

INSPECTION REPORT

BISHOP'S CLEEVE PRIMARY SCHOOL

Bishop's Cleeve, Cheltenham

LEA area: Gloucestershire

Unique reference number: 115571

Headteacher: Mr S Savory

Lead inspector: Mr M Burghart

Dates of inspection: 19th - 21st January 2004

Inspection number: 255521

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	440
School address:	Tobyfield Rd Bishop's Cleeve Cheltenham Gloucestershire
Postcode:	GL52 8NN
Telephone number:	01242 673814
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Appropriate authority:	The Governing Body
Name of chair of governors:	Rev P Challis
Date of previous inspection:	22 nd June 1998

CHARACTERISTICS OF THE SCHOOL

This is a large primary school. Of the 440 pupils on roll a slightly above average proportion have special educational needs. The school has nearly completed a seven year reorganisation from a three class entry in each year to two. There remains one year group (Year 5) which is still to be reduced. The proportion of pupils joining or leaving the school at times other than in reception or from Year 6 is below average. No pupil requires extra help for having English as an additional language. The attainment of children when first entering reception is broadly average, but represents a wide range, and in some cases is well below average. During the inspection two teachers were on long term sick leave. Their classes were taken by temporary staff familiar with the school.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20865	Mr M Burghart	Lead inspector	Areas of learning for children in the Foundation Stage; Information and communication technology; English as an additional language.
9487	Dr F Hurd	Lay inspector	
30438	Mr R Guest	Team inspector	English; Special educational needs; Art and design; Design and technology.
22578	Mr D G Jones	Team inspector	Science; Physical education. Religious education.
32296	Mr W James	Team inspector	Mathematics; Music.
27180	Mrs E Whiting	Team inspector	Geography; History; Personal, social and health education.

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school which gives good value for money. It continues to be a very caring school and is well thought of by parents and the community. After an unsettled period during which it reduced in size as part of local reorganisation and when standards suffered, the school has made significant improvements. Good management and effective teaching lead to pupils achieving well.

The school's main strengths and weaknesses are:

- Standards are good in literacy and numeracy throughout the school.
- Provision and support for pupils with special educational needs are very good.
- The school is very well run.
- Very good provision is made for children in the Foundation Stage (reception).
- The curriculum is broad and balanced and pupils respond well.
- Teaching is good.
- Music and pupils' spiritual development have too low a profile.

Officers of the local education authority expressed serious concerns about the quality of teaching and learning in the school in 2001 - 2002. This followed an unsettled period after the last inspection where insufficient progress was made against the five main issues raised. In the last two years this has been systematically addressed and recent rapid progress means that overall the school has made very good improvement since the last report. Provision and standards have been significantly improved, especially as required in Years 3 to 6, because of much better planning, teaching, and more effective monitoring by subject leaders. Assessment is now used well to set targets for individuals, particularly in literacy and numeracy, and for the school in general. Resources and provision for information and communication technology (ICT) are much improved and standards have been raised to the satisfactory level as a result.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	B	B	A	A
Mathematics	C	C	C	C
Science	C	A	C	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

The table shows that the significant improvement compared with results in 2000 (which were weak) is being maintained and in the case of English further developed. The school's performance in tests for seven year olds has been well above average in reading, writing and maths since 2001.

Standards for pupils currently in Years 2 and 6 are good in English (very good in Year 6), good in maths, and satisfactory in science. This is the result of much improved provision and teaching, and better use of assessment to set targets and modify the curriculum. Standards in other subjects are satisfactory with strengths in some elements of: art, history, and personal, social and health education (PSHE). Children in the Foundation Stage make good, and often very good, progress and the vast majority are on line to achieve the goals expected by the time they are six with many doing better than this. Standards in ICT found to be poor in the last inspection are now satisfactory at the end of Year 2 and satisfactory with good features by the time pupils leave the school.

Pupils' personal development in terms of moral and social development is good with very good features in social. Cultural development is satisfactory overall. Pupils are helped to become mature and encouraged to act responsibly. They show good consideration and tolerance towards

other people. Although basically satisfactory there is room to provide more opportunities to enhance pupils' spiritual development. Pupils behave very well and respond well to school. The school is aware that pupils would benefit from yet more opportunities to show independence in their learning. Attendance is very good being well above the national average.

QUALITY OF EDUCATION

The school provides pupils with a good standard of education. Much improved and now good planning ensures a broad and balanced curriculum. **Teaching is good with very good features.** Of the 66 lessons observed all were at least satisfactory, nearly two thirds were at least good, and almost one in four was very good. All teachers were observed unannounced on several occasions, thirteen had good lessons and eight very good. One reception lesson was excellent. Literacy and numeracy teaching is nearly always good. There are very good features in teaching generally, notably in the Foundation Stage and Year 6. Strengths are in making learning objectives clear and good questioning. Learning support workers make a positive contribution. Pupils with SEN are well taught. Areas for yet further development are in improving some teachers' confidence in ICT, and in the pace and interest of some lessons. Good planning to support higher attainers, which is effective in many lessons, is not always followed. The school takes very good care of pupils, fully includes them in all activities, and maintains good links with other schools and the community.

LEADERSHIP AND MANAGEMENT

The school is very well led and managed. The head gives strong leadership and manages the staff successfully as an effective team. Senior managers, and most subject leaders, play a much improved part in whole school management, and performance management of staff is used well to bring about changes. Very good evaluation is used well to make improvements and there is a clear link between finance and priorities for curriculum development in an exemplary school improvement plan. Although because of reorganisation to reduce numbers, the school is running a licensed, deficit budget, financial management is good and money is spent wisely. Governors are well informed and very supportive. They have a clear understanding of the success of the school and make a good contribution to school development. The governance of the school is good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents expressed positive views of the school, many of them very positive. The majority like the approachability of the school and induction arrangements. They think that teaching is good and that the school is well run. A significant minority of parents have concerns about organisation for the large Year 4 classes, and the effects of frequent changes in staffing. Most pupils like school, with favourable comments about extracurricular opportunities and how they are treated.

IMPROVEMENTS NEEDED

The school is well aware of its own strengths and weaknesses. In the context of this good school the most important things to do to improve are:

- Develop still further the quality of teaching, ensuring that pupils are always fully challenged.
- Further improve pupils' spiritual development.
- Improve opportunities to develop pupils' creativity, especially raising the profile of music.
- Continue to develop the monitoring roles of subject leaders.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards achieved across the school are satisfactory overall. Standards are good in a variety of areas by the end of Year 6 particularly in English and mathematics. This represents an improvement since the last inspection when standards were reported as satisfactory, and a distinct improvement over weaknesses identified in national tests in the year 2000.

Main strengths and weaknesses

- Standards are very good in literacy, good in numeracy, and good in some aspects of art and history by the end of Year 6.
- Very good special educational needs provision enables pupils to achieve well.
- Effective assessment procedures, especially in English, have raised standards.

