

INSPECTION REPORT

CASHES GREEN PRIMARY SCHOOL

Stroud

LEA area: Gloucestershire

Unique reference number: 115561

Headteacher: Carol Radcliffe

Lead inspector: Greg Sorrell

Dates of inspection: 2nd – 4th February 2004

Inspection number: 255725

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	168
School address:	Hillcrest Road Cashes Green Stroud Gloucestershire
Postcode:	GL5 4NL
Telephone number:	01453 763598
Fax number:	01453 763598
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Helen Brereton
Date of previous inspection:	March 1998

CHARACTERISTICS OF THE SCHOOL

Cashes Green Primary School on the outskirts of Stroud serves its local community who mostly come from the adjacent council estate. It is smaller than most other primary schools.

The vast majority of pupils are of White United Kingdom heritage with very few of Black-Caribbean or Asian heritage. Almost all pupils speak English as their first language. The number of pupils known to be eligible for free school meals is above average. The proportion of pupils with special educational needs is above the national average and the number who have statements of special educational needs, 5%, is well above average. The main special educational needs are moderate learning difficulties and emotional and social difficulties. Three pupils have English as an additional language. The attainment of pupils when they start school is typically below that expected for their age. The school's character has not changed significantly since the last inspection, although since that time, the school has received the School Achievement Award and the Healthy Schools Award as well as being granted the School Self-evaluation Award by the local education authority.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21529	Greg Sorrell	Lead inspector	Information and communication technology Geography History Physical education Religious education Personal, social and health education
13762	Norman Shelley	Lay inspector	
22729	Robert Arnold	Team inspector	Mathematics Science Music Art Design and technology Special educational needs
25456	Clive Whitburn	Team inspector	English French Foundation stage

The inspection contractor was:

Penta International
Upperton House
The Avenue
Eastbourne
East Sussex
BN21 3YB

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	17
SUBJECTS IN KEY STAGES	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	29

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Cashes Green School is an effective school. It is very well led by the headteacher, the quality of education is good and the parents hold positive views of the school. The pupils achieve well because of good teaching and value for money is good.

The school's main strengths and weaknesses are:

- The headteacher provides very good leadership and is very well supported by an effective management team.
- Although pupils' achievement is mainly good, this is not always so for higher attaining pupils.
- The achievement of pupils, particularly boys, in writing is below average.
- The quality of teaching and learning is good overall, especially in the Foundation Stage, Years 1, 2 and 6.
- The quality of teaching in some areas of Key Stage 2 could be more effective.
- The school has a very inclusive ethos and has a very high regard for the pupils' care, welfare, health and safety which ensures they feel safe and valued.
- The use of information and communication technology (ICT) and the range of experiences offered do not provide a wide enough variety of activities.
- Links with other schools and the community are very good. European awareness is very developed by the Comenius Project and very good French teaching.

The school has improved its overall effectiveness well since the last inspection. Standards have improved as has the quality of assessment, schemes of work and the roles of subject managers. The quality of teaching has improved in the reception classes and Years 1 and 2. The strong teaching of Key Stage 2 has been maintained in Year 6. Resources have improved in ICT, although there remains room for improvement in some teachers' confidence and competence.

STANDARDS ACHIEVED

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

*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 achievement of pupils is good overall. Children achieve well in reception. Most achieve the goals they are expected to reach before they start the main school in Year 1. The pupils achieve well in the school and particularly in Years 1, 2, and 6 where the quality of teaching and learning is consistently good and often very good. Overall standards attained in tests at the end of Key Stage 1 are below average, attainment in mathematics is above average while in reading and writing it is well below. When compared to pupils with similar backgrounds, their attainment is below average in reading, average in writing and well above average in mathematics. The overall standards attained in tests at the end of Key Stage 2, when compared to pupils from similar backgrounds is below average overall. In English, it is well below, below in science and average in mathematics. However, when their prior attainment is considered their overall achievement is good.

The **pupils' personal qualities** including their **spiritual, moral, social and cultural development** are **very good**. Their attendance, attitudes to school and their behaviour are good.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The **quality of education** provided by the school is **good**. The **quality of teaching** is **good** especially in reception and Years 1, 2 and 6 and this ensures that the pupils learn well. The relationships that the school has with parents and carers are good. A particular strength of the school is the educational guidance and support for pupils who have experienced difficulties in other schools. The good tracking procedures give precise information that is not always evident in classroom practice. Links with other schools and the community make an extremely positive contribution to the good curriculum that is enriched by an extensive range of extra-curricular and sporting activities.

LEADERSHIP AND MANAGEMENT OF THE SCHOOL

The leadership and management of the school are good. The governing body gives good support to the headteacher who leads the school very well and is supported by an effective management team. The school has a strong focus on raising standards and gives appropriate attention to the wider needs of its pupils.

PARENTS' & PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with the school and the ease with which it can be approached about any concerns. The pupils overwhelmingly report that they are very happy to be at the school.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

Improve the quality of teaching in the middle years of Key Stage 2 so that it is more consistent with other year groups.

Further raise achievement by -

Improving the use made of the good tracking and assessment procedures to set clear targets for progress so that all, including higher attaining pupils, consistently achieve their best.

Establishing systematic procedures for senior staff to regularly discuss with teachers the actions taken to accelerate the learning of pupils whose progress falls below expectation.

Improving the quantity and quality and presentation of boys' writing during lessons.

Ensuring that more opportunities to use ICT are made available for all pupils by offering a wider range of experiences.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

In tests, standards are below average overall compared to all schools nationally. However, when taking into account their prior attainment, results achieved by similar schools and their current work at the school, the pupils achieve well and children in the reception class achieve very well. Standards are higher than at the time of the previous inspection.

Main strengths and weaknesses

- Standards achieved in national tests by the end of both Year 2 and Year 6 are below average.
- Pupils and children in the reception class achieve well overall because of good teaching.
- Pupils' writing, particularly that of boys, is in need of improvement.

Commentary

1. Since the last inspection the pupils' attainment on entry has largely remained the same and is below that expected for their age. Some pupils and children are also less well prepared for formal education before they come to school. However, the reception class prepares the children well for learning in the main school. Achievement in the reception class is very good overall and almost all achieve their intended learning goals.

