

INSPECTION REPORT

CRANHAM CE PRIMARY SCHOOL

Cranham

LEA area: Gloucestershire

Unique reference number: 115682

Headteacher: Mrs J Thompson

Reporting inspector: Georgina Beasley
27899

Dates of inspection: 3rd – 5th March 2003

Inspection number: 249950

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Cranham
Gloucester

Postcode: GL4 8HS

Telephone number: 01452 812660

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs H Stacey

Date of previous inspection: 15th June 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
27899	Mrs G Beasley	Registered inspector	English Art and design Design and technology Physical education Foundation Stage Educational inclusion	The characteristics and effectiveness of the school The school's standards and pupils' achievements Teaching and learning Quality and range of curricular opportunities What the school should do to improve further
9454	Mrs D Pepper	Lay inspector		Pupils' attitudes, behaviour and personal development Pupils' welfare, health and safety Partnership with parents and carers.
27290	Mrs C Huard	Team inspector	Mathematics Science Geography History Information and communication technology Music Special educational needs	Leadership and management of the school

The inspection contractor was:

e-Qualitas Ltd, Langshaw, Pastens Road, Limpsfield Court, Oxted, Surrey, RH8 0RE.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Cranham Primary is a very small village school nestled in the hills overlooking Gloucester. There are 46 boys and girls, aged 4 – 11 years old, and five of these are in the reception year. Most pupils travel to school from Gloucester and the surrounding area, and a small number from the village itself. Most pupils come from favourable social backgrounds. No pupils are eligible for free school meals. Pupils' attainment when they start school varies from year to year and is usually average. Six pupils, a below average proportion, are identified as having special educational needs for a variety of reasons. None has a statement. All pupils are from white UK heritage and speak English as their mother tongue. The school is organised into two classes with reception and Years 1 and 2 in one class, and Years 3 to 6 in another. The headteacher has a substantial teaching commitment.

HOW GOOD THE SCHOOL IS

This is a good school with many strengths. It is giving its pupils a good quality education. The headteacher provides very clear leadership and has very high expectations of staff and pupils. She leads a committed staff team who all make a strong contribution to the success of the school. Good teaching has led to pupils making good progress overall and achieving well. Standards are above average in English and science at the end of Years 2 and 6, and in mathematics at the end of Year 2. The good quality curriculum ensures that lessons are interesting. The governing body provides good support and is making a good contribution to the school's ongoing development. The school provides good value for money.

What the school does well

- The leadership and management of the headteacher are very good and subject leaders make a good contribution to school improvement.
- Standards in English, science, and design and technology are above average at the end of Years 2 and 6, and above average in mathematics at the end of Year 2.
- Teaching is good and this ensures pupils make good progress overall.
- Provision for moral and social development is very good and this nurtures pupils' very good relationships and personal development.
- Provision for pupils with special educational needs is good and this enables them to make good progress.
- The curriculum is rich and this makes learning interesting and fun.
- The school cares for its pupils very well.

What could be improved

- Progress in mathematics in Years 5 and 6.
- Assessment procedures for subjects other than English, mathematics and science.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good improvement since the previous inspection in 1998. The previous above average standards have been maintained in English at the end of Years 2 and 6 and in mathematics in Year 2. Standards in science are now above average at the end of Year 2 and Year 6. All pupils take much more care with the way they present their work and this reflects increased pride and better attitudes. Attendance is much higher and is very good overall. Teaching and learning remains good. Pupils' personal development is very good. The school continues to care for its pupils very well. Due to the excellent links and quality of information, parents give their children very good support in their learning both in school and at home. The headteacher provides very good leadership and monitors pupils' progress throughout the school closely. The governing body gives the school good support and continues to carry out its duties well.

STANDARDS

The table of grades usually included in inspection reports, regarding the school's performance in the Year 6 national tests, has been omitted. The number of pupils, who take the tests in any one year, including 2002, is usually considerably less than ten. This means these grades are not reliable indicators of the school's performance.

Children start school with a range of skills, which vary from year to year. The children currently in the reception year started school with skills that were generally above average. They make very good progress in their personal and social skills and become confident learners very quickly. The children concentrate very well and stay on task throughout sessions. Overall the children make good progress and they are all likely to attain the early learning goals, the expected levels, in all areas of learning. Most will do better than this.

The school's own assessment information indicates that standards have risen more than the national trend since the previous inspection, in English, mathematics and science, and pupils achieve well considering their attainment when they started school. Overall pupils achieved well to attain the very high standards in the 2002 national assessments at the end of Year 2, and the well above average standards at the end of Year 6. By Year 6, pupils make good progress overall and achieve well.

Standards seen during the inspection confirm that pupils continue to make overall good progress in these subjects. Pupils' work shows that standards remain above average in reading, writing, mathematics and science at the end of Year 2. They are above average in English and science, and average in mathematics at the end of Year 6. Pupils read and write well and due to the emphasis given to pupils learning how to structure their writing, and to handwriting, spelling, punctuation and grammar skills, pupils' writing has improved particularly well. Achievement in science is good due to the recent focus on pupils developing practical scientific investigation skills and the challenging work with which pupils are presented.

Pupils with special educational needs are given good support so that they achieve as well as other pupils in school. Higher attaining pupils receive good challenge. This makes them think carefully about what they are doing and helps them to understand the purpose of particular tasks.

Standards in design and technology (DT) are above average. In other subjects, they are average overall but have many aspects, which are better. In music, pupils' performance skills are good and those learning to play musical instruments attain above average standards. In physical education (PE), pupils attain good standards in swimming and dance. Pupils' evaluation skills are good and this is

reflected in their ability to say what they need to do next to improve their work further. This is particularly evident in art and design, design and technology (DT) and in dance.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils take a pride in their work and make sure that it is always their best. They are keen to take part in the majority of lessons and welcome the opportunities to represent the school at public events.
Behaviour, in and out of classrooms	Good. All pupils are well behaved in the majority of lessons. Some older pupils are uncooperative in lessons with teachers they do not know so well. Pupils get along very well together on the small amount of space in the playground, especially at lunchtimes.
Personal development and relationships	Pupils are fully involved in lessons. They are given very good levels of responsibility and are developing very good independent learning skills as a result. Relationships are very good. Pupils use their initiative, noticing for themselves when small jobs need doing.
Attendance	Very good. Due to the very good procedures for monitoring attendance and the parents' excellent support, there is very little absence. Pupils enjoy school and arrive on time.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall. Teachers are committed and work hard to make sure learning is relevant. Lessons are interesting and learning is presented in different ways. This motivates all pupils to take part and concentrate well. The very good use of questioning probes pupils' thinking and helps identify quickly the required support or extension needed to take learning forward. Evaluation is a key part of many lessons and this enables pupils to gain a very good understanding of what they have learned and how they can make further improvements to their work. Therefore all pupils, including higher attaining pupils and those with special educational needs learn well in most lessons. Teaching assistants make a very good contribution to pupils' learning and are very effectively deployed, especially in the reception year. This encourages all pupils to get involved and they produce good amounts of good quality work in the time as a result. Pupils with special educational needs are well supported and they learn new skills quickly as a result.

The teachers know pupils very well and this means that work is usually matched appropriately to their needs. However, teachers new to the class do not always have enough information to plan work matched to pupils' individual learning needs, and the pace of learning slows down.

The quality of teaching and learning in English is good. In mathematics, it is good in the infants and lower juniors and satisfactory in the upper juniors. Over the last few years, particular attention has

been given to the development of basic skills, with particular care given to present work neatly and correctly. As a result, spelling, handwriting, punctuation and grammar have improved significantly. ICT is used in many lessons and is a good motivator to learning. Numeracy is used to support learning in many subjects, especially interpretation of data in science and making precise measurements in DT. Teaching and learning in science are good, resulting in much higher standards, which are still rising. Lessons are practical and fun and pupils are encouraged to organise their own experiments. Teaching and learning in DT are good due to the emphasis placed on pupils planning and evaluating their work. Teaching and learning in other subjects are satisfactory, with strengths in the performance skills in music and dance, swimming in PE and in the development of evaluation skills in many subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is enriched through the very good links with the local community, a number of local schools, and with schools in Ireland and Sweden. All pupils are included in the excellent number and range of extra curricular activities.
Provision for pupils with special educational needs	Good. Pupils receive good support in lessons and when they work individually on specific skills. Higher attaining pupils are provided with good levels of challenge in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Provision for spiritual and cultural development is good. There are very good opportunities for pupils to develop a keen understanding of moral issues through assemblies and personal, social and health education lessons. Social skills are very good and developed in several ways, including opportunities to work in small groups, and participation in regular residential visits.
How well the school cares for its pupils	The school cares for its pupils very well. Procedures for child protection and health and safety are very good. Assessment procedures are satisfactory overall, although they are not yet used well enough to track the progress of individual pupils in all subjects. There are excellent procedures for ensuring very friendly and positive relationships.

The school has a very successful partnership with parents. Their support and commitment was evident in the extremely high return of the parents' questionnaires. Reports to parents detail extremely well what pupils can do and the progress they have made. Parents are kept fully informed about curriculum activities. Many parents help in school and this helps with supervision and enables pupils to work in smaller year groups on occasions.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very clear direction to the school. She has built an effective and committed staff team, who know the school well and who make a strong contribution to its continuing improvement.
How well the governors	The governors fulfil their roles well. They know the school's strengths

fulfil their responsibilities	and areas for development and strive to make sure that the necessary systems are in place to deal with issues.
The school's evaluation of its performance	Good. The school has effective systems to evaluate its own performance. Subject co-ordinators regularly check on learning in their subjects and take action to make improvements.
Aspect	Comment
The strategic use of resources	Good financial planning supports the school's priorities for development well. Spending is analysed closely and monitored for efficient use. Educational and financial decisions are carefully considered by the school to help decide whether it is providing best value.