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	17.5 (17.6)	15.7 (15.8)
Writing	16 (16)	14.6 (14.4)
Mathematics	18.4 (18)	16.3 (16.5)

There were 58 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	28.4 (27.8)	26.8 (27)
Mathematics	27.4 (26.9)	26.8 (26.7)
Science	29.2 (29.8)	28.6 (28.3)

There were 67 pupils in the year group. Figures in brackets are for the previous year

1. At time of the last inspection by the end of Year 2 pupils were achieving above average standards in English and maths, and average standards in science. Standards reached by higher achieving pupils were in line with national averages. By the end of Year 6 all standards were in line with expectations except in information and communication technology where they were well below what was expected.
2. The good standards achieved by pupils by the end of Year 6 in English and maths now represent good improvement. In foundation¹ subjects by the end of Year 6 standards in history and art are now satisfactory with good features; an improvement from the last inspection. All other subjects reflect satisfactory standards, including ICT, where significant improvements have been made. Standards in religious education meet the requirements of the locally agreed syllabus.
3. By the end of Year 2 pupils achieve above average standards in English and mathematics and average standards in science. This is similar to the findings of the last inspection. Standards in writing in the current Year 2 are not at present above expectations and the school expects a slight

¹ Foundation subjects are art, design and technology, geography, history, music and physical education.

reduction in attainment for pupils aged seven at the end of this year. Results over time and a scrutiny of last year's work reveal that above average standards are maintained over time in English. Whilst in music and religious education pupils achieve satisfactory standards, these were noted as being above expectations at the last inspection. All other subjects meet expectations by the end of Year 2.

4. The school carefully sets challenging targets in English, maths and science (core subjects) based on individual tracking of pupils' achievement, which is especially thorough in English. The school is committed to a continuing drive to raise standards, but in some lessons good planning is not always followed to challenge and interest pupils capable of higher attainment.

5. Standards have recently been improved in the school by a very thorough approach to assessment at both year group and individual levels. This has supported careful analysis of pupils' educational needs and is reflected in planning and teaching.

6. In this inclusive school the relative underachievement in mathematics by girls has been recognised and the school is actively pursuing a course to rectify this. Whilst achievement continues to be above expectations in core subjects by the end of Year 2 and many pupils make good progress, there is evidence to suggest higher attaining pupils could achieve even higher standards if the challenge for them was as appropriate as the carefully prepared targets for pupils with special educational needs.

7. Very thorough identification and support procedures for pupils with special educational needs, coupled with significant expertise of the SEN senior manager, has a significant effect on enabling special educational needs pupils to achieve well.

Pupils' attitudes, values and other personal qualities

Pupils have good attitudes to school and learning. Their behaviour is very good and they form very good relationships. Attendance is very good.

Main strengths and weaknesses

- The high standard of attendance is a considerable aid to learning.
- Pupils' behaviour nearly always meets the very high expectations of teachers.
- Pupils willingly accept responsibility and try their best to be a credit to the school.
- The 'Buddy System' linking older and younger children is very successful.
- Pupils have a satisfactory knowledge of their own, and others', cultural traditions.

Commentary

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.5
National data	5.4

Unauthorised absence	
School data	0
National data	0.5

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

8. Attendance is now very good, an improvement since the last inspection. Nearly all pupils arrive promptly. The school's procedures for monitoring attendance are good. However, procedures would be very good with a more rapid follow-up of unexplained absences.

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	427	1	0
White – Irish	1	0	0
White – any other White background	4	0	0
Mixed – White and Black African	4	0	0
Mixed – any other mixed background	2	0	0
No ethnic group recorded	2	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

9. The very good relationships between older and younger pupils are a strength of the school. Playtimes are orderly, despite the lack of toys and play equipment. Pupils move around the school sensibly, and sit quietly in assemblies. No unsatisfactory behaviour was observed during the inspection, even in lessons which offered little to keep pupils interested. In the best lessons attitudes and behaviour were very good or excellent. Pupils understand their targets in English and mathematics. They enjoy taking responsibility when it is offered to them. They respect the rights of others, and know right from wrong.

10. Provision for pupils' spiritual development, judged to be satisfactory at the time of the last inspection, remains basically satisfactory. Spirituality is generally incidental across the curriculum rather than coherently planned. Assemblies include the telling of stories from the Bible and other religious texts. Whilst this contributes to the spiritual awareness of pupils, opportunities for reflection are often missed and the potential to raise awareness, for example through music, is undervalued.

11. Social development is very good throughout the school and is a significant feature in most lessons. Pupils in all classes are encouraged to work in pairs and small groups. In a maths lesson for example, Year 6 pupils worked in pairs to measure angles. In reception classes, children are paired with older pupils who act as reading buddies and there are many opportunities for shared experiences through play.

12. Older pupils in Years 5 and 6 are able to become monitors and prefects. This gives them responsibility for looking after younger pupils as they move around the school. Year 6 pupils are able to explain their roles very clearly and coherently to visitors. They are welcoming to visitors, are happy to discuss class work, and they talk proudly about their school.

13. The very recently constituted school council contributes to pupils' social development, with representatives from all Years 3 to 6 classes participating. Years 1 and 2 classes are not represented however, and there is less opportunity for these pupils to contribute their views.

14. Moral development is good. Pupils have a strong perception of what is right and wrong, and how actions can impact on the wellbeing of others. Parents believe that the school promotes good attitudes and values. Christian values are promoted in a broad sense, with respect for other religions and cultures.

15. The attitudes and behaviour of pupils in lessons was judged to be very good, and during the inspection no inappropriate behaviour was observed. Adults in the school act as very good role models for pupils, successfully promoting honesty and fairness.

16. Pupils are trustworthy in carrying out jobs in class. For example, pupils showed strong interest and self-motivation developing a plan for writing on myths and legends in Year 5 whilst the class teacher was occupied elsewhere in the room. Pupils with special educational needs have very

positive attitudes to learning. This is because they have relationships of considerable trust with members of staff and are usually highly motivated by them. However, opportunities for pupils to work more independently on work-related tasks seldom extend beyond the classroom and this is an area for further development.

17. The school has strong links with the local community and promotes cultural awareness satisfactorily through school events, such as ‘International Week’ and activity weeks, which include story tellers and musicians. Broadening multicultural provision is a priority in the school development plan.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides pupils with a good standard of education. This has been much improved through considerably better planning and teaching and the overall quality of management. Most progress appears to have been made in the last two years.

Teaching and learning

The quality of teaching, and consequently pupils’ learning, is good. Lesson observations and a review of pupils’ work past and present confirm that teaching is effective in helping pupils to achieve at least satisfactorily and in many cases well. This is a considerable improvement over the last inspection, especially for Years 3 to 6.

Main strengths and weaknesses

- Teaching in reception is always good, frequently very good, and occasionally excellent.
- Good planning underpins good teaching throughout, notably in literacy and numeracy which are well taught as a result.
- Year 6 teaching is a strength of the school.
- Staff use questioning effectively to probe and prompt pupils’ understanding.
- Learning support workers make a valuable contribution to the quality of teaching.
- Some lessons lack pace and do not stimulate pupils sufficiently, especially those who are potentially higher attainers.

Commentary

Summary of teaching observed during the inspection in 66 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	14 (21%)	27 (41%)	24 (36%)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages.

