

# INSPECTION REPORT

## **HOPE BROOK C of E (VC) PRIMARY SCHOOL**

Longhope

LEA area: Gloucestershire

Unique reference number: 133395

Headteacher: Mrs Rowena Brace

Reporting inspector: Mr Chris Warner  
20935

Dates of inspection: 13 - 15 January 2003

Inspection number: 249073

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Voluntary controlled (C of E)
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	School Lane Longhope Gloucestershire
Postcode:	GL17 OLJ
Telephone number:	01452 830558
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Appropriate authority:	The governing body
Name of Chair of Governors:	Mr Peter Sanigar
Date of previous inspection:	Not applicable (new school)

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20935	Chris Warner	Registered inspector	English Geography History Foundation stage	What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9744	Peter Brown	Lay inspector		How high are standards? b) Pupils' attitudes, value and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
21910	Gordon Longton	Team inspector	Mathematics Religious education Music Physical education Educational inclusion	How good are the curricular and other opportunities offered to pupils?
31029	Peter Thrussell	Team inspector	Science Information and communication technology Art and design Design and technology Special educational needs	

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

### **INFORMATION ABOUT THE SCHOOL**

Hope Brook Church of England Primary School serves the village of Longhope, Gloucestershire. This is a new school that opened in September 2001 after the amalgamation of two primary schools; Longhope CE and Hopes Hill Community. Until the completion of new school buildings on a new site, Hope Brook uses the accommodation of the both former schools. Since November 2001, pupils in the Reception class and in Years 1 and 2 have used the former Hopes Hill school site, and pupils in Years 3 to 6 the former Longhope site. There are 109 pupils on roll, which is far smaller than in most primary schools nationally. There are significantly more boys than girls. Less than 2 per cent of pupils are entitled to free school meals, which is well below the national average. 30 per cent of pupils are on the school's special educational needs register, which is above the national average. These pupils mainly have learning difficulties. Three pupils have Statements of Special Educational Needs, which is above average. No pupils have a language other than English as their home language. The overall attainment of pupils on entry to the school is broadly average, although there is considerable variation between year groups.

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

Hope Brook is a school that is improving rapidly. The headteacher and acting deputy provide an effective lead to school improvement. Standards are rising and, although there are areas for development, there are no significant weaknesses. Everyone involved with the school is aware that the uncertainties and changes surrounding the amalgamation caused a lot of stress. However, the pupils and staff have responded very well. There is convincing evidence of a growing confidence among staff in their work. The quality of teaching and learning is satisfactory in Year R (Reception). It is good, and often better, in Years 1 to 6. Pupils in Year 6 have made satisfactory progress since Year 2. As a result of recent improvements, pupils are currently achieving well in all subjects. When account is taken of their attainment on entry and the standards pupils achieve when they leave, the school is providing satisfactory value for money.

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

- The headteacher provides good leadership and it is because of this that the quality of education and standards are improving rapidly
- By Year 6, pupils achieve standards above those expected for their age in music, religious education and in most aspects of physical education
- Overall, the quality of teaching is good and, in many lessons, it is very good
- Pupils have very good attitudes to learning. Their behaviour is very good and they enjoy excellent relationships with each other and with adults. Taken together, these strengths make a significant impact on pupils' learning
- The provision for pupils' spiritual, social and moral development is very good and for their cultural development is good

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

- Standards in all subjects, to become as high as those achieved in music, religious education and physical education
- The role of subject leaders in monitoring and promoting higher standards
- The role of the Governing Body in monitoring higher standards
- The involvement of parents in the life and work of the school

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

As this is the school's first inspection since it opened in September 2001, it not possible to judge how well it has improved in relation to any previous inspection findings.

## STANDARDS

The table below shows the standards achieved by pupils at the end-of-year 6 based on average point scores in National Curriculum tests. However, the text below shows that standards are improving rapidly.

Performance in:	compared with			
	All schools			similar schools
	2000	2001	2002	2002
English	N/A	N/A	E	E*
mathematics	N/A	N/A	E	E*
Science	N/A	N/A	D	E

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
lowest 5%	E*

The inspection found that standards are in line with those expected of pupils nationally. Standards are improving rapidly as a result of recent measures taken to improve the quality of education. The results in the 2002 tests were low because the year group included a very high proportion of pupils with special educational needs. Throughout the school, pupils' attainment on entry varies greatly between year groups. For example, it was much higher in the current Year 6 than for the group taking the 2002 tests.

The inspection found that the standards achieved by pupils in the current Year 6 are average in English, science and mathematics. Their progress since the end-of-year 2 has been satisfactory, although they are currently achieving well because of the improving provision. The school met its targets in 2002, and is likely to meet its higher targets in English and mathematics for 2003, both in the percentage of pupils gaining the expected Level 4, and in the percentage reaching the higher Level 5.

Pupils, including those on the school's register for special educational needs, achieve at the expected rate in Years R to 6. However, evidence from pupils' work since the school opened, and from the lessons seen during the inspection, shows that standards are improving rapidly and that pupils are currently achieving well. The main reason for the improvement is that there is a planned approach to raising standards that includes strengthening the curriculum, making teaching more effective, and reducing the age range within each class. By Year 2 and Year 6, standards in music, religious education and most aspects of physical education are above those expected. Standards in all other subjects are broadly in line with those expected nationally. Throughout the school, and in all subjects, standards are set to continue to improve.

By Year 6, pupils showing a growing ability to think and communicate about what they are doing, work with others, improve their learning and solve problems. Nevertheless, there is scope, particularly in mathematics and science to further develop these skills. Similarly, although standards in all aspects of English are improving, standards in writing are not as high as those in other aspects of the subject.

The school's results in the 2002 national tests and assessments for pupils in Year 2 were well above average in reading and writing compared with all schools nationally and with similar schools. The results in mathematics were above average and in line with those of similar schools. In science, the results were average for all schools and for similar schools. The results were very much affected by pupils' above average attainment on entry. Although pupils currently in Year 2 are unlikely to achieve the high results of the previous year, they are actually achieving well in relation to their attainment on entry because of the improving quality of their education. The inspection confirms that children in the Foundation Stage make satisfactory progress and are on course to reach the Early Learning Goals in all areas of learning. The children's progress in the Reception class is limited by the unsatisfactory quality of the existing accommodation



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils like coming to the new school and meeting new classmates. They are keen to join in and contribute to all aspects of school life. Pupils in Year 6 are particularly eager to get on and learn.
Behaviour, in and out of classrooms	Very good. Pupils behave well in lessons and around the school. They are polite and helpful. Pupils confirm the view of the inspectors, that this is a very friendly place, in which bullying, racist and sexist behaviour is very rare.
Personal development and relationships	Relationships throughout the school and among pupils of all backgrounds are excellent. Pupils become increasingly confident and willing to take responsibility, as they get older. Class councils are giving pupils 'a voice' and helping them to gain a sense of belonging in their new school.
Attendance	Pupils' commitment to school is reflected in the good standard of attendance and punctuality. There is little absence other than for genuine reasons.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	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.*

During the inspection, the quality of teaching was at least satisfactory in all the lessons seen, throughout the school. Teaching and learning are satisfactory in the Reception class, and consistently good and often better Years 1 to 6. In Year 6, the quality of teaching and learning is consistently high. There are also examples of outstanding teaching in religious education, music and dance. The improving picture reflects the quality of learning evident in pupils' work, and in conversation with them.

The quality of teaching in English and mathematics is good. Pupils have good opportunities to develop their basic skills of numeracy in mathematics and literacy in English. However, there is scope for pupils to further develop and use their literacy skills more when learning in other subjects.

Lessons are planned effectively so that the adults know how to help the pupils. Pupils respond well to the high expectations for them to behave and work well. As a result of being involved in lessons, pupils work hard and want to do well. In all the teaching seen, the excellent relationships provide a positive foundation for learning. Staff need to spend little time on managing behaviour because pupils enjoy learning, work hard and want to succeed.

Recent work aimed at promoting the quality of teaching is paying off, and pupils are developing well in their learning. Teachers are increasingly confident in encouraging pupils to take an active role in lessons, so that learning becomes a two-way process between the teacher and pupils. In the best lessons, teachers are getting pupils to explore their thinking and express their ideas.

Where the teaching is satisfactory, it could be improved if pupils were encouraged to think, talk and evaluate their efforts more. This point is related to the need to give more opportunities for pupils to investigate and tackle problems, especially in mathematics and science.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum has been improved to provide a satisfactory foundation for learning. The statutory requirements are met. Pupils need more opportunities to undertake investigations and problem solving, particularly in mathematics and science.
Provision for pupils with special educational needs	Good. Teachers and their assistants work together well to provide effective support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The many opportunities for pupils to enrich their spiritual, social and moral awareness gives the new school a positive ethos. Pupils are prepared well for life in a diverse society.
How well the school cares for its pupils	This is a very caring school. Effective procedures are in place to ensure pupils' welfare, health and safety. The procedures for assessing pupils' progress are developing, although new policies are not yet fully implemented. The introduction of individual targets for pupils is helping in the drive to raise standards.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership, which is moving the school forward rapidly. The clear agenda for improvement is rightly focused on raising standards. The school is managed well and responsibilities have been delegated effectively. The role of subject co-ordinators needs to be further developed to ensure that standards continue to improve.
How well the governors fulfil their responsibilities	The governors ensure all statutory requirements are met. They are committed and supportive and carry out their duties with increasingly good effect. Their role in monitoring the work of the school needs to be developed so as to focus on priorities for improvement, and to monitor standards.
The school's evaluation of its performance	There is a growing commitment to high expectations and standards. Staff are increasingly effective in gathering and using information from tests and assessments to plan for further improvements in standards. As yet, governors do not know enough about standards and the schools efforts to improve them.
The strategic use of resources	Good use is made of available resources, including the limited accommodation. Procedures for using funds to the best advantage of pupils are sound. The school applies the principle of best value well.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What some parents would like to see improved
<ul style="list-style-type: none"><li>• Their children like coming to school (Nearly all parents who commented)</li><li>• The quality of teaching is good (Nearly all parents)</li><li>• The school expects their child to work hard and achieve their best (Nearly all parents)</li></ul>	<ul style="list-style-type: none"><li>• The behaviour of pupils (About one in every four parents who commented)</li><li>• The partnership between parents and the school (Four out of ten parents)</li><li>• The way the school is led and managed (Three out of four parents)</li></ul>

The inspection team agrees with the positive comments made by parents.

The inspection found that standards of behaviour are very good compared with other schools.

Governors and staff rightly recognise that there is scope to provide more opportunities for parents to be involved in the work and life of the school. In particular, there is a need for parents to know more about the vision for the future, and to be able to celebrate in the successes of the new school and its pupils.