The school has a good number of teachers and support staff to meet pupils' needs. Due to recent improvements and refurbishments the accommodation is now satisfactory. The hall is very small, so PE is taught in a nearby school and the village hall. The playground is extremely small, but the determined efforts of pupils and staff means there is a congenial atmosphere and, as a result, football can be played safely without impinging on the enjoyment of others. There is no large grassed area, but strong links with the local sporting clubs means that football, hockey, cricket and tennis take place regularly in season. There are a good number of resources to support learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • All parents think the school works closely with them and would feel comfortable about approaching the school • All parents think teaching is good and that the school always expects their children to work hard and do their best. • All parents agree that the school is well led and managed. 	<ul style="list-style-type: none"> • A small number feel that their child is not being helped enough to become mature and responsible. • A very small number of parents feel that there is either too much or too little homework. • Some parents feel that there are not enough activities outside lessons.

The inspection team wholeheartedly agrees with all the parents' positive comments. Homework is satisfactory and gives suitable support to pupils' learning in lessons. The school provides an excellent number and range of extra curricular activities. Inspectors judge the school to be very successful in its efforts to help pupils become mature and responsible for their actions.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards have been maintained since the previous inspection and remain above average in English and science, and average in mathematics at the end of Year 6. Standards at the end of Year 2 are above average in these subjects. Test results in science have improved considerably since the previous inspection and, after a dip in 1999, standards in English and mathematics have risen steadily. There is no difference between the attainment of boys and girls. Pupils' work indicates that all pupils make good progress since starting school.
2. The attainment of children when they start school varies from year to year. Although speaking and listening and their personal and social skills are generally much higher than average, some year groups start school with average attainment while others are above average. Although some pupils are identified with special educational needs, no year groups are below average overall when they start school. The children in the current reception year have above average attainment in reading, writing and mathematical development. They achieve well and all children are on track to attain the early learning goals, (the expected levels, by the end of the reception year) in all areas of learning. Some will do much better and exceed these.
3. Due to the small numbers of pupils in each year group, it is inadvisable to compare attainment between different year groups. However, the group who attained the well above average standards in English and science at the end of Year 6 in the 2002 national tests achieved well. Achievement in mathematics was satisfactory. Inspection evidence indicates that by the end of Year 6 standards are above average in English and science. The school has placed particular emphasis on raising standards in writing with considerable success, standards are higher than at the time of the previous inspection. Pupils now structure their writing more carefully, and take care to make sure that the spellings, punctuation and grammar are correct. Improved emphasis on developing pupils' scientific skills alongside their knowledge and understanding of facts and processes is resulting in much better achievement in science in recent years. Standards in mathematics are average at the end of Year 6. There is evidence that standards in Years 3 and 4 are much higher and therefore indicates continuing improvement.
4. Pupils in the current Years 1 and 2 are achieving well to attain above average standards overall in reading, writing, mathematics and science. Work is matched very well to individual learning and this enables the higher attaining pupils to do particularly well. The school enables those pupils who are capable, to attain higher than average standard in all three subjects. Pupils' work confirms the very high standards in the 2002 national assessments for seven year olds in English, mathematics and science.
5. Pupils with special educational needs make good progress and achieve well in relation to the targets set in their individual education plans. They are given good support as soon as they start school and this helps them to be involved in all activities and to get the most from their school experiences. Good quality teaching, which focuses on their particular needs, enables them to achieve well in their basic skills and approach to learning. Higher attaining pupils are challenged and collaborative group work enables them to bounce ideas off each other to create a wider range of detail in their work. They are encouraged to question themselves and each other and this helps to raise their achievement.

6. Pupils make particularly good progress in their literacy skills. They are given every encouragement to talk about their work before recording their thoughts in writing. Although the library is small and housed in a small area of the hall, pupils are developing good research skills. This is because they are challenged to find things out for themselves when learning about something new. Numeracy is developed well in many subjects including measuring weather conditions in geography, measuring lengths of wood to make frames for their menu cards in DT, and interpreting data and results in science experiments.
7. Standards in all other subjects, except DT, are average at the end of Year 2 and 6. They are above average in DT due to the more focused approach to teaching and learning in the subject. Pupils have a good understanding of the design process and plan their intentions carefully. Their making skills are average. Pupils' achieve well in swimming and dance. Pupils' performance skills are good in music. Singing is tuneful and has good tone when pupils sing as a class or school. Individual pupils play a wide range of instruments with good skill. ICT continues to improve. The recent building refurbishments meant that computers could not be used regularly and this meant a delay in practising skills. However, pupils are now attaining the expected standards, as their recent rate of progress is good. Standards in art and design are average and this is not reflective of the richly planned curriculum. This is partly because pupils in the juniors do not necessarily have weekly art and design lessons due to the small size of the classroom. The focus weeks give suitable opportunities for pupils to practise their skills and techniques, but these are not regular enough for some pupils to attain higher than average standards. Although standards in history and geography are average overall, there are particular strengths in pupils' mapping and fieldwork skills, due to the many visits into the local area to measure and note geographical features and processes.

Pupils' attitudes, values and personal development

8. Pupils' attitudes, values and personal development are good overall, with some very good features. This compares with an overall judgement of very good at the time of the last inspection. Pupils take a pride in their work and the presentation of this has improved dramatically over the last few years and is now very good. This reflects their positive attitudes and the school's mission statement that all pupils should take pride from all they do.
9. Pupils' attitudes to school are good and support their learning well. Parents say that their children like coming to school and pupils agree. Pupils enjoy their lessons and the large majority are well motivated and keen to learn. Pupils in Years 1 and 2 relished the challenge of becoming 'private investigators' to sort fruit from vegetables, and enjoyed watching the teacher cut the fruit to make the salad. Pupils usually concentrate well during whole class teaching and work hard on individual or group tasks. In a very good science lesson in the juniors, pupils organised themselves effectively into groups to investigate which substances dissolved in water. Reception pupils in the role-play area, 'Cranham Hospital', worked together imaginatively and thoughtfully as they organised an ambulance to take a patient to hospital. However, on occasions, a small group of older pupils can become distracted from their lessons, and are not well motivated to learn. They do not always show sufficient respect to their teachers and do not act as good role models for younger children during these times. During orchestra practice, a small group of pupils played their instruments inappropriately, distracting other children and slowing the pace of the lesson.
10. Pupils with special educational needs are interested in their work. They show good levels of concentration in class lessons, and on those occasions when they are withdrawn to work outside the classroom. They work well with other pupils and take part in all aspects of school

life. Pupils with a particular gift or talent are enthusiastic about their work and co-operate extremely well together when working in small groups or pairs on a particular piece of work. They become totally engrossed in what they are doing and produce some very good and original ideas as a result.

11. Pupils enjoy taking part in the extremely wide range of extra curricular activities the school provides and are actively encouraged to do so by staff. There is a high level of participation in sporting activities. The school orchestra's involvement in the Primary Proms gives pupils a real opportunity to work together to represent their school at this prestigious event. In this way, pupils' participation in extra curricular activities makes an important contribution to their personal development.
12. Pupils' behaviour is good in lessons and helps them learn effectively. Pupils have been involved in agreeing classroom and playground rules and share a common understanding of how they should behave. At playtime, pupils play well together within the constraints of a very small playground. Pupils are generally polite to adults and each other. No bullying was observed during the inspection and pupils and parents agreed that incidents are rare and are dealt with effectively when they occur. There have been no exclusions.
13. Relationships between adults and pupils and between pupils are very good. Adults treat pupils with respect and this respect is returned on all but a small number of occasions. When discussing work at the end of lessons, younger pupils in Years 1 and 2 listened very carefully and demonstrated real interest in what each other had achieved during the lesson. Pupils support each other very well when working together in family group activities, which include pupils from each year group, and whilst out of school on trips when older pupils care for younger ones very responsibly. The good rapport between boys and girls playing together during netball club reflects the high level of co-operation and enjoyment pupils have in school activities.
14. The quality of pupils' personal development is very good. Teachers build up pupils' self confidence and self esteem by encouraging pupils to set high, but achievable standards for their work, and by reminding them how to use different resources, including each other, when they need help. Pupils respond thoughtfully to opportunities to consider for themselves what they have learnt and are involved in setting targets for their own learning. The specific responsibilities given to older pupils help them to become more mature and responsible. Year 6 pupils led the Grandparents' Service held recently in the church and organised their own end of year visit, including costing out different options.
15. Levels of attendance are very high compared with national figures. There is no unauthorised absence. Punctuality by nearly all pupils is very good.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching is good overall and has been maintained since the previous inspection. Teachers are committed and work hard to make sure learning is relevant and matched to the different needs of individual pupils. Particular strengths are in the interesting and different ways that learning is presented, and this motivates pupils to take part and concentrate well throughout lessons. Teaching assistants make a very good contribution to pupils' learning and are very effectively deployed.
17. Teaching in the reception year is good. Planning is detailed and provides well for the different learning needs of the children in the group. Questions are used effectively to draw everyone