18. The last report found teaching to be satisfactory overall, but judged teaching for Years 3 to 6 as having weaknesses justifying key issues for improvement. This situation has been very successfully addressed and teaching is now judged as good. Scrutiny of documentation and reference to results of national testing show that improvements have been principally achieved in the last two years and are still ongoing. The most influential factor is the development of curriculum planning which now identifies not only what is to be taught, but clearly shows learning objectives which are very effectively communicated to pupils and support staff. These provide lessons with good focus and act as very good targets and reference points to judge progress by. Relationships between pupils and staff continue to be at least good and these make a significant contribution to learning.

19. All teachers were observed unannounced on a variety of occasions by a variety of inspectors. Thirteen teachers had at least one good lesson and eight had very good. One excellent lesson was

seen in reception. That no lessons were judged formally as unsatisfactory is a credit to the school, especially as officers of the local education authority had found there to be significant weaknesses in teaching in some areas as recently as 2002. A rigorous system of performance management of staff as part of an effective appraisal process plays a major part in developing the quality of teaching.

20. Developments to assessment procedures and the use of data to make improvements enhance teaching in the core subjects of English, maths and science. These are being used as successful models in other subjects: for example ICT to raise standards. However, the school appreciates that there is still more to do to establish how well pupils are doing in some areas: for example music and art.

21. The school's renewed commitment to learning through experience, strongly focused on structured play, is very skilfully turned into successful practice in reception. Here teaching is always at least good and more often very good. This results in children achieving well and making rapid progress, especially in their personal, social and emotional development, communication skills, and mathematical development. This, and the consistently good and frequently better, teaching in some Year 5 and all Year 6 lessons are substantial strengths of the school and confirm the good value added to pupils' education indicated by national test results.

22. Statistics from lesson observations indicate that in a turnaround since the last inspection teaching is more effective in Years 3 to 6 than in Years 1 and 2. In a minority of lessons observed which were satisfactory overall, pupils were not well challenged and did not have enough to do (especially those identified as more able and gifted). To the school's credit behaviour did not suffer but pupils were seen to lose interest and drift off task. For example in Year 2 and Year 5 PE lessons pupils were not active enough and learnt few new skills; and in a Year 1 science lesson pupils were not extended in their scientific awareness with the session concentrating too much on literacy rather than science with pupils left uninspired. The school's intention to develop its planning in line with the government's Primary Strategy² is partly designed to find ways of making learning more fun. In the case of Years 1 and 2 this could mean making use of activities such as themed role play and drama, already used effectively in reception. Together with the need, that the school is already aware of, to improve the knowledge and understanding of some staff in subjects such as ICT, these are areas of teaching for improvement.

23. The school has a slightly higher than national average proportion of pupils identified as having special educational needs. Support and teaching for these pupils are very good, especially those with a statement of special educational need. All learning support workers are fully aware of pupils' carefully agreed targets and are effective in helping these pupils achieve well. Pupils are made aware of their own individual targets, especially relating to literacy, and they take pride in achieving them.

The curriculum

The overall provision for the **curriculum is judged to be good** and this has improved since the previous inspection.

Main strengths and weaknesses

- Provision in literacy, and the development of literacy across the curriculum, are good.
- ICT provision has been improved considerably.
- The planning of the curriculum is a strength.
- Provision for SEN pupils is very good.
- The use of assessment is good in English, maths and science.
- Music has too low a profile in the school.

² The Primary Strategy encourages schools to look for ways to further enrich the curriculum to redress any loss of balance which may have resulted from an emphasis on literacy and numeracy.

- The monitoring of the curriculum is in its infancy and needs to be further developed and evaluated effectively. There is a lack of focused leadership in some subjects.

Commentary

24. The school has made good progress in recent years in addressing the key issues from the last inspection mainly, the provision of ICT, planning, and attainment in mathematics.

25. The curriculum is well planned and as a consequence lessons are focused and teachers' subject knowledge overall is good. The use of learning objectives was a feature of all observed lessons and as a result pupils were clear about learning intentions. The school provides a well balanced curriculum that is both inclusive and strives to be true to 'Excellence and Enjoyment' the Primary Strategy. Music is an area that requires further development and the school recognises that it should have a higher profile. The school builds well on the very good provision provided in the Foundation Stage, which prepares children well for entry into the National Curriculum.

26. Literacy in the school is a strength and there is a focus on literacy in other curriculum areas. This is well planned and often well delivered allowing children to enrich their experience and gives more meaning to the purpose of an activity. The use of ICT has made significant improvements recently and there are systems in place to maintain and develop the provision further. There has been a sustained focus on mathematics, which has been accompanied by an improvement in pupils' achievement, and this is no longer a key issue for the school.

27. The monitoring and evaluation of the curriculum has improved with systems in place to enable targeted curriculum areas to be developed. These systems should be extended to the full curriculum, building on the work that is being undertaken in English, maths and ICT. This is an area that has been identified by the school. The importance of this process is recognised as a way to improve achievement and standards in all areas of the curriculum.

28. There is a lack of focused leadership in some subject areas. The management of the school is aware of this and is currently identifying strong role models within the school who can offer direction and support.

29. The provision for SEN pupils in the school is very good. Teachers have a well developed understanding of pupils' needs and the effective use of learning support workers has an important impact on pupils' learning.

30. The curriculum has satisfactory opportunities for enhancement, with a range of events that support learning, including links with the secondary school.

31. Evidence from the inspection illustrates that the provision for homework is good, it is well supported by parents, and pupils have a clear understanding of its purpose.

32. The provision of extracurricular activities is very good. There is a range of activities that take place both after school and at lunch times. The school has a commitment to the quality of opportunity and innovation. This was highlighted during the inspection with the inclusion of Italian organised to allow as many pupils as possible in Years 5 and 6 access to a modern foreign language.

Care, guidance and support

Provision for pupils' care, guidance and support is very good overall. The provision for support, advice and guidance based on monitoring is very good. The involvement of pupils through seeking, valuing and acting on their views is satisfactory.

Main strengths and weaknesses

- Health and safety issues and risk assessment are very well managed by the governing body.
- The very good relationships between staff, pupils and their families ensure that pupils always have someone they trust to turn to for advice and support.
- Induction arrangements for new pupils are good overall and very good for the youngest children.
- The recent establishment of the school council is a valuable step towards the greater involvement of pupils in the development of their school.

Commentary

33. Provision for special educational needs pupils is very good. Whilst teachers have a good understanding of pupils' needs, they in turn have the support of a very knowledgeable and competent manager who supports and advises them with any difficulties. In particular pupils with statements of special educational needs enjoy very positive curriculum support. Very good awareness of all staff involved with the educational needs of these pupils ensures curriculum access and progress.

34. The school provides a very high level of care, as at the time of the last inspection. Twenty-one members of staff have first aid qualifications, and there is a dedicated medical room. The site is now secure and the school has no problems with unauthorised intrusions out of hours, or vandalism. Great care is taken to ensure the safety of pupils and staff in school and during visits.

35. Pupils' learning is well supported through monitoring, and those with special needs have particularly good provision. The strong links with the nearby playgroup, and the detailed programme of visits and special events for new reception children, ensure that they quickly settle in to school life, something much appreciated by their parents. The newly formed school council currently only has members from Years 3 to 6, but all classes now have class councils through which pupils are learning to put forward suggestions for school improvements. School councillors will be taking part in the interview process for a new deputy headteacher.