The inspection found that the school is led and managed well and because of this standards are improving. Above all, the pupils are thriving and, in spite of recent upheavals, are positive about the future.

## **PART B: COMMENTARY**

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

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

- 1 The attainment of pupils on entry to the school is broadly average. By Year 6, they achieve the standards expected for their age in English, mathematics and science. Pupils, including those with special educational needs, make satisfactory progress throughout the school.
- 2 Overall, the inspection evidence points to the fact that standards are improving and are set to continue to do so. Although pupils in the current Year 6 have made satisfactory progress since Year 2, their rate of progress since starting Year 6 has been far higher. Throughout the school, there is a similar picture with pupils currently achieving well because steps taken to improve the quality of education are proving effective in raising standards. Although more work remains to be done, changes to the curriculum and moves to promote the quality of teaching are having a significant impact on pupils' learning. Improving procedures to assess what pupils know, understand and can do helps teachers to give pupils work that is matched well to their needs. Setting pupils individual targets for improvement has contributed to the raising of standards in the school.
- 3 The wide difference in the school's results in the 2002 national tests and assessments between pupils in Year 2 and Year 6 reflects the differences in the attainment on entry to school between these year groups. The small number of pupils in any year group means that results are affected significantly by even small differences in their prior attainments.
- 4 The Year 6 results in 2002 were very low in English and mathematics, and although a little higher in science, were still below the national average. The results were well below the average for similar schools. A significant factor contributing to the low results was pupils' low attainment on entry to the school, with few of them above average and a very high percentage with special educational needs.
- 5 In contrast, the Year 2 results were well above average in reading and writing compared to all schools nationally and similar schools. Results in mathematics were above the national average and in line with those of similar schools. In science, the results were average compared with all schools and similar schools.
- 6 The inspection found that the standards achieved by pupils in the current Years 2 and 6 are average in English, science and mathematics. The school met its targets for pupils in Year 6 in 2002, and is likely to meet its higher targets in English and mathematics for 2003, both in the percentage of pupils gaining the expected Level 4, and in the percentage reaching the higher Level 5. The rate of pupils' learning in Years 1 to 6 has improved significantly with the narrowing of the age range within the classes. This makes it easier for the teachers to match the pupils' work to their needs.
- 7 Throughout the school, pupils with special educational needs make satisfactory progress. Individual education plans have appropriate and manageable targets, which pupils are able to meet through the support given by learning support workers in classes.
- 8 The inspection evidence shows that children in the Foundation Stage make satisfactory progress and are on course to achieve the national expectations in all of the six areas of learning. Children's learning over time is restricted by limited resources and by the current, unsatisfactory accommodation.
- 9 By Years 2 and 6, pupils achieve the expected standards in English because of the effective use of the National Literacy Strategy and the good quality of teaching. Pupils of all ages and abilities are supported in their reading through an effective home-school reading programme. Basic skills

- in reading are taught in a systematic way so that by Year 2, pupils are developing confidence, fluency and understanding. Pupils in Year 6 show a growing sense of critical awareness as they talk and write about their favourite books and authors.
- 10 The recent attention given to improving pupils' writing skills is beginning to pay off and standards are improving. However, the work needs to continue, especially in promoting independent writing, at length and for different purposes. This is why pupils need more opportunities to use and develop their writing in subjects other than in English.
  - 11 Pupils make satisfactory progress in developing their speaking and listening skills. By Year 2, most of them speak clearly and with reasonable fluency. As they get older, pupils increasingly take account of what others have to say when making their response. The move to increase the opportunities for them to offer explanations, debate issues and express themselves in drama and role-play is helping to improve standards of speaking and listening.
  - 12 The improving standards in mathematics can be attributed to the teachers' growing confidence in teaching the National Numeracy Strategy. This is evident in the accuracy and speed of pupils' mental calculations. However, pupils of all ages are not so good at tackling problems and working at investigations and need more opportunities to do so.
  - 13 The improved standards in science are reflected in pupils' interest in the subject and in their ability to use scientific language to explain their learning. Recent initiatives to give more attention to experimental and investigative aspects of the subject are making a difference, but need to be extended. Pupils in Year 6 are increasingly able to think about, communicate and record their ideas in a clear and scientific way. More able pupils have a good idea of what makes a fair test and can suggest ways to set one up.
  - 14 Pupils in Year 2 and Year 6 achieve the expected standards for their age in information and communication technology (ICT). Recent improvements in standards in ICT can be attributed to the increased confidence and skills of the teaching staff. Resources have been developed, and nationally recommended guidance has helped make the curriculum more structured and relevant.
  - 15 By Years 2 and 6, standards in all subjects are at least in line with those expected nationally. In music, religious education and most aspects of physical education, standards are higher, mainly because of the very good teaching in those subjects. Pupils, including those on the school's register for special needs, make at least satisfactory progress in all these subjects.

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

- 16 Pupils of all ages, have a very positive attitude to learning. They are enthusiastic about coming to school, and their commitment is reflected in the good standard of attendance and punctuality. In the classroom, pupils are highly attentive, clearly focused, and well motivated to learn. Their attitude is summed-up by a Year 2 pupil who expressed the view that "school is brilliant". Attitudes to learning at home are equally positive; pupils in Years 3 to 6 are fully supportive of the school's policy of setting regular and meaningful homework. Throughout the school, pupils are highly committed to the various extra-curricular activities. They participate in these events with enthusiasm and verve.
- 17 The behaviour of pupils in all classes is of a very high order and provides an ideal springboard to effective learning. Within lessons, pupils are fully attentive, courteous and recognise the needs of others. Instances of disruptive behaviour are extremely rare, which provides an ideal climate for learning. Pupils, of all ages, show a deep respect for the physical environment of the school, and instances of deliberate damage are virtually unknown. Pupils move around the school purposefully, and are considerate and courteous to others. Doors are opened for adults, and visitors are greeted in a welcoming and helpful manner. There have been no exclusions during the last year.
- 18 Relationship of pupils with each other and adults are excellent and a major strength of the school. Pupils are usually able to resolve any minor disputes that occur by themselves. As a result of the

excellent relationships, pupils display a high level of collaboration, both when working in a group and in pairs. Likewise, the excellent relationships pupils have with staff, make a very positive contribution to the quality of learning and to their personal development.

- 19 No instances were observed of oppressive behaviour, including sexism, racism, or bullying. A representative cross-section of pupils from Years 1 and 2, and from Years 3 to 6 in discussion with inspectors, confirmed the absence of all forms of oppressive behaviour and emphasised the non-threatening and pleasant atmosphere of the school.
- 20 Pupils show a very clear understanding of the impact their actions have on others and are keen to provide moral and practical support when needs arise. An example of this supportive approach to others was an outburst of spontaneous applause, which greeted a particularly good contribution made in class by a fellow pupil in a lesson.
- 21 Respect for the feelings, values and beliefs of others are good. Pupils are sensitive to the fact that other people do sometimes think and feel differently. However, these differences are treated with full respect and are not allowed to create barriers or affect relationships.
- 22 Older pupils accept a responsibility to support the needs of younger one by providing them with guidance and encouragement. Individual initiative and responsibility is very effective in the Year 2 class council, which encouraged pupils to generate and implement their own ideas.
- 23 Levels of attendance at the school (95.3%) are good and exceed the national average for primary schools. The level of unauthorised absence (0.2%) is low and falls below the average. Virtually all pupils are punctual in arriving at school.

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

- 24 The quality of teaching and learning throughout the school is good. During the inspection, teaching was at least satisfactory in all of the lessons seen. In over 90 per cent of the lessons, the teaching was good or better; nearly 30 per cent of lessons were very good or better.
- 25 There are two main reasons for the good quality of teaching:
- the effective work of the headteacher and local education advisory service in monitoring and promoting the quality of teaching
  - the good training opportunities for teachers and support staff to develop their skills
25. The recent reorganisation of classes has had a positive impact on pupils and their learning throughout the school. Teachers take advantage of the narrower age range within their classes to provide work that is matched well to pupils' needs. This is especially apparent in Year 6 where pupils have the added bonus of being in a small group. The teaching seen in Year 6 was of a consistently very high standard and there were other examples very good teaching in other year groups.
26. Teaching in the Foundation Stage is satisfactory and occasionally good. However, children's learning over time does not always match the quality of teaching seen in individual lessons because of the limitations of the accommodation and resources. The teaching is most effective when the teaching assistants are actively involved in the children's learning, and when there are practical activities when the children are encouraged to think and talk. For some of the afternoon sessions the children are offered a range of interesting activities, from water and sand and imaginative play, to opportunities for investigations. Here the teacher encourages the children to join in and tackle simple problems by asking open questions, such as 'why do you think that happens?' Teaching is less effective when the children are too dependent on the adult's lead and when they spend too long together with the teacher as a whole-class. This is particularly apparent in the adapted sessions for numeracy.
27. In the remainder of the school, there are examples of outstanding teaching from which much can be learned. The best lessons are carefully planned to match the level of work to pupils' needs. Pupils respond well to the high expectations the teacher has for their work and behaviour. Teachers are clear about what they want the pupils to gain from the lesson and usually tell them



what they are hoping to learn. In a mathematics lesson in Year 4 and 5, the teacher told the pupils that they were going to learn about doubling numbers and wrote this on the board. She gave them an opportunity to think for themselves and make their own suggestions. Before the close of the lesson, there was time for everyone to think and talk about what they had learned. The teacher picked out key points, helping to overcome difficulties and giving the class ideas as to the next stage of their learning.

28. The best lessons get off to a punctual and focused start. The opening to a very effective religious education lesson for pupils in Year 1 and 2 set the pace and tone for what was to follow. Everyone listened carefully to the teacher as she outlined the learning objectives so that they understood and their interest was captured. They were given just the right level of guidance and encouragement as, working in small groups, they planned and practised their plays based on a story from the Bible. After their presentations, pupils were encouraged to comment on how they thought they had got on and how they could improve.
29. In an outstanding literacy lesson in Year 6, the teacher captured and held pupils' interest with learning closely matched to meet their different abilities. Her questioning ensured that all pupils took part. She listened carefully to them and showed them that she was interested in what they had to say. Pupils with learning difficulties were drawn into the lesson as the teacher adjusted and targeted her questions. In this, and other effective lessons, teaching becomes a two-way process as pupils of all abilities feel encouraged to think and talk about what they are doing
30. Throughout the school, teachers make good use of the National Strategies for Literacy and Numeracy to provide well-structured lessons. Much of the teaching seen was lively and pupils are involved in their learning. The skills of literacy, including phonics, are taught effectively. However, in some lessons, in particular in history, geography and religious education, there could be more opportunities to extend pupils' skills of writing. Teaching is good in mathematics. The numeracy sessions are used well to develop basic skills in number, including an emphasis on mental calculations. This helps pupils to recall and apply known number facts and to develop effective mental strategies.
31. Pupils with special educational needs are taught well, particularly in English and mathematics. Learning support workers overall give good support to pupils within lessons, following the planning set out by teachers.
32. Teachers have a good knowledge and understanding of the subjects of the National Curriculum. In ICT, teachers have developed their skills through a planned programme of training, and this is contributing to the improving standards in the subject. In a very effective lesson in Year 6, the teacher encouraged pupils to write their stories using a laptop computer. Later, she was able to display examples of pupils' work using an interactive whiteboard.
33. In all of the lessons seen, pupils are managed very well. This reflects the positive relationships between staff and their pupils. Good behaviour, achievement and effort are recognised with fair praise and encouragement. Teachers are keen to develop strategies to improve behaviour. For example, teachers covering for an absent colleague got together to reflect on their lessons, to see if anything could be improved and reinforce consistent expectations for pupils' behaviour.
34. A scrutiny of pupils' books shows that the teachers' marking of pupils' work is generally satisfactory, but better in some classes than in others. At best, the marking gives the pupils a clear idea of their success as well as making any learning points. Homework makes a satisfactory contribution to pupils learning. At best, homework has a clear purpose that is understood by pupils and, where necessary, by their parents.
35. Satisfactory teaching could be more effective if pupils were encouraged more to think, talk and evaluate their efforts.