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

Standards in:	School results	National results
reading	14.1 (13.3)	15.8 (15.7)
writing	13.5 (12.6)	14.4 (14.3)
mathematics	17.0 (16.0)	16.5 (16.2)

There were 55 pupils in the year group. Figures in brackets are for the previous year

2. By the end of Year 2, standards attained in national test results are well below average in reading and writing compared to all schools, however, they are above average in mathematics. When compared to similar schools, their standards are below average in reading, average in writing and well above average in mathematics. The trend in end of Year 2 results over time has been largely in line with the national trend, although a marked improvement has been observed in mathematics as a result of focussed teaching informed by national guidance. In common with the national trend, the achievement of boys has been consistently below that of girls and is a current focus for school development.

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

Standards in:	School results	National results
English	24.8 (25.2)	27.0 (27.0)
mathematics	26.7 (26.8)	27.0 (26.7)
science	28.2 (27.9)	28.8 (28.3)

There were 64 pupils in the year group. Figures in brackets are for the previous year

3. By the end of Year 6, overall standards are below average compared to all schools nationally. In English, they are well below average, in mathematics they are average and below average in

science. However, when compared to similar schools, standards in English are below average, yet above average in mathematics and science. When these older pupils' prior attainment is taken in account, their progress is above average overall. For example, pupils' achievements are average in English, well above average in mathematics and above average in science. The trend in results has mirrored the national trend although remaining at a lower level. In common with Key Stage 1, boys' achievement is lower than that of girls and is a current focus for school development. One possible factor observed during the inspection was that boys showed less willingness to record their work to the same standard compared to girls, particularly in written work. Nevertheless, value added by prior attainment is average in English, above average in science and well above in mathematics.

4. The good achievement of the pupils and children, especially in reception, Key Stage 1 and Year 6, is due to high quality teaching that clearly addresses educational needs and an insistence upon high standards of work. For example, teachers use their knowledge of the pupils and subjects to provide a wide range of learning activities that encourage a real enjoyment of learning.

5. In other subjects, the pupils achieve well overall. In French the pupils achieve very well as a result of very good teaching that also promotes the pupils numeracy and literacy development. Their achievement in ICT would be higher if pupils were provided with a wider range of activities by teachers in more subjects. In specific ICT lessons, they achieve well.

6. Pupils with special educational needs achieve well. Importantly, the school accepts pupils throughout the year who may have experienced difficulties elsewhere and these pupils also achieve well.

Pupils' attitudes, values and other personal qualities

7. Pupils' attitudes, values and attendance are good. Their personal development is very good and is their spiritual, moral, social and cultural development.

Main strengths and weaknesses

- Pupils make very good progress in their social development allowing them to become increasingly mature and responsible.
- Pupils' attitudes towards school and learning are positive.
- Behaviour is good and allows pupils to get on with their work.

Commentary

8. The strengths identified at the time of the previous inspection have been maintained. Pupils like school and enjoy their lessons. They participate very well in activities. Relationships between pupils are especially good and pupils are mutually supportive. An example of the growing maturity is the role of older pupils in the playground where they help to resolve occasional disputes and promote fair play and respect for fellow pupils. Most pupils behave very well in lessons but a minority is disruptive at times. Most teachers manage the disruptions well but in some instances learning by the whole class is adversely affected. Instances of anti-social behaviour are few and only one pupil was temporarily excluded last year. The school effectively applies innovative strategies to promote good behaviour, for example, the Dugout and mentoring for specific pupils. Pupils with special educational needs are fully accepted into the life of the school. Their peers respect others' views and their attitude to learning is good. They are keen to attend and work hard once there. They are proud of the progress they make and value the involvement in the wider community of the school. Those pupils who have behavioural difficulties gain much from the support of teaching assistants. Pupils who have experienced difficulties elsewhere in other schools frequently develop more acceptable behaviour and as a result their learning improves.

9. Pupils learn to appreciate the quality of their lives and the environment through reflection, prayer, celebration of achievement and art. They particularly value the ethos of friendliness in the school and the kindness and attention that they receive.

10. Pupils develop very well their awareness, understanding and practical application of moral and social issues. They clearly accept responsibility for others and for property, for example through the school council.

11. Cultural awareness is good. Pupils learn to respect the beliefs, lifestyles and values of others. They study aspects of their own and national heritage. Visits, visitors, displays and special activities, such as a Caribbean week, enhance their cultural development. Pupils are also developing their awareness of other European cultures through the school's involvement in the Comenius project. Attendance is above the average for primary schools and punctuality is very good.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.7
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black African
Asian or Asian British – Bangladeshi
Black or Black British – Caribbean
No ethnic group recorded

No of pupils on roll
149
2
4
1
1
3

Number of fixed period exclusions	Number of permanent exclusions
1	

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

12. The quality of education provided is good. Teaching and learning are good overall although assessment in some subjects is under-developed. The curriculum is good as are the support, advice and guidance given to pupils. Partnership with parents is good, whilst links with the community and other schools are very good.

Teaching and learning

13. Teaching and learning are good overall with particular strengths in the reception class, Key Stage 1 and the final year of Key Stage 2. The quality of assessment is good.

Main strengths and weaknesses

- Teaching is good because teachers have good subject knowledge and are particularly skilled at making lessons interesting and fun through a range of teaching styles.

- The quality of teaching in some subjects for pupils between Years 3 and 5 could be improved and teachers' expectations of work could be higher.
- Learning is good in the vast majority of lessons and pupils work hard at improving their skills and work well in small groups.
- Teachers have a good understanding of how to teach literacy and numeracy, although there is sometimes too little emphasis on the development of pupils' writing.
- There are weaknesses in some teachers' expertise in the use of ICT which adversely affects pupils' progress.
- Behaviour management is good overall and assists the pupils to work without disruption to their learning.
- Support assistants are used very well and particularly effectively to support pupils with special educational needs.

Summary of teaching observed during the inspection in 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	11 (30%)	17 (46%)	6 (16%)	3 (8%)	0 (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 where 30 or more lessons are seen.

Commentary

14. The overall quality of teaching and learning has improved since the last inspection. In the reception class and in Years 1, 2 and 6, the quality of teaching is consistently good with some very good teaching observed. The teachers are confident in the subjects they teach and enjoy very good relationships with the pupils. Lessons are well planned and have many opportunities for pupils to engage in practical activities that support pupils' learning very well. For example, they are provided with plenty of speaking and listening opportunities that support literacy development. Using money to buy goods from a shop gives them practice at giving change which promotes their numeracy very well. In other subjects, such as French and Religious Education, lessons are very interactive and role play is used very effectively to emphasise the meaning of the parable about the Good Samaritan, for example.