Partnership with parents, other schools and the community

Links with parents are very good; links with the community and educational links with other schools are good.

Main strengths and weaknesses

- Parents believe the school has high expectations of their children, who make good progress and behave well.
- Parents are very supportive of the school through the Parents' Association and through the help they give in other ways.
- The school gives parents plenty of helpful information about their children's activities and progress.
- The school provides an important focus for community activities in Bishop's Cleeve.
- It works closely with its educational partners, in particular with the Cleeve School.

Commentary

36. Most parents feel the school is very welcoming: the friendly office staff provide the first point of contact and can often solve parents' problems. Teaching staff are readily available for informal consultation, and parents are confident that any difficulties will be swiftly and courteously dealt with. "You feel it's *your* school, not just the children's." Some parents would like more information on the modern primary curriculum, and many would like to see their children in drama productions. Some feel that very bright children are not sufficiently challenged. Parents are kept well informed through frequent newsletters and a website. The prospectus and governors' report fulfil statutory requirements. Parents like the format of pupils' annual reports, although the quality varies, some

using too much educational jargon, and some reporting more on the curriculum covered than on pupils' progress. There are always parents ready to help with visits and transport to sporting events, and about fifteen regularly come in to school to help in class.

37. The Parents' Association raises about £7,000 to £10,000 annually, a significant contribution to the school's budget. The Bonfire Night celebration and fairs it organises are important events for the whole community, attracting attendances in the thousands. Pupils raise money for local charities, and have a close link with a home for the elderly, and with the parish church. A nearby supermarket has helped the school with vouchers for computer equipment, and is regularly used as a resource to support learning. Local businesses provide raffle prizes and some sponsorship for equipment. Many local organisations use the school's premises for meetings. The school works closely with its secondary partner, the Cleeve School. Older pupils regularly use its resources and specialist teaching: transition arrangements are well established and support pupils well. The school works closely with neighbouring primary schools to share expertise and training, and pupils participate in sporting and musical events.

LEADERSHIP AND MANAGEMENT

The quality of the leadership of the headteacher is **very good**. The school is well managed.

Main strengths and weaknesses

- The leadership and management of the headteacher are very good.
- The leadership of key subject and area leaders is very good.
- The school improvement plan is exemplary.
- The school uses performance data very well as part of its very good self-evaluation process.
- Governors are aware of the strengths and weaknesses of the school and support it well.
- The school has an agreed deficit budget which has been licensed by the local authority.

Commentary

38. The governance of the school is good. The governors have a good understanding of the strengths and weaknesses of the school and take an active role in school life, giving good support to the senior managers. Governors monitor the nature of school policies and challenge the senior managers from a well informed position.

39. The leadership and management of the headteacher are both very good. Over the recent past, the school has been well guided by the drive and vision of the head. Through him, the school has set high expectations of both pupils and staff. There is now a very positive climate for learning, which focuses on improvement and the achievement of all pupils. The headteacher's commitment, along with the staff, to full integration of all pupils, promotion of equality and concern for the needs of individuals, is very good.

40. Key subject leaders in English, mathematics, science, ICT, special educational needs and the Foundation Stage, have provided very good in-school training and work well with the headteacher in supporting the raising of standards and the development of the curriculum. Other curriculum leaders have had training, but have not all made the most of opportunities to monitor their subjects across the school.

41. The school improvement plan is an exemplary document and gives the further development of the school an excellent steer. The document has arisen from the school's very good self-evaluation process, within which very good use is made of performance data from a wide range of sources. There are effective systems for carrying out rigorous monitoring of both teaching and learning in the core subjects which leads to improvements. As a result, teaching is now good overall, with many instances of very good teaching and no unsatisfactory teaching.

42. Performance management of staff is well established and effective. Induction procedures and professional development are both good, whilst the school, from time to time, contributes satisfactorily to teacher training.

43. Financial procedures are very effective, with the school bursar having an excellent grip on routines and data. The headteacher and governors follow recommended procedures for obtaining value for money and their corporate understanding of the principles of best value is good.

44. The management of special educational needs is very good. In the special educational needs subject leader's absence the SEN manager has maintained a very good standard of leadership and management with the support of the headteacher. Very good systems of assessment and construction of individual educational plans have been maintained. A very few parents expressed concern about these plans and whilst there was a minor breakdown of communication during a period of staff sickness the arrangements for individual education plans are very good. Parents and pupils are involved in their construction and review, and pupils are very well aware of what they need to do to achieve. Support staff are very effectively managed and the school diverts additional funds to ensure the inclusion of all special educational needs pupils.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	1,028,779
Total expenditure	1,052,709
Expenditure per pupil	2355

Balances (£)	
Balance from previous year	37843
Balance carried forward to the next	-14269

45. The school currently has a deficit budget which has been licensed by the local authority. This has not stopped the school making good provision for its pupils for average spending per child. However this is a source of concern and worry to the school as the overspend is growing year on year.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

The school makes **very good provision** for children in the Foundation Stage. This apparently mirrors the positive judgement of the last inspection, but following the introduction of a new curriculum for this age group since that time 'very good' provision now recognises staff's very strong commitment to helping children to learn through structured play. This makes very good use of a cross curricular approach where experiences are capitalised upon to promote children's achievement towards all learning goals. As a result of very good teaching in both reception classes and excellent features in management, children make good progress and are on line to reach all of the early learning goals before they are six and many before this.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Children learn to share, take turns and show consideration.
- They play and work together very well. Relationships are very good.
- Standards of behaviour are very good and children respond very well to adults.

Commentary

46. From the time they start school children are given a rich range of opportunities to play and learn together. Children are confident with the daily routines of the school. They respond very well to high expectations. For example they behave very well and join in tidying up time with little fuss. They show initiative when asked to make choices and are prepared to take their turn: for example when waiting to ride trikes and scooters in the playground. Children are making good progress in appreciating how their actions affect others. Relationships with staff are very good and are developing well with other children.

47. Staff give children time and show them consideration. As a result they get to know children well. Very good levels of care ensure that there is a safe, secure environment and in return children clearly put their trust in staff. Children soon learn that their opinions are valued and that staff are prepared to listen to them. They are encouraged to express their feelings and this has very good effects on personal development, whilst making a significant contribution to the school's good ethos.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good**.

Main strengths and weaknesses

- Children are successfully encouraged to take part in activities which will enable them to emerge as readers and writers.
- Speaking and listening skills are given high priority.

Commentary

48. A high priority is put on encouraging children to explain what they do and describe and discuss their feelings. Staff very skilfully create opportunities for children to talk and listen to each other. For example in circle news time and in role play in the café where children create menus and take orders. Staff are prepared to listen to children and children respond well. As a result children make good progress and gain in confidence.

49. Because teaching is very good children are emerging as readers and writers. 'Jolly Phonic' (sounding out) skills are introduced at an early stage and all efforts to make marks and 'record' thoughts and ideas on paper are very strongly encouraged. Many children can write simple sentences before they leave reception. Higher attaining children are reading familiar stories fluently and developing strategies to make sense of new words.

