children make good progress and attain standards above those set by the early learning goals.

Communication, Language and Literacy

46. Skills in reading, writing, speaking and listening are above average, demonstrating good progress during the year. For average and above average children, progress in reading is very good. A high proportion of these children are already working within National Curriculum level 1. For lower attaining children, progress in reading is satisfactory. An appropriate area for development, identified by the manager, is extending the reading materials for children at the earliest stages. The vast majority of children are able to link sounds to letters and make phonetically correct attempts at building words. They regularly use these skills in small guided reading groups and in story telling sessions. Most can confidently read simple texts, using picture, letter and rhythm cues. Children regularly share their reading books and rhymes with parents. The writing area is adequately resourced, and letters and words are displayed for easy reference. A range of stimuli for writing and reading are linked to the class theme. For example, in a lesson observed children matched model animals to animal names, and children wrote lists of animals. Throughout the routine children's verbal contributions were promoted and valued. Children contribute enthusiastically to class and group discussions, create stories in role and small world play, and listen to stories read by adults and at the listening station.

Mathematical development

47. The teaching of mathematical development is good and children make good progress to attain standards above those expected for their age. Explicit teaching of the value of money, counting and simple addition is linked well to role play and this extends well the opportunities for the children to learn by first hand experiences. For example, following a visit to a garden centre, pupils are taught to put a range of price labels on plants, calculate how much five flowers will cost at 1p or 10p each. They consolidate this learning by reading prices, adding and counting money as they sell plants to customers and give the correct change. They have a good understanding of *more* and *less*. After weighing different sized bags of seed compost, the children were able to give increasing money values to bags of increasing size. Their understanding of shape and space is well promoted through a range of construction, block play, and model building with recycled materials. They compare quantities in sand and water play and show speed and accuracy when answering questions about the quantities involved. A high proportion of children are already operating within level 1 of the National Curriculum in this area of learning.

Knowledge and understanding of the world

48. The teaching of knowledge and understanding of the world is good, and children make good progress to reach the early learning goals ahead of schedule. Their ability to observe and investigate is well promoted in the classroom. Children are able to notice changes in the seeds they planted, and discuss why some grew better than others. Opportunities to use magnifiers to observe plants and animals are a regular feature of displays. They explore the world of work through a rich range of visits and visitors including the police, fire and medical services. Children control the mouse on the computer and frequently choose to use programs for reading stories, finding the initial letters for words and for colouring a picture of *Elmer*, the elephant character in the story they enjoy so much, by using the Colour Magic program. The school environment is used to maximise children's experiences outside the classroom, but this would be further enhanced by regular access to a designated outdoor play area, with areas for growing and observing insects, birds and the effects of the changing seasons.

Creative development

49. Children make good progress to reach standards above those expected for their age in music making, and responding to music through dance. They regularly access the music room and enjoy using percussion instruments, and moving to taped rhymes and songs. In a lesson observed, the children sang *Giant's shoes* and enjoyed the chanting refrain of *left, right, tie them up tight*. Good use was made of body percussion, such as clapping, and then instruments to represent the giant's footsteps. Good attention was also paid to developing the children's oral skills as they learnt musical vocabulary such as *high/low, beat, rhythm and verse*. Spacious areas for art, modelling and construction allow easy access to a range of tools and materials. Stimuli is well planned to capitalise on visits and the class theme. For example, the children decorated and labelled seed packets, did observational drawings of daffodils and model animals, and made model animals. In this area of learning, children are given good opportunities to develop their own creative responses through music, dance, painting, role-play, and designing and making.

Physical development

50. Teaching, learning and attainment in the physical area of learning are satisfactory overall. Children have access to the hall and playground for designated periods of

physical activity, but their opportunities to climb, balance, ride and engage in play activities outside on a daily basis is constrained by the lack of a designated outdoor area. The children do not experience outside play activities daily and this is a shortcoming. Children's physical development of fine control is well developed as they have frequent opportunities to cut, stick, paint, construct, write and draw.