15. In some classes the teaching is not as strong as elsewhere. Whilst there are evident strengths in these classes, occasionally the pupils are not sufficiently clear about the lesson objectives or how to solve problems, in mathematics, for example. Too little emphasis is placed upon the quality of writing and sometimes, mainly from boys, too little work is produced in the lesson. Occasionally expectations of work are too low and consequently too little challenge is offered to pupils. Even in physical education, which is a good provision overall, sometimes the pupils could be worked harder with greater emphasis on activity and less on teachers' talk. Good account is taken within lesson planning and lessons themselves of national strategies for literacy and numeracy. Lessons provide a good balance of speaking, listening and reading. However, there are times when too little is expected from pupils' writing both in terms of quantity and quality of pupils writing. Occasionally, the overuse of worksheets contributes to this weakness.

16. The pupils' response to lessons generally reflect their positive attitudes to the school. They work well in groups and want to please the staff. Very occasionally, a minority of pupils experience difficulty in behaving appropriately. Most times, pupils work undisturbed, but there are occasions when teachers' typically good behaviour management is less effective. For example, agreed strategies for managing pupils with particular behavioural difficulties are not followed, such as enlisting the support of senior management when issues arise.

17. The increased use of ICT by all staff has been a focus for school development. Significant improvements have been made and the in-house training provided by the co-ordinator is highly regarded by colleagues. Most teachers have satisfactory subject knowledge, however, there remains work to be done to ensure that all teachers have the necessary confidence and competence to use

the good facilities within the ICT suite. There are plenty of good examples where teachers do use ICT effectively, such as good use of digital photography to enable pupils to record and illustrate their work, effective use of the Internet for research and the use of a digital projector to provide good learning opportunities for pupils in Years 1 and 2. This good practice needs to be extended throughout the school.

18. Assessment of English, mathematics and science is good, however, in other subjects it is less well developed. Some marking is good but it is not consistently good in every subject. Assessment of ICT is also in need of improvement in order for teachers to plan more effectively what pupils need to do next.

19. Support assistants are used effectively and make a significant contribution to the overall good provision of teaching and learning. The strongest contribution is made when good use is made of the support staff's many strengths, which include skilled support in physical education, ICT and behaviour support. Through careful planning with teachers, they work well with pupils who have special educational needs. For example, teaching additional literacy to small groups of pupils. The support staff have regular opportunities for professional development and this adds much to their overall value in assisting teachers and working with pupils.

The Curriculum

20. The curriculum is good and supports the pupils' achievement well. It is broad and balanced, meets the needs of pupils and provides very good opportunities for enrichment. Accommodation and resources are good.

Main strengths and weaknesses

- The school has made a successful start to developing a more innovative and integrated curriculum that is well resourced.
- The inclusion of pupils with special educational needs, in all aspects of school life, is good, although not all pupils know their individual targets.
- There are very good opportunities for learning beyond the school day, including involvement in sport.
- Aspects of the ICT curriculum are unsatisfactory and not all pupils are able to get the most out of the science curriculum.

Commentary

21. The school is continually striving to expand the curriculum and it has improved since the last inspection, although some weaknesses remain in ICT. External expertise is used to complement to curriculum. For example, French is taught extremely well across the school and expert sports coaching is provided in rugby, football and swimming. There are many opportunities for pupils to broaden their experience outside of the school day. The school has extensive list of clubs and activities. The residential trip to the Isle of Wight is an important opportunity for pupils' personal and social development and for them to take part in adventurous activities. There are visits to the school by theatre and dance companies as well as trips to museums, the Zoo, a Mosque, and other places to broaden pupils' horizons. The school is about to embark on an exciting project for Year 6 with a film group.

22. Provision for special educational needs is good. All pupils who have special educational needs have individual education plans. However, although the quality of targets in individual education plans is generally very good, pupils do not always know their targets or gets copies. They are not involved in setting them and some pupils do not understand them because of the vocabulary used. However, the school is very committed to inclusion for all. There is an expectation that all pupils should have full access to all activities. The school does much to integrate all pupils in the full curriculum. Teachers are very aware of the need to plan lessons that take account of the interests

and preferred learning styles of all pupils, for example, to involve more reluctant boys. They are particularly successful in this with pupils whose behaviour is challenging.

23. There are some aspects of the ICT curriculum that are not covered adequately. The use of ICT to support teaching and learning in other subjects is inconsistent. In science, lessons do not always take enough account of the full range of pupils' abilities and prior learning. This makes it difficult for some pupils to be fully involved in the science curriculum, and hinders their learning.

24. Resources to support learning are good, and in the Foundation Stage they are very good and this has a very positive influence on the quality of education the pupils' receive. The level of staffing is high. Learning support workers and make a very considerable contribution to pupils' learning.

25. The school seeks to make good links between subjects and are increasingly successful in this. Occasionally the school holds themed weeks, such as design and technology week, to enable work in greater depth. The headteacher is keen to develop the curriculum further and is well placed to do this in the light of the new National Primary Strategy, "Excellence and Enjoyment".

Care, guidance and support

26. The provision for pupils' care, welfare, health and safety are very good. Pupils receive good advice, guidance and support. Their views are well respected and acted on.

Main strengths and weaknesses

- The arrangements for pupils' welfare are very good.
- Although academic and personal support is good, some aspects of advice and guidance for academic improvement are insufficiently developed.

Commentary

27. The strengths observed at the time of the last inspection have been maintained. Relationships between pupils and teachers, including teaching assistants, are excellent and pupils feel very safe and valued. Parents are right to speak highly of the induction process and, thereafter, the school does its utmost to meet the needs of each pupil. Facilities such as an on-site playgroup, breakfast club and after school care club provide needful and convenient services. The procedures for child protection and children in care are very well implemented. The arrangements for health and safety and first aid are good. Specialist education, health and social support agencies provide helpful services to the school.

28. Pupils, including those with special educational needs, receive very good help, guidance, support and opportunities that enable them to cope with their work, relate to others and become more independent and responsible. Individual targeting for improvement is not yet providing sufficient challenge for all pupils except for those with special educational needs.