- into the activities, and the interaction between children and adults in play activities extends the experiences and help the children consider what they are doing and why. Activities are interesting and this keeps the children involved. They all concentrate well as a result. Relationships are very good and the conducive atmosphere means that the children are happy to have a go with new learning and consequently, are developing good levels of independence.
18. The teaching of basic skills is very good. Recent emphasis on pupils' writing has led to significant improvements in this aspect of English. Care is taken to present work neatly and there are few mistakes in punctuation, grammar and spelling in pupils' work due to the constant checks made by teachers and pupils. Teachers encourage pupils to think about their vocabulary choices to add interest for the reader. Speaking is encouraged when pupils work in small groups on collaborative tasks and when sharing their ideas with the rest of the class at the end of lessons. Question and answer sessions are a feature of many lessons and this is helping pupils to explain their thinking. Enquiry skills are developed well through pupils identifying the questions they want to ask to find out about a new topic or interest. Numeracy skills are used effectively in other subjects such as measuring in DT, and collecting, presenting and comparing weather statistics in geography. The use of ICT to support learning is planned in most lessons and is a great motivator to pupils' attention span.
 19. Teachers know pupils very well and this means that tasks are usually matched to their individual needs. Learning objectives are different depending on the year groups. This helps organise learning effectively for the different year groups in each class. However, sometimes assessment information is not formally recorded, and this means that teachers who are taking over the class at short notice do not always have a clear enough idea of the levels of which individual pupils are capable. When this happens the pace of lessons slows and some pupils lose interest and concentration. During group activities, pupils are very keen to learn and organise themselves quickly, getting down to work with a minimum of fuss. They produce good amounts of work in the time available, due to the high expectations of teachers, who check their efforts carefully to make sure they do not require further support. Questions are used skilfully to probe the pupils' thinking and this helps teachers put the required support or extension into place quickly. Teachers are particularly skilful at showing pupils how to evaluate their work. This helps pupils to reflect on what they have done well and suggest ways in which they can improve their work.
 20. The teaching of science is good and this has led to much higher standards in the subject, especially over the last few years. There is every indication that standards are still rising. The focus on pupils planning and carrying out their own experiments, has meant that they are more involved in their own learning and have a greater understanding of what they can and cannot do.
 21. The teaching of DT is good overall because of the much better emphasis given to pupils planning and evaluating their own work. Teaching of other subjects where there was enough evidence to make a judgement is satisfactory. The richness of the curriculum is not yet reflected in higher standards in some subjects. This is because there are sometimes long gaps between teaching some subjects, such as art and design and DT, and means that some skills are not practised regularly enough.
 22. The teaching of pupils with special educational needs is good. The specialist teacher in particular, provides a good level of support for these pupils, and consequently they make good progress. The targets set in individual education plans are appropriately challenging. They are practical, clear and easy for staff, parents and pupils to understand, and are effectively

reviewed and amended on a regular basis. This means that class teachers and support staff can work towards them within class lessons and by individual teaching.

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

23. The quality of the curriculum remains good. It includes all subjects, and is enriched through visits into the local area, visitors from the local community and very strong links with schools locally and abroad. Links between subjects are identified in planning and this makes learning more meaningful, especially to the youngest children. Events, such as World Book Day, give all pupils the opportunity to dress up and this focuses their attention more closely on characters and events in their favourite books
24. The curriculum for children in the reception year is good. Learning is organised into topics and this makes it interesting for the children. Activities are practical and based very appropriately in play. This means that the children stay interested and motivated throughout lessons and learn at a faster rate. Visitors make a good contribution to the curriculum, and the interest this gives is reflected on the children's faces. Barnaby Bear is part of the school family and is used effectively to develop the children's growing awareness of the wider world, and makes a very good contribution to their personal, social and emotional development.
25. The provision for pupils with special educational needs is good. The school meets the demands of the new Code of Practice. Teachers plan work that is well matched to the targets in individual learning programmes, and ensure that pupils are well supported in all lessons. In addition, it has identified younger pupils who have potential difficulties or who lack confidence in a certain area. This early concern ensures that all pupils are provided for well. In order to ensure that all pupils reach their potential the school has appropriately implemented a number of educational initiatives such as early literacy support and booster groups that are helping to raise pupils' achievements in literacy and numeracy.
26. There are good strategies for teaching literacy and numeracy skills. Planning identifies the many opportunities for pupils to talk about their work and to write in a range of styles. Numeracy skills are developed well in DT and science, and vocabulary about position and direction is encouraged in learning when pupils talk about their work in geography and PE. Strategies for teaching basic skills are very good. ICT skills are developed well in many lessons and pupils are encouraged to think about their own performance carefully in many subjects, but in music and dance in particular.
27. The school makes good provision for drugs awareness, sex education and personal, social and health education. Well-chosen stories provide good opportunities for pupils to consider their own and the feelings of others and they use this learning to consider the consequences of their actions. Good opportunities are given for all pupils to talk about their feelings in circle time and assemblies. Older pupils discuss moral issues such as commitment and what this means to them as individuals and the way this helps them build relationships with each other. These opportunities help the pupils to have an enhanced awareness of their duty of care to their school and home communities.
28. There is an excellent range of extra-curricular activities, some of which are open to all pupils in Years 1-6. Many of these are possible due to the very good support from teachers, the local sporting clubs, and from parents who help to run them. The small school's cluster funding (money provided from a special fund for small schools) helps to provide instrumental music lessons for those wanting to learn a musical instrument, and to support learning through the annual creative arts topic, when pupils work together with other local schools. The special curriculum weeks make a strong contribution to art and design, and DT. The regular

- programme of residential visits for pupils in Years 3, 4, 5 and 6 makes a strong contribution to their personal development.
29. There are very good links with the local community. Church groups visit regularly to take assembly and this strengthens links with the local church. Villagers come in every week to hear pupils read and this helps them forge relationships with people who live in the village. These times provide very good opportunities to find out more about village life both past and present.
 30. There are very good links with the local pre school settings and local secondary school. Teachers know about the individual needs of pupils before they start school and this helps them to provide suitable support and challenge as soon as they come. The use of the local secondary school for gymnastics and village sport's clubs for games means that gymnastics skills can be taught more effectively, despite the very small hall in school.
 31. Overall, provision for pupils' spiritual, moral, social and cultural development has improved since the previous inspection and is now very good. Particularly strong are the opportunities offered to pupils to develop their independence from an early age, and to use their initiative when organising their own learning and when noticing jobs that need to be done around the school. Good opportunities are provided for the pupils to reflect on their contribution to the school and the world around them. Consequently, they have a growing awareness of the world in which they live and are learning to care for their surroundings at every opportunity. In their descriptions of the school setting, pupils wrote about the quiet and peaceful surroundings and how lucky they are to have this beautiful environment all around every day of the year. Older pupils' writing about 'commitment' shows the thoughtful way they consider the needs of others and an understanding of how important it sometimes is to put other people's needs before their own. Pupils writing, shared with grandparents at the recent church service, showed a deep insight into the range of emotions they felt when remembering this much loved family group. Pupils were confident to put their thoughts in writing because they knew that their feelings would be valued and respected by all who read them. Pupils are given suitable opportunities to respect the beliefs of others through their work on the festivals of different faiths and religions.
 32. Provision for pupils' moral and social development is very good. Learning to get along together is of paramount importance to the school's ethos. The very strong relationships helps the school to be a friendly, happy community in which everyone knows each other well. The comprehensive programme of residential visits supports pupils' social skills very well. The challenges with which they are presented give them very good insight into their own capabilities and provide very good opportunity to support each other when faced with new experiences. Rules are prominently displayed and reflect the pupil's involvement in deciding how 'I can make a difference'. Pupils are rewarded for their good behaviour through awards and words of encouragement and praise and this gives them the recognition they deserve for good manners. Pupils are given very good opportunities to take responsibility for a range of things and are actively encouraged to use their initiative to solve problems, overcome any difficulties and to help around the school.
 33. Pupils have a good knowledge of their own communities due to the very strong links with the village. Planned activities encourage pupils to learn about the local history and geography. The school's attendance at the Cheltenham Dance Festival ensures pupils understand how much the local community values this annual event. There is good provision for pupils to learn about different cultures other than their own through an annual project of dance, art and music with the local cluster of schools. This year, pupils are learning about Native North Americans,

and due to the interesting cross-curricular focus, all pupils are learning about and from the culture of these people. Pupils are given good opportunities to learn about how other countries celebrate festivals. For example, in assembly, they listened with interest to how some people in other countries celebrate Shrove Tuesday as Mardi Gras, a very different type of celebration to our own. The school's links with Irish and Swedish schools enables pupils to learn about other children's school and home life from first hand. There are suitable opportunities for pupils to consider the multicultural aspects of Britain today.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The school cares very well for its pupils, maintaining the high standards seen in the previous inspection. The small size of the school means that adults know pupils and their families very well, and are sensitive and responsive to pupils' individual needs. The school has a strong sense of community, built on the very good relationships between staff, parents, pupils and village residents. Pupils feel secure and valued in this environment. Parents agree that their children are well cared for.
35. The school monitors and supports pupils' personal development very well. Adults work individually with pupils and their parents to support particular needs, for example, to build up a child's personal independence. Teachers use praise in a targeted way to encourage individual pupils and help them set high expectations for themselves. As a result, pupils grow in confidence and maturity at the school.
36. The school's behaviour policy is very good and the large majority of pupils meet the school's high expectations of behaviour. Pupils are rewarded individually and as a class for good work and behaviour. Some temporary staff are less confident to set and enforce the required behavioural standards and this sometimes leads to unacceptable behaviour by a few older pupils. The school works carefully with those pupils who do not always behave appropriately, discussing specific incidents of misbehaviour carefully with them but adopting a 'no blame' approach, providing targeted academic support and building self-confidence by giving pupils appropriate responsibilities within school. The very careful monitoring of attendance ensures that levels of attendance are very high.
37. Child protection procedures are very good and the headteacher is the nominated child protection officer. Staff know pupils very well and are sensitive to changes they observe in them. There is a suitable policy in place to monitor pupils' access to the Internet. Health, safety and security issues have a very high profile in the school and are monitored and acted upon rigorously by staff and governors. The headteacher is to be commended for her hard work in securing funding for the additional modifications needed to make the indoor and outdoor environment safe and secure for pupils. All staff have had first aid training.
38. Since the last inspection there has been satisfactory improvement in the development of assessment procedures, which formed one of the key issues for action. The school has successfully introduced a system for assessing pupils on entry to the school, and developed a range of tests to assess pupils' progress, particularly in the core subjects of English, mathematics and science. As yet, although plans are in hand for their introduction, there are few formal assessment systems in place for the other subjects except in ICT.
39. Assessment information is used effectively in English and science to focus on specific areas of weakness. This is a major factor why standards have risen, particularly in writing and science. Their use is not so effective in other subjects. Targets for each year group have been identified in literacy and numeracy and these are reviewed on a termly or half termly