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

36. This newly established school has, in the short time since opening, made a very good start in laying the foundations of a secure curriculum. The curriculum covers all the subjects and meets the requirements of the National Curriculum, and religious education through the locally agreed syllabus. Subjects receive a suitable allocation of time with due emphasis being given to literacy and numeracy.
37. The headteacher and all staff have worked very hard to provide the new school with policies and suitable subject planning. There are now suitable policies for all subjects. The school covers the subjects in the curriculum using nationally accepted or local authority guidelines. A two-year programme in some subjects, such as history and geography, is particularly effective in meeting the needs of pupils in the mixed age classes.
38. Strategies to teach pupils basic literacy skills are effective and increasingly provides opportunities for pupils to practise their skills across the curriculum, for example in writing in religious education. However, there is scope for pupils to make more use of their writing skills in other subjects. All elements of the Literacy Strategy are included regularly in English lessons.
39. The strategy for numeracy has been implemented effectively and is having a beneficial effect on pupils' learning. Confident teaching and good support from the teaching assistants is helping pupils to make good progress in most classes.
40. The provision made for pupils with special educational needs is satisfactory. The support given within classes allows pupils full access to the range of learning activities provided. Within literacy and numeracy sessions, relevant targets are set to meet their needs.
41. A central feature of the new school's work is its determination to value all pupils and to include them in all aspects of their work. The reorganisation of classes on the amalgamation of the two former schools, and the effective use of the two old buildings, has enabled teachers to match the work more effectively to each pupil's age and ability. This move is having a positive effect on raising standards.
42. The provision for extra-curricular activities is satisfactory. Many activities have recently been introduced and the range now includes sport, art, dance and a recorder group. The school is keen to extend these clubs when the move to the new building takes place.
43. The programme for pupils' personal, social and health education (PHSE) is good. There is appropriate attention to sex education and drugs misuse. The school organised a healthy eating week and has started to implement a healthy life style programme. The planned provision for pupils' personal development is good. The very good management of pupils by individual teachers in lessons and the opportunities they are given to work collaboratively add to pupils' behaviour and personal development.
44. The curriculum is further extended through visits to places of educational interest, such as Deerhurst Anglo Saxon Church and Cheltenham Theatre and Workshops. Visitors to the school broaden pupils' interests; for example, visiting artists contributed exciting activities during the very successful and popular arts week. The school is trying to arrange a residential visit for the older pupils before the end of the academic year.
45. The local church is well used to enrich the curriculum. Pupils visit the parish church for services at harvest, Christmas and Easter. The vicar is a regular visitor to the school, taking part in assemblies and talking to pupils as well as welcoming them on visits to the church. Pupils also benefit from the good relationship between the school and the local Baptist Church. There are good links with the local secondary school. The transfer of records and attainment information is

well organised and good opportunities are provided for pupils in Year 6 to visit the next school towards the end of the summer term.

46. There are very good opportunities for pupils to develop their spiritual, moral, social and cultural awareness.
47. Opportunities for spiritual development are very good. The school meets the statutory requirements for collective worship. Assemblies are held regularly and are carefully planned to provide good opportunities for pupils' spiritual development. This will be further improved when the whole school can meet for worship in the new school building. Pupils enter assemblies quietly and respond respectfully to music played softly in the background. This was good when pupils played violin, clarinets and recorders in a Year 3 to 6 assembly. An assembly conducted by the vicar created positive and friendly atmosphere. The pupils' singing of the words, "We should all love one another like sisters and brothers" added to the spirituality of the occasion and contributed to the positive ethos of the school. Teachers and assistants provide interesting and exciting displays throughout both school buildings. Pupils are challenged and prompted to see and value the beauty of the world, including the special surroundings in which the school is situated.
48. Opportunities for pupils' moral and social development are very good. The school has good systems for rewarding good behaviour and achievement. The class rules, discussed and agreed by pupils, reinforce positive aspects of their work and behaviour. They have a clear understanding of what is right and wrong. Relationships in the school are excellent and all adults provide good examples for pupils' own social and moral behaviour. Pupils are expected to work co-operatively, share ideas and support each other as needed. Older ones have many opportunities to contribute to the smooth running of the school. They take full advantage of opportunities to take responsibilities, including helping the younger pupils. Such opportunities will be greatly extended when the school moves to the new building and pupils of all ages are together, for the first time, on the same site. Through collecting for charities, pupils appreciate their own good fortune and the plight of the less fortunate. As noted above, there are plans to introduce a School Council to give pupils more of a voice in the running of the school.
49. In spite of being on two sites, the school fosters a sense of community and makes all pupils feel valued. Pupils in Years 3 to 6 were keen to stress how happy they are in school. They talk positively about their hopes for the future, and are especially looking forward to the move to the new building. They recognise the value of the less tangible aspects of school life, such as belonging to the school community, and the sense of security this gives them.
50. There are good opportunities for pupils' cultural development. Stories, music, art and literature from other countries and cultures are used throughout the school to help pupils to celebrate the wide diversity of other world faiths as well as their own. The school and village link with communities in Lithuania and Italy is growing and gives everyone a positive insight into another culture. The pupils are looking forward to welcoming visitors from both countries later in the year. Staff, parents and pupils enjoyed the recent Creative Arts Week. More opportunities are now provided for pupils to enjoy playing music and it is planned to develop these further once everyone has settled into the new accommodation.

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

51. Procedures for child protection are satisfactory and are suited to meet the needs of the school. An appropriate policy has been prepared, in draft, which details the procedures to be followed in the event of suspected child abuse. A teacher with designated responsibility for child protection matters has been appointed on each site and both have received appropriate and sufficient training. However, not all members of staff have completed a formal training in the identification of concerns and in the procedures to be followed should a concern is found. This matter, along with the ratification of the child protection policy by the Governing Body, needs to be addressed to make the provision fully effective.

52. Health and safety procedures are very good and fully comply with statutory requirements. A detailed and comprehensive health and safety policy has been prepared and, after appropriate amendment by the Governing Body, has been approved and ratified. A member of the Governing Body with delegated responsibility for Health and safety matters provides very effective help and guidance. Regular risk assessments are carried out on both sites, the results of which are reported back to both the school and Governing Body. Any problems identified are effectively acted upon, if necessary, with reference to outside agencies, such as the Local Education Authority. Any accidents are properly recorded and, where necessary, investigated. Health and safety considerations permeate every aspect of school life, including the classroom where potential hazards are properly identified and explained to pupils. Security arrangements are satisfactory, and both adults and pupils fully understand and comply with these.
53. Procedures for the monitoring of pupils' academic performance and personal development are satisfactory. Teachers demonstrate a sound knowledge and understanding of their pupils, and this provides a firm basis on which monitoring can take place.
54. Educational and personal support and guidance for pupils is good. Teachers provide effective one-to-one counselling to pupils, which makes a positive contribution to their personal development. Educational guidance to pupils is also effective, being based both on good subject knowledge and a genuine commitment to pupils' learning.
55. Procedures for monitoring and improving attendance are good and make a significant contribution to the high levels of attendance achieved by the school. Levels are carefully tracked and monitored, class-by-class, and parents are continually reminded through newsletters, the school prospectus, and the Annual Report of the Governors, that good attendance is an essential pre-requisite to successful learning. Such measures have helped to improve pupils' attendance. The importance of punctuality is also stressed, resulting in very little avoidable lateness.
56. Procedures for monitoring and promoting good behaviour are fully effective and totally meet the needs of the school. The Behaviour Management Policy is clear, realistic and positive in tone, and effective in action. It includes behavioural targets to which pupils should aspire, and provides detailed information as to the structure of rewards and sanctions operated by the school. The effectiveness of the policy is under-pinned by its shared ownership between staff, parents, governors and pupils. Pupils are also involved in the formulation of classroom and playground rules and, consequently, these are accepted as being fair and relevant.
57. There are very effective procedures to monitor and combat oppressive behaviour. An anti-bullying guidance section is incorporated into the Behaviour Management Policy. This provides very effective information concerning different forms of oppressive behaviour, underlying causes and the range of strategies available to tackle any problem. Particularly innovative is the use of a "No Blame" strategy, which provides a practical step-by-step approach to resolving conflicts involving oppressive behaviour.
58. Procedures for the monitoring and supporting of pupils' personal development are good. Teachers are sensitive to the emotional needs of pupils. They are prepared to listen carefully and sympathetically to pupils' concerns. Circle time has been introduced as a means of allowing pupils in each class to talk about their feelings, attitudes and ideas. This approach is effectively used to support pupils' personal development further.
59. Overall, the procedures for assessing pupils' attainment and progress are satisfactory. They are good in English and mathematics, although less well developed in other subjects. Information from national and other optional end-of-year testing is used to check individual progress in English and mathematics. Ability groups are formed within classes so that appropriate, yet challenging work can be set for all pupils. Good use is made of initiatives, such as Early and Further Literacy Support and Springboard, to provide further help for pupils' learning. End-of-Year level targets are set in Year 6 for English and mathematics, and work is carefully planned to steer pupils towards the goals. Test results are carefully analysed and any weakness is identified so that it can

become the focus for the school improvement. Regular assessments against key learning objectives in English and mathematics allow pupils' progress to be effectively checked and pupils' work adapted accordingly.