29. There are good whole school procedures for assessing pupils' work in English and mathematics. This is then used effectively to track pupils' progress and to produce targets that help pupils know how to develop and improve their work further. This system provides a good basis for further clarifying and increasing the school's expectation for progress, against which each child's progress can be measured and formalise arrangements for taking effective action to accelerate the learning of pupils whose progress falls below this expectation.

30. Pupils are encouraged to take responsibility for their own community by helping to improve it and participating in the management of some activities, such as the Dugout and the school council. The school seriously considers and often acts upon the suggestions and views that are proposed by the school council.

Partnership with parents, other schools and the community

31. The school has a good partnership with its parents. Links with other schools and the community are very good.

Main strengths and weaknesses

- Parents place considerable confidence in the school
- Relationships and co-operation with parents are good
- There is little involvement by some parents in their children's learning, although attendance at parents' consultation evenings is good.
- The very good links with other schools support the curriculum, particularly ICT
- Involvement with the community contributes very well to academic and personal development

Commentary

32. The strengths observed at the time of the last inspection have been maintained. Parents are right to be pleased with the quality of education and care that is provided. The school surveys parents for their views and provides feedback, including how it proposes to promptly respond to improve parental satisfaction. Parents are kept well informed about school matters. Annual school reports provide good quality information about pupils' strengths and weaknesses but do not describe how pupils achieve related to expectations for their ages.

33. Parents effectively support consultation evenings, performances, social and sporting events. Parental involvement in the daily life of the school is modest, but valued, and attendance at curricular workshops is low. Parents of pupils who have special education needs are well involved in the review process. The school is trying to engage parents more in helping their own children with work at home.

34. Relationships are particularly good with parents of pupils who have special educational needs. They are informed each time the targets on individual education plans change but do not always receive copies. There are good links with local authority support services and these are used appropriately by the school when pupils' individual needs cannot be fully supported and parents are appreciative of this.

35. Close liaison with other schools promotes improved teaching by mutual observation of lessons, joint staff development and use of resources. The very good arrangements with the playgroup and secondary schools result in pupils transferring smoothly and being well prepared for the next stage of their education.

36. The community is used very well to enhance pupils' learning and personal development. Pupils visit places of interest, such as a museum, as part of their studies and a residential visit promotes teamwork and ICT skills. The school works closely with an education business partnership that initiates many opportunities for pupils. These include such as a design and technology challenge that involves pupils with those in six other schools and with well known companies.

LEADERSHIP AND MANAGEMENT

37. Leadership by the headteacher is **very good** and she is very well supported by a highly effective management team. Management and governance of the school are **good**.

Main strengths and weaknesses

- The headteacher and senior managers make a highly effective team.
- The role of some curriculum leaders needs further development.

- Leadership of the Foundation Stage is very good.
- Whole school self-evaluation is used well to establish priorities for future development.
- The school has good procedures for tracking pupils' progress.
- Innovative developments have added considerably to the school's ethos of consideration for others.
- Governors support and challenge senior managers well, particularly in financial aspects.
- The School Improvement Plan is good but only covers the current year.

Commentary

38. Leadership by the headteacher is very good and she has maintained the strengths observed at the last inspection and developed the school significantly. She is very well supported by the deputy headteacher and senior managers who collectively form a highly effective team. There is a shared commitment amongst all staff to inclusion and for raising standards. The role of the subject leaders was a cause for concern in the previous inspection report. Their roles are now well defined but further development is required. For example, they produce plans for developing subjects but some are not sufficiently concerned with raising standards and subject leaders do not yet have direct responsibility for their own budgets. The role of subject leaders is an area already recognised by the school as in need of development.

39. Performance management for teachers and the headteacher are well established. The headteacher and deputy headteacher regularly monitor teaching and provide developmental feedback. Monitoring systems are good and when combined with the clear vision, sense of purpose and high aspirations displayed by the headteacher, they form a mechanism to ensure continuing improvement. The professional development needs of all teachers are an integral part of this process and are linked to whole school as well as personal targets.

40. The school makes good use of educational information about standards of pupils' achievement. The reviewing of annual test results is well established and is now producing predictions for future achievement. Co-ordination of provision for additional special educational needs is good. There is monitoring of individual education plans and this is successful in ensuring pupils receive continuous and targeted support to match their needs. All staff are very aware of, and understand the system for, identifying pupils with additional educational needs. Where they are specifically deployed, teaching assistants provide a valuable and valued resource helping these pupils to achieve.

41. The innovative creation of the award winning "Dugout" and a specific post to support pupils with behavioural difficulties in a very good illustration of the school's management being aware of issues and addressing them in innovative ways.

42. The leadership and management of the Foundation Stage (pupils in Year R) are very good, which results in very good provision for them. In turn this promotes very good attitudes and creates a very positive start to the children's education. The planning and monitoring of implementation ensures that the very good quality teaching has a very strong impact upon the children's development.

43. Governors have a good grasp of the strengths and weaknesses of the school and are heavily involved in planning for improvement. The current school improvement plan covers one year and priorities are compiled from the information coming from the school's self-evaluation systems, giving a very clear idea regarding current developments. However, this does not enable longer-term priorities to be adequately planned and future staffing or resource implications to be identified. There are plans to extend the life span of the school improvement plan to three years as a result of changing expectations of the local education authority. Some governors visit the school during the school day and are becoming increasingly involved in curriculum matters through their involvement in the new 'Action Groups' formed to illicit opinion from staff, governors and members of the local community. Governors complete their statutory duties well and offer a suitable level of challenge as they encourage the school to seek further improvement in what the school provides.

44. The chair of the finance committee supports the headteacher effectively in matching the budget available to the needs of the school and financial management is good. Together they are instrumental in sustaining a positive impact of expenditure on improving the quality of provision and on the standards attained by the pupils. For example, funds are carefully targeted to improve staffing to support the high levels of pupils with additional needs. The continuing professional development of administrative staff is another example of the commitment to raising standards in all areas of school life. By ensuring the good use of funds to sustain effective provision and the good achievement of the pupils, the school provides good value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	433,544
Total expenditure	433,488
Expenditure per pupil	2,709

Balances (£)	
Balance from previous year	30,817
Balance carried forward to the next	30,872

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision in the Foundation Stage is very good.

45. At Cashes Green, children have a very good start to their school life. The quality of teaching and learning is very good overall, and never less than good. The children are involved in exciting and stimulating activities that often combine several areas of learning. Adults are reflective practitioners and highly committed; leadership is very good.