basis. These procedures are sound. However, the information is not always used sufficiently well when planning programmes of work or lessons to address specific weaknesses. For example, although fractions was identified as a weakness in mathematics and the topic consequently taught again, there was no analysis undertaken to ascertain what the specific weakness was, and what it was pupils were not understanding. Therefore, although curriculum provision was put into place, it was ineffective due to the imprecise nature of the focus.

40. Overall, the assessment and analysis of national and school test results are beginning to be used more effectively to plan the overall programme for school improvement. The headteacher and staff closely compare the standards pupils reach in English, mathematics and science with their previous attainment as they move through the school. They use this information to make sound provision for higher-attaining pupils in these subjects through the use of booster groups, enrichment programmes and lunchtime challenges. However, there is still not always sufficient challenge in the work in some subjects in class lessons.
41. Good records are kept which show the progress of pupils with special educational needs, and regular reviews and assessment of targets assists future plans. Individual education plans contain targets that are specific and well matched to pupils' ability. The school gives good support to pupils with special educational needs and makes good use of the support available, both within the school and from outside agencies where appropriate. However, the school does not always ensure that recommendations in the use of specialised equipment are followed.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. The quality of the school's partnership with parents is very good and has improved since the previous inspection. The large majority of parents are strongly supportive of the work of the school. They say that the school works closely with parents, that it has high expectations of pupils and their children are making good progress as a result. They like the strong sense of community and find the school approachable and welcoming. A very small number of parents are less satisfied and say that their children do not enjoy school and are not helped to become mature and responsible. The school regularly seeks parents' views through questionnaires and consults with governors to act on the issues raised.
43. The school has excellent links with parents, and this supports pupils' learning and personal development very well. These links are built on the regular informal contact staff have with parents at the beginning and end of the school day as well as on the open afternoons every Wednesday. As a result, parents feel that the school is accessible and welcoming, and any concerns are addressed quickly and effectively. In addition, there is a termly curriculum information evening and two parents' meetings each year to discuss pupils' progress.
44. The school also provides excellent written information for parents through the prospectus, annual governors' report and regular newsletters. The induction pack for new parents is very informative and contributes to the settled start to school which the youngest pupils make. Reports are of a very high standard and reflect the very good knowledge teachers have of individual pupils. They include perceptive comments about pupils' attainment and progress, and set relevant individual targets for the next steps in learning. These are shared with pupils.
45. Parents support their children's learning well at home. They contribute very effectively to the life of the school by running football and cricket clubs after school, and helping with other PE activities, including gymnastics and swimming. The hardworking Friends Association runs

fundraising and social activities, actively encouraging the participation of village residents, and raises considerable sums of money. Many parents attend these to give their support.

46. Parents of pupils with special educational needs are kept well informed of their children's attainment and progress at regular parents' evenings or when they come into school. When appropriate they are invited to termly review meetings to discuss their children's progress and future targets. Useful suggestions for how parents can help at home are identified on many of the education plans.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The leadership and management of the school are good overall. The headteacher provides very good, strong leadership. She has a clear vision for the future direction of the school and a good understanding of the school's strengths and weaknesses. This has led to very effective management of the changes that have been made during the two years since her appointment. She has successfully inducted a new team of staff into the school and ensures a consistently good level of performance from them. This is partly because of the very good example she sets, both in terms of her personal commitment and in the quality of her teaching, and also because of the level of support and guidance she provides for them. All developments are strongly supported by the school improvement plan, which builds clearly on progress made in previous years, and details specific areas for development until 2007. These priorities are then used well to identify targets for performance management purposes, which greatly enhance its effectiveness. The headteacher and staff together ensure that the school runs smoothly and efficiently.
48. The subject co-ordinators make a very good contribution to the development of the school. All the teachers have significant leadership and management responsibilities for a number of aspects or subject areas. Although these roles have, of necessity, undergone some change and review in the last two years, they are well consolidated. Co-ordinators carry out comprehensive and regular reviews of their subjects using a wide range of activities. They have had some opportunity to observe lessons and work alongside colleagues, as well as examining pupils' work and scrutinising planning, to identify what needs to be improved. However, assessment information is not always being used so effectively to identify where specific improvements within individual subjects need to be made. An action plan is drawn up for each subject identifying realistic targets for completion each year. These contribute well to the overall development of the school and enable priorities for future development to be appropriately identified.
49. All staff share the commitment to raising standards and there is a common desire for pupils to develop as well rounded individuals with good social and personal skills. The stimulating learning environment identified at the time of the last inspection has been further enhanced and this combined with most pupils' good attitudes and behaviour, makes a significant contribution to their learning.
50. The governing body is very capably led by a knowledgeable chair. She plays an effective monitoring role and spends time examining the progress of different groups of pupils with the headteacher, taking acts of worship, where attitudes and behaviour can be observed, and, in addition, frequently 'sits in' on the assigned advisor's feedback after a visit to the school. Governors involve themselves well in the work of the school playing an active part in deciding and agreeing priorities for the year. Most governors show a good understanding of the strengths and weaknesses of the school and clearly take account of the very comprehensive reports provided by the headteacher. Where appropriate they challenge effectively what the school is doing, and how improvements could be made.

51. The co-ordinator for special educational needs manages this provision very well, and provides effective leadership. She actively promotes the welfare and needs of the pupils for whom additional support is required. Where the school has advance knowledge of pupils being admitted with learning, or other difficulties, she ensures that the school is as prepared as possible, meeting with outside agencies and other schools as appropriate. She does more than might be expected in ensuring that the governor for special needs is kept informed of developments. The administration and the organisation of paperwork for special needs are very good and all documentation is in line with the new code of practice. It is securely kept where, appropriately, it is only available to the school staff and outside support agencies to whom it is relevant.
52. The school's financial planning is good. The recommendations made in the school's financial audit in 2000 have been implemented appropriately, although the inventory is not fully up to date. The school secretary supports the administration of the school effectively and efficiently.
53. There is good liaison between governors, the headteacher and staff in planning the budget. The governors are actively involved in budget setting procedures, and resources are properly targeted to ensuring that standards and the quality of learning continue to improve. Although the school had a slightly above average surplus for a small school last year, this has been appropriately accounted for in staffing costs. The school is currently in a position where rolls are rising steadily, with a further increase expected in September. The school is aware of the implications of this and is trying to ensure that the success of small classes is not compromised and favourable staffing levels are maintained. The use of the specific and additional funds allocated to the school is well focused and have been used effectively to improve the accommodation and resources. In addition, the school benefits considerably from donations from local organisations, which have a positive impact on the quality of provision for all pupils.
54. Good use is made of new technology. The school has moved positively to promote the teaching of information and communication technology. Pupils and staff are gaining confidence in the use of a wide range of equipment and the school has embraced the use of the Internet with the development of its own website. A useful training programme has been developed to ensure that knowledge and understanding is secure.
55. The school's spending is carefully and regularly evaluated to ensure best value. The quality of teaching and learning is analysed against both national and local statistics, and appropriate priorities for development subsequently built into the improvement plan. In addition the school is careful in its spending and constantly reviews the services it 'buys in'. For example, it now pays only for grass cutting carried out, rather than taking out a full service contract.
56. There is a suitable number of staff to teach the curriculum, with a range of appropriate expertise. There are a satisfactory number of classroom assistants. They have a central role and are deployed well to support groups of pupils in lessons. Particularly good support is provided in the foundation stage. Suitable training is identified which helps them fulfil their role effectively. Administration and cleaning staff are also recognised by the school for the importance of their contribution.
57. The accommodation is satisfactory. It has improved significantly since the last inspection with the replacement of unhygienic and unsanitary outside toilets, and the demolition of the shabby demountable building. A new extension, recently opened, provides much needed extra provision for the school. Classrooms are generally small, especially the one used by older pupils, and this means that great caution has to be exercised when moving around. Nearly all

available space is used extremely well and the school utilises smaller rooms effectively, providing teaching areas for small group and individual tuition. The library is cramped at the back of the hall and does not present an inviting area in which pupils can carry out independent research. Plans are in hand to make the hall more user friendly and to incorporate a new library area. Playground areas are small but used very well. The school has made good use of both the village hall and the local secondary school gymnasium for class PE lessons.