60. Initial concerns about how well a pupil is getting on educationally are raised from an analysis of baseline assessments undertaken on entry to the Reception class. The careful monitoring of pupils' progress then enables an early identification of pupils with special educational needs. The co-ordinator, in consultation with the class teacher, draws up individual education plans. The plans include realistic and regularly reviewed individual targets. However, some of the targets set indicate that some pupils, judged to have special educational needs, may just be lower attaining pupils. These pupils would benefit from being identified as such from the class teachers' assessments and record keeping rather than being put on the special needs register. Apart from those with statements, pupils are not always involved enough in setting and reviewing their targets. Learning support workers maintain evidence that usefully inform reviews and future target setting. Annual reviews of pupils with statements are carried out thoroughly; the learning support team making a valuable contribution to their individual education plans. The help and support of outside agencies is appropriately sought as required.

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

61. Most of the parents who responded to the inspection questionnaire report that their children enjoy school and make good progress. Teaching is thought to be good. The majority of parents feel comfortable in approaching the school with a problem. Most believe behaviour to be good and the management of the school is be effective. Almost all parents consider the school to offer an interesting range of extra-curricular activities. The inspection team fully agrees with these positive opinions.
62. The school has established satisfactory links with parents, which are largely based on informal contact between teachers and parents at the end of the school day. Class teachers are readily accessible and are fully prepared to offer feedback and advice concerning individual pupils. However, a small minority of parents still do not feel totally comfortable in approaching the school, and this matter needs to be addressed.
63. The impact of parents' involvement in the work of the school is limited, and consideration needs to be given as to how this might be increased. A little parental help is given in the classroom and with external visits, but in other areas, such as the Parent Teachers Association, parental involvement is only just beginning to take root. However, the impending move into the new school will provide a wide range of fresh opportunities for social gatherings and fund-raising that should foster a sense of community.
64. The quality of information given to parents, particularly concerning children's progress, is good. An appropriate and varied range of opportunities exists for parents to discuss their children's progress at school. A "Meet the Teacher" evening is held at the beginning of each year which provides a good opportunity for parents to be familiarised with topics to be covered and teaching strategies to be adopted. Additional parent consultation meetings are held during the autumn and spring terms, and these provide an ideal opportunity for parents to be updated as to their children's progress as they continue through the school year.
65. Written communication to parents is good, both in terms of quantity and quality. The school prospectus is very informative, although somewhat lacking in visual impact. Regular newsletters are published which provide relevant information presented in a style, which is both reader-friendly and supportive. The written Annual Report of the Governors to parents is comprehensive, readable and is in full compliance with statutory requirements. During the summer term parents receive a written report summarising their children's progress subject-by-subject and also includes a dedicated section referring specifically to personal development. These reports are comprehensive and clearly identify areas for improvement. They effectively summarise pupil achievement during that academic year, incorporating academic, personal development and

sporting successes. The written reports do not, however, provide an opportunity for written parental comment, nor is enough encouragement given to parents to discuss the content with teachers on a one-to-one basis.

66. Parents make a sound contribution to pupils' learning at home, particularly with reading. The use of homework and reading record books ensures that effective liaison exists between the teacher and home. The partnership between school and home is effectively consolidated through a Home-School Agreement, which formalises the respective responsibilities of the school, the home and the pupils themselves.
67. Parents of pupils with special educational needs are given copies of individual education plans, and are able to discuss the progress made by their children, and the support they can give, at consultation meetings. The school recognises that, under the new Code of Practice, parents should be more fully involved in their children's reviews and target setting, as is currently the case with the parents of pupils with statements.

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

68. The headteacher provides good leadership for the school and it because of this that standards are improving. She has set out a bold vision for school improvement that is shared, understood and supported by staff. The amalgamation of the two schools into the new Hope Brook School has proved very challenging; a task made the more difficult by the unforeseen delays in the completion of accommodation on a new site. Nonetheless, the headteacher has steadfastly worked to make sure that the pupils currently in school have the best opportunities within the limitations of the existing accommodation and resources. Recent improvements in the management structure, the way the school is organised, and the curriculum, have placed the school in a strong position to continue to improve and to take full advantage of the new accommodation and resources.
69. The school is managed well. The first thing the headteacher did on taking up her post in September 2001 was to assess the strengths and needs of what, to a large extent, remained two separate primary schools. Priorities for improvement were based on a thorough understanding of the needs of the pupils. The pursuit of higher standards was placed at the heart of the new school development plan. Delays to the completion of the new building meant that the head had to make difficult decisions about how best to organise the school to meet the needs of the pupils within the existing, two site accommodation. The uncertainties and changes of the past 18 months have been stressful for everyone concerned with the school. However, the pupils have responded very well to the recent reorganisation of the school. The benefits of the staff's efforts are seen in the positive climate for learning and in the rapidly improving standards. Improvements made since the newly amalgamated school opened include:
  - the standards achieved by pupils
  - the effectiveness of teaching
  - the curriculum
  - the part played by staff in the management of the school
  - the contribution of the new Governing Body
70. The school's aims and values are reflected in its work. It successfully strives to develop pupils' personal and academic potential. The new school seeks to bring together two school communities that had their own very distinctive characters and values. The recent developments have yet to be fully shared with parents because other issues have prevailed. It is now time to let parents know about the vision for the future and to explore ways in which everyone can make a contribution to, and celebrate the successes of the new school.
71. Staff morale is improving as they become more confident in their new roles and realise the benefits of their hard work. The local education authority has recently provided temporary funding for a acting deputy headteacher. This move is helping staff in their day-to-day work and giving fresh impetus to important school developments. Staff are increasingly willing to share their ideas

and develop their skills, One of the main reasons for the good quality of teaching is because staff have taken advantage of the good opportunities for their professional development. At the same time, newly appointed teachers speak highly of the support and guidance they have received, and how this has helped them to settle into their jobs. The ability of staff to pull together was seen in the way they quickly and willingly covered for the unforeseen absence of one of their colleagues for the inspection.

72. The management structure has been reviewed and significantly strengthened. Staff have clearly defined and agreed job descriptions so that they know what they have to do and are clear about how to achieve it. Some subjects have already featured as priorities in the school development plan and the positive effect on pupils' learning is already apparent. Audits have been undertaken in many areas of provision leading to clear plans of action to improve standards. In all cases, subject leaders are effective in looking after resources and being supportive to colleagues. However, it is now time for the role of the subject co-ordinator to be extended, particularly in respect to the monitoring of standards. Effective monitoring of teaching and learning by the headteacher and the local education authority link adviser has led to good teaching in the school. In turn, this has contributed to higher standards. The school has rightly identified the need to give subject co-ordinators guidance in how to play a greater role in carrying monitoring teaching and standards.
73. The school recognises that it has not yet fully implemented the new Code of Practice for special educational needs. Apart from pupils with statements, parents and children are not yet sufficiently involved in reviews and target setting and further staff training is required for the new Code of Practice. Learning support workers usefully meet with the co-ordinator at least every term to discuss any concerns about their role and the support they give. They are now being encouraged to take part in relevant training.
74. The newly formed Governing Body is supportive and increasingly involved in the life of the school. The headteacher provides governors with clear information so that they know how the school is working towards its various targets. This helps governors to be increasingly effective as a 'critical friend'; able to ask questions and contribute to decision-making. They fulfil all their statutory obligations.
75. There is regular and useful communication between the headteacher and the new chair of governors. Through visits to the school and by developing links between individual governors and subject co-ordinators, governors are increasingly aware of the work of the school. Through their growing contribution to the performance management process, some governors know about of the work of the school in relation to the standards. However, overall, the information on pupil performance provided to governors, and their awareness of the standards achieved by pupils needs to be improved.
76. The school development plan identifies the most important issues facing the school and is appropriately linked to pupil achievement. Initiatives already in hand, including mathematics and writing, are leading to improved standards. The staff are clear about the part they can play in the school's improvement because they are sufficiently involved in the planning process. However, the work of the Governing Body, although improving, is not yet focused enough around the priorities in the plan. In turn, this makes it difficult for governors to be fully effective in monitoring the work of the school. This aspect of their role needs to be developed and is a key issue for improvement.
77. Financial planning is sound, but needs to be more closely aligned to the educational goals stated in the school development plan. The headteacher works closely with the finance committee to ensure a satisfactory level of checks on the school's financial position. However, in the absence of a more structured approach to monitoring the school's educational priorities, governors largely rely too much upon informal means of assessing the effectiveness of spending.
78. All of the recommendations of the most recent auditor's report have been dealt with or are in hand. The effective day-to-day administration ensures the very smooth running of the school, and

allows the headteacher to focus her attention on the needs of the pupils and staff. The school operates with a cash balance, which is above the recommended guidelines. The school has retained a planned surplus in order to meet the costs associated with the move to the new accommodation.

79. Good use is made of new technologies to support educational monitoring and, increasingly, attendance. However, there is scope for ICT to be used with greater effect to present information on pupils' performance to governors and, eventually, to parents.



80. The designated special educational needs budget benefits from additional funding from the school's own budget. This spending contributes well to the sound progress made by these pupils. The headteacher and the effective finance officer ensure that sufficient quotations are obtained before a purchase is made. A start has been made to seek best value through audits of resources and their usefulness.
81. After a period of some changes in staffing, the school now enjoys greater staff stability. There are enough suitably qualified personnel to meet the needs of the curriculum and the pupils, and a good blend of experience among the teachers. Teachers and teaching assistants benefit from the good opportunities for professional development. For example, teachers have gained the required qualifications for ICT, and teaching assistants have attended courses on special needs and on carrying out their support role. The school runs smoothly because of the high level of commitment of the caretaker, and of the administrative, lunchtime and catering staff.
82. The school buildings provide an unsatisfactory standard of accommodation that, overall, has a detrimental effect on some areas of pupils' learning. However, because building of the new school is at an advanced stage and because none of the concerns pose an apparent risk to health and safety, the unsatisfactory accommodation has not been made into a key issue for improvement. Nonetheless, specific shortcomings include:
- Opportunities for physical education are limited because there is no access to suitable large apparatus;
  - Children in the Reception class have no designated outdoor area and this restricts their learning;
  - Toilet facilities for pupils and staff are inappropriately positioned;
  - Pupils do not have either easy or equal access to the library because it is situated on one site and doubles up as a staff room.
83. Overall, there are adequate resources for learning. There are reasonable resources in all areas of the curriculum, including ICT, literacy and numeracy. However, some resources for learning in the Reception class, including those for ICT, are barely satisfactory. Good use is made of the immediate environment and of resources further afield to support learning.