ENGLISH

51. Inspection findings indicate that standards are above average for Year 2 pupils in reading. They are average for speaking and listening and below average in writing. By Year 6, standards are broadly average in all aspects of English. There is an improving picture in standards at the end of the infants and juniors, especially in speaking and listening and reading for boys and girls. Most pupils are making good progress in learning but it is not consistent over time for some of the higher attaining pupils. There is acceleration in the rate of progress being made by all pupils in Years 5 and 6. Pupils with learning difficulties, including those with statements, are making good progress because of work being matched well to their ability and good support enabling them to meet their individual targets. Although higher attainers make satisfactory progress overall, they are not being consistently challenged earlier in the school. The school's systems for monitoring pupils' progress are beginning to identify this pattern but require more precision. The current targets set for Year 6 in the 2003 SATs realistically indicate that performance should be more in line with the national average. Other targets set for Year 5 are not challenging enough and the school has yet to revise these to reflect current good progress.
52. There are a number of reasons for pupils' significant gains in Years 4, 5 and 6 in recent months. Teaching is good, with many very good features. It is well focused and the teaching of literacy has a positive impact on standards and teaching. The English curriculum is good. It is broad and balanced and securely in place. Staff know the subject well. Effective systems have recently been put in place for monitoring attainment and tracking progress. They are now identifying gaps in learning that can be identified and tackled quickly.
53. Overall most pupils (including those with special educational needs) achieve well in relation to their different starting points. The school does well for its lower attaining pupils and those with special educational needs, both of whom make good progress. The higher attaining pupils now need extending in every year group so that they consistently reach the high standards of which they are capable.
54. By the age of seven, standards in speaking and listening are average. Teachers provide suitable opportunities for pupils to develop their speaking and listening skills and this is boosting attainment. They set up the introductory part of lessons so that pupils have time to share what they know and have learnt. Language associated with the topic is developed well. A good example of this occurred in Year 3 lesson where pupils had a valuable discussion based on reconstructing the text from a previous day's science session. They were clearly very interested and motivated as a result. Pupils worked hard with the teacher to use conjunctions to join sentences together to give sense and meaning.
55. Speaking and listening skills are improving as more attention is paid to enabling pupils wider opportunities to interact in lessons. Throughout the school, teachers encourage pupils, when working in pairs or in small groups to discuss their work with each other. They value one another's views and often this takes their own understanding on a bit further. Teachers generally place appropriate emphasis on teaching the correct terminology, as in a Year 4 lesson on making torches and using electrical circuits to

light the bulb up with. Pupils co-operated very well with one another. This also occurred in a very good Year 6 English lesson based on pupils identifying with a partner, which features make a story work. Most pupils have a sound vocabulary and they use the words they know to good effect. Vocabulary is expanded well as it is associated with the different subjects and topics across the curriculum. Pupils make good progress throughout the infant stage in developing oracy and especially in Years 5 and 6. In a Year 6 lesson when defining what traditional tales are, one higher attaining pupil explained that they have a moral and are often about good versus evil. Throughout the school, teachers effectively model the pupils' answers into correct sentences and this helps them to extend their ideas successfully.

56. By the age of seven, most pupils achieve above average standards in reading. Teachers know the pupils well, and accurate assessments mean that teachers speedily identify gaps in pupils' learning. There is good support from community volunteers who are supporting better reading in school. In Years 1 and 2, the pupils build successfully on their knowledge of the letter sounds they learnt in the Foundation Stage. Letter sounds and combinations are taught in a structured way with plenty of time for pupils to practise in guided group reading sessions. This helps them to become fluent readers. Pupils enjoy reading and they try hard to sound out their letters to form words. Some lower attaining pupils find this difficult but receive good support from adults. Average and higher attaining pupils develop their knowledge and understanding of letter sounds more speedily. This helps them to be confident in tackling new and unfamiliar words. In Year 3 the standard of pupils' reading is satisfactory. The older pupils read with improving fluency and accuracy. Many nine- to 11-year-olds can speak with first hand knowledge of a good range of different authors including J. K. Rowling, Roald Dahl, Charles Dickens, Enid Blyton and Dick King-Smith. In Year 5, pupils talk about the genre of books they like best and read aloud fluently and with good accuracy. The book reviews that Year 5 pupils have written show a good understanding of story line and plot as well as a growing awareness of subtext. Most Year 6 pupils read fluently, and their understanding is above average for their age. Reading record books are used well throughout the school. They demonstrate the pupils' good progress, as well as regular monitoring by the teachers. Parents like these books, and they are an effective means of keeping parents abreast of their child's progress in reading skills. Pupils' independent learning skills are developed well. Many older pupils are skilful at finding information from various sources including the Internet and literature/reference books. Good use is made of the town library, adjacent to the school, which provides an excellent range of additional reading resources.
57. Overall, seven-year-olds achieve below average standards in their writing. Some experience difficulties with their spellings and handwriting styles tend to be immature. Most pupils record their work soundly across the curriculum and enjoy writing poems. Year 1 pupils are progressing well with their writing. For example, they recorded their information carefully about *Pet Cats* in a successful English lesson. They are able to read, sequence and record the main points of the story of Cinderella. Lower attaining pupils are supported very well in their learning and take great delight in showing Hop, the frog puppet, how to sequence a story. In both Years 1 and 2 average and higher attaining pupils record their work neatly and carefully in design and technology. They readily identify the materials needed for their designs, label their diagrams with care and thoughtfully evaluate them. All pupils are secure about the purpose of their writing and know how it differs from writing a story or a poem. Full stops and capital letters are used consistently, and work is carefully presented in this subject.
58. The standards in writing achieved by the 11-year-olds are average. Pupils in Years 4 to 6 are achieving average standards for their age, and these pupils are making good