50. Skilled questioning by staff prompts children to explain what they see and feel, and involves all children regardless of ability in all activities. Consideration of what others have to say plays a significant part in children's personal, as well as communication and language, development.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Numeracy skills are effectively taught.
- Classroom displays with mathematical themes stimulate children's interest.
- Mathematical development is very well planned for.

Commentary

51. Very good teaching makes sure that children have lots of practical maths activities to foster their understanding. Sorting and counting games, rhymes, and the use of comparative terms such as heavier and smaller than, challenge children to explore numbers, shape and measures. In a very good lesson children learnt not only what the add sign was used for, but higher attainers understood the concept of 'equals'.

52. Good displays with clear mathematical themes attract children's attention and help to ensure that they recognise numbers. Before they leave reception children can count confidently to 30 and some beyond. They have a good knowledge of simple number facts up to ten and have begun simple addition and subtraction.

53. Teaching is very good with learning support workers making a strong contribution in a very good partnership with teachers. Staff are well aware of the stepping stones of the maths Foundation Stage curriculum and plan and manage activities very carefully to ensure that all children gain essential experience. As a result children make good progress in learning and achieve well. The recently adopted practice of teaching maths first thing in the morning is having positive effects.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Children are successfully encouraged to find out about, and reflect upon, the world around them.

Commentary

54. Children respond very well and make good progress in understanding because planning and teaching are good. This gives children valuable experience of finding out and appreciating using their senses and developing skills to explore and respond to the world around them. For example in using different size and shape construction sets to build trolleys to carry food prepared in the role play café.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children are provided with a good range of activities to encourage them to control their bodies and appreciate what they can do.

Commentary

55. Children make good use of tools, scissors, writing equipment, paint brushes, and construction toys with increasing control. This has positive effects on their fine motor skills. In an outdoor play session children made good use of space and showed good awareness of what their bodies could do in riding and balancing, running, kicking and throwing.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

Main strengths and weaknesses

- Role play is used very effectively to encourage children to be creative with actions and language.

Commentary

56. In a mix of activities, some adult directed and others child led, children have the chance to draw, paint, make and respond to different stimuli. For example using colours very effectively in repeated prints of stars on show in the library; and in painting portraits of themselves and their friends. Children sing and learn nursery and book rhymes and join in with enthusiasm. They treat materials and equipment with care and are beginning to express themselves and appreciate the efforts of others.

57. Dressing up clothes and themed areas are used well to encourage role play and children and staff were observed exploring the language appropriate to the café: making reservations on the phone and even sacking unsatisfactory staff! ("He's got his sack!") This has very positive effects on children's personal and communication development as well as their understanding of the world.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good overall** throughout the school with very good provision notably in Years 5 and 6. Standards in writing are above average by the end of Year 6 and in reading, speaking and listening above expected standards throughout the school. Pupils with special educational needs receive very good teaching and support from all staff, and achieve well.

Main strengths and weaknesses

- Standards in all aspects of the subject have improved especially in Years 5 and 6.
- Use of assessment to inform planning and set targets for both groups of pupils and individuals is consistently very good.
- Pupils' use of various styles of speaking and listening for different audiences and purposes is good.
- Learning support workers give very effective support to aid achievement of less able pupils.
- Some lessons lack pace and appropriate challenge.

- Leadership of the competent, knowledgeable and enthusiastic subject leader is excellent.

Commentary

58. A committed subject leader has introduced effective systems to enhance standards of pupils work throughout the school which have been particularly effective in Years 3 to 6. During the inspection many lessons seen concentrated on quality writing: for example an introduction to fables, features of a myth, encouraging suspense. These lessons produced writing of a high standard; further evidenced by very good extended writing in pupils' books showing good knowledge of English writing conventions. Standards of speaking and listening were very good. A significant feature in this was the school policy of developing styles of speaking and listening from an early stage. Pupils' control of speech for different purposes was effective in raising standards of speaking. However, opportunities to further develop this through dramatic activities were restricted. Whilst results from tests show standards in reading continue to be good there was less evidence of this in lessons seen during the inspection. However, discussions with readers and hearing pupils read confirm good standards and positive attitudes towards reading throughout the school. Pupils were able to access books from the two school libraries and older pupils were familiar with using the local library now conveniently situated next to the school.

59. All classrooms had displays to encourage literacy development and additional reading books for pupils.

60. Standards have been raised significantly by the use of careful and informative assessment procedures. Analysis of test results highlighting areas of learning to develop has been integrated into planning. Assessment of individuals leads to targets for each pupil. Pupils know their class, group and individual targets, and actively aim to achieve them. This has been instrumental in raising standards. The current Year 2 has a high percentage of lower achieving pupils and the work seen in this area of the school does not match the high standards elsewhere in reading and writing. However, the standards achieved by Year 2 last year, and a careful analysis of their work in Year 3, confirm the judgement that standards in the school are above expectations overall.

61. Teaching overall in English is good. Through Years 3 to 6 teaching was consistently good with a significant proportion being very good. Teaching in Years 1 and 2 was satisfactory. Pupils respond to the challenge of good teaching with sustained application and this leads to good achievement. This is especially the case with lower achieving pupils where knowledge of their improvement targets ensure pupils meet with success. However, in some lessons the lack of pace and challenge planned for higher achievers leads to achievement being less for these pupils.

62. Pupils have positive attitudes towards their work. Their ability to listen and sustain concentration combined with well planned lessons and often very good learning support workers ensure good learning takes place. Pupils contribute well to learning especially when discussing tasks in pairs or small groups where social interaction is good.

63. The subject is led in an excellent manner by an enthusiastic and skilled leader. Her monitoring is effective. Her intention to support colleagues by demonstration lessons and professional development will ensure very good practice is spread through the whole school. Whilst the work of pupils demonstrates information and communication technology is used effectively to support the subject; work seen during the inspection week suggests this could be further developed.

Language and literacy across the curriculum

64. The subject contributes fully to other areas of the curriculum. During the inspection especially good links were recorded with history, design and technology and music where teachers referred to literacy targets to support a teaching point and pupils' cultural development. Pupils use the library to research work and some pupils expressed a preference for reading non fiction to enable them to further their learning.

MATHEMATICS

Provision in mathematics is **good** and this has improved since the previous inspection.

Main strengths and weaknesses

- Standards by the end of both Year 2 and Year 6 are good.
- Achievement is good for most pupils including those with SEN.
- The provision and planning of numeracy within the mathematics curriculum is good.
- The subject is well led and managed.
- Opportunities for pupils to use and apply mathematics require further development in some year groups.
- The monitoring of the subject needs further development to ensure that new procedures are fully implemented.
- Areas of underachievement identified by the school must be acted upon.

Commentary

65. The provision of mathematics in the school has improved since the last inspection and it is now good. The standards achieved by pupils have improved over time as a result of focused teaching, more effective target setting and the use of performance data to identify strengths and weaknesses.

66. By the end of Year 2 pupils develop a good understanding of the number system as a result of focused numeracy teaching. There is an emphasis on number bonds and mental agility that allows pupils to use strategies such as 'near doubles' to help with calculations. Pupils have a well developed understanding of the number system that includes identifying inverse operations. Opportunities to use this knowledge in problem solving are too limited and the school has already identified this as a future area of development.