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

84. In order to build on the school's existing strengths and to improve the quality of pupils' learning and the standards they achieve, the governors, headteacher and staff should:
- (1) **Ensure that standards continue to improve\* by:**
    - implementing the recently agreed assessment policy [paragraph 59]
    - extending opportunities for pupils to develop their problem-solving and enquiry skills in all subjects, but especially in mathematics and science [paragraphs 12,13,26]
    - increasing opportunities for pupils to think, talk about and evaluate their learning [paragraphs 11, 26, 29, 35]
    - extending opportunities for pupils to use and develop their writing skills across the curriculum [paragraphs 10, 38]
  - (2) **Explore ways in which parents can be involved more in the life and work of the school by:**
    - sharing in the vision for the new school
    - making a contribution to, and celebrating the successes of the new school [paragraphs 63, 70]
  - (3) **Further develop the role of the subject co-ordinator\* by:**
    - extending their work in monitoring and evaluating teaching and learning
    - focusing their work on the pursuit of higher standards [paragraph 72]



- (4) **Extend the role of governors in monitoring the work of the school\*** by:
- focusing on the most important issues identified in the school development plan
  - relating monitoring more closely to the standards pupils achieve
  - linking monitoring more closely to financial planning
- [paragraphs 75, 76]

\* Already feature in the school's current development plan

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	38
Number of discussions with staff, governors, other adults and pupils	32

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	9	20	7	0	0	0
Percentage	5	24	53	18	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	109
Number of full-time pupils known to be eligible for free school meals	3

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	33

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	0

### Attendance

#### Authorised absence

	%
School data	4.7

#### Unauthorised absence

	%
School data	0.2

National comparative data	5.4
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

### Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	9	4	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	12	12	13
Percentage of pupils at NC level 2 or above	School	92 (N/A)	92 (N/A)	100
	National	84 (84)	86 (86)	(N/A)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	12	13	13
Percentage of pupils at NC level 2 or above	School	92 (N/A)	100 (N/A)	100 (N/A)
	National	85 (N/A)	89 (89)	89 (89)

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

Individual totals for boys and girls have been omitted because they equal less than 10 and therefore pupils could be identified.

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	11	7	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	11	10	14
Percentage of pupils at NC level 4 or above	School	61 (N/A)	56 (N/A)	78 (N/A)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	12	11	14
Percentage of pupils	School	67 (N/A)	61 (N/A)	78 (N/A)

at NC level 4 or above	National	73 (72)	74 (74)	82 (82)
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Percentages in brackets refer to the year before the latest reporting year.

Individual totals for boys and girls have been omitted because the girls equal less than 10 and therefore pupils could be identified.

### ***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	104	0	0
White – Irish	0	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	2	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	2	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

### ***Teachers and classes***

### ***Financial information***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	18.3
Average class size	20

#### **Education support staff: YR – Y6**

Total number of education support staff	5
Total aggregate hours worked per week	100

Financial year	2001-02
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	£
Total income	234,694
Total expenditure	170,729*
Expenditure per pupil	1,150*

*FTE means full-time equivalent.*

Balance brought forward from previous year	48,585
Balance carried forward to next year	112,550

\* two terms only

### ***Recruitment of teachers***

Number of teachers who left the school during the last year	1
Number of teachers appointed to the school during the last year	1.5

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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	110
Number of questionnaires returned	29

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	34	62	3	0	0
My child is making good progress in school.	28	62	7	0	3
Behaviour in the school is good.	21	45	21	3	10
My child gets the right amount of work to do at home.	31	38	14	3	14
The teaching is good.	28	59	0	0	14
I am kept well informed about how my child is getting on.	31	41	17	3	7
I would feel comfortable about approaching the school with questions or a problem.	31	41	17	7	3
The school expects my child to work hard and achieve his or her best.	38	55	0	0	7
The school works closely with parents.	31	21	17	24	7
The school is well led and managed.	28	38	17	14	3
The school is helping my child become mature and responsible.	31	52	10	3	3
The school provides an interesting range of activities outside lessons.	28	45	10	3	14

## **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**

85. The quality of education for the Foundation Stage (the Reception class) is satisfactory. All the children enter in the September in the school year in which they will be five. At the time of the inspection, there were 21 children in Year R (Reception) class
86. Results of the initial assessments show that children's attainment on entry varies considerably from year to year. Overall, the attainment of the current group is broadly average. Most of the children have had at least some part-time pre-school education.
87. Overall, the quality of teaching is satisfactory, with examples of good practice. The children make steady progress towards the Early Learning Goals<sup>1</sup> in all areas of learning. Relationships between the staff and children are very good, and the children feel at home in spite of having to adapt to recent changes. However, the teaching would be more effective if the accommodation and resources offered better opportunities for play and active learning. The shortcomings affect all areas of learning, although most notably in adventurous physical activities and in information and communication technology. The limited outdoor area is not specifically planned or resourced around the needs of children in the Foundation Stage. The school is aware of this shortcoming and, until the move into the new school, every effort is made to make the best use of what is currently available.
88. Overall, the Foundation Stage is managed soundly. There are good procedures in place to support children's induction into school. Good use is made of the limited resources for learning. Support staff are most effective when they have the opportunity to be actively involved with the children's learning. However, there are times, notably during the literacy and numeracy sessions, when their time could be better used to support children.
89. Staff have worked hard to develop a secure curriculum for the Foundation Stage. Planning for children to have more independence in their learning could strengthen the curriculum. This is particularly apparent in mathematical development, where the children need to spend less time together as a whole class, and more time learning in groups, through practical activities, and from each other.

### **Personal, social and emotional development**

90. The children are making good progress because of the good quality of teaching in this area. They have settled into school and into their new class well and are growing in confidence and self-esteem. They know their way around the classroom and are getting used to routines, such as sitting in a circle on the carpet and clearing away at the end of activities. The adults are aware of the needs of individual children and know how best to support and guide them. The children get on together well and are confident enough to play with the older children on the playground. They show a growing awareness of others and, with a little encouragement, are learning to take turns. They are very well behaved and respond well to the consistent and fair expectations of staff. Any minor difficulties are consistently handled in a sensitive and positive way.
91. The children feel secure and are encouraged to join in and have their say. Most of them stand up in front of the class and talk about themselves and what they have been doing. Children with special educational needs are given a good level of support and are making an encouraging start to school. Staff know when and how to intervene in the children's activities so as to involve them

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<sup>1</sup> QCA (Qualifications and Curriculum Authority) has produced a set of 'Early Learning Goals' for children in this stage of education. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of six. There are six areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical and creative development.

and to help them develop in confidence. Children ride their vehicles around the outside area, negotiate which way to go, and work out some 'rules of the road'. The adults know how to help the children to think for themselves rather than telling them what to do and how to do it. However, this is more apparent in situations outside of the literacy and numeracy sessions where there is less reliance on the teacher's lead. In most situations, even reluctant children want to make a contribution. The staff are particularly good at giving the less sure children time and support to do things at their own pace.

### **Communication, language and literacy**

92. Most of the children are likely to reach all the Early Learning Goals because of the sound and sometimes-good quality of teaching. There are plenty of planned opportunities for the children to speak and listen to adults and each other as part of most activities, either in groups or as a class. For example, they listened attentively to the story of a polar bear, and some joined in enthusiastically. With encouragement, most of them talked about how the bears keep warm and what they eat. They take account of what others have to say and are keen to have their say. Adults know when to listen and when to intervene so as to stimulate conversation. They skilfully rephrased some of the children's ideas to extend their language and thinking. This role was particularly effective in the 'base camp' of the imaginative play area where the children were helped to make up their own stories and to take on the role of different characters.
93. The children's literacy skills are promoted through an adapted version of the Literacy Strategy. The session is most effective when advantage is taken of adult support to work with groups of children, rather than in spending too long together as a whole class. Their occasional, but timely intervention, helps the children to talk and think and to learn from each other.
94. Most of the children make marks as a first attempt at writing. They are learning how to control a pencil and know at least some of the letter shapes. A lot is done to encourage the children to attempt writing as part of different activities, as in labelling a painting or in sending each other 'messages' in their role-play. They are encouraged to 'have a go' in their writing about a favourite Arctic creature.
95. Children enjoy looking at books and sharing them with an adult. An effective home-school reading programme helps their learning. They know how to turn the pages of a book and talk about the pictures. Most of them use the pictures to make up their own version of the story. The children are learning the sounds that letters make, and some of them can say words that start with the same sound.

### **Mathematical development**

96. Most of the children are likely to reach or nearly reach the Early Learning Goals by the end of the Reception Year. They make sound progress in their mathematical development because of the satisfactory quality of teaching. Although the daily numeracy session provides an overall satisfactory opportunity to develop the children's knowledge of number, more could be done to help them to think in a mathematical way. Many of the children could achieve more if there were more opportunities to develop their mathematical language and understanding through everyday activities and play, both within the planned session and at other times.
97. The children confidently count and recognise numbers up to ten, and some of them can count out the correct number of objects to match a given number. They are encouraged to read and write numbers in the same way as letters. Adults make good use of mathematical vocabulary, and encourage the children to take part in counting games. More able children are beginning to use and understand simple terms, such as 'add', 'counting on' and 'altogether'.

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

98. Children are likely to reach the expected levels in most aspects of their knowledge and understanding of the world. They have satisfactory opportunities to develop their scientific, historical and geographical knowledge and understanding. However, opportunities to develop their knowledge and skills in ICT are limited by not having access to an up-to-date computer.
99. Children talk in simple terms about their home, school and neighbourhood. They are aware of local features, such as the church and village shops. They have a go at describing the route they take from home to school. Walks around the school and site encourage them to observe, ask questions and talk about their environment.
100. Opportunities for the children to develop an early understanding of science are satisfactory. Although good use is made of the school site, the absence of a planned outdoor area does restrict opportunities to explore ideas on a larger scale and in an active way. Children are encouraged to carry out small-scale experiments, such as observing what happens to a block of ice when it is taken out of the freezer. This sort of activity encourages them to express their ideas in terms of predictions, questions and explanations.

### **Physical development**

101. With sound teaching, the children make satisfactory progress in their physical development. The children do not have their own outdoor area for regular and planned activities of a more adventurous nature, and this hampers the development of some skills, such as climbing. Although they can use a small hall for dancing and exercises, there is no large-scale apparatus. The staff do all they can to make the best use of what is available. For example, they use the small playground when the weather is fine, to play games and use the wheeled vehicles.
102. Children run, skip and hop with increasing control for their age. In dance, they move and respond well to music and are becoming aware of their own space. They are beginning to take account of others when moving. They are given time and encouragement to explore their movements and to think about ways to improve.
103. The children handle tools, scissors, paintbrushes, construction sets and malleable materials safely and with increasing control. The staff encourage them to try things out and give them the right level of support, often by working alongside the children. When making models, the children show growing confidence in cutting, sticking and shaping different materials.

### **Creative development**

104. The children are on course to reach the Early Learning Goals. There is a good range of opportunities for the children to express themselves in a creative way. Adults working with the children encourage them to use their imagination through role-play and stories. The children create imaginary environments, such a small world for creatures from cold places, and act out scenes in them, exploring ideas and feelings.
105. The children experiment with colours, materials and a variety of media to draw, paint, print, and make models. They use crayons and pencils and paints in their pictures of whales and dolphins. They enjoy listening to and making music, and have a good understanding of loud and quiet sounds. They all sing with gusto and a growing sense of rhythm.