and sometimes very good progress. Good use is made of ICT to support learning and pupils are given valuable opportunities to review and evaluate their work as they interpret instructions and information. Pupils writing about life in the time of the Romans, describe lifestyles and uses the correct vocabulary well. Year 5 pupils have recently written and performed a successful version of the tale of *Theseus and the Minotaur*. In most of their written work in the juniors pupils use full stops and capital letters correctly. Many of the younger pupils in Year 3 need extra help to master correct punctuation at a more advanced level and handwriting styles for these pupils are still immature. More complex grammatical structures are well taught across the junior age range, and this good teaching is clearly having an effect on standards, which are improving for most pupils. Teaching is consistently very good in Year 5 and 6 where pupils write for a wide range of purposes. They write good quality poems and stories. When contemplating the effects of famine, a higher attaining Year 6 pupil wrote:

*There is much loved shared by the families,
Yet it is blunted by the atmosphere of hunger, pain and death!
Soon, death shall release me from this chamber of huge red pain.*

Another wrote:

The crops have failed and our joints are failing too.

In a good quality, well illustrated story about a *Runaway Cub* a pupil captured the atmosphere well as she described how *Jaspar leapt fearlessly, grabbed his daughter and struggled to get her back to the bank.*

59. The teaching of English is good with very good features throughout the school. Teachers have high expectations of achievement throughout the school and most pupils respond positively and have very good attitudes, are well focused and co-operate sensibly in lessons. Planning is good and tasks are matched well to pupils' ability. Teachers have good subject knowledge and understanding. Their confidence and consistency in the management of lessons is improving pupils' progress. Good use is made of support staff to assist pupils with learning difficulties who are catching up well in literacy, especially with spelling and reading because of the good support they receive. Teachers know their pupils well and they are good at assessing what the pupils have learnt in a lesson – as in a Year 6 lesson where pupils accurately plan the outline of a story. Marking is carried out regularly and there is consistent use of target setting for pupils. They are well motivated and keen to learn in lessons. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development through the good choice of reading material, for example.
60. The subject is well managed and there is a clear, shared plan for the way forward. There are sound systems for monitoring and evaluating standards, teaching and learning which provide accurate information so the trends are identified. These new systems have not been in place long enough to gain an accurate picture of progress over time. Day-to-day assessment is good and is used well as a basis for planning the next steps in learning.

MATHEMATICS

61. Inspection findings show an improving picture in standards at the end of the infants and juniors. Standards are currently average by the end of Year 2 and Year 6 with all pupils making good progress. However, pupils in Years 5 and 6 are currently attaining above average standards in number and algebra.

62. Improvement in standards is a result of good teaching in the vast majority of lessons. Teaching ranges from satisfactory to excellent in mathematics. In Years 1 and 2, good teaching was exemplified by regular consolidation of number facts and counting, and very clear explanations for undertaking data handling and exploring symmetry. In Years 3 and 4, teachers effectively demonstrated the equivalence of fractions and the skills involved in data handling. In Years 5 and 6, teaching is very good or excellent, with high levels of challenge for all pupils, based on very good subject knowledge. In Year 5, pupils used the constant function on calculators to develop their understanding of number patterns, negative numbers and decimals, and were able to explain their patterns using a formula. This above average achievement is not yet reflected in the targets set for this year group for the SATs in 2004. In Year 6, good use was made of film and demonstration to illustrate *proportion* and *ratio*. The pupils then applied this understanding very well to a problem as they increased measures proportionally in a recipe. All pupils have number fact targets to achieve each term, and teachers use stimulating contexts for consolidating them, including the use of number lines and squares, games, tables squares, white boards and number fans. The targets set for Year 6 are realistic and reflect well the profile of the group, which includes around a third who are attaining above the levels expected for their age.
63. Progress by the end of Years 2 and 6 is good for boys and girls. In the lessons observed in Years 5 and 6, the rate of learning was very good overall for all pupils, including the higher attainers. In all year groups, pupils learn to use and apply their understanding of number, shape, measures and data handling in problem solving tasks. In Years 1 to 4, however, the pace of learning for higher attaining pupils needs to be improved.
64. Pupils listen attentively and are willing to respond to questions. When completing practical tasks, they show perseverance. Occasionally, pupils' interest wanes when they have to listen for too long to instructions and then behaviour suffers too. Some younger pupils find collaboration challenging, but overall pupils respond well in mathematics. A good level of adult support for pupils with learning difficulties, ensures they complete appropriate tasks and make good progress.
65. Good use is made of easily accessible resources in all classrooms. The school has fully implemented the National Numeracy Strategy and the good planning in all years ensures coverage of all aspects of mathematics and systematic development of skills and knowledge. Attainment is regularly tested, and assessments are effectively used to inform planning. ICT is used effectively for the teaching of data handling. Pupils learn about symmetry, using *Colour Magic* and about direction and angles of turn, using *Roamer*, (the programmable vehicle).
66. The subject leader has demonstrated good leadership and vision for improving standards in mathematics. Initiatives in the last two years have included: developing systems for assessment and record keeping, target setting, pupil tracking, the implementation of a good scheme of work, monitoring of planning, implementation of the Springboard strategy and Booster classes. A good programme of staff development has been provided by the subject leader and numeracy consultant. Areas identified for development include further training in ICT and more detailed analysis of SATs results. This good leadership, and whole school commitment, has contributed to the improving standards and indicates good capacity for the future.