67. By the end of Year 6 pupils have a very positive approach to the subject. Pupils are numerate, confident and well prepared. The curriculum in Years 5 and 6 is well balanced with opportunities to cover the full range of the attainment targets. SEN pupils receive good support and their achievement is good in comparison to prior attainment. Lessons are inclusive, support staff are used effectively and have a positive impact on pupils' learning. However, the school has identified a decline in pupils' progress in Years 3 and 4 accompanied by a narrowing of the curriculum. They have already taken steps to improve this with more focused teaching and subject leader input. The evaluation of such interventions will be an important factor in ensuring the situation is rectified. Opportunities for use of calculators throughout the school are very limited. It is important for teachers to allow pupils both access to, and the appropriate use of, calculators to support their mathematical development.

68. The quality of teaching of mathematics is at least satisfactory in all year groups, with particular strengths in Years 5 and 6. Teachers have satisfactory subject knowledge and use resources effectively. Relationships are good and the regular use of homework to support learning is satisfactory. In the best lessons teachers provide good role models, the learning is active and pupils are highly motivated.

69. Planning in mathematics is good, with very good use of learning objectives that form a clear focus for the lesson. Work is appropriately set at a variety of levels and activities are well thought out using the numeracy strategy as a focus.

70. There are good procedures for assessment, which include individual and group targets that are evaluated and updated regularly. The subject leader was not present during the inspection. However evidence provided illustrated that she is confident and that she is having a positive effect on the teaching and learning of mathematics in the school. She monitors teaching and planning and is

well supported by the senior managers of the school. The future improvement of the monitoring process is crucial in improving standards further.

Mathematics across the curriculum

71. Opportunities to plan mathematics in other subject areas are appropriate and evident both in observed lessons and work scrutiny. There were many examples that appeared on displays including collecting and logging data to produce line graphs in science when measuring pulse rates.

SCIENCE

Provision in science is **satisfactory**.

Strengths and weaknesses

- Standards overall are satisfactory, with a significant minority of the oldest pupils achieving standards above national expectations.
- Teaching is good for pupils in Years 3 to 6.
- The knowledgeable subject leader continues to strive for improvements in the subject.
- The use of ICT in science is not yet well developed.

Commentary

72. Results of the most recent national assessments for pupils aged eleven showed standards to be satisfactory, even though almost all pupils achieved the nationally expected level and almost half of the pupils achieved the higher level. Currently in Year 6 standards are looking equally positive.

73. The progress which pupils have made over time has largely been as a result of the good quality teaching in Years 3 to 6. Here, teachers have good subject knowledge and are well supported by consistently good planning. There is a good focus on scientific vocabulary, as noted in a lesson on the reproductive parts of a flowering plant. At the same time, teachers try to make their lessons interesting in order to motivate pupils to learn. As a result, pupils show great interest in their work, try hard to respond to the challenges they are set, achieve well and always behave well.

74. The subject leader, who continues to strive to improve standards across the school, gives very good support to teachers. She is currently revising the school's assessment procedures and at the same time is endeavouring to give her colleagues further support by giving examples of the continuing skills pupils need in order to make further progress in their work year on year.

75. There is some work to do in making further improvements to the investigational work in science. Once again, the subject leader is not only supporting her colleagues with ideas, but acts as a very good exemplar of techniques in investigational science. Her lesson, in which pupils tackled a wide range of experiments on sound, was particularly successful.

76. The use made of information and communication technology is not yet well founded. A digital camera was being used in the lesson on flowers and the subject leader made use of a microphone attached to the computer in order to measure the level of sounds in her lesson. However, planning for the rest of the school does not show sufficient use of ICT for charts, graphs and data logging.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good** and much improved.

Main strengths and weaknesses

- There is a good, well resourced computer suite and computers in classrooms are networked with the suite.
- A good scheme of work is in place.
- Leadership and management of the subject are very good.
- Some staff in Years 1 and 2 lack confidence in their own knowledge and understanding of ICT, but in-service training, strongly supported by the subject leader, is helping to overcome this.
- Planning in other subjects does not always identify how ICT is to be used in support.

Commentary

77. Following serious weaknesses reported at the last inspection in ICT the school has made very good progress in improving planning, resources and teaching. Parents raised considerable funds which the school and LEA matched in order to develop the now good ICT suite. The school still has slightly fewer computers than the recommended ratio for this size school, but there are enough to support whole class teaching effectively. Good use is made of time for every class in the suite every week as well as allowing for extra time for its use to support other subjects and provide pupils with opportunities to research using the Internet. Efforts to ensure that all pupils have equal access to ICT activities in the suite and as part of class work are very successful and this is of particular benefit to those pupils with SEN.

78. The introduction of a good scheme of work, which ensures all requirements of the National Curriculum are covered, is having very good effects on standards, pupils' achievement and the quality of teaching. This is very well promoted and monitored by the subject leader whose leadership and management are very good, with excellent features in terms of documentation. Recently introduced assessment opportunities are being trialled to gauge what pupils can do, know and understand, but these are not yet applied in all year groups.

79. The last report found standards in ICT were poor. Currently as a result of the very good improvements pupils achieve well and almost reach national expectations by the age of seven: for example word processing, writing directly onto the screen, and inserting pictures of their own choice. At eleven most pupils achieve good standards in basic skills and understanding and do well when creating multimedia presentations. For example pupils' skills build successfully on what they can already do using skills learnt in Year 4 when using clip art to illustrate stories into powerpoint presentations in Year 6. The school is aware that the elements of modelling and controlling are less well developed and planning is in place to address this. Overall standards are sound by the time pupils leave the school.

80. The quality of ICT teaching judged from direct observations, examples of work and teachers' records, was satisfactory in the infant classes, and sound with good features in Years 3 to 6. In a very good Year 5 lesson using a graphics programme to design and cost a new children's playground, pupils made very good progress in their learning because of the skill of the teacher who managed the class very well, made very good use of questioning to establish pupils' understanding, and made sure more able pupils were extended. Some teachers particularly in Years 1 and 2 still lack confidence in their own expertise and understanding, especially when using the suite. The subject leader is giving such staff invaluable support in both planning and delivery, with positive effects on pupils' achievement.

Information and communication technology across the curriculum

81. There are examples of ICT being used well to support other subjects: for example Year 1 designing adverts, varying font, colour and size to attract attention; and Year 5 work downloading from the Internet to enhance more advanced posters. Pupils in all years are encouraged to investigate data: for example producing block graphs from databases in Year 3; and Year 4

developing work on branching, data flow charts. However, there is a need to ensure that planning for other subjects identifies how ICT skills will be used and further developed.

HUMANITIES

GEOGRAPHY

Judgements in geography are based on a very limited sample and it is difficult to draw conclusions, but indications are that provision is **satisfactory** and standards in both key stages are in line with national expectations.

Main strengths and weaknesses

- Standards are satisfactory.
- Teaching is good in Year 3.

Commentary

82. Teaching in Year 3 is good. Most pupils have a satisfactory understanding of the local environment through studies developed around the village of Bishop's Cleeve.