### **ENGLISH**

106. Overall, standards achieved by pupils in Years 2 are in line with those expected nationally. By Year 6, standards in reading are above average and those in speaking and listening and in writing are average. Throughout the school, pupils of all abilities achieve satisfactorily. Standards are improving because of an improved curriculum, increasingly effective teaching and the introduction

of target setting for individual pupils. Although much remains to be done, a good start has been made to develop the subject.

107. The school is determined to raise standards in all aspects of English, but particularly in writing. It has carefully analysed its results to see where standards can be improved and used this information to help teachers in their planning.

108. A scrutiny of pupils' work shows that standards are improving. Differences in the standards between the current Year 2 and the previous year group are due to their very different prior attainments. The inspection found that all pupils, including those with special educational needs, are currently making satisfactory progress.
109. Standards in speaking and listening are average. Pupils in Year 2 listen attentively and with genuine interest to their teachers and other adults. They follow and respond to instructions without having to be told more than once. They are skilled in listening to one another in class discussions. Throughout the school, adults encourage pupils to talk and to share their ideas. Lower attaining pupils are helped to build on their limited vocabulary, express themselves clearly and share their ideas with others. By Year 6, pupils are becoming confident and articulate speakers. However, throughout the school, there is scope to develop pupils' competence in speaking at length through more planned opportunities, such as role-play, drama and debate.
110. The focus on guided reading, as part of the literacy session, contributes to pupils' good progress in reading. A programme of home-school reading is well established and helps pupils to develop their interest and confidence in reading. By Year 2, pupils are using their good knowledge of letter sounds when attempting to work out unfamiliar words. Most pupils read text appropriate to their age and ability. They talk about the characters and events in stories, and confidently predict what is going to happen next. The few higher attaining pupils in Year 2 show a level of fluency, expression and understanding usually achieved by older pupils.
111. By Year 6, pupils are enjoying looking at non-fiction text and confidently use the contents and the index pages to access information. They are skilled in using a dictionary and thesaurus. They make satisfactory use of their reading skills in subjects such as history, geography and religious education. Pupils' progress is further enhanced by the careful diagnosis and recording of their strengths and needs in reading. Pupils with special educational needs are making good progress through well-structured activities. From the time they start school, pupils of all abilities are supported in their reading through an effective home-school reading programme.
112. The combination of effectively structured literacy sessions, a secure curriculum, and good teaching is helping to raise standards in writing. The most able pupils in Year 2 write well. They are learning to plan and sequence events in their writing. Work produced by pupils in Year 6 is competent and becoming increasingly exciting. They have a secure knowledge of grammar, spelling and punctuation. Standards of handwriting are satisfactory. Pupils are encouraged to think about the overall structure of their writing, such as the setting, characters and plot. In spite of recent improvements, standards in writing are not as high as in other aspects of English. Although this reflects the national picture, the school has set out to do something to lift standards. In order to achieve the higher levels, pupils need to develop fluency in their writing. As they get older, they need more opportunities to write freely, at length and for different purposes. There is scope for pupils to further improve their written work through more, well planned opportunities for writing in all subjects.
113. The good quality of teaching and learning in English includes many positive features and promotes pupils' consistently good learning. Teachers have a secure understanding of how to teach reading and writing. They make sure pupils know what they are expected to learn by sharing the lesson objectives and by explaining the links with what has previously been learned. The principles of the National Literacy Strategy have been implemented effectively and are having a positive impact on raising standards. Lessons are well planned and organised with a good mix of whole-class, group and individual work. In a very good Year 6 lesson, the teacher's good knowledge and understanding of the subject was reflected in the quality of her questioning techniques and explanations. Pupils felt involved and lively teaching carried their learning of how to convey a sense of 'settings' in their writing along at a brisk pace. Teachers are effective at getting pupils to listen and join in. Most pupils are attentive, eager to answer questions, and join in class discussion. Teachers have very good relationships with pupils so that they behave very well and concentrate on their work. Staff give a good level of support for pupils with special educational needs. Where teaching could be improved, time could be used to allow pupils to develop their speaking skills in the way of explanations and more lengthy discussions. The

quality of marking of pupils' work is inconsistent and ranges from satisfactory to very good. At best, the marking includes constructive comments and guidance on how work can be improved.

114. The management of the subject is satisfactory and improving as the co-ordinator develops her skills and confidence in the role. The new co-ordinator is aware of the strengths and needs in the subject. Sufficient attention is given to addressing any weaknesses, particularly in writing, through effective forward planning. Effective monitoring by the headteacher and local education advisory service, identified where improvements were needed. This has led to guidance for staff on possible strategies to raise standards. For example, pupils were given individual learning targets for 'sentence construction' and 'punctuation' and staff were helped to see what was needed to get a pupil from one level of writing to the next. Class and group writing targets are becoming an increasingly useful means of involving pupils in their learning and getting them to improve their writing. The procedures for assessing pupils' progress are satisfactory and have been significantly improved. The results of all tests and assessments are effectively analysed in order to set appropriate targets. Useful additions have been made to resources in classes to support the implementation of the Literacy Strategy. Although the school has an adequate number and selection of books within classes, pupils do not have enough or equal access to the library. Recent developments in the subject have been largely achieved with the support of the headteacher and advisory service. Planned training for all co-ordinators, particularly in how to look at and promote standards, will put the new literacy co-ordinator in a good position to take on more responsibility for the role.

## **MATHEMATICS**

115. Overall, standards achieved by pupils in Year 2 and Year 6 are in line with those expected nationally and are improving. In the short time the school has been open, effective procedures have been put in place to gather information about what pupils know, understand and can do. This information is used with increasingly good effect to plan learning, set targets and to check that pupils make the progress they should. The present group of Year 2 pupils are making at least satisfactory progress. Year 6 pupils are making good progress due to very good teaching and the good use being made of the small number of pupils in the class. The inspection found that standards are improving as a result of the better management of the subject.
116. The school's results in the 2002 National Curriculum tests in Year 2 pupils were above the national average and in line with those found in similar schools. The results for pupils in Year 6 were well below the national average and very low when compared to similar schools. The low Year 6 results were due to the very high proportion of pupils with special educational needs in the small cohort.
117. Effective strategies are used to sharpen up pupils' mental mathematics during the quick fire activities at the start to each lesson. Pupils are becoming increasingly confident in handling numbers 'in their head' because of the attention given to developing these skills. They have a good understanding of how and when to use addition, subtraction, multiplication and division. Their understandings of number develops well so that, by Year 6, pupils carry out written calculations accurately and have a secure knowledge and understanding of number facts. Pupils of all ages have an appropriate mathematical vocabulary, and an understanding of number pattern. Pupils in the Year 1 and 2 class confidently counted forwards and backwards in a variety of different ways. They are becoming more confident in remembering their tables. In fact, Year 6 pupils practised their tables on the coach to the swimming pool, singing happily to a tape, and proving that mathematics can be fun. The higher attaining pupils have a secure understanding of percentages and can accurately perform calculations involving fractions and decimals. Other areas of the mathematics curriculum, such as measures, and a secure knowledge of shapes and solids and their properties are given appropriate attention. After a very interesting lesson in Year 6 on partitioning, all the pupils joined in a plenary session. They made very good use of the overhead projector and the computer to check their work and attempt to solve problems using their newly acquired knowledge.

118. Throughout the school, pupils need to develop their skills at tackling investigations and solving mathematical problems. In addition, pupils in Years 1 and 2 would benefit by having more opportunities to write their results when attempting work in measuring, space and shape.



119. The overall quality of teaching is good. As a result, the majority of pupils enjoy mathematics and are enthusiastic about their learning. They behave very well, listen attentively and show keen interest in the tasks they are given. In all year groups pupils are managed very effectively and the suitable use of praise and encouragement creates a purposeful atmosphere for learning and boosts pupils' self-esteem.
120. Teachers use their knowledge of the National Numeracy Strategy well to plan activities that catch pupils' interest and provide sufficient challenge. The objectives of each lesson are explained so that pupils know exactly what they have to do and why. Teachers make good use of their support staff who contribute to successful learning, especially for pupils with special educational needs.
121. The leadership and management of the subject are good. A lot is being done to strengthen the subject with a mind to raising standards. The curriculum has been reviewed to be sufficiently broad and balanced, and to fully satisfy statutory requirements. Mathematics has been a priority in the school's development plan. The effective use of the local education authority adviser has contributed to promoting good teaching. There is a clear idea of what aspects of teaching are effective and what could be improved. The good start made by the co-ordinator to monitor teaching and standards needs to be developed into a clear programme. Revised planning is effective because it takes good account of the needs of the pupils as well as being built around the national strategy. The satisfactory range and quality of resources have been effectively reorganised to make them accessible to support the curriculum.
122. The effective use of information and communication technology in the mathematics is helping pupils to become increasingly confident in its application. Suitable homework is set regularly and most pupils are keen to attempt it. The results of tests and other assessments are used effectively to check on how well pupils are getting on, plan the next stage in their learning, and to set individual targets for improvement. This is combining to help raise standards in the subject. The clear direction for the future development of mathematics puts the school in a strong position to continue to raise standards.

## **SCIENCE**

123. Standards in science are in line with those expected nationally for pupils in Year 2 and in Year 6. Pupils, including those with special educational needs, are making satisfactory progress throughout the school. Standards are improving following a series of measures to improve the quality of education. The role of the co-ordinator has developed to bring about marked improvements in the organisation of classes, the science curriculum and assessment procedures. These improvements are making it easier for teachers to know how to promote pupils' learning.
124. Pupils in Year 2 recognise the difference between living and non-living things. They know that plants and animals grow and reproduce, and that there are similarities and differences in people. Higher attaining pupils know that health and diet affect growth. Pupils sort materials into different groups, for example metals, plastic and glass.
125. Pupils in Year 6 have a satisfactory knowledge of the human body. They identify some of the major organs, with higher attaining pupils understanding their function, such as the heart in the circulatory system. Pupils know how shadows are formed, and why they grow and diminish throughout the day. They classify materials into solids, liquids and gases, and recognise their varying properties, looking, for example, at the rate at which different liquids evaporate.
126. The school has rightly recognised that, throughout the school, investigative and experimental science need to be developed further. By Year 6 pupils have a satisfactory understanding of the need for fair testing. However, an analysis of work shows that where investigations are carried out and pupils record their results, they do not always draw valid conclusions, answer questions that have been raised or explain the purpose for the investigation.

