

INSPECTION REPORT

ELLWOOD PRIMARY SCHOOL

Coleford

LEA area: Gloucestershire

Unique reference number: 115552

Headteacher: Tim Evans

Lead inspector: John Lilly

Dates of inspection: 9th – 10th February 2004

Inspection number: 256050

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: | 124 |
| School address: | Bromley Road Ellwood Coleford Gloucestershire |
| Postcode: | GL16 7LY |
| Telephone number: | 01594 833232 |
| Fax number: | 01594 833232 |
| E-mail | head@ellwood.gloucs.sch.uk |
| Appropriate authority: | Governing body |
| Name of chair of governors: | Paul Gibbs |
| Date of previous inspection: | 12 th July 1999 |

CHARACTERISTICS OF THE SCHOOL

Ellwood is a small rural primary school serving a widespread area of the Forest of Dean. There are 124 girls and boys on roll between the ages of 4 and 11. Most children come from homes with nationally average social and economic backgrounds, and the number of children eligible for free school meals is broadly average. Pupils join the school with broadly average attainment. The proportion of children with special educational needs is average, although there is a slightly greater than average number with statements of special educational need. There are few children who are not white/British and all of these children speak English. There is an independent nursery on site. Slightly more than the usual number of children join or leave the school other than at the reception year or Year 6.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|----------------------|----------------|--|
| 12487 | John Lilly | Lead inspector | English History Religious education Special educational needs English as an additional language Personal, social, health and citizenship education (PSHE) |
| 9115 | Terry Clarke | Lay inspector | |
| 22180 | Shree Lekha Mystry | Team inspector | Science Art and design Design and technology Geography Physical education |
| 22058 | Christine Richardson | Team inspector | Mathematics Information and communication technology Music The Foundation Stage |

The inspection contractor was:

Open Book Inspections

6 East Point
High Street, Seal
Sevenoaks
Kent
TN15 0EG

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REPORT CONTENTS

| | Page |
|--|-------|
| PART A: SUMMARY OF THE REPORT | 6-7 |
| PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS | |
| STANDARDS ACHIEVED BY PUPILS | 8-10 |
| Standards achieved in areas of learning, subjects and courses | |
| Pupils' attitudes, values and other personal qualities | |
| QUALITY OF EDUCATION PROVIDED BY THE SCHOOL | 10-15 |
| Teaching and learning | |
| The curriculum | |
| Care, guidance and support | |
| Partnership with parents, other schools and the community | |
| LEADERSHIP AND MANAGEMENT | 15-16 |
| PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES | 17-29 |
| AREAS OF LEARNING IN THE FOUNDATION STAGE | |
| SUBJECTS IN KEY STAGES ONE AND TWO | |
| PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS | 30 |

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Ellwood is a good school with high and fine aspirations. The strong and inspiring leadership of the headteacher has created a community of teachers, teaching assistants, governors, parents and children who share the values and objectives they want to achieve. They realise there is still work to do and are keen to learn how to improve. It is a very inclusive school in which all children are valued. Teaching and learning are good, and children develop as rounded personalities confident in their own value. Relationships are warm and caring. The school's ambition to improve is underpinned by a strong governing body and very good partnership with parents and the local and wider community. Children join the school with average attainment and leave Year 6 with attainment overall that is in line with national expectations. The school offers good value for money.

The school's main strengths and weaknesses are:

- The headteacher provides very strong and clear leadership that creates a close-knit community with high aspirations that is keen and willing to learn ways to improve.
- The ethos of the school makes it a very good place to be.
- The school improvement plan does not give a clear enough route to greater success.
- Able children do not receive enough help to reach their potential.
- Children do not have enough opportunities to think about their work and plan ways to improve.
- Children do not have enough opportunity to develop the skills in talking that help them to learn.
- Teaching, learning and the personal development of the children are good throughout the school. These are underpinned by effective management and strong governance.
- Support for children with special educational needs is very good and this makes it a very inclusive school.
- Very good partnership with parents and with the local and wider community significantly enriches the children's learning.