83. Pupils work in pairs and independently. They are able to use a simple atlas to identify physical features on a map, and in one lesson, clever use of digital images of the local area enabled pupils to recognise specific features of their environment. Pupils were enthused at the relevance of the content of the lesson and excited at recognising people and places in the photographs.

84. Work in pupils' books suggests that pupils are beginning to develop satisfactory skills in drawing maps and using keys and symbols. Pupils in Year 6 confidently used secondary sources such as books, atlases, maps and the Internet to investigate mountain environments and ask questions about physical and human features. Methods for recording information include powerpoint presentations and video clips.

85. Management of the subject is satisfactory. Resources are adequate and used well. Medium term plans show that a satisfactory curriculum is in place and the subject manager has an action plan for developing cross curricular links with history.

HISTORY

Provision in history is **satisfactory**.

Main strengths and weaknesses

- By the end of Years 2 and 6, attainment in history is in line with national expectations and there are examples of good achievement across the school. This reflects the findings of the last report.

Commentary

86. During a lesson in Year 1, pupils showed interest in artefacts from washdays in the past. They were able to describe the differences between old and modern methods of washing and drying clothes. Scrutiny of work in Year 2 showed that pupils have a developing sense of chronology and they understand the importance of location in their studies of seaside holidays in the past, compared with more recent times. This is consistent with what is expected.

87. In Year 6, work samples show that good use is made of first-hand accounts, pictorial and video evidence and research using ICT. For example, a letter from a World War II evacuee, describing

feelings and emotions, was particularly well written and very skilful use of teacher marking established clear links between history and English.

88. When working independently, pupils share materials sensibly and collaborate well. The quality of teaching is at least satisfactory and is often good. However, the introduction of too many artefacts in some lessons observed, for example in Year 5, caused delay in independent activities, and pupils became restless and bored. In Year 4, pupils' concerns about the accurate completion of worksheets reduced the amount of time they spent investigating the artefacts provided from Tudor times.

89. Pupils are usually excited by the subject as a result of exposure to a wide range of experiences of visiting groups such as 'The History People' and pupils in Year 6 spoke enthusiastically about their participation in historical re-enactments. Good quality information has enabled parents and pupils to study aspects of history in depth. One example of this could be found in homework folders which showed a range of research methods and organisational skills associated with topic work.

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- There are good examples of extended writing in religious education in Year 6.
- Elsewhere, opportunities for pupils to use their literacy skills are too limited.
- There is not enough balance between discussion, drawing and writing within the subject.
- Religious education has a low profile in the school, with very little evidence of pupils' work on display.

Commentary

90. Standards of work seen during the inspection, together with work from the previous year, are in line with expectations of the locally agreed syllabus, with pupils achieving satisfactorily. A good deal of this work centres on discussion, drawing and notes. The balance of these elements has not yet been achieved. As a result, not enough use is made of pupils' literacy skills.

91. In work completed last year in Year 6 there are some good examples of extended and different forms of writing. For example, in their work on Islam, pupils wrote freely about the life of Muhammad, wrote a diary about an imaginary pilgrimage or hajj, and made notes on the Five Pillars of Islam. Similar work carried out by other classes on Judaism make good contributions to pupils' multicultural development.

92. Overall teaching was satisfactory in the three lessons seen. Teachers engendered good discussion about a range of topics and asked pupils questions carefully in order to probe their understanding. When group activities were set, there was too often little difference between the work prescribed for the highest or lowest achieving pupils. As a result the most able pupils were often not challenged enough. This was borne out in much of the scrutiny of previously completed work.

93. Only two displays of work, based on religious education, were noted around the school. When compared with other subjects, which are given similar amounts of curriculum time, this is much less than could be expected.

94. The subject leader has been recently appointed and has yet to have opportunities to look at the subject in depth. However, she has already begun to look at the skills involved in religious education alongside the content of the subject. At the same time she has noted that the school needs more artefacts to enliven religious education. She is currently looking at possible methods of introducing assessment to the subject, bringing it in line with core subjects.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

ART AND DESIGN

Provision and standards in art and design are **satisfactory** throughout the school.

Main strengths and weaknesses

- There are good standards of sketching and drawing in Years 2 to 6.
- The subject makes a significant contribution to pupils' cultural awareness.
- The pace of some lessons is slow with too much teacher input and too little pupil activity.
- There is a good scheme of work with resources matched to it.

Commentary

95. Little direct teaching was seen but scrutiny of wall displays, pupils' sketch books, saved art work and interviews with pupils confirm that standards and achievement in art are satisfactory overall and good in Years 3 to 6. Pupils draw well and have good knowledge of shade and tone. The half face portraits of famous people in Year 5 are particularly effective as are the tone mosaics in Year 3. During the inspection week pupils considered the work of famous artists including Monet, Derain, Gauguin and Seurat and how mood was induced. The previous work completed by pupils in Year 6 in the style of Toulouse Lautrec was particularly good. Other significant aspects of art teaching include a development of cultural awareness of Aboriginal drawings, and African and Indian art styles.

96. The two lessons seen during the inspection in Years 3 and 4 were satisfactory. They did however demonstrate too great a reliability on teacher exposition and too little on pupil activity. Pupils contributed well to their own learning by careful listening and sustained concentration. It is evident that the good standards seen in other areas of the school stem from pupil interest coupled with challenging and engaging tasks which pupils say they enjoy. Within lessons all pupils are included fully. In one lesson a pupil with a statement of special educational need was particularly well supported enabling her to have full access to the curriculum and achieve very well.

97. The subject is well led and managed by the subject leader. She has produced a thorough scheme of work well suited to pupils' needs. The scheme has had good resources matched to it which teachers use well to enhance teaching and learning. It provides cross curricular links notably with history and science. The art club after school, the presence of visiting artists and links with the secondary school for a workshop, enhance the provision of the subject.

98. Many displays throughout the school are of good quality and demonstrate artistic skills that support other curriculum areas. Resources are good and well used.

99. As the subject was judged satisfactory last time, the presence of some good work in Years 2 to 6 demonstrates improvements.

DESIGN AND TECHNOLOGY

Provision, standards of attainment and pupils' achievement in design and technology are **satisfactory** throughout the school.

Main strengths and weaknesses

- Pupils plan work well and annotate designs carefully, leading to good standards in some classes.
- Good attention is paid to working safely at all times.
- The level of adult support enabling pupils to work in small supervised groups raises standards and achievement.

Commentary

100. Standards of work seen during lessons were often good especially in designing products to be made; such as slippers and musical instruments. Portfolios showing some other work completed and displays around the school of World War II shelters, purses and snowflakes, made from various textiles, reveal a suitable broad curriculum is provided in a satisfactory manner. All pupils in Year 6 demonstrated good sewing skills with good support from adult helpers.

101. Teaching was only observed in Years 5 and 6. Seventy-five percent of this was good. Pupils were well engaged and supported and contributed positively to their learning opportunities. This led to good standards of work being produced. Work was well planned for lessons, but the absence of full assessment of pupils' achievement led to all pupils having a similar task irrespective of need or ability. Whilst all pupils were fully included many could have been more appropriately challenged.

102. The subject leader is not a specialist in this subject and has been in this position for under a year. She has made provision to increase her own subject knowledge and is committed to the subject's development. The subject is led and managed in a satisfactory manner with appropriate priorities for development identified. Paramount amongst these is the need to develop the assessment of pupils work fully to inform planning.