127. Lessons were only seen in Years 3 to 6. From these observations and an analysis of pupils' past work, teaching and learning are at least satisfactory. The lessons seen were well prepared and resourced, enabling pupils to move forward at a good pace, maintaining their attention and interest throughout. At best, pupils are asked searching questions to check their understanding. However, in other situations, more probing questions and further discussion, would provide better opportunities for pupils to gain in knowledge and understanding, and for teachers to assess this. Here, assessment from earlier lessons could have been used more effectively in planning the next stage of learning, especially to challenge higher attaining pupils.
128. Lessons have clear learning objectives, which are shared with pupils, so that they know the purpose of the lesson. However, pupils do not always get the opportunities to evaluate their work because the objectives are not always referred back to at the end of the lesson. Teachers' marking of work is inconsistent. In better examples constructive comments are made linked to learning objectives, informing pupils how well they have done and what they need to do to improve.
129. Classes are very well managed, and the very good relationships go a long way to explain pupils' very good behaviour and positive attitudes to learning. They work well together in pairs and small groups, sharing their ideas and equipment to complete activities. In a Year 6 lesson, pupils discussed their predictions and agreed upon a method to investigate evaporating liquids because they were encouraged to do so.
130. Satisfactory use is being made of literacy skills; pupils have opportunities to record what they are finding out both in their writing and labelled diagrams. Some use is made of writing frameworks, but these are yet being used developmentally, to take fuller account both of pupils' developing literacy skills to record investigations. Within literacy, purposeful links are made through the texts used, for example the big book 'My Body' used in Year 2.
131. The co-ordinator is knowledgeable and keen to move the subject forward. Planning is based on national guidelines but has been adapted to the needs of the new school. A two-year rolling programme takes account of mixed age classes and helps to ensure continuity and progression in learning. However, lesson planning has not been checked for appropriate content and reference to the National Curriculum. For example, Year 2 pupils have covered aspects of the human body at a depth beyond their full understanding, and at a level repeated later in the school. The school has recognised the need to develop the role of the co-ordinator, to give fuller responsibilities for monitoring teaching and linking this to the drive for higher standards. Assessment procedures, linked to investigative skills, are being developed, although there is not yet a whole-school approach to recording and tracking pupils' attainment and progress in science. Good use is made of the school grounds and surrounding area for studying wild life and habitats. A visit to the Cheltenham Science Festival and a visiting science theatre group have provided further learning opportunities. The subject is well placed for continued development and for this to reflect in improved standards.

## **ART AND DESIGN**

132. Pupils are in line to achieve similar standards to those expected nationally by the end of both Years 2 and 6. Throughout the school pupils, including those with special educational needs, make overall satisfactory progress.
133. Pupils in Year 2 successfully experiment with various materials, including those for three-dimensional work. They achieve the expected standards in observational drawing. Their drawings and paintings of portraits show a sound understanding of proportion and expression. Many use colour well, and know how to mix paint to make new colours and tones. Higher attaining pupils draw with a good eye for detail and create a good representation of what they have seen. Other pupils draw with a reasonable sense of shape and proportion.

134. Pupils in Years 3 to 6 have experienced of a satisfactory range of styles of art and studied the work of some famous artists and designers, such as Eileen Cooper, Lowry, Turner and William Morris. They adapt their work satisfactorily to reflect the styles used by the artists they have been studying. For example, Year 6 pupils referred to the pictures of Lowry when studying perspective. Pupils experiment with different materials and techniques, for example using a cracked wax effect for flower pictures and making collages of Elizabeth I as part of their history studies. There are reasonable opportunities in lessons for pupils to evaluate each other's work with a view to improving their own. In Year 6 a pupil commented, 'the sheep in the distance are smaller', showing some understanding of perspective.
135. Sketchbooks have been introduced throughout the school. These show that better progress is made in some classes than others. Better progress is made when expectations are higher, for example, when pupils are expected to title and date their work, and more care is taken over detail.
136. Only one lesson was observed and therefore, no overall judgement is made on teaching and learning. Some well-chosen artefacts and examples of work by adults gave the pupils a good insight into different ways of weaving and sparked ideas for their own designs. Although pupils found the weaving quite challenging, they got a lot out of it because they were supported well by staff and any difficulties were turned into opportunities for learning. This helped them to gain a greater understanding of what they were doing and to develop their skills further. The use of information and communication technology to support learning is starting to be developed, for example through the use of paint programs.
137. The enthusiastic art and design co-ordinator is new to the post and is keen to develop the subject further. Planning is suitably based on national guidelines, and now draws ideas from a published scheme. The school recognises the need for the subject to be monitored with a view to improving the quality of teaching and learning and raising standards. There are no formal assessment procedures yet, although the criteria to measure the development of different skills have been established. The good resources for the subject are used well to support learning. During the recent 'Creative Arts Week' all pupils designed tiles for the new school, based on a still life drawing, providing an opportunity to look at progress in drawing and design throughout the school. An art club provides further opportunities for pupils to face different challenges, for example using scrap paper to create three-dimensional pictures.

## **DESIGN AND TECHNOLOGY**

138. From an analysis of designs, products and evaluations, standards by Years 2 and 6 are in line with those expected nationally. Pupils, including those with special educational needs, make satisfactory progress throughout the school. Design and technology was not being taught during the inspection, and therefore no judgement is made on the quality of teaching and learning.
139. Pupils in Year 2 looked at different puppets before designing and making their own sock puppet. Their designs show where different materials are to be used and list the items to be used when making the puppet. In Years 3 and 4 pupils have designed and made purses, and evaluated the end product. Satisfactory sewing and other fastening skills were used. Pupils in Year 5 have made and sampled different sandwiches in food technology, as part of a science topic on healthy living. In Year 6 pupils have made toy vehicles. Their designs show the component parts and the materials to be used. However, the designs do not give enough attention to measurement and the evaluations need to focus more on what could improve the product. A group evaluation did show that pupils had co-operated well and that jobs had been shared out. Although all the aspects of design and technology are evident, more emphasis needs to be given to initial product investigations and to the quality of the final evaluations.
140. Satisfactory opportunities are provided for using mathematics skills, for example when measuring materials in construction, although measurements are not shown in designs. Not enough use is

made of literacy skills, and higher attaining pupils in particular could be expected to write in greater detail when recording, for example, instructions and evaluations.

141. A new co-ordinator has been appointed for the term following the inspection, who is clear about how the subject can move forward. There is a scheme of work that takes account of national guidelines, so helping to ensure continuity and progression in learning. A two-year rolling programme takes good account of mixed age classes. The school recognises that there is a need to monitor all aspects of the subject, with a view to improving the quality of teaching and to raising standards. Formal assessment procedures have been planned but, as yet, have not been introduced. Pupils in Years 3 to 6 take part in an annual technology challenge, organised by the local authority, which helps to raise the profile of the subject. A 'Creative Arts Week' provides further opportunities; last year pupils designed, made and tuned xylophones, developing their woodworking skills in the process.

## **GEOGRAPHY**

142. By Year 2 and Year 6, pupils achieve the standards expected nationally for their age. Pupils, including those with special educational needs, make satisfactory progress. However, standards are improving because the revised curriculum provides a clear framework for the development of pupils' skills, knowledge and understanding.
143. As it was only possible to see one lesson during the inspection, no overall judgement has been made on the quality of teaching. Nonetheless, other evidence shows that pupils enjoy geography and are keen to learn. Pupils in Year 2 have a reasonable understanding of their locality through various studies and observations of the school and its immediate area. Their drawings of a simple 'map' show an awareness of local features, such as the two sites of the school, located at either end of the village. Higher attaining pupils can describe the route from home to school with reference to the position of local shops, the playing field and the parish church. They recognise and occasionally use simple geographical terms, such as 'main road', 'hill', 'nearby' and 'river'. They know that Longhope is a village and that it is smaller and has fewer shops than nearby Ross-on-Wye. Following the various journeys made by Barnaby Bear helps them to know about different places and to develop an understanding of the world.
144. By Year 6, pupils have developed a sound knowledge of their locality. They refer to local maps to locate features in their village, including the main street, stream, hills, and important buildings. They can locate their own home on a street map. Most of them can find Gloucester on a map of the British Isles and know that the Severn is an important, nearby river. They are familiar with geographical terms, such as 'valley', 'estuary', 'mountain' and 'ridge'. They can use an atlas to find some of the continents and mountain ranges. Most of them can compare features of a town, such as Ross, with a city, such as Gloucester in terms of population and facilities. Higher attaining pupils can confidently point out advantages and disadvantages of village life compared with that in a town.
145. Teaching and learning in the one lesson seen was good. The effective use of the interactive whiteboard helped pupils to grasp important information about mountains. They were invited to identify and name geographical features, including 'glaciers' and 'peaks'. They worked together well, sharing ideas and helping each other find the major mountain ranges of the world. The activity captured pupils' interest and they worked enthusiastically throughout. Skilful questioning and intervention by the teacher kept the pupils on their toes and eager to make new geographical discoveries.
146. The subject is very well led and managed. There is a clear and ambitious vision for the development of geography in the school. The development plan is based on an effective evaluation of provision and needs. An audit and subsequent purchase of resources has contributed to the successful introduction of a revised curriculum. The co-ordinator's involvement in the local cluster group project has promoted an enquiry approach to pupils' learning. In turn, this has helped pupils' use of geographical language and level of understanding. The recent start

made to develop a portfolio of pupils' work needs to be continued to help staff monitor and raise standards. The subject is well placed for continued development and, as pupils are increasingly subject to the new curriculum, for standards to continue to improve.

## **HISTORY**

147. Standards in history are in line with those expected nationally for pupils in Year 2 and in Year 6. Pupils, including those with special educational needs, make satisfactory progress. Inspection evidence shows that standards are improving because of improvements in the way the subject is led and managed.
148. The school has successfully adapted national subject guidance to support planning. This has resulted in a greater focus on developing pupils' skills of historical enquiry. Pupils in Year 2 have a sound knowledge and understanding of the past. They recall the main story of the Fire of London and the few higher attaining ones suggest consequences of the fire on lives and property. Good use is made of the locality and nearby places of interest to enrich pupils' knowledge and understanding of the past. Pupils in Y6 enthusiastically recalled details of their recent visit to the Cheltenham Folk Museum. They have a sound understanding of chronology and can place major historical events and periods in order. They understand the contribution of different sources of historical evidence and the value of looking at events from different points of view. Pupils present their work in pictures and writing with increasing clarity, though there are few examples of extended writing from the older pupils.
149. In the only lesson seen in history, the quality of teaching and learning was good. The lesson was structured well so that pupils knew what to do and found the learning suited to their wide range of needs. The very effective use of photographs helped pupils to identify and talk about changes in homes over time. The teacher used her very good subject knowledge to explain ideas clearly and to phase some thought-provoking questions. The work in pupils' books shows that topics are planned well and pupils develop their knowledge and skills systematic and effective way.
150. Leadership and management of the subject are good. The co-ordinator has reviewed planning for each year group, and identified the areas where some further development is required. An overview of standards has commenced through the introduction of sampling pupils' work. Resources are adequate, but do require some organisation in the light of the revised curriculum requirements. There is a clear and well-founded plan for the subject's development that reflects the school's determination to improve standards.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

151. Standards achieved by pupils in Year 2 and Year 6 are in line with those expected nationally. Pupils, including those with special educational needs, make satisfactory progress throughout the school. With a focus on ICT in the school improvement plan, and the completion of training for teachers and their increased confidence in teaching the subject, standards are set to further improve.
152. In Year 2, most pupils use the mouse with reasonable confidence and control, though some of them are yet to develop their keyboard skills fully. They enter text and edit their work, putting in spaces and correcting spelling and punctuation errors. They use paint programs, such as 'Word Art', making choices from the tool bar to create different effects. They begin to understand how to control equipment, such as a floor turtle, recognising the link between the instructions given and what happens. Information, for example on different pets gathered from a simple survey, is entered, displayed and compared.
153. Pupils in Year 6 use word-processing skills to match their work to an audience, for example by changing the style, size and colour of font, highlighting and underlining. These skills have contributed to their multimedia presentations. They have entered information to create a data bank; they realise the usefulness of spreadsheets, for example when investigating perimeter and area. Planning shows that pupils will be using sensors to detect and record changes in sound, heat and light.