SCIENCE

67. Inspection findings show an improving picture in standards at the end of the infants and juniors. Standards are currently average by the end of Year 2 and Year 6 with all pupils, irrespective of gender or ability, making good progress.
68. There has been a strong focus on scientific enquiry across the school as results indicated a weakness in these skills. This has been effective. Boys and girls, including those with special educational needs, are adept at planning their investigations, setting up a fair test, and recording their findings accurately. They devise the method for investigation identifying what might change and how they are going to measure changes, as part of their initial planning. These skills are taught well, and this means that learning is effective for every pupil. Year 2 pupils certainly know that ice melts at different rates in different temperatures and what changes might influence the rate of melting.
69. Books show that pupils experience all parts of the science curriculum. The calibre of work in Year 1 books match the results of the unit tests, which show that these pupils are working above what is expected of their age. As a result of investigating the conditions necessary for beans and cress seeds to germinate, the pupils know that plants need roots, water and sunlight. They have enjoyed investigating the best materials to choose to make Harry Potter a waterproof coat. The work on *Ourselves* shows how well pupils have understood the position of the different body parts studied. In Year 2 progress is satisfactory overall. Pupils investigated how well toy cars moved over different surfaces and the effect of friction; their results were recorded in a table. The topic was well conceived to provide a good balance between developing pupils' knowledge and their practical skills. However, the pupils' limited writing skills are preventing work being recorded scientifically and this impacts negatively on their progress in science.
70. In Year 3, a practical approach is taken to investigate which drinks are bad for our teeth. The teacher's concentration on the standards of writing and presentation is beginning to have an effect. Pupils are now more able to set out their experiments properly and record their conclusions. The pupils in Year 4 make very good progress. The recording of their experiments are now well set out and written. Good diagrams and description show how well they investigated air resistance and they know that a lubricant is something that stops friction from happening. Marking is very good. After recording a melting experiment, the class teacher enquires, to extend the challenge further, *Why did some things melt and not others?* The study of circuits and conductors is particularly well taught in a very enjoyable way. Pupils learn about matching a bulb with a battery, what to do to replace a fuse and the dangers of using the wrong fuse.
71. Many experiments are recorded in Year 5. For example, pupils have considered *How do we know that air exists?* and *Which soil is best for gardening?* Pupils have undertaken experiments on evaporation, changing state and condensation. Pupils told inspectors that they really enjoyed investigating, especially how to make a string telephone.
72. Pupils in Year 6 record their findings in a variety of ways, for instance; in tables, bar charts and graphs. There is some excellent thinking about how shadows are formed. In the study on magnetism pupils, consider polarity and carry out tests that compare the relative strength of magnets. Other work looks at how far springs stretch as different weights are hung on them. Pupils are involved in planning their own investigations with good confidence and use specific equipment with dexterity. Pupils reflect on their experiments and show a growing awareness of scientific processes.

For example, most know that gravity is a force but not all have understood that gravity never changes on earth. Pupils are developing a good use of scientific vocabulary.

73. Good links are made with health and physical education and design technology. Pupils in Year 4 were set the task of researching and investigating how to construct a torch. This showed how well the pupils had understood circuits and conductors but they had difficulty fitting the torch into a case without breaking the circuit. Pupils in Year 5 know how to keep healthy, how, during exercise, the muscles work, why and which different parts of the body need an increased blood supply. They know that the heart beat increases and the pulse rate is faster after exercise and most understand the benefits of exercise to ensure good health.
74. Teaching in science is good overall, though there is some very good teaching in the juniors, especially where teachers have specialist knowledge, as in Year 4. Very good relationships exist between staff and pupils, and pupils and pupils.
75. Science is well led by a committed subject leader who is influential across the school. Systems in place for the assessment of pupils' progress and attainment are effective. The SATs in Years 2 and 6 and optional SATs in Years 3-5, are analysed, the areas of weakness identified and then used to inform future planning. However, the school is not systematically setting targets to support progress in science, and this is a missed opportunity. Regular marking of pupils' work is carried out and some of this helps pupils to understand how they can improve. As yet, the leader for science has not had the opportunity this year to look at pupils' work and visit other classes to monitor teaching on a regular basis. Resources for science are good, and ICT is used effectively to enhance learning. There is good capacity for standards in science to improve still more.