58. The school has a wide range of good quality resources, which are used well to support nearly all subjects. The deficiencies noted in the previous inspection report, particularly in relation to science and English, have been dealt with. Equipment for PE is satisfactory for games, but unsatisfactory for gymnastics teaching, as the apparatus at the secondary school is not suitable for the youngest pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve the quality of education for its pupils, the headteacher, staff and governors should:

- (1) Improve the rate of progress in mathematics in the juniors by:
- Implementing planned training for all staff
 - Using assessment information to track the progress of individual pupils and providing more challenging work for higher attaining pupils

Paragraphs 3, 74, 75, 77, 78, 80, 82.

- (2) Improve how pupils' progress is tracked by:
- Implementing assessment procedures for all subjects
 - Using the information to ensure pupils are making the progress that they should.
 - Using the information to agree priorities for school improvement

Paragraphs 19, 38, 39, 40, 82, 92, 96, 102, 106, 110, 114

These have already been identified as priorities in the school improvement plan.

In addition to the key issues above, the following areas should be considered for inclusion in the action plan:

- Improve the range and suitability of resources for gymnastics
- Formally record the planned opportunities to use ICT in other subjects.

PART C: SCHOOL DATA AND INDICATORS

Data regarding the school's performance in National Tests in 2002 is not meaningful because of the very small number of pupils taking the tests (much less than ten). These tables, which normally appear in reports, have therefore been omitted.

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	3	11	0	0	0
Percentage	0	22	17	61	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 five 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)	46
Number of full-time pupils known to be eligible for free school meals	0

FTE means full-time equivalent.

Special educational needs	YR– Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	6

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	5
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

%

Unauthorised absence

%

Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	31
Number of questionnaires returned	30

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	83	7	3	7	0
My child is making good progress in school.	77	17	3	0	3
Behaviour in the school is good.	50	47	3	0	0
My child gets the right amount of work to do at home.	37	47	3	7	7
The teaching is good.	67	30	0	0	3
I am kept well informed about how my child is getting on.	63	30	3	0	3
I would feel comfortable about approaching the school with questions or a problem.	97	3	0	0	0
The school expects my child to work hard and achieve his or her best.	90	7	0	0	3
The school works closely with parents.	83	17	0	0	0

The school is well led and managed.

The school is helping my child become mature and responsible.

The school provides an interesting range of activities outside lessons.

80	20	0	0	0
77	7	0	10	7
63	17	3	13	3

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

59. The provision for the youngest five children in the reception class is good and they achieve well as a result. The curriculum is rich and the children enjoy a wide range of exciting activities, which develop their personal and social skills very well. They settle quickly into school and relate very well to adults and to each other. They join in with older pupils in the class when it is appropriate, and spend time in a smaller group to make sure that particular learning is matched closely to their individual needs.
60. Assessments when the children first start school show that attainment on entry varies from year to year and is average overall. The children who are currently in the reception year came to school with above average skills in their personal development and their speaking skills. The information from these assessments is used effectively to plan activities to meet particular needs and because the group is small, adults know the children very well. This helps them to direct questions at individuals to probe their understanding or to spark the next investigation. Parents are invited to contribute to their children's assessments through comments in the home school reading diaries. These show that parents support their children at home very well through hearing them read regularly. Overall, the children make good progress and, by the end of the reception year, all children are likely to attain the early learning goals in all areas of learning this year. Most children will exceed these in their literacy and numeracy skills, and in their personal development.

Personal, social and emotional development

61. Teaching is good and this enables all children to make good gains in their learning. There are high expectations that the children will learn to do things for themselves, and this means that the children take care of their own needs as soon as they start school. When going outside, they are all able to find their coats and put these on with little or no help. Planned activities, which take place outside, result in the children learning to get along together well. They play with the equipment sensibly at playtimes and when working in small groups. The children are involved in the daily assembly, and this helps them to gain in confidence in a much larger group. Self-confidence and self-esteem are nurtured further by the positive approach from all the adults who work with the children, praising them consistently when they have done something well or when they have remembered their manners.

Communication, language and literacy

62. Pupils start school with above average levels of speaking skills. They make good gains in their conversational language and by the time they start Year 1 many are articulate and confident speakers and listeners. Role-play is used very effectively to develop vocabulary and to provide

opportunities for pupils to practise their speaking skills in a wide range of everyday situations. During the inspection, the children worked extremely well together to build a continually evolving ambulance, which suited the differing medical needs of the patients it was picking up. 'You'll have to come back,' the doctor instructed the call centre over the telephone. Pause while the other person spoke. 'You've left someone behind.' The adult leading the activity intervened at opportune moments, questioning the children to encourage them to explain what they were doing, and to move the play along to new situations. The children start to develop their early reading skills as soon as they start school. They handle books with care and enjoy listening to their favourite stories in lessons and assemblies. When writing, the children have a suitable pencil grip and write their names and some simple words for themselves, forming most letters correctly. This is because of the emphasis given to this particular task. Good teaching ensures progress is good overall and most children will exceed the early learning goals in this area of learning by the end of the reception year.

Mathematical development

63. This aspect is taught well through practical games and rhymes. The children enjoy acting out the rhymes and adding or taking away one more or less. The children add totals to ten quickly by counting in their heads and higher attaining children are beginning to find pairs of numbers to ten by splitting them into two sets. Knowledge and understanding of shapes is reflected in their pattern work, which is on display around the classroom. Sequencing skills are particularly well developed through putting daytime activities in order of time, ordering objects by size and numbers on a number line. An analysis of the pattern of ladybirds and butterflies was used effectively as a context for the children's learning about symmetry and reflects the good links with science. There is a mixture of worksheets and personal recording and this indicates that the children have a good understanding of what they need to record for themselves.

Knowledge and understanding of the world

64. Teaching in this area is good. Opportunities to learn about the world in which they live are exciting and fun. The children make regular visits into the local environment to look for and investigate living things. They are learning to care for these, reflecting good levels of respect and know the importance of protecting natural habitats of these small beings. Photographs show the intent look on the children's faces, as they became science detectives in nearby woods. Role-play areas very effectively develop the children's knowledge and understanding of everyday life both here and further afield. This is helping them to develop knowledge of different countries and celebrations. The Chinese takeaway role-play was a good example of this. Barnaby regularly goes on his travels and the conversation the children have about what to pack for a particular journey develops their awareness of weather and the kinds of clothes we need to wear to keep cool or warm. Visitors make a significant contribution to bringing this learning alive. The children confidently use the computer to organise pictures on screen and to respond to the range of adventure programs available.

Physical development

65. When the children start school, they run and jump with satisfactory levels of control, and move safely when outside at play. Due to satisfactory teaching, they continue to make satisfactory progress in this area of learning and attain the early learning goals, the expected levels by the end of the reception year. There is a suitable range of wheeled toys to help them improve and practise their skills, and regularly planned opportunities to throw, kick and catch a range of balls and beanbags in small groups, help develop these skills and the children's hand and eye

co-ordination. There are insufficient resources for the children to practise their climbing and balancing skills on a regular basis at school, and the apparatus at the local secondary school is too big for small hands and legs. The outside climbing equipment provides good opportunities for the children to practise their skills when the weather permits. The children go swimming and this helps them to gain confidence in water. Those who are able learn to swim from this early age. Pupils have good pencil control and most write their names and form letters correctly. They use the mouse confidently to move pictures around a computer screen. They have a good awareness of how to use scissors safely and accurately cut around simple outlines with care.

Creative development

66. Children start school with average creative development. They make good progress in the development of imaginative language, due to the very effectively planned role-play areas, which support their play well. The children sometimes join in with music lessons with the older pupils in the class and this is not always suitable. In these lessons, adults expect the children to copy what they do and do not give them enough opportunity to explore how sounds can be changed and used to create their own music. However, there are suitable opportunities for the children to work in their smaller group to explore the different instruments and to add sound effects to accompany a story, poem or song at other times. The children know their colours and mix paints to make a range of tones and hues. There are many tasks which require the children to stick paper to templates of objects to support their work on phonics, and some good examples of pupils using their imagination to create their own pictures with bubble painting, printing and self portraits.

ENGLISH

67. At the time of the last inspection, standards in English were judged to be above average by the end of Year 2, and average by the end of Year 6. Since then standards have risen and are now above average throughout the school. The improvement in writing standards is particularly impressive and this is due to the emphasis given to teaching pupils how to structure and present their work more carefully. Although results of national tests should be treated with caution due to the very small size of the year groups, it is evident from their work that the pupils who attained the very high standards at the end of Year 2 and Year 6 in the 2002 national tests achieved well.
68. Inspection evidence showed that the current Year 2 pupils are achieving well and are attaining above average standards in both reading and writing. Pupils in the juniors have made particularly good progress in the last two years, maintaining and improving on their previous attainment in the infants, and are attaining above average standards by the end of Year 6. Pupils with special educational needs make good progress in literacy in relation to targets in their individual education plans, as they receive good additional support in classes and in small withdrawal groups where they receive specially adapted work well matched to their needs. Higher attaining pupils are provided with good levels of challenge and this is reflected in the higher than usual number of pupils who are attaining above average results in reading and writing especially in the infants.
69. Pupils' attainment in speaking and listening is well above average by the end of the school and they make good progress. Pupils pay close attention to what their teachers say and higher attaining pupils reply to questions with thoughtful comment and detail. Pupils with special educational needs receive good support, such as when teachers and teaching assistants rephrase what they are saying to make sure instructions, questions and information are clear. Pupils are

encouraged to discuss their work with each other and share their ideas with the rest of the class. This careful evaluation of their ideas helps them think more carefully about their vocabulary choices and this makes their writing more interesting to the reader. They talk expressively about the things they have done in other subjects, being particularly motivated by the current topic about Native North Americans. Pupils in the juniors are very articulate and maturely discuss school life with inspectors. Teachers use rich and wide vocabulary to promote the pupils' interest in new words and also insist that pupils answer questions in full sentences. Many teachers check that pupils have understood specific vocabulary in lessons, and this improves pupils' comprehension of specific subject vocabulary. For instance in a science lesson, the teacher made sure that all pupils understood the meaning of molecule and how this term is used to describe how solids and liquids are made up. All teachers value and respect pupils and listen sensitively to all their contributions, tactfully using incorrect answers as teaching points.