For a time after the last inspection improvement was too slow. The comparatively new head teacher, however, has created a rapidly improving school with very secure foundations for future success. Although standards in national tests and assessments at the end of Year 2 have declined, they match the national improvement trend at the end of Year 6. Inspectors found that there is now a strong upward trend. There has been very good improvement in provision for information and communication technology, leadership and management, and partnership with parents. Improvement overall is good and there are very strong foundations for future improvement.

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 | D | E | E |
| mathematics | A | C | E | E |
| science | C | D | E | E* |

*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.*

In small schools, small changes in the make-up of the children can cause wide variations when comparing standards with other schools nationally.

Children's achievement overall is good. They join the school with average attainment. Children in the reception year make good progress towards the national goals set for the end of that year, and

most achieve them. Building upon this good start, children in Years 1 and 2 achieve well and by Year 2 their attainment matches national expectations. Standards attained in national tests and assessments at the end of Year 2 have declined over recent years, and in 2003 were below average. The key weakness was the achievement of more able children. The trend is now upward and children achieve well. Standards in national tests at the end of Year 6 in 2003 were well below average, although improvement over recent years matches the national trend. Again the key weakness was in the low number of children attaining the higher levels. Standards in most subjects are now average, but, despite improvement, standards in English and information and communication technology are still below average by Year 6. **Children's personal development is good, with their social and moral development being particularly strong.** Consequently, their attitudes, behaviour, attendance and relationships are good.

QUALITY OF EDUCATION

The school provides a good quality of education with several very good features. **Teaching is good**, and, consequently, learning is good with most children making good progress and achieving **well**. The curriculum is broad, balanced and relevant. This good picture overall is significantly supported by good standards of care, welfare and guidance and very good partnership with parents, and the local and wider community.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher provides very good leadership for staff and pupils alike and this creates a staff team who take up this leadership **well** and who are determined to improve further. Their committed and hard work is well supported by good governance, good management and excellent administrative support.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents value the school highly and play their full part in its growing success. Pupils are proud of their school and their achievements. They are keen to – and do – play their part in helping the school become even better. They like the way staff seek and act upon their views.

IMPROVEMENTS NEEDED

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

- Find ways to make the school improvement plan a clearer and simpler route to success, focussing more tightly on raising attainment.
- Provide able children with more and better ways to achieve their potential.
- Give children clearer guidance on how to improve their work.
- Provide more emphasis on developing the speaking and listening of the children so that they can use talk to help them think through problems.

The school meets statutory requirements and no improvements are required.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils throughout the school make good progress. Most achieve well, although the achievement of able pupils is only satisfactory.

Main strengths and weaknesses

- Standards of attainment are improving in all subjects.
- The achievement of able pupils is not high enough.
- Below-average attainment in literacy is holding back the progress of pupils in Years 5 and 6.

Commentary

1. Most children join the reception class with broadly average attainment, with some children with above and others below average attainment. They make good progress and are well placed to meet the national goals set for the end of the reception year.
2. Pupils in Years 1 and 2 make good progress and, by Year 2, their attainment meets national expectations in all subjects. By this time they are eager and thinking learners keen to succeed. They have gained secure skills in literacy and numeracy, and their reading is especially good.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| reading | 15.1 (15.7) | 15.7 (15.8) |
| writing | 14.2 (14.0) | 14.4 (14.6) |
| mathematics | 14.9 (16.2) | 16.3 (16.5) |

There were 18 pupils in the year group. Figures in brackets are for the previous year