103. Pupils have a positive attitude to this subject and take pride in their work. They are eager to show it to visiting adults and discuss it meaningfully. All pupils are fully included in all activities and achieve varying degrees of success. Special educational needs pupils are well supported and have full access to all activities.

104. The subject is not making full use of information and communication technology to support its development as yet, but this has been recognised by the subject leader.

105. The subject is well resourced and the central storage area of materials well kept. The subject remains satisfactory as it was at the time of the last report.

MUSIC

Provision in music is **satisfactory** overall but there aspects in need of further development.

Main strengths and weaknesses

- The resources for music are good.
- Music requires more emphasis and a higher profile in the school.
- The monitoring and evaluation of the subject requires development.

Commentary

106. Provision for music in the school is satisfactory overall but this is an area that the school has recognised requires further development. There are inconsistencies in the delivery and content of the

curriculum across the school which as yet the subject leader has not fully addressed. The music curriculum utilises a commercially produced scheme supplemented by additional guidance.

107. By the end of Year 2, pupils' standards are broadly in line with national expectations. Pupils can name simple instruments and have adequate musical vocabulary. Pupils are positive towards the subject and clearly enjoy musical activities, which are timetabled and undertaken regularly. They can sing songs in a two part round and follow a rhythm provided by the class teacher. They have developed an understanding that music can be represented by symbols. However, this approach is not applied consistently in Years 1 and 2 and so understanding is limited.

108. Pupils' progress is just satisfactory by the end of Year 6. There is insufficient emphasis on the music curriculum to allow pupils the opportunity to experiment, compose, refine and perform pieces of work. In lessons observed in Year 6, good teaching was accompanied by a lack of knowledge and musical vocabulary. Pitch, composer and conductor were all aspects of musical vocabulary that the pupils did not know. This made learning more difficult, as although pupils were able to express their ideas, there was a language barrier that negatively affected their overall understanding and achievement.

109. The standard of teaching was overall satisfactory, but inconsistent across the school. In an early years lesson children were able to tap out the syllables in their name and self correct. They were confident and relaxed. In a Year 2 lesson pupils had the opportunity to compose in small groups and contributed to a whole class composition. In Year 6 pupils could sing in a four part round varying pitch and tempo.

110. There were some very good examples of singing in lessons including standards above the national expectation in Year 6. However, this did not translate to the singing in assemblies, when it occurred, which was satisfactory for both the younger and older pupils.

111. The school understands the need to develop the music curriculum and has identified the monitoring, and the evaluation of music as a main focus for improvement. Currently music makes too little contribution to pupils' spiritual development. The progression in musical skills and musical vocabulary are identified areas that require attention. The school has very good resources including a dedicated music room with a variety of well cared for musical instruments. In addition, classes with younger pupils have a bank of musical instruments that support class based music teaching. The school choir, orchestra and recorder clubs enhance the music curriculum appropriately.

112. Peripatetic music teachers support the overall music curriculum including a number of pupils taking violin, flute, clarinet and guitar.

PHYSICAL EDUCATION

Provision in physical education is **satisfactory**.

Strengths and weaknesses

- Satisfactory standards have been maintained since the last inspection.
- Teaching was satisfactory overall with instances of good and very good teaching.
- Planning, missing at the last inspection, is now in place for all aspects of the physical education programme.
- The school has overall good facilities and resources for the provision of physical education.
- The school offers a very good range of extracurricular and competitive sport opportunities.

Commentary

113. At the last inspection, planning was not in place for all aspects of the work in physical education. This has been remedied and as a result, standards of teaching are now satisfactory overall. Instances of good and very good teaching were noted in Years 3, 4 and 5. Here the work was well prepared and teachers had good subject knowledge, using it well to challenge pupils in dance and gymnastics. Tasks were well considered and teachers were active in coaching individuals and groups of pupils as they worked, ensuring fully inclusive learning. As a result, all abilities of pupils worked hard and achieved well. An exception to this good teaching was observed in a Key Stage 1 lesson, where pupils were not extended mentally or physically.

114. In the games lessons seen there was not enough challenge for the more skilful pupils. Tasks were set for the whole class and whilst most pupils found the challenge sufficient, the development of the more able pupils was not well considered.

115. The school has good facilities for its physical education programme. It has sufficient grass area for outdoor games, together with the use of two halls for dance and gymnastics. The school has a good range of fixed and small apparatus, which in all lessons was set out and put away carefully by the pupils. Provision for swimming is satisfactory.

116. The school offers a very good range of extracurricular activities in sport, mainly for pupils between Years 3 and 6. Football, tag rugby, cricket, netball, badminton and tennis are all offered in their appropriate seasons. At the same time a large number of older pupils have good opportunities to take part in competitive sport against other schools. Not only is this helpful in raising their level of skills but equally it supports their social development.

117. Much of the above is organised by the subject leader, who has only been in post a short time. He has not yet had opportunities to monitor teaching in other classes and check on the quality of teaching and learning throughout the school.

PERSONAL, SOCIAL AND HEALTH EDUCATION

Provision in personal, social and health education (PHSE) is **good**.

Main strengths and weaknesses

- Provision enabling pupils to distinguish between right and wrong is good.
- The school makes very good provision for developing pupils' confidence and responsibility.
- The school provides pupils with a good understanding of the importance of developing a healthy lifestyle.
- PHSE is successfully taught and is woven into all curriculum areas. It makes a positive contribution to the inclusive nature of the school.

Commentary

118. From the time children join reception they are guided towards understanding the difference between right and wrong. The successful development of pupils' confidence and sense of responsibility is carried out in a very caring and supportive ethos that promotes academic and personal development.

119. All pupils have many opportunities to participate and discuss, but fewer opportunities to perform. Older pupils are trained as 'buddies' for younger children. Reception children wear coloured bands during their induction and older pupils are responsible for ensuring their wellbeing, often working and playing alongside them to praise, encourage and raise confidence levels. These older pupils are seen as positive role models for younger children. In addition to receiving awards such as 'reader of the week' from teachers, pupils receive awards for personal qualities.

120. Through participation in the school council, pupils are involved in the decision making process. This encourages them to be responsible citizens. Their sense of fairness is developed further by participation in enrichment activities provided by after school clubs. Pupils' achievements out of school time are given high priority. For example the school recognises pupils' talents in rugby and judo, and pupils participate in a sponsored swim for charity as a community event. Several staff members are keen sportsmen and women and one pupil is a badminton player at county level. The school raises substantial amounts of money for charitable causes and pupils have a good understanding of their responsibilities towards others.

121. Pupils are aware of the importance of a healthy and safe lifestyle and this is promoted by visiting experts, such as the community policeman and road and railway safety representatives. Provision for PHSE is well planned and teaching in lessons observed was good. In addition to being integrated into all topics, pupils participate in a 'Life Education' programme provided by the Health Authority. The result of such provision is that pupils are aware of the dangers of drug and alcohol abuse and begin to understand and value similarities and differences between themselves and others.

122. A comprehensive programme for sex education and relationships is in place and will be extended throughout both key stages as part of the school's improvement plan.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).