70. Pupils make good progress in reading. Pupils with special educational needs make good progress because of meticulous assessment and record keeping by the special needs teacher who tracks their progress carefully. Pupils read regularly in school and at home and this helps them develop good skills and comprehension. Higher attaining pupils read with fluency, expression and obvious enjoyment. By Year 2, standards are good and the majority of pupils read with fluency and expression. They talk happily about books and read with understanding. Year 6 pupils read with good expression and enjoyment. In talking about the content of stories and poems, they infer from the text what will happen next and express opinions about what they like and dislike. Guided reading is taught and teachers use this skilfully as an opportunity to teach reading skills matched well to the needs of the different groups. Teachers make individual diagnostic assessments of pupils during these sessions, which have a good impact on reading standards. The school has recently purchased many new books, which are matched well to the varying interests of pupils in the school. The library is very small and housed at one end of the hall. It is not welcoming to pupils and provides no opportunity to browse at leisure. The books are carefully catalogued so that pupils can locate books easily and older pupils know and use the classification system independently. There are good collections of books in classrooms and these support pupils' development of research skills well.
71. Writing standards have improved significantly since the previous inspection and are now above average at the end of Year 2 and Year 6. All pupils achieve very well and some of the writing produced is of a very high quality. For instance when writing a description about the school, junior pupils wrote 'The school is in a very quiet village, nestled in the heart of Gloucestershire, surrounded by beautiful countryside'. Pupils often work in groups and pairs, and this helps them develop more interesting ideas, selecting those they want to keep and discarding those they don't. Constant evaluation of their ideas makes sure that they are always considering ways to make improvements. The improvement in handwriting across the school is impressive and pupils take a pride in showing off their work to visitors. The pupils' recounting of myths and legends of the Native North Americans are proudly displayed in the entrance hall. The writing reflects the recent emphasis on learning how to structure writing and to consider the importance of the reader. Pupils all understand how to use paragraphing to present their ideas and careful attention has been paid to correct spelling, punctuation and grammar.
72. The quality of teaching is good throughout the school. One of the most impressive features is the teachers' positive and enthusiastic approach, which they pass on to pupils and which really makes them sit up and listen. All pupils in the juniors identify onomatopoeia (when words sound like their meaning) and use words confidently in their own writing. Lessons are interesting because of the lively reading material chosen to motivate pupils and keep their attention. During the inspection 'Sunday in the Yarm Farm' was used effectively to motivate older boys to write

about 'The Zoo Pound' in the same style. Computers are used effectively to support redrafting of writing, cutting down the need to write things out too many times. Teachers manage the class very well. They draw pupils into the conversation and keep a careful note of those who have not yet contributed. 'I'll come back to you after the next person' keeps everyone on their toes and encourages those pupils, who have not contributed yet, to think of something quickly. There is a clear expectation that they will be asked next. The pace in most lessons is good, especially when new learning is presented. Although a strength of lessons, evaluation of previous work sometimes slows down the pace of lessons and pupils become bored and do not make the same level of effort when challenged to improve their work by making it more interesting. Teachers and pupils like and respect each other and pupils are well behaved and work hard. Very good use is made of question and answer sessions and this helps pupils develop their ideas.

73. Leadership and management of English are good. All staff are committed to raising standards of attainment even further. Assessment procedures are satisfactory and give teachers useful information about what pupils can and cannot do. There is a very useful literacy action plan clearly detailing future improvements. Resources are good and include a wide range of books and reading material, which interests and motivates pupils to learn.

MATHEMATICS

74. At the time of the last inspection, standards in mathematics were judged to be average by the end of Year 2 and Year 6. Since then standards have risen slightly and are now above average at the end of Year 2. They remain average at the end of Year 6. The current Year 6 group of pupils are making satisfactory progress in comparison to their test results at the end of Year 2, although recent progress is better. Although results of national tests should be treated with caution due to the very small size of the year groups, it is evident from their work that the pupils who attained the very high standards at the end of Year 2 achieved well. Year 6 pupils made satisfactory progress to attain above average results in the 2002 national tests.
75. The National Numeracy Strategy has been implemented effectively. Test results have been analysed and the school has worked successfully to improve standards, which had fallen considerably. A number of areas have shown improvement and pupils have successfully developed their competence in solving mental mathematics and word problems. Year groups are set appropriate targets. However, these are not as sharp as they could be. They do not relate to individual learning needs and, because they relate to the same aspect of mathematics for all pupils, are too general.
76. In Year 1, pupils count in ones and twos confidently up to at least 20, whilst in Year 2, pupils can count in fives and tens to at least 30. In Year 2, the higher attaining pupils show a good understanding of place value to one hundred. They use their number skills and knowledge of number bonds effectively to solve simple problems. The pupils name common two- and three-dimensional shapes correctly, and are beginning to understand how time is measured through listing the things they can do in a minute.
77. In Years 3 and 4, pupils build well on their previous learning. The mental mathematics sessions at the start of lessons are brisk and pupils are becoming confident at mental computation. This is resulting in greater progress for these year groups. In some lessons, Year 5 and 6 pupils make good progress. Teachers take care to relate the mental arithmetic tasks to the main topic of the lesson and are also appropriately graded in difficulty to take account of the wide age groups. For example, in Years 3 and 4 a session involved using multiples of three, but Years 5 and 6 were asked questions related to the six times table. Due to focused questions, they explain the range of mental strategies they have used clearly and

confidently. For example, to bring the above two tasks together the teacher asked pupils to describe the relationship between the two tables which higher attaining pupils could do correctly and clearly. Pupils are encouraged to solve problems for themselves and are given the appropriate resources and knowledge with which to do this. As a result, pupils in Years 3 and 4 are gaining a good knowledge of inverse operations using addition and subtraction, whilst those in Years 5 and 6 are applying this to multiplication and division. Some pupils checked their answers in their heads, while others competently used calculators.

78. The tasks set in the main part of the lesson are usually appropriate for each age range, and higher attaining pupils are appropriately challenged. However, this is not always the case and older pupils do not make the good progress of which they are capable. For example, pupils in Year 6 were set a task using an ICT programme, where even the hardest level was unchallenging for them. As a result, although the pupils thoroughly enjoyed the programme, they 'marked time' for a considerable part of the lesson. In a subsequent lesson, the same programme was given to higher attaining Year 3 pupils who found it challenging although even they managed to reach the hard level. Work in books support the lack of challenge in some tasks and the level of work set indicates that teachers have expected too little of older, higher attaining pupils in the past.
79. Pupils enjoy their mathematics lessons and most put a lot of effort into their work. Although the majority take a pride in their work and the standard of presentation of their work is generally good, it is noticeable among some of the older pupils that they do not take the same degree of care. Pupils are grouped effectively within the classroom and tasks are usually well matched to their needs. Support staff are very well briefed and work very well with their groups of pupils.
80. The quality of teaching is good for pupils in Years 1 to 4, and sound in Years 5 to 6. Recent training means teachers have good knowledge and understanding of the subject. Lessons are planned well and the learning objective is clearly identified. This is shared with pupils who explain clearly what they are learning. Teachers prepare for all lessons very well and the materials needed for the lesson are readily available. They make good use of resources, for example, number lines, and squares, counting cubes are available for all pupils to use as a matter of course. Where teaching is less strong in the class for older pupils, this is because too much is covered in the whole class input. Pupils are asked to contribute their own ideas as to how problems can be solved, and this is good practice. However, occasionally these can be confusing and are not always sufficiently corrected. For instance, when looking at how to solve multiplication, a number of methods were explored in some detail, which was not only unnecessary, but also confusing for the younger pupils in Years 3 and 4 for whom it was not really relevant anyway. Although ICT is used appropriately in data handling there is room for further expansion of its use. Pupils are usually set challenging tasks, which encouraged them to work productively. A characteristic feature of lessons is the good questioning which challenges pupils and stimulates their thinking. Good review sessions at the end of lessons were observed and these encouraged pupils to review and explain their work. This helped pupils to share their understanding as well as making links with the next stage of work.
81. Teachers manage their pupils well and this ensures the success of lessons. Sound use is made of teaching assistants, who mainly work with small groups of pupils to support and reinforce the objectives of the lesson. The class teachers give them good guidance. Pupils receive homework tasks that support the work they do in school effectively.

82. The subject co-ordinator provides effective leadership. She has had some opportunities to look closely at teaching and planning, and teachers and assistants have received some guidance on the teaching of numeracy sessions. Further training is planned to raise teachers' expectations further, especially for higher attaining pupils. There is a good range of resources to support the mathematics curriculum. Good procedures for assessing and recording pupils' progress are in place and provide useful information about attainment. Test results are analysed closely and used to identify weaker areas in the curriculum. However, this is not always used effectively enough to set individual targets for pupils or to track their progress closely enough.