ART AND DESIGN

76. Standards in art and design are broadly average. Infant and junior pupils make satisfactory progress. Pupils with special needs also make satisfactory progress and are well supported individually. All pupils participate fully in the range of art and design opportunities.
77. Pupils' attitudes are good. The vast majority of pupils demonstrate good behaviour, and most show enthusiasm for the subject. Where pupils develop their skills, looking at a range of artefacts, natural materials, books and photographs to inform their knowledge, they show high levels of motivation as they apply these insights to their own work. There is some evidence, however, of some older pupils lacking confidence because there are insufficient opportunities to observe and research before responding.
78. The teaching of art and design is satisfactory overall. Very good teaching was observed in one lesson, in which pupils were encouraged to recognise the similarities and differences in the work of artists in Ancient Greece. Pupils researched mythological characters and historical events, made observational sketches and used etchings to create their own two-dimensional Greek pots. Their visit to the Ashmolean Museum facilitated first hand observations of Greek pottery. This good stimulus promoted above average standards. However, in most year groups there are few examples in sketchbooks of pupils being taught to observe, research and design their own work. Year 6 sketchbooks contain very low level work that does not show that skills have been systematically taught. In otherwise satisfactory lessons, pupils are sometimes offered a narrow range of materials and tools, constraining their opportunities to match them to the work's purpose. There are also insufficient

opportunities for pupils to compile visual information to assist with the development of their ideas.

79. The leadership and management of art and design is satisfactory, and is at an early stage of development as the subject leader only took up the post in September 2002. A comprehensive draft policy is soon to be adopted by the staff, in April 2003. The subject leader has prioritised the production of a scheme of work, which is near completion. Currently teachers use a range of guidance to inform planning, and this does not adequately promote continuity, progression and coverage of the whole curriculum as pupils move through the school. There is an adequate range of resources to promote the teaching of art and design, but the subject leader has acknowledged the need to broaden the range to include non-western art. There are few opportunities for pupils to work with artists in school. At this stage there are no procedures in place for monitoring teaching or for assessing progress.

DESIGN AND TECHNOLOGY

80. Standards in design and technology are average for pupils by the age of seven and eleven. The well-structured programme of work for design and technology ensures that pupils build knowledge, skills and understanding at a good rate throughout the school.
81. The good progress in Year 1 and Year 2 results from good teaching. In both year groups the teaching promotes and encourages the pupils to design. In Year 1, pupils practised joining two- and three-dimensional materials in different ways to make effective hinges, before selecting materials to make their own model houses as part of a project on *Homes*. They made good quality detailed drawings which they had shared with other pupils and the teacher. Good use is made of ICT to research information about homes. As pupils grow older in the school, there is an increasing focus on the review and evaluation process that follows the practical work to make an item.
82. In Years 3 to 6 pupils' work is well planned, with clear progression in their skills and knowledge. Pupils are taught the correct way to handle tools and how to work safely. The strong emphasis on designing, making, evaluation and amending means that all pupils, including those with special educational needs, are well motivated to complete their work to a good standard. All pupils are fully included in every aspect of the curriculum and the subject contributes very well to their spiritual, moral, social and cultural development.
83. Pupils in Year 4 have designed and made torches. They co-operated very well with a partner and refined their original designs. There were good cross-curricular links with science and pupils demonstrated a good understanding of making simple electrical circuits for their torches. They produced some interesting and well-designed torches which were effectively shared with the rest of the class at the end of the lesson. Their progress was very good due to very good quality teaching.
84. Year 5 pupils have made a very good range of brightly coloured musical instruments out of papier-mâché and wood. These were used imaginatively in a recent performance of *Theseus and the Minotaur*. Pupils take a great deal of pride in the designing and making process.
85. In Year 6, as part of the *Shelters* project, pupils have considered the purpose and materials used in the construction of shelters and how these vary worldwide. For example, those typical of Sao Paulo and Brazil. Pupils have conscientiously completed all the planning and design strategies in preparation for building their

shelters. Pupils' earlier learning and skills are used and applied effectively. Individual evaluations draw pupils' attention to aspects of the design that could be improved, as well as encouraging them to evaluate their own skills and to improve them successfully.

86. Pupils have very good attitudes to design and technology and co-operate very well with one another when engaged on a project in lessons or when creating *bridges, engines, log cabins* and *skeletons* in the Engineers club held after school.
87. Teaching in design and technology is good throughout the school and, in Year 4, very good teaching was observed by the subject leader, who has a high degree of expertise in the subject. The good quality teaching in both the infant and junior phases is characterised by effective planning, which ensures that the tasks are suitably matched to the needs of the pupils. In a very good lesson observed, skilful use of questioning was used to consolidate pupils' knowledge and understanding of the topic and very good management of pupils and high expectations secured very good behaviour. As a result of good teaching throughout the school, all pupils, including higher attaining pupils and those with special educational needs, make good progress. All pupils have full access to the broad, balanced and relevant curriculum and are well supported by staff.
88. The subject leader provides good, clear educational direction for the subject. He monitors teachers' planning and is able to provide valuable support and advice for his colleagues. As yet, there have been no opportunities for monitoring classroom practice. He is currently writing a policy and is finalising a scheme based on national advice to cover all areas of the subject. Resources are well chosen to support the units of work and his very good subject knowledge and understanding inspires both pupils and staff. What is missing is a formal effective record of tracking pupils' progress in the development of their design and technology skills. The subject leader has successfully launched the Engineers club after school and, during the inspection, pupils were greatly enthused by a very interesting talk from a parent on model aeroplanes and engines.