46. The learning environment is colourful, rich, vibrant and extremely well resourced. Equipment and toys are chosen creatively, carefully organised and used very well to support and enhance learning.

47. Attainment on entry is below average. Pupils make very good progress and by the end of the Foundation Stage almost all pupils achieve their early learning goals.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are happy and secure. They feel safe and thoroughly enjoy school.
- The atmosphere is calm and learning is great fun.
- Children interact well with each other and social development is particularly strong.
- Independence is developed well.

Commentary

49. The staff serve as good role models and ensure the children learn about right and wrong and how to treat each other. The staff also know when to support the children closely and when not to so that they gain independence through being expected to make choices, tidy up for themselves and get themselves ready for PE. They learn about themselves and their culture through, for example, dressing up and acting out a baby's Christening. They discuss, in simple terms, what this means as a group. They play and work together with confidence and sustain concentration for long periods of time.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching of language and literacy is particularly effective.
- Speaking and listening skills are developed well.
- Reading and writing are given significant emphasis and taught well. Letter sounds are taught systematically and effectively.
- Support staff aid children's learning very effectively.

Commentary

51. This area has improved since the last inspection. All staff ensure that the children are involved in a wide range of activities that develop their communication, language and literacy skills very effectively. With the children they read stories, poetry and other books. In this way, the children learn to appreciate that books and reading can be enjoyable. They sing songs, rhymes and have fun learning their sounds. They act out scenarios and play in role-play areas including the small theatre set up in the classroom. During the inspection, children were introduced to using word processing for the first time in the ICT suite. Many features of the classroom are labelled so that children can find, read and have their attention drawn to words. A boy writes "My house has a chimney", without being directed, another child helps him find "ch" on wall under a picture of a chuffing train to help him. All children, including those who are already beginning to read and write as well as those with special educational needs, make good progress and this is an improvement since the last inspection.

52. The class have a short French session once each week which is clearly proving effective. Many children chose to answer the register, one child counts to 10, pointing to the numbers on the wall, whilst another is able to name several colours, all in French. The class teacher reinforces this learning in small, regular interactions throughout the week. This is having a good impact on pupils' cultural development.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Mathematics is taught well through systematic planned activities and incidentally throughout the day, as opportunities arise.
- Practical activities bring learning to life and make it fun.
- Assessment is used very well.
- Expectations are high.

Commentary

54. This area has improved since the last inspection. The very good teaching is typified by high expectations and very good use of regular assessments that inform what the children do next. The children receive a well-planned range of mathematical activities. Children learn to recognise coins and swap coins of particular values to buy toys. They count to 10 and beyond. They sort coins, count them and use them as they learn to subtract 2 from 8. On the wall there is a colourful display of shapes. Children describe the shapes of the objects they use, developing their use of mathematical language. Computer games are used effectively to support mathematical development.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Well planned activities, careful questioning and plentiful resources bring learning alive.

Commentary

56. This area has improved since the last inspection. Children achieve very well because they are motivated by the very good teaching. They excitedly investigate the materials used in their homes using a variety of tools and other relevant resources. Other activities include the good use of questions to help children learn the skills of investigation. For example, they are asked to pretend the school has run out of glue and decide what else could be used. "Shall we use butter or ketchup, perhaps?" They are asked which materials would be best to mend a hole in the roof to keep Barnaby dry. A very wide range of objects and toys is available for play in the water tray. Children experiment with these and increase their understanding. They make good progress in using ICT equipment because lessons are planned so they use computers in their own room and ICT suite. They use the tape recorder confidently and film themselves using a video camera.

PHYSICAL DEVELOPMENT

57. Provision in physical development is **very good**

Main strengths and weaknesses

- Provision for outdoor play, including large climbing equipment, has improved since the last inspection, and is now good.
- There is very good teaching and support from other adults.

Commentary

58. This area has improved since the last inspection. Due to the weather, it was not possible to see the new and well designed outside play area in use. In the hall, children learn to move with confidence and control, paying attention to safety. They jump, run, hop and roll at different speeds and build up their own "dance" sequences. They are given short times to move freely, experimenting for themselves as they wish. The teacher's high expectations for behaviour and sensitive support from all adults help to more reluctant children involved and learning. Skilled direction and questioning helps develop children's thinking as well as their awareness of space and coordination. In the classroom they build model houses using a wide and exciting range of materials including wood and sponge bricks which can be sawn, drilled and hammered in safety as well as conventional construction equipment.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- A wide range of textures and materials are used to support learning.

Commentary

60. This area has improved since the last inspection. Children explore colour and texture. They sew sequins and buttons on fabric, print, paint and model with a variety of materials. They listen to percussion sounds and echo them back, gaining a sense of rhythm and pulse. They sing with enthusiasm and listen to and respond to music.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH AND MODERN FOREIGN LANGUAGES

61. Provision in English is **satisfactory**.

Main strengths and weaknesses

- Achievement, in relation to prior attainment is good, particularly in Years 1 and 2 and Year 6.
- Whilst the proportion of pupils reaching nationally expected levels in writing is average, for most boys the level is lower and few pupils attain higher levels in either key stage.
- Teaching is good overall, in Years 1 and 2 and Year 6 it is often very good. Support staff make a positive contribution to pupils' learning.
- There is a small proportion of unsatisfactory teaching in Key Stage 2, and pupils' progress is inconsistent across the key stage.
- Subject leadership is good and is helping the school to make improvements.
- Pupils' speaking and listening skills are developed well.

Commentary

62. Whilst standards of attainment are below average in national test results, particularly in writing, and have fallen in recent years, this is largely due to pupils' attainment being lower when they enter the school. Taking this into account, pupils make good progress and achievement is good, although very few are likely to achieve the higher levels by the end of their key stage.

63. Teachers pay considerable attention to motivating boys, and are largely successful in capturing their interest. However some boys, and particularly lower attaining boys, on occasions opt for ways of working which minimises the writing they need to do. As a result, they write less frequently and in smaller amounts than other pupils in the class. Consequently, their writing remains of a lower quality because they have fewer chances to practice and reinforce skills in this area. Pupils earn a "pen licence" before they are allowed to write in ink. Whilst this is a useful motivator it also has the effect of keeping many pupils, particularly boys, working in pencil even in Year 6, hindering the quality of presentation.