154. The quality of teaching and learning observed was good. Teachers' have well developed skills gained through a programme of staff training. Lessons are well planned and prepared so that a good pace is maintained, catching pupils' interest and helping them to concentrate. Most lessons are used to introduce new skills, which are then practised throughout the week, either using a bank of laptop computers or classroom computers. Good use is made of an interactive whiteboard in some lessons, as an aid to demonstration. However, there are not always enough opportunities for pupils to be involved through questioning, discussion and modelling, enabling them to understand more fully and teachers to assess this. Classes are managed very well, resulting in very good behaviour and positive attitudes to learning. Pupils work well in pairs, supporting each other in their learning. In a Year 3/4 lesson when pupils were opening up a program, some of them spontaneously helped those having difficulty, without creating any fuss. However, the use of mixed ability pairing does not always give adequate support to lower attaining pupils, or sufficiently challenge the higher attaining ones.
155. The use of ICT to support learning in other subjects is developing. Year 2 pupils entered and compared data in science; Year 6 pupils used their word-processing skills to edit and improve the quality of their writing. Use is made of the internet and E-Mails are sent and received when researching information. For example, Year 2 pupils found out about houses past and present in Longhope by accessing the village website.
156. There is an enthusiastic co-ordinator for the subject. Planning has appropriately taken account of the amalgamation of two schools and the work previously covered. There is now a two-year rolling programme, based on national guidelines, which takes account of mixed age classes and helps to ensure continuity and progression in learning. The policy has been reviewed and recognises the concern for pupils' safety when accessing the internet. The co-ordinator check medium term planning and has started to collect samples of pupils' work for a portfolio. Assessment procedures are in their early stages and a common approach for recording attainment and progress has yet to be agreed. The school has recognised the need to develop the co-ordinator's monitoring role with a view to improving the quality of teaching and learning and raising standards. Teachers have mostly completed their computer training, and similar training opportunities now need to be available for support staff. There are adequate resources; good use is made of classroom computers and the bank of laptops to help ensure effective provision. The good management and enthusiastic leadership of ICT bode well for the intended push for higher standards.

## **MUSIC**

157. Standards achieved by pupils in Year 6 are above those expected for their age. The new school's success in raising standards has been due to the appointment of a specialist music teacher who is teaching all pupils in Year 3 to 6 on a regular basis. This is possible now that they are all in the same building. Pupils' enthusiasm for music is a direct result of the teacher's own inspiration and interest. It was not possible to observe music teaching for pupils in Year 1 and 2, although they sang in their assemblies in a literacy lesson when they sang as part of their English work.
158. Music makes a very positive contribution to pupils' spiritual and personal development and adds to the quality of assemblies and worship. A well-chosen piece of music is often played to create a quiet and calming atmosphere for reflection and worship. Even challenging songs and hymns are sung pupils sing with gusto and clarity. Many pupils can sustain a steady pulse in their singing. Pupils are encouraged to sing with accuracy, expression and articulation.
159. From an analysis of their work and discussions with them, pupils in Year 6 are very interested in composing, playing and listening to music. They have had experience of a selection of songs, including 'The Skye Boat Song' and 'Where Have All The Flowers Gone?' to help them understand the importance of lyrics and the message they convey. They had analysed the school's Christmas production, written by their music teacher. They knew which songs had a marked rhythm and which were melodic. Pupils had studied the length of notes and composed

their own rhythms using the pentatonic scale. In a lesson in Year 4/5, the teacher widened the cultural perspective with a French song. They drew on a detailed knowledge from a previous lesson, and quickly reached a high standard in composition and performance of a round based on 'London's Burning'. Several recorder players joined in and the whole class enjoyed putting an excellent performance of which they were justly proud.

160. The teaching in this lesson was excellent. The lesson was very well structured and the tasks were imaginative and challenging. Pupils were given very clear strategies to improve their skills. They were encouraged to think as musicians and to use the correct musical terms. Throughout the school, pupils enjoy music and this has a good impact on the standards they achieve by Year 6. Good provision is made for pupils with special educational needs, ensuring they take a full part in music lessons and achieve standards similar to their peers.
161. The music teacher is very enthusiastic and her specialist skills are used exceptionally well to develop a full range of activities to promote effective learning. A significant number of pupils benefit from the specialist teaching of clarinet, flute, violin, cornet, keyboard, and guitar and, for the size of the school, a very large number of recorders. Pupils work hard at learning to play their instruments. They are very well supported by their parents and encouraged to improve their talents through rigorous practice. The visits to retirement homes in the area provide opportunities for pupils to perform as well to give pleasure to other people.
162. Music is now very successfully and enthusiastically managed. The co-ordinator makes full use of her specialist skills to develop a full range of activities and to promote the teaching and learning of music. Resources are good, and once the school moves to the new building the extra space will make it much easier to involve parents in listening to their children performing to the high standard witnessed during the inspection.

## **PHYSICAL EDUCATION**

163. It was only possible to observe lessons in Years 3 to 6, where standards in dance, gymnastics and swimming were judged to be above those expected nationally.
164. The school has to limit certain elements of gymnastics for safety reasons related to the restricted space available in the very small school hall. Nonetheless, the standard of what was seen was very good. The school does well to make the most of opportunities in aspects of the subject that they can provide. All pupils, including those with special educational needs make at least good progress as they move through the school.
165. Standards in swimming are good with all pupils being able to swim at least 25 metres by the time they leave the school. Higher attaining swimmers are very confident in the water and have a very good style. Pupils put a great deal of effort into their swimming during the weekly lesson. The class teacher, swimming instructor and teaching assistant worked well together and the standard of teaching was high. Pupils responded to the high level of challenge and many of them were able to improve their performance within the lesson.
166. Year 3/4 pupils changed quickly and quietly and were very keen to begin their gymnastics lesson. Appropriate warm up and cool down activities are arranged at the beginning and end of all lessons and pupils know the reason why it is important to complete these exercises. They moved round the hall in different ways using hands and feet, showing considerable dexterity and a good awareness of their own space and that of others. They demonstrated good movements to their friends whose generous applause reflected the very positive atmosphere. They are developing their ideas of what went well and what could be improved. Pupils speak enthusiastically about the subject and about the prospect of having a larger hall, a full range of equipment and being together under one roof.
167. The dance lesson was very good. The task was to create a dance, appropriately entitled 'building a new school'. To the popular tune of Bob The Builder, pupils devised a dance incorporating all



the movements made by machines on building site. Pupils proudly presented their dances, which were of a very high standard and popular with their classmates.

168. Teaching is good. Lessons are very well planned and structured. Teachers have good subject knowledge and often make use of their own expertise to demonstrate movements to help pupils improve their own performance. The teachers' good management skills allow pupils to work well and at a brisk pace. Pupils' positive attitude to the subject is reflected in their behaviour and in the way they enjoy working individually, in pairs and small groups.
169. The leadership of the subject is good. The co-ordinator has worked hard to support staff in developing the subject. There is a clear and informed agenda to continue the development of physical education. The curriculum serves what aspects of the subject can be taught well. Assessment is in the early stages of development. Resources are unsatisfactory due to a shortage of large apparatus for older pupils.

## **RELIGIOUS EDUCATION**

26. By the end of Year 2 and Year 6 pupils are attaining standards above those expected by the locally agreed syllabus for their age. The observation of lessons, displays of work throughout the school and discussions with pupils and teachers indicate that pupils' learning is good overall. Pupils with special educational needs are included in all activities and are well supported. As a result they make satisfactory progress in their learning according to their prior ability.
27. Pupils' attitudes to learning are very good. They show interest by being attentive in lessons and by confidently offering views and opinions. Responses in lessons are thoughtful and relevant. Pupils are well motivated and able to work in pairs and small groups with a minimum of supervision. This was very well demonstrated when the Year 1/2 class divided into three groups. Each group planned a short play to show how Jesus was lowered down through the roof by His friends and healed a sick man. All the pupils approached their task very sensibly and were proud of their efforts when they performed their plays for the whole class.
28. By the time they reach Year 6, pupils have gained a deeper knowledge and understanding of different faiths. For example, pupils in Year 6 study the Muslim faith and its effect on family life. All year groups are given opportunities to think for themselves during lessons. For example, in an excellent lesson about how Christians think of God as Father, pupils were challenged to work in pairs and report on what qualities they thought made a good father. Their replies showed they had thought deeply about their answers and the teacher was able to relate their suggestions to help the class's understanding of God as a Father. Many pupils in Year 6 wrote about their feelings on their visit to Deerhurst Church. They based their work about commitment on the life of Mother Teresa, and could recall many aspects of her work in India. Pupils behave well in all lessons, showing a high level of respect for each other's work and taking good care of artefacts.
29. Overall the quality of teaching is very good. Teachers make good use of their subject knowledge and understanding to explain, and to ask and answer questions. Their enthusiasm and careful use of correct terms and language are the main reasons why pupils have such a good knowledge and understanding of their learning. Pupils build up their learning because teachers make good use of a structured and interesting curriculum to teach effective lessons. Typically, ideas are introduced with sensitivity and incorporate skilled questioning to stimulate thought. In a Year 4/5 lesson, pupils thought carefully about the feelings of all the main characters in the story of the prodigal son before acting out their own version of the story.
30. The management of the subject is good. Some improvement to resources has been made since the new school was formed, but the co-ordinator is well aware that more artefacts are required and that assessment processes need improving. Religious education makes a very significant contribution to the pupils' spiritual, moral, social and cultural development. As such, the subject is a strength of the school.