GEOGRAPHY

89. Standards are average in geography at the end of Year 2 and above average at the end of Year 6. All pupils are making good progress in geographical awareness. There is acceleration in the rate of progress being made by all pupils across their studies in Years 5 and 6. Pupils with learning difficulties, including those with statements, are making good progress because of the effective support they receive.
90. The pupils in Year 1 know where they live and many of the features that make Winchcombe special. The research activities carried out in the local area provides a sound base on which to build in Year 2. Pupils in Year 2 use their new found learning to compare life in their town with that on the island of Coll. Physical features are identified, routes are followed and the life of certain individuals are studied, for instance, that of a fisherman. Understanding of many other places is achieved following the many adventures of *Barnaby Bear*, a stuffed teddy who travels with pupils and staff on their holidays to many different places and then sends back postcards for other pupils to read and enjoy. Pupils explain what they know and understand well. To some extent, their geographical awareness exceeds their ability to record what they learn in any detail or length. The school is working to improve this,

but currently too many worksheets and cutting and pasting activities are being used to record evidence.

91. Pupils' knowledge and understanding of places is developed well in the junior phase. For example, good use is made of a wide range of sources and ICT to help the pupils understand what it is like for a family to live in Chembakoli, a village in India, and in Ethiopia. Pupils progress well in being able to describe and explain how and why places are similar to, and different from, other places in the world.
92. In Year 4, pupils have good opportunities to investigate problems in their own locality. Litter and noise pollution are studied in detail and results recorded. These include an emphasis on recycling for the school, more education to stop people dropping litter and a letter to the council about the use of the school field which is currently curtailed due to its special archaeological significance.
93. The work in Year 4 helping pupils to understand the world and its climates is continued in Years 5 and 6. Pupils make very good use of world maps to learn the continents, seas, rivers and some capital cities. Using the Internet they discover that the driest place in Australia is Alice Springs, that Singapore is very wet and that Birmingham is in between the two. In Year 6, the investigations, experiments and enquiry questions all help pupils to understand rivers in depth. The pupils take full advantage of the local environment to support their studies as they walk to the source of the River Isbourne and follow its route to Winchcombe. Pupils who discussed aspects of geography with inspectors showed a good understanding of the river Amazon, flood plains and the damage a river can make. These pupils were able to relate aerial photographs to ground features in the local area and were aware of how the area has changed over time.
94. Year 6 pupils have benefited from the opportunity to be involved in improving the school environment. They have already drawn their plans to create a conservation area in the school grounds for pupils to use in the future as their project after the SATs are completed.
95. The hard working, effective leader is working to improve the lack of assessment and has produced a well-conceived action plan to help improve standards still higher. The subject leader has not yet undertaken any direct monitoring of teaching and learning in geography and this is an area for improvement. The use of work sheets in geography is curbing potentially higher standards of attainment in writing and independent research skills and this requires review.

HISTORY

96. Standards in history are broadly average for seven-year-olds but above average for 11-year-olds. Boys and girls make similarly good progress including those with special educational needs. This is a school that celebrates history and successfully teaches the pupils to become *historians*.
97. Curiosity is aroused in Year 1 when pupils are offered a good range of Victorian objects to handle. As a result of good discussion, pupils become aware that there was no electricity or plastic when these were used. The infant pupils have enjoyed watching and learning about people and events from videos of *Florence Nightingale*, *the Great Fire of London*, *the Gunpowder Plot* and *Remembrance Day*. Teachers make good links to writing for different purposes with examples clearly related to historical facts. For instance, in Year 2 pupils prepared a booklet about the *Fire* for the London Gazette, a diary page to show what happened on the morning of 10th

September 1666, and posters, *By Order of His Majesty King Charles II*, asking for information to help with the rebuilding of the city after the fire. However, the lack of neat writing and limited opportunities to write creatively and at length mean the standard of writing is not as good as it could be.