64. There is a good proportion of good and very good teaching which is well focussed with clear objectives. The role of teaching assistants is particularly good where they support small groups or individuals in literacy sessions. There is good use of assessment to match work to ability and strong management of pupils' behaviour. Classroom displays are often of high quality, providing useful prompts, reminders and specific language features to focus pupils' thinking and help them improve their work. All pupils have specific writing targets and this, along with constructive marking in books, helps them know how to get their work better. However, very few pupils have targets that will lead them to achieve higher levels of attainment. Whilst the teaching of spelling is given considerable attention, this is often in isolation and is not always closely related to pupils' writing. The teaching of inference and deduction is good, helping pupils to "read between the lines" and think intelligently about their reading. Phonics teaching, to support the pupils' learning of letter sounds for pupils in Years 1 and 2 is also good.

65. Teachers use a range of effective strategies in lessons to develop speaking and listening. They provide pupils with opportunities in pairs and groups to share and discuss ideas and issues. In a minority of lessons, teaching and learning does not focus sufficiently on improving the essential skills of writing which pupils need to develop, tasks have been poorly chosen so that they do not match the main learning objective and little learning takes place, or the behaviour of a few is allowed to disrupt the teaching and learning. Such teaching is unsatisfactory.

66. English is led well and improved since the last inspection. The subject leader has considerable expertise and provides a good role model. There is monthly sampling of writing which has greatly assisted the accuracy and use of assessment and target setting in lessons. There is a good quality action plan for developing the subject further.

Language and literacy across the curriculum

67. There are good opportunities for developing pupils' speaking and listening, reading and writing across the curriculum. Importantly, attention is paid to developing pupils' understanding and use of subject specific and technical language, most notably in science, mathematics and art.

French

68. French conversation is taught in a highly interactive, lively and energetic way throughout the school by a visiting teacher. Teaching has a strongly infectious energy and enthusiasm that demands constant and active involvement from all pupils. Vibrant and amusing resources including puppets engage the pupils. Sessions have a deliberately repetitive, systematic and developmental structure which is very effective. Activities are well designed to ensure pupils' success and then props are gradually removed as pupils' knowledge becomes more secure. Teachers join in and support the learning within, and outside the sessions. The result is that learning is of an unusually high quality and standards and achievement are high.

MATHEMATICS

69. Provision in mathematics is **good**.

Main strengths and weaknesses

- Although the achievement of pupils is good overall, they make less progress across Years 3 to 5
- Teaching and learning are good overall.
- There is insufficient challenge for higher attaining pupils in some classes.
- Pupils are generally well managed, have good attitudes and work well together.
- The use of information and communication technology to support the subject is under-developed.

Commentary

70. Standards have been rising steadily in national tests over the past four years. Standards for the current Year 2 and Year 6 pupils are in line with national expectations and for similar schools it is even better. Effective use is being made of the National Numeracy Strategy to develop pupils' mathematical skills, thereby raising standards and ensuring that pupils achieve well. Pupils with additional educational needs also achieve well due to the support they receive from teaching assistants. The number of pupils achieving the higher level 5 in the Year 6 national tests is increasing.

71. The quality of teaching and learning is good overall but less effective in Years 3 to 5 and as a result pupils do not always progress as well as they could. This is because there is an inconsistency of mathematical strategies shared with pupils during lessons. When combined with untidy writing and generally poor presentation of work this leads to some confusion in the pupils about which strategy is best and how to carry it out successfully. Learning objectives are not always shared with pupils or used to help them assess any success during the latter part of lessons. Marking does not give individual pupils future targets to aim for, record what has been achieved or refer to success in individual targets. In a few classes there is an over-reliance on worksheets.

72. Higher attaining pupils receive too little challenge in some lessons. Although they are given harder examples to calculate these are still too easy and do not give them enough challenge. They produce disappointing amounts of work due, partly, to the level of work set, but more significantly to

low expectations displayed by their teachers, who fail to communicate what they expect them to achieve and by when.

73. Pupils work well together in lessons and support each other. They co-operate well in group work when, for example, pretending to buy goods and give change. Good use is made of classroom assistants to help the lower attaining pupils. The better lessons have a very high but appropriate pace and this, combined with very high quality relationships, clear instructions and use of praise, leads to good achievement. This was observed in a Year 2 class when paired pupils were required to predict the weights of everyday items, then after checking their results by using scales, put them into weight order. The teacher quickly engaged and challenged pupils with a fast paced session of mental arithmetic, introducing scales by using a visual display generated by a laptop computer and projector.

74. In better lessons, relevant computer programs and a digital projector are used well to support the whole class mathematical concepts being taught. In general, insufficient use is made of information and communication technology to support lessons.

75. The co-ordinator leads the subject well, has a good grasp of whole school provision leading to standards that are now considerably higher than at the time of the last inspection. Lessons are monitored in order to raise the quality of teaching and learning.

Mathematics across the curriculum

76. Mathematics is used satisfactorily across the curriculum. Both in lessons and in the work scrutiny, there were good instances of mathematics being used to support science. For example, measurements were made regarding the size of a shadow also scales on thermometers were read to show the rate of cooling of a liquid. However, apart from ICT lessons where pupils handle data effectively, few uses of mathematics were seen in other subjects or in planning.

SCIENCE

77. Provision in science is **good**.

Main strengths and weaknesses

- Standards at the end of Years 2 and 6 represent good achievement by the pupils.
- Inconsistencies in approaches to teaching investigative science are slowing progress in Years 3 to 5.
- There is a lack of appropriate challenge in the teaching of higher attaining and lower attaining pupils in some classes.
- The leadership and management of science would benefit from an increased awareness of what happens throughout the school.

Commentary

78. Standards were average at the time of the last inspection and are similar now for the current pupils in Years 2 and 6. Pupils enter the school with below average skills and consequently the school adds very good value by the time they leave Year 6. This applies equally to pupils with special educational needs and to pupils who have English as an additional language. Although a high number of pupils reach the national average by Year 6, fewer achieve the higher Level 5 than might be expected from the school's tracking data and predictions.

79. Although teaching is satisfactory overall, there is evidence from pupils' work that teachers' expectation could be higher in some key stage classes. The quality of work produced by pupils in Years 1, 2 and 6 indicates this is where they make the most progress. In discussion with some higher attaining Year 6 pupils they described a good range of investigations, predicting outcomes and

conveyed a positive attitude towards the subject. They knew about conductors and insulators when talking about electricity and explained carefully the techniques used to separate sand and salt from a liquid. Although they recognised the word 'photosynthesis' nobody could give a simple description or give the conditions required for germination to start. All could give examples of friction in action but were unsure as to what constitutes friction. They knew how to carry out a fair test.