SCIENCE

83. Pupils' attainment in science is above average at the end of both Year 2 and Year 6 and pupils achieve well. This is an improvement to the findings of the previous inspection, when standards were average and progress was judged to be satisfactory. Pupils' knowledge and understanding of physical processes is much better.
84. The overall improvement in science is attributable to a number of strategies adopted by the school in order to raise standards. Teaching is good and lessons provide challenge and opportunities for pupils to plan and carry out their own scientific investigations. This is helping them to see from first hand what happens and is helping them to understand why. Throughout the school the mixed-age classes are taught successfully through a rolling programme of science units that provides for all ages in one class. The pupils receive a broad curriculum that consists of a wide range of scientific aspects, resulting in a good range of scientific knowledge. The time allocated to the teaching of science is good, which means pupils have sufficient time to complete a whole task and write it up in one session. Lower attaining pupils and those with special educational needs are fully included in all lessons. They are well supported and consequently also make good progress. Higher attaining pupils are appropriately challenged in order to extend their thinking and help them learn how to solve scientific problems.
85. Standards in investigating and exploring are good and provide a firm basis for the science curriculum throughout the school, because a good deal of time has been spent on improving this area of science. Significant progress has been made in learning how to conduct investigations. The planning and assessment of investigating and experimenting has been a focus area for the improvement of the curriculum. The teachers are confident and their subject knowledge is good, consequently standards are improving in this aspect of science. By the end of Year 2, pupils are confident in the process of predicting and finding out, using the correct scientific terms. They investigate food groups and are challenged to sort food into a range of groups – in excess of that required for attainment of the required level. However, through skilful questions and much thought nearly all pupils do this successfully.
86. Throughout the school, pupils display a good range of knowledge of life processes and living things. At the end of Year 2, pupils understand that plants, animals and humans have certain minimum requirements to sustain life. They know, for example, that humans will die if deprived of water. By the end of Year 6, pupils have greater knowledge of the requirements for survival and what the requirements are for healthy living. They understand the need for exercise, and show good knowledge of the function of the heart and other vital organs. The full range of the curriculum is covered and, particular improvements have been made in the area identified as an area of weakness at the last inspection. Pupils have a good understanding of a range of materials, and of solids liquids and gases. Pupils in Year 6 explain that the molecules in a solid are tightly packed together which means that they retain their shape, whilst in a liquid they are looser which allows it to flow freely and take the shape of the

container it is in. Pupils in Year 3 devise a method to successfully filter out a range of ingredients contained in packet minestrone soup selecting for themselves appropriate filtering materials from a range of spoons, nets and sieves, in order to sort as many components as possible. Older pupils devise for themselves methods of filtering dirty water and discover that charcoal is a particularly good filtering agent and more effective than chalk, because it leaves no deposit. Their enquiry skills are of a high order because an appropriate range of resources are provided for them from which to select the most suitable for the purpose, and skilful questioning and guidance directs their thinking appropriately.

87. Leadership and management are good. The co-ordinator is highly knowledgeable and has worked hard to improve the content of the curriculum and to raise standards. Assessment systems in science are good and have been used effectively to identify areas of weakness and deal with these appropriately. A particularly good feature is the use of scientific vocabulary and pupils show a good knowledge and understanding of this because teachers expect it to be used all the time in lessons when pupils explain their work. There are good links with literacy in the way pupils talk about their work and how they plan and write up investigations. Although some research has been carried out using CD Rom, the use of ICT to support learning is not formally recorded. Mathematics skills are well utilised and pupils learn the importance of reading scales correctly and of accurate measurement. Books from the library are used well to promote pupils' learning when elements are needed in a science topic, although the situation of the library itself is not conducive to independent research.

ART AND DESIGN

88. At the time of the previous inspection, standards were reported to be above those usually expected. Although there is evidence that the pupils attending art club have good skills, and knowledge and understanding of artists and techniques, overall pupils are attaining average standards in lessons. Younger pupils take part in regular lessons and talk enthusiastically about what they have done. However, older pupils tend to do art for special occasions, when they usually complete a piece of work over one or two weeks. While this provides interesting contexts and a meaningful purpose to their work, and links learning to other subjects well, regular opportunities to practise skills are not planned. Pupils' achievement is satisfactory overall.
89. The recent Grandparents' service provided a suitable opportunity for pupils to develop and apply their knowledge of colour mixing and how colour can be used to create certain effects. Using Vincent Van Gogh's portrait as a stimulus, pupils painted their own portraits of their grandparents. The standards of these were good and were used effectively to spark the pupils' feelings, who subsequently wrote perceptive thoughts about what it must be like to grow old. Younger pupils regularly draw objects from nature from first hand and this helps them to develop a good understanding of how line produces shape and form in pictures. They use suitable drawing pencils so that they can produce different effects. This is an improvement since the previous inspection when such resources were unavailable and this inhibited pupils' drawing skills.
90. The quality of the curriculum is satisfactory. It is enriched through the use of visiting artists who teach pupils' particular skills and techniques. The quality of work from these activities is good. A particular favourite was the Rococo Exhibition last year when pupils enjoyed working with an artist to produce their own charcoal and bead designs. This event gave pupils good opportunity to learn about photography and they developed good knowledge of this aspect of art. The stained glass window is another good example of how well the school enriches the

curriculum through visiting artists. The window is hanging in the sunlight for the pupils to view whenever they go into the hall. Pupils talk excitedly about their mask making to support the topic about the Native North Americans. However, this work is being done in art club and therefore not available to all pupils. 'We don't do art in lessons any more because we can go to art club' mused one pupil.

91. It is evident from talking to teachers that they have good subject knowledge and expertise, which they convey to the pupils with enthusiasm. However standards do not reflect this. No overall judgement was made on the quality of teaching because no lessons were seen during the week of the inspection, but work on display shows a varied range of satisfactory work. Pupils have a suitable knowledge and understanding of different artists and the way they use colour to create their paintings. For example, younger pupils explained how William Morris used flowers and other living things as a stimulus for his wallpaper designs, and older pupils how they used the different styles of Picasso and Monet in their own work. Computers are used at suitable opportunities to support learning.
92. Leadership and management of the subject are good. The co-ordinator is very enthusiastic and knowledgeable about the subject and plans exciting additional activities for pupils to take part. This is despite of the limitations of the building, which makes art difficult to organise due to the cramped classrooms and lack of additional space until very recently. However, there are no assessment procedures so teachers have too little knowledge of how well pupils are doing. Consequently, the school has not picked up the apparent discrepancy between the rich curriculum and average standards. Resources for the subjects are good overall and these are well organised so teachers can find what they need quickly.

DESIGN AND TECHNOLOGY

93. Standards have improved since the previous inspection and are above average throughout the school. All pupils achieve well. Pupils have a good understanding of the design process, and what they need to do and use before embarking on the making stage of their work. They have a good understanding of the need to consider the purpose of their products. Evaluation skills are good and pupils discuss at length what is good about their work and why. Making skills are satisfactory. This is because there are sometimes long gaps between DT experiences and while this is suitable for other aspects, it means pupils do not practise their skills regularly enough to attain higher standards.
94. The quality of teaching and learning is good. Pupils are following a suitable scheme of work, which helps them to develop the necessary making skills to produce a range of products and models. They are aware of the design process and know that they must plan carefully what they want to do and what they need if they are to enjoy successful and well-made models. A particular strength of lessons is the constant evaluation of what pupils are doing and why. They are encouraged to ask questions of each other and the explanations helps them clarify in their minds what they are doing and why. For example, when deciding on which fruits and vegetables to use in their vegetable soup, younger pupils asked about the textures, flavours and colours of each item when considering whether to include it. The lesson finished with a careful look at the inside of each one to see how easily they could chop, slice and dice the vegetables and fruits into bite-sized pieces. Higher attaining pupils were introduced to new, more exotic fruits and vegetables, which challenged their choices when deciding on tastes and textures.
95. It is evident from talking to pupils that the curriculum is rich, meaningful and interesting and this motivates them to get involved in their learning. In addition to weekly lessons, younger

pupils recall the special days when they make specific things with visiting artists. One such day focused on producing puppets. These were individually designed and pupils identified their own resources and tools required for their production. Pupils of different ages made puppets appropriate to their skill levels and these were shown off proudly at the end of the day. Older pupils take part in design activities, which usually take place over one or two weeks. They recall with enthusiasm the range of products they have made. These are usually linked to work in other subjects and this motivates their interest and makes them keen to produce things to a good standard. Models of Tudor houses and new designs for the village bus shelters were particular favourites. Younger junior pupils loved designing and making their waterproof torches, linking their knowledge and understanding of electrical circuits learned in science.

96. The leadership and management of the subject are good. The co-ordinator has developed pupils' skills of evaluation as tools for them to gain a deeper understanding of their own learning and what they need to do to improve further. The scheme of work supports teachers' subject knowledge well and this is further enhanced by additional learning opportunities. Planning indicates that there are suitable planned opportunities for pupils to use computers to control moving models. Assessment is unsatisfactory as there are no procedures to note how well pupils are doing in comparison to pupils nationally, and therefore the school has not identified the apparent discrepancy between the rich curriculum and average standards in making skills. Resources for the subjects are good, and these are stored centrally so pupils can gain access to these independently.