98. The same problem exists in Year 3, and is exacerbated by the use of work sheets which focus on comprehension and knowledge and do not challenge the higher attaining pupils to use personal enquiry and research skills. However, the knowledge and understanding of the *Invaders and Settlers* unit is well developed through a visit to the Corinium museum in Cirencester, a local historian visiting school to explain the significance of the remains in their field and local area, the use of ICT and varied teaching strategies where pupils act as *history detectives*. This results in pupils having a clear understanding of the Romans and the impact of Roman settlement in Britain. Research, using a wide range of very good sources and ICT, including a visit to Sudeley Castle, assists pupils in Year 4 to remember the Tudor period well.
99. The pupils' very good understanding of life in Ancient Greece is a result of very effective teaching and planning across the curriculum in Year 5. The visit to the Ashmolean Museum in Oxford, motivated the pupils well. They investigated Greek theatre and decided to work together as a team to produce a play script based on *Theseus and the Minotaur* to perform in front of the school and parents. The topic developed their self esteem and confidence well. In design and technology, pupils made musical instruments to play the music they had composed, created masks to represent the main characters and made clothes to wear. It is obvious from talking to them and looking at the display that they are very interested in their work. This was very well illustrated in a very good Year 5 lesson observed when pupils carefully analysed and compared, using a variety of sources and ICT, the similarities and differences between the ancient and modern Olympics. At age eleven, pupils have a good knowledge of key dates and events in history. Particularly good is their comprehensive knowledge of the local environment, the work of archaeologists, the reasons for the Anglo-Saxon burial grounds on their playground, how at the Dissolution, Winchcombe chose to keep the parish church rather than the Abbey and how and why Elizabeth I granted a charter for a second fair in the town.
100. The good quality historical experiences provided helps develop the pupils' personal, spiritual, moral, social and cultural development very well indeed. For example, work on Florence Nightingale and Mary Seacole has raised pupils' awareness about life in Victorian times and captured their imagination about how bad the situation is for people caught up in war. Pupils' writing and art-work demonstrates the empathy they felt in learning about this period in history.
101. The subject is well led and the leader is very secure not only in her knowledge and understanding of the local area, but also of the National Curriculum. She is working to improve assessment and is aware that there has yet to be sufficient challenge in recording new learning in history to better meet the needs of the higher attaining pupils, but has still to give this attention.

INFORMATION AND COMMUNICATION TECHNOLOGY

102. Standards in ICT are average at the end of Year 2 and Year 6. The planned curriculum is very good. All pupils make good progress across the school. The SENCO has her own programs to support children that she works with, for example, there is a large screen and left-handed mouse provided for one pupil in Year 6 to help overcome personal difficulties.

103. Pupils use the computer to help them with their work in a wide range of other subjects. Year 1 pupils use the computer during literacy lessons to help them with their sentence work. In one lesson, the pupils watched with interest as the class teacher used the interactive whiteboard to model what she expected pupils to achieve. They followed her commands well. Pupils manipulated text and changed font styles and size well. One Year 1 girl wrote *horses can be brown* using brown ink, and one boy wrote *Elephants are grey* with the word *grey* coloured grey. The pupils who partake in the good range of catch up strategies programmes, for example, additional literacy resources also use *Starspell* to improve their spelling. The use of ICT to support literacy work is a positive feature. Year 2 use *Colour Magic* to create symmetrical pictures in mathematics. Pupils were very excited, showing delight when the teacher demonstrated the program, which created a mirror image automatically. Pupils are taught well how to plan and give instructions in the right order to make *Roamer* move correctly.
104. Year 3 have enjoyed listening to tapes and compiled their own poetry and reading tapes. They exchange e-mails with the pupils in the link school in Birmingham. In history, using the Roman simulation from the *Stagecast Creator* program the teacher ensures that pupils log key vocabulary during the introduction. These pupils know the control sequence, *click, stretch, move, down*. They really enjoy ICT. Year 4 pupils have used a program to construct a branching database about insects. This was reinforced well when pupils constructed their own musical instrument database. During this very good lesson, the teacher began by demonstrating how to use a database, checked that the work had been completed and demonstrated how to add an extra instrument to the database. As a result the pupils edited their work and added extra instruments.
105. Year 5 use *Internet Explorer* to research historical facts. One girl, having found more facts than expected, remarked *we got lots of facts. It was cool!* These pupils have learned how to use a graph layout to record the information about average rainfall and to plot data changes in classroom temperatures around the school. Pupils have explained what happens, and monitored environmental conditions and changes. They have used templates to create record cards and considered who might use certain databases. Mapping sites have also been used, with aerial photograph overlays.
106. All the Year 6 pupils who discussed ICT with inspectors said that it was *the best subject in school!* In the two lessons observed in this year group, pupils worked with exceedingly high levels of interest and motivation. The pupils were drawing together a number of skills using *Publisher* and *Powerpoint*, to make a multimedia presentation. Their work showed creativity and flair. The pupils had learnt how to develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound appropriately. Pupils spontaneously applauded their class-mates' presentations and the class teacher skilfully gave further learning points for improvement. For instance, *just alter the timing so we can complete the reading, this image is hazy because you have stretched it too much*. Opportunities for these pupils to develop further skills in Control and Monitoring are planned. The school has planned for pupils to be taught by the ICT teacher at Winchcombe Secondary School for five weeks as part of the cross-phase induction links.
107. The subject leader is very effective and very secure in understanding the requirements of the ICT curriculum. She has a clear vision for the future and a good plan in place to build for improvement. Teachers have a skills tick sheet and arrange informal assessments of skills for each unit taught. She is planning to implement a fuller assessment scheme with all staff during the summer term. At the time of the inspection serious consideration was being given to a new ICT suite. At present pupils

are taught in a thoroughfare, which is inconvenient when classes have to pass through.