80. Scientific investigation could be improved in Years 3 to 5 with better matching of tasks to pupils' abilities which would result in more positive attitudes to learning. Occasionally, behaviour deteriorates and time is wasted in dealing with the resulting disruption. The amount of work produced is low and often presentation is poor. Consequently, some pupils are insufficiently challenged whilst others do not have the opportunity to reflect and consolidate work. There is too little use of ICT to display results as graphs and charts. Some investigative lessons are very teacher led and do not allow for experimentation and discovery. Inconsistencies in the use of scientific vocabulary, and the lack of aids to help pupils plan investigations and write up results, are inhibiting progress.

81. Lower attaining pupils tend to always work with teaching assistants and receive far less specialist help from the teacher. Although teachers often use differing arrangements for grouping pupils in science than they deploy for English or mathematics, few offer activities or tasks aimed specifically at the ability within those groups. Support comes from adult input rather than amending the task or providing a variety of approaches that would encourage pupils to become more independent learners.

82. Science is not a current focus area in the school improvement plan although it has improved overall since the last inspection. The subject action plan contains mostly routine matters about improving resources but displays a lack of focus on issues that will improve the teaching of science across the school and result in more challenge for pupils to improve their predicted levels. Tracking of pupil progress across Years 3 to 6 is good but some predictions display low expectations.

INFORMATION AND COMMUNICATION TECHNOLOGY

83. Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- The ICT suite is a very good resource which supports teaching well and this has a positive effect upon pupils' achievements.
- Some teachers use ICT well to support pupils learning in a range of subjects.
- A small number of teachers do not yet use ICT enough and the assessment of pupils' attainment is currently underdeveloped.
- There are too few opportunities for the pupils to experience the control and monitoring aspects of ICT.

Commentary

84. The pupils' standards in the understanding and use of ICT are satisfactory overall. In all classes, from Reception to Year 6 the pupils enjoy using programs in the ICT suite and occasionally in their classrooms. They show confidence and competence in the use of a range of applications, including a word processor and programs that develop numeracy and literacy. The younger pupils, with some prompting, can log on and find previous work. They use the mouse and keyboard to select appropriate icons or enter text. Older pupils show more confidence and competence as they use spreadsheets, desktop publishing and the Internet to research topics or design pages for a story. The achievements of the pupils in the dedicated ICT lessons observed were good. For example, in a lesson on data handling, Year 5 pupils learned how to enter formulae into a spreadsheet when costing a forthcoming trip to a local museum. Their technical vocabulary is developed very well as they become familiar with "cells", "rows", "columns" and "formulae." They

understand that instructions given to a particular cell will affect values elsewhere in the spreadsheet. By the end of the lesson, they knew that computers require the correct input to produce the correct output. Throughout the lesson they demonstrated enthusiasm in using the skills they had been taught.

85. Within the ICT suite, the quality of teaching is good. Lessons are well paced and regular opportunities are given to demonstrate what has been learned. However, use of the suite would be much more effective if the recently acquired projector was in use. Most teachers have adequate subject knowledge to teach the current breadth of the curriculum and where teachers lack confidence they receive welcome support from the co-ordinator. Assessment of pupils' achievement is inconsistent and means that sometimes there is too little information to effectively plan what the pupils need to learn next. However, plans exist to improve this situation. There are currently too few opportunities for the pupils to experience control and modeling. Some pupils benefit from accessing ICT facilities at a local secondary school.

86. The leadership and management of the subject are good overall and the provision has improved since the last inspection. Future developments are well planned and in-house training by the co-ordinator is starting to raise standards, especially, where teachers lack confidence. The school is well resourced in computers and the ICT suite is well used by pupils and some members of the local community. Currently not all existing resources are effectively, for example, the ICT suite has significant periods when it is not used, while when in use by larger classes, the conditions are cramped and pupils share computers. The school's provision of digital cameras is inadequate, although the two digital cameras that are available are used very well indeed.

Information and communication technology across the curriculum

87. Some teachers use ICT well to support most subjects, for example by making use of the Internet for researching geography and history. Word processing supports pupils' literacy and the use of spreadsheets increases pupils' understanding of using and applying mathematics. However, the use of ICT in other areas, such as science, is underdeveloped.

HUMANITIES

Geography

88. Only a limited work sample was available. Therefore no judgements are given on standards and achievement or the quality of teaching and learning. Planning follows national guidance well. The school's involvement with the Comenius project has a very positive effect upon the pupils' understanding of European countries.

History

89. Provision in history is **good**

Main strengths and weaknesses

- The curriculum is well planned
- The expectations for pupils' writing are not high enough

Commentary

90. Only one lesson in Year 5 was observed and the quality of teaching in the one Year 5 lesson was good. The pupils were engaged in learning about Florence Nightingale and gained a good insight into the conditions suffered by soldiers in warfare during those times. In this lesson, and in other workbooks that were examined, there is evidence that pupils' writing to support their learning. Frequently there is too great an emphasis upon either using worksheets that require one word answers or on the cutting and pasting of pictures. In and around the school there is good quality art work to support different aspects of the subject such as the Second World War and Kings and Queens of England. The curriculum is well planned and pays appropriate attention to national guidance. Topics are taught thoroughly, although the use of ICT and promotion of writing are underdeveloped.

Religious Education

91. Provision in religious education is **good**.

Main strengths and weaknesses

- The subject is very well planned.
- Teachers make the lessons relevant to the pupils' everyday experiences.

Commentary

92. The pupils achieve well as they gain an increasingly wide knowledge and understanding of other faiths and beliefs. In most year groups, the pupils record little of their work in written form although there is more emphasis on recording work by Year 6 pupils. Much of the work in lessons is accompanied by role play which takes the lesson's theme and relates it to everyday experiences. For example, relating the story of the Good Samaritan to helping someone in the playground who may have been hurt during a game. There are some fine photographic records where teachers have dressed in traditional clothing from other faiths as festivals have been celebrated, such as Eid.

93. The quality of teaching overall is good and is particularly effective when pupils are prompted to share their views with the class. This, in addition to role play, contributes very positively to their speaking and listening skills.