3. In national tests and assessments at the end of Year 2 in 2003, pupils' standards were below the average for similar schools in reading, writing, and mathematics but better in science. Over recent years, standards have declined in reading and writing, and in mathematics declined significantly in 2003 following a sustained period of rapid improvement. Results showed a very wide range of attainment, but the key weakness was the small proportion of pupils gaining the higher Level 3. The attainment of current pupils in Year 2 suggests that standards are rising and their attainment overall is average. This is because teaching is better and staff plan in effective ways that help younger pupils to gain from working with older pupils.
4. Pupils in Years 3 to 6 make good progress but both achievement and attainment, relative to their ages, are best in Years 3 and 4. Attainment in English, and especially in literacy, is below average in Years 5 and 6, and this hinders all their learning. This difference is because, although teaching in all years is equally good, the teachers of Years 5 and 6 are needing to help pupils catch up in areas of learning that are not secure, for example, writing. These weaknesses come from unsatisfactory teaching in the past when the school did not have a stable teaching team. In all subjects other than English and information and communication technology (ICT), Year 6 pupils attain nationally expected standards. They are making good progress in ICT, but have not had enough time to benefit fully from the improved provision. Although lower-ability pupils are well and effectively supported, the school has yet to find equally

good ways to help the most able pupils. Their achievement is satisfactory, as against the good achievement of other pupils.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 24.8 (25.9) | 26.8 (27.0) |
| Mathematics | 24.8 (27.0) | 26.8 (26.7) |
| Science | 25.9 (28.1) | 28.6 (28.3) |

There were 16 pupils in the year group. Figures in brackets are for the previous year

- In national tests at the end of Year 6 in 2003, standards were very low. To some extent this was because of the high proportion of pupils with special educational needs. This circumstance reversed what had been an improving trend. However, as with Year 2, the key weakness is that not enough higher-ability pupils attained the higher Level 5. The school realised this, and recent strategies to improve the achievement of higher-ability pupils are beginning to show success.

Pupils’ attitudes, values and other personal qualities

Pupils’ attitudes and behaviour are good. Attendance and punctuality are good. Pupils’ spiritual, moral, social and cultural development is good.

Main strengths and weaknesses

- Pupils show a very good interest in school life and the range of activities available.
- Pupils are very willing to show enterprise and take responsibility.
- Attendance and punctuality are good and attendance continues to improve.
- Pupils’ attitudes and behaviour are good.
- Relationships across the school are very good.
- Pupils’ moral and social development is very good.
- Opportunities for reflection in assemblies are sometimes missed.

Commentary

- Pupils are polite and courteous to each other and to adults. They like coming to school and quickly settle down, enjoying lessons and the wide range of extra-curricular activities. Good behaviour is usual and the rare bad behaviour is dealt with promptly. Pupils’ behaviour on the coach during a class visit to the swimming pool was meticulous. Exclusions are very rare, as is bullying. Pupils say that bullying happens occasionally, but they are confident that the staff deal with any such incidents well and promptly. Some parents were concerned about bullying. Inspectors saw no harassing behaviour during the inspection, and pupils told them that such behaviour, while rare, sometimes happened because friendships changed.
- Pupils show initiative and take responsibility willingly and sensibly. For example, Year 6 pupils arrive early to prepare arrangements and equipment for assembly. Pupils take responsibility throughout the school through the class councils, whose ideas are fed into the main school council. The pupils run the meetings themselves with unobtrusive support from one of the teachers. The secretary of the council, a Year 6 pupil, not only takes the minutes but also types them up on the word processor. The fact that pupils feel they have a stake in the school gives them confidence and helps to raise their self-esteem. This confidence was clear in a Year 4 and 5 geography lesson when all pupils presented their findings from an environmental project.
- Relationships across the school are very good with adults and pupils displaying mutual respect. Pupils speak warmly about their teachers and the lessons they like best.