MUSIC

108. Standards at the end of Years 2 and 6 are average. Pupils make sound progress irrespective of their gender or ability.
109. Year 2 pupils hold and play a range of percussion instruments correctly. They listen well to one another and use new ideas to improve their own work. In Years 1 and 2, pupils' singing is enthusiastic and expressive. Year 2 pupils have a satisfactory understanding of rhythm and beat. They have a good sense of pitch and demonstrate a sound understanding of tempo as they sing. Valuable opportunities are given for pupils to evaluate and refine their performance and overall they make satisfactory progress. Pupils are encouraged to listen to music for example *The Trout Quintet* by Schubert and their musical vocabulary is developed appropriately throughout the school.
110. By the age of eleven, pupils have a secure understanding of rhythm and pitch. Good use is made of ICT, which enriches both the teaching and pupils' learning. For example, pupils in Year 4 made very good progress in designing their own musical branching databases due to very good teaching in an ICT lesson. Good links are made with other subjects, for example, a very good Year 3 music lesson involved pupils in listening to a sound picture of the Roman armies as they marched up the Appian Way to the forum in Rome. Pupils displayed very good attitudes as they listened to the *Pines of the Appian Way*, by Respighi. In Year 5, pupils have composed a good range of sea music for their recent play entitled *Theseus and the Minotaur*. Pupils sing enthusiastically in assembly for example, *Hosanna*.
111. The quality of teaching and learning throughout the school is satisfactory overall. Teachers have a secure subject knowledge and understanding and clear expectations of the pupils' performance. Pupils' literacy and numeracy skills are developed steadily through song and musical composition. Lessons are carefully prepared and the quality of the curriculum is good. Pupils co-operate well in lessons, listen carefully and display good attitudes which helps them to make at least satisfactory progress. There are no systems in place for recording pupils' attainment and progress which makes it more difficult to speed up progress.
112. Pupils have valuable opportunities to learn instruments in school including violin, piano, clarinet, flute, guitar and trumpet. The school ensemble is led by a peripatetic teacher and they have performed at the school carol service and with the secondary school jazz band. The school has already established musical traditions, for example, *Scrooge* and *The Very Hopeless Camel* at Christmas. Pupils' spiritual, moral, social and cultural education is developed very well and the headteacher as temporary caretaker subject leader, is providing sound, educational direction for the subject.

PHYSICAL EDUCATION

113. Standards in PE are broadly average. Pupils acquire skills in dance, games and swimming to a standard expected for their age. Infant and junior pupils demonstrate satisfactory progress. The PE programme is fully inclusive and pupils with special educational needs are actively involved and adequately supported.
114. The quality of teaching ranges from satisfactory to good, and overall is satisfactory. Teachers consistently give time to warming up and cooling down and raise pupils' awareness of safety. In good lessons, the development of skills is promoted by clear explanations and the effective use of demonstration. In these lessons pupils are also

encouraged to plan their work, and perform their dance motifs. However, areas for improvement are not well explored, although successes are celebrated. Good teaching in dance is exemplified by good expectations, encouraging pupils to improve and refine their movements. Where teaching is broadly satisfactory, the focus on skills and the need to evaluate their own and each other's work are not well established. The pace of learning in lessons and progress over time is satisfactory. Good progress is constrained by the lack of access to a designated playing field. An area adjacent to the school is currently unsuitable for games lessons because the public access creates health and safety concerns. The lack of suitable playing field does have a negative impact on the school's ability to deliver a good quality games syllabus. There is no scheme of work in place, and consequently lessons do not consistently build on previous learning. Teachers' subject knowledge is not adequately supported.

115. Pupils are very keen to participate and, when given the opportunity, they are keen to give their views. Behaviour and attention to health and safety issues is very good. Their effort and enthusiasm for the subject is good.
116. Pupils have one and a half hours of PE per week in Years 1 and 2, and to one hour and forty-five minutes per week in Years 3 to 6. This is much less than the two hours typical in most primary schools and requires review. However, the extra curricular programme makes a very good contribution to PE for those pupils who take part in these sporting opportunities. The wide-range of extra-curricular activities include football, cricket, rounders, cross-country, athletics and dance.
117. The subject leader has introduced a new policy this year. Leadership and management of PE is satisfactory. Staff use a range of published schemes to support planning, as well as guidance from their previous schools. The subject leader has acknowledged the need to write and implement a scheme of work as a matter of urgency. There are currently no systems in place for monitoring the quality of teaching or the progress of pupils. Improved access to all PE activities, alongside the proposed curriculum planning and monitoring procedures, has yet to be implemented in order to raise standards in PE.