94. Well planned work follows the agreed local syllabus. The curriculum is also enhanced by well considered and strong links to the school's PSHE programme which is also age appropriate and relevant to the pupils' needs. Visits are made to places of worship to support and reinforce topics and assemblies are regularly addressed by the local minister. The co-ordinators liaise well and ensure that the subject has an appropriately high status and supports the school's inclusive ethos very well.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art & Design

95. Provision in art and design is **good**.

Main strengths and weaknesses

- The strengths of individual members of staff are used well to support learning
- Materials are chosen well to enable pupils to produce work of a good standard
- Opportunities are taken to develop pupils' vocabulary and use of technical language

- Greater attention to national curriculum level descriptors could enhance the quality of pupils' work further.

Commentary

96. A learning support assistant with particular expertise and knowledge introduces pupils in Year 3 to the work of Mondrian. They discuss the street patterns of New York, using vocabulary such as parallel, grid system, crescent, vertical and horizontal. They use a range of well-chosen materials such as rubber strips and ribbon to experiment and produce pictures of a similar style. Pupils are asked to pick out primary colours and notice the similarity to weaving, talking of warp and weft. The quality of teaching is good overall. The pupils are very involved in their work, sustaining concentration for a long time. The work they produce is good and they gain great satisfaction from their achievement. Teachers ensure that the pupils use correct vocabulary and displays on the wall label other artwork with the words "opaque", "translucent" and "transparent". There were, however, some missed opportunities for pupils to compare their work and consider similarities, differences and how it could be improved.

97. Available evidence indicates that the strengths observed in the last inspection have been maintained. Around the school, displays of art include work of good quality and there is an extensive range of media used. There are some very well finished stained-glass windows and elsewhere there are effective drawings in the style of Lowry, collages of Tudor portraits, string prints, aboriginal style paintings using pointillism and computer graphics.

Design and Technology

98. There is insufficient evidence to provide a judgement about provision. Design and technology was not taught during the inspection and there was not enough evidence to reach secure judgements about standards and achievement. Design and Technology is taught through themed and blocked units. In the last design and technology week, pupils prepared meals, paying attention to vitamins and healthy eating. They designed and built lunch boxes. Others made dolls' clothes or dragons with moving tongues. In Year 3, pupils have built an impressive Saxon village to support their work in history. Whilst there is some evidence of designing, evaluating and amending designs in the light of pupils' own assessment, there is not enough to judge the quality of this aspect of work.

Music

99. No lessons were seen in music. Discussion with a group of more able Year 6 pupils showed that they are gaining a limited experience of a range of techniques and beginning to develop the expected subject skills through singing, composing and listening to music. They have recently listened to three different pieces of music to compare styles and are presently writing lyrics to match one of them. Most could describe musical terms such as pitch but nobody knew about dynamics or timbre although they remembered playing percussion instruments during Year 5.

Physical education

100. Provision in physical education is **good**.

Main strengths and weaknesses

- The pupils achieve well in physical education.
- The quality of teaching is good overall
- The curriculum is broad and well supported by a good range of after school activities
- Leadership and management of the subject are very good

Commentary

101. Although pupils achieve well in physical education, they achieve particularly well in swimming, dance and rugby. In swimming, Year 2 pupils show increasing levels of confidence in water and some are able to swim unaided for short distances. In Year 6, the pupils work well in ability groups where the majority can swim at least 25 metres. The most able pupils show good technique and demonstrate competently to their fellow pupils. As part of an extension programme, some pupils are able to perform life-saving skills such as a surface dive and swimming under water. At all times, the pupils show a very good understanding of health and safety by listening carefully to instructions and behaving very sensibly in and around the pool. Although excited by the prospect of time in the water, the pupils enter the pool area calmly and they understand that running on the pool-side is dangerous. In dance, pupils in Years 1 and 2 respond appropriately to music and create simple sequences of running, jumping and stretching that are well linked. They observe others and can make constructive comments about what they have seen. Year 6 pupils have achieved very well in their development of rugby skills. They listen well and are enthusiastic when practicing skill drills. They can pass the ball and move so as not to make forward passes and show an increasingly good awareness of supporting team-mates when in possession.

102. The teachers present themselves as effective role models by providing good quality demonstrations and wearing appropriate clothing. Teachers' subject knowledge is good overall and some have particular interests in swimming, country dance and major ball games such as football and rugby. These skills are used well to ensure that the pupils receive high quality instruction. This is supplemented further by visiting expertise from local professional football and rugby clubs. The input from a female international footballer serves as a very positive endorsement of inclusion and equality of opportunity. The role played by learning support staff is extremely positive. Some have highly developed skills which add significantly to the overall quality of teaching. In most cases, expectations of pupils' performance are high, although, occasionally, greater demands could be made upon the pupils' fitness. For example, more opportunities could be provided for vigorous activity whilst at the same time, focusing upon skill development.

103. The curriculum is very well planned and pays good regard to national guidance. It is by enhanced by a wide range of after-school clubs which include team sports and dance. The annual residential trip to the Isle of Wight is also a valuable experience for pupils in Years 5 and 6. These activities are well attended and much appreciated by parents and pupils alike. Inter-school competition is also encouraged and contributes significantly to the pupils' personal and social development.

104. The leadership and management of the subject are very good because the co-ordinator leads by example and ensures that all staff feel confident in the aspects they teach. She enlists a very good range of external specialists to ensure high quality teaching and coaching in swimming, football and rugby, for example. Physical education is a priority subject within Cashes Green and it has improved since the last inspection. The development of documentation and practice is worthy of its status.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHE)

105. Provision in personal, social and health education is **good**.

Main strengths and weaknesses

- PSHE is integral to the work of the school and does much to support its ethos.

Commentary

106. This area is a key part of the school's overall ethos and is successful in assisting the pupils' overall development towards maturity. The planning is very good and embraces many subjects of the curriculum, including sex education. Links with the Religious education curriculum are most appropriate and illustrate a strong commitment to the pupils' overall development. Current aspects include fitness and healthy life-styles. The pupils are encouraged to discuss issues like the

importance of role models, self-esteem and peer pressure. They talk with increasing confidence about the dangers of drugs and know how to keep themselves safe when travelling to and from school. Outside speakers make a good contribution to year group assemblies. The school council is made up of elected pupils from all year groups and matters discussed are well recorded. There has been good improvement since the last inspection.

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	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
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	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
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).