GEOGRAPHY AND HISTORY

97. Although no lessons were observed during the inspection, it is clear from the quality of pupils' written work and the comprehensive planning documentation that attainment is in line with that expected of pupils by Year 2 and Year 6 in both geography and history. This maintains the standards from the previous inspection. The work of pupils with special educational needs and higher attaining pupils shows that they are appropriately provided for in class and tasks are well matched to their attainment levels. This enables them to achieve appropriately.
98. In Years 1 and 2, pupils learn to understand events and aspects of the past beyond living memory. In their learning about the Great Fire of London, pupils have had the opportunity to observe pictures and photographs carefully and to pose questions. They explain how the fire started, why it spread so quickly and also what steps were taken to stop it spreading further. They show a good understanding of the role that people, such as King Charles, played in the events of 1666. They have a sound understanding of the consequences the fire had on the City of London. Pupils study the lives of famous people. For example, they compare the contributions made by Florence Nightingale and Mary Seacole in the Crimean war.
99. Older pupils in Years 3 to 6 make extensive studies of Ancient Egypt and demonstrated good knowledge of the pyramids as tombs and understanding of the Egyptians belief of life after death. They learn about the hierarchy of Ancient Egypt and the importance of the River Nile. In geography, they contrast and analyse the life style in an Ancient Egyptian village with modern day Egypt. For example, they look at the effect of the Aswan Dam on the villages close by, and how this has changed the lives of the people. Using photographs and appropriate CD –rom, they learn about the similarities and differences between the life styles of the Egyptians and their own lives. Other studies include an investigation into life in India, concentrating on, climate, vegetation and lifestyles. In all their studies in both history and geography pupils use maps to find distances and location and become aware of features like major rivers, power, transport and issues of travel and safety.

100. In both subjects, pupils, including those with special needs, make sound progress and achieve appropriately. This achievement is reflected in their well-presented work and their increasing use of historical evidence to record their findings and the use of different sources of information. As well as ICT, this includes maps, books, pictures and artefacts.
101. There is insufficient evidence to make a secure judgement about the quality of the teaching in the subjects. However, the quality and quantity of the work examined, as well as the planning documentation indicate it is at least satisfactory. Pupils spoke enthusiastically about both subjects and showed good recall of the work undertaken. A distinctive feature in the work of the older pupils is the development of research skills. The work is well matched to pupils' different abilities and the higher attaining pupils are fully challenged.
102. Leadership and management of both subjects are satisfactory overall. The headteacher has made sure that the curriculum is interesting and enriched by visits into the local area to stimulate learning. The link with schools in Sweden and Ireland enable pupils to learn from first hand about these two countries and has developed their knowledge and understanding of ICT through learning to email their friends. However, there are no systems for assessing pupils' progress and this means that the school does not have a clear enough idea about whether pupils are achieving as well as they should. These are planned for and have been appropriately identified in the school improvement plan.

INFORMATION AND COMMUNICATION TECHNOLOGY

103. Pupils in Years 2 and 6 reach the standards expected for their age. The last report indicated that computers were not used sufficiently to support learning, particularly in the area of control. This has largely been addressed through the purchase and use of appropriate hardware and software, which enable pupils to explore these areas comprehensively. Both classrooms have sufficient computers to enable pupils to have regular access and the good quality resources enable the school to keep pace with the demands of the curriculum. This has a positive impact on pupils' standards and their confidence.
104. Pupils in Year 1 begin to build a good computer vocabulary. They became familiar with terminology such as 'keyboard' 'internet' or 'click on' and create pictures using colour to convey their ideas. By Year 2, pupils 'log in' to access the word processing programme, open a new file and enter and print text. During the inspection pupils were entering up work already completed in English, thus consolidating their word processing skills. There is evidence that pupils also work directly on to the computer and also refine basic editing and checking operations. Throughout Years 3 to 6, pupils develop basic computing skills at a good rate. Year 3 pupils, for example, explore different fonts to present text in a more interesting way and use 'clip art' to make their invitations more interesting. Pupils in Year 5 used ICT to support their healthy food project in design and technology by creating and illustrating menus. By Year 6, pupils enter data in order to create a range of graphs and use these to sort and retrieve information. Pupils use CD Rom and Internet effectively to research information and use e-mail to communicate with pupils in other local and international schools. As yet pupils have had few opportunities to explore the requirements for more advanced work such as the use of sensors. However, the school has the means and plans to include this within the curriculum now the bulk of the building refurbishment programme is finished.
105. Teachers are confident with computers because of the training they have received. Access to resources for pupils is good, enabling them to practice and develop skills at a good rate. No lessons were observed during the inspection, but the confidence pupils' show in using the

equipment indicates that teaching is at least satisfactory. The school takes part in the development trials of a major educational software company, which ensures that it has a good range of up to date software. ICT is not yet used to its potential in other subjects. A clear programme for development, which includes strengthening of links with other subjects, has been identified.

106. Leadership and management of the subject are good. Despite the considerable disruption caused by the recent building refurbishments when computers could not be used for long periods because of the dust, standards have been maintained. The co-ordinator has played a significant role in the training and development of staff, including learning support assistants. There is sufficient software to support the current learning programmes including those for pupils with additional educational needs. Assessment procedures are very new and are beginning to provide the school with useful information about how well pupils are doing in the different aspects of the subject. Under the strong leadership provided by the co-ordinator the school is well placed to improve standards throughout the school.

MUSIC

107. Standards in music have been maintained since the last inspection and, overall, they remain in line with national expectations. Pupils are making satisfactory progress. However within this there are strengths and weaknesses. The extra-curricular opportunities for music are very good and provide good challenge for higher attaining pupils in particular. Pupils play a wide variety of instruments, which are well utilised in school lessons.
108. Two lessons were seen, both satisfactory. In both lessons the emphasis the teachers placed on the encouragement and involvement of all pupils was rewarded by the way in which the pupils sang in tune, with good expression, pitch and control, and played their instruments with good attention to rhythm and dynamics.
109. All the work observed related to the ambitious and exciting project being carried out in some other local schools on North American Indians, the culmination of which will be a concert in Cheltenham Town Hall. The younger pupils in Years 1 and 2 clearly enjoy their 'warm up' echoing rhythm sequences and slapping their knees in time. However, some of the tasks are a little too difficult for these pupils. For example, the sequences are too difficult for the pupils to manage in combination and they are unable to maintain them independently. The teacher uses appropriate chants such as 'buffalo', 'pow-wow' to give pupils experience with a good range of rhythms. The pupils in Years 3 to 6 had devised their own rhythms and tune based on the chant 'smoke signals.' They played a wide range of instruments, including violins, clarinets, guitar and flutes as well as a selection of untuned percussion. The temptation to play these at inappropriate times and the fact that the teacher had no additional help in the room meant that some time was wasted while pupils were settled. However, pupils' singing was tuneful and sensitive and maintained good pitch and clarity of tone. The instrumental playing was of good quality and pupils showed a good level of expertise. However, there are weaknesses. When interviewed it became clear that pupils have a limited knowledge of famous composers and recall few opportunities to appraise music, One knew of Mozart – because he learned about him in his clarinet lessons, however, it is clear that this is an area that requires further development.
110. Leadership and management are satisfactory. Careful thought is given to how music can be fun and this is a strength. Because there are no ways to assess and record how much progress pupils make in lessons, the school does not have a clear enough understanding about how well pupils are doing in the development of their musical skills.

PHYSICAL EDUCATION

111. Standards in PE at the end of Year 2 and Year 6 are satisfactory overall. There are strengths in swimming and dance skills. Standards in games and gymnastics are satisfactory. Despite the very small size of the hall, the school makes every effort to ensure that this subject is taught regularly. Fortnightly visits to the local secondary school enable pupils to experience PE in a large gym and this gives all pupils suitable opportunities to develop their awareness of space and for older pupils to practise their gymnastic sequences on apparatus. The village hall is a regular venue for dance when it is necessary for whole class groups to practise performances of the latest composition. The juniors are currently rehearsing for their forthcoming performance at the Cheltenham Dance Festival. The space allows them to work effectively in groups and to put together their sequences of moves as a class thus enabling them to evaluate the way their particular sequence fits in with the whole.
112. Very good teaching of dance makes sure pupils achieve well within the limitations of the accommodation. Pupils have a good understanding of how to develop movement motifs and to sequence these into a class performance. They consider the different shapes, heights, speed and direction of their movements with good thought to the theme of the lessons. This term it is Native North Americans and the stimulating music helps pupils create imaginative dance steps, which clearly and accurately reflect the traditional steps of these native people and tell the story very well.
113. Every pupil goes swimming and this enables them all to work towards some kind of swimming award. Consequently by the time they leave the school all pupils are swimming the expected 25 metres. Achievement in this aspect is good.
114. During the inspection one satisfactory gymnastics lesson was seen. Because there are no procedures to assess and record how well pupils achieve, it took unnecessary time for teachers taking over the lesson at short notice to find out what pupils could and could not do. Consequently, the pace of the lesson slowed and work was not matched closely enough to pupils' previous learning and skill level. The organisation of this lesson, which followed the usual pattern, was unsatisfactory. While the visit to the gym is useful to develop pupils' gymnastic skills on the floor, much of the apparatus is too big for small hands and legs and is unsuitable for younger pupils. Therefore only a limited range is available and this necessitates many pupils sitting for long periods, watching each other work while waiting for their turn. While this provides useful opportunities to evaluate each other's work and identify areas for improvement, it is an activity, which could equally be organised in small groups back in school.
115. Leadership and management of the subject are good. The co-ordinator makes sure that the pupils take part in varied range of PE activities despite the restrictions of the building and grounds. To this end she has developed an excellent range of extra-curricular opportunities, which extend the pupils' games skills individually and in competitive team situations. The very good links with the local sporting clubs enable this to happen and provide very good coaching for pupils in a range of games including cricket, hockey, netball, football and tennis.