Attendance in the latest complete reporting year (%)

| Authorised absence | |
|--------------------|-----|
| School data | 4.8 |
| National data | 5.4 |

| Unauthorised absence | |
|----------------------|-----|
| School data | 0.1 |
| National data | 0.4 |

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

9. Attendance and punctuality are good and continue to improve. Unauthorised absences are low and so far this year there have been none. The recent introduction of the latest attendance recording software enables the school to monitor any individual pupil's attendance and pick up potential problems early. Absence is followed up on a first day contact basis, but this is seldom necessary. The good attendance level has a positive effect on pupils' achievement.
10. Pupils' spiritual, moral, social and cultural development is good overall, and in social and moral development very good. This reflects the well-planned provision. Pupils respect the feelings, values and belief of others very well. For example, pupils on the school council were very indignant at the thought of a pupil being bullied. They also give generously to children overseas, whom they know to be much worse-off than themselves. They understand well the difference between right and wrong. Pupils' self-knowledge and spiritual awareness are good, although sometimes the opportunity to reflect quietly is missing from assemblies. They appreciate their own and others' cultural traditions.

Ethnic background of pupils

Exclusions in the last school year

| Categories used in the Annual School Census |
|---|
| White – British |
| Mixed – any other mixed background |

| No of pupils on roll |
|----------------------|
| 121 |
| 3 |

| Number of fixed period exclusions | Number of permanent exclusions |
|-----------------------------------|--------------------------------|
| 1 | 0 |
| 0 | 0 |

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

11. Exclusions are very rare and can lead to improvement.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good and is improving rapidly.

Teaching and learning

Teaching and learning are good.

Main strengths and weaknesses

- Teachers plan well to meet the needs of different ages and levels of ability, although able pupils at times need more help to do their best.
- The pupils are keen to learn because the teaching has pace and challenge.
- Teachers encourage and succeed in helping children to think for themselves.

- Although teachers' expectations are generally high, they are not always aware enough of what pupils can and ought to achieve. This is especially the case with able pupils.
- Teachers do not make it clear enough to pupils why they succeed or fail, and what they need to learn next in order to improve.
- Skilled teaching assistants make a major contribution to the pupils' learning.
- The pace of lessons sometimes is so great that teachers do not give children enough time to develop their speaking and listening skills, and produce their best work.

Commentary

Summary of teaching observed during the inspection in 27 lessons or parts of lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 1 | 6 | 18 | 2 | 0 | 0 | 0 |

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

12. Teaching is consistently good throughout the school and this is a significant improvement since the last inspection. Of the teaching seen, all was at least satisfactory, most was at least good and a quarter very good or excellent. This forms a very secure foundation for future improvement in attainment and achievement.

13. The features of the best teaching are:

- very careful planning to meet the needs of all ages and levels of ability
- close teamwork between teachers and skilled teaching assistants
- high pace and challenge that excites pupils to take a full part in their learning
- clear explanation and discussion of what the children need to learn
- very good use of the pupils' ability to talk through ideas in pairs
- productive use of homework.

As a result, pupils want to succeed and try very hard to do their best. They find their learning interesting and are rightly proud of their achievements.

14. When learning was slower and achievement less high, the sheer pace of the teaching did not give sufficient time for pupils to talk about their learning. Consequently, their responses were in single words or short sentences. Similarly, tasks were rushed and written work became too short and often contained errors such as in spelling; very able pupils said they would like more time to 'really' prove what they could do. Overall, this fast pace can create a type of learning that depends too much on the teacher and does not give the pupils sufficient chance to work independently.

15. Pupils with special educational needs are very well supported with relevant and appropriate individual education plans. Planning to meet the learning needs of the able and very able pupils is not so advanced.

16. Teachers record and track the attainment of pupils very well but this does not always lead to a clear understanding of what they could and should achieve. Marking is conscientious but does not always show pupils clearly enough what they need to do to improve. Similarly, in lessons, teachers do not allow enough time for helping pupils to speak about why they found a task successful, met problems or what help they needed next. Consequently, pupils sometimes became too dependent on their teachers and, although they had many opportunities to collaborate in groups, they did not always have the skills to work in this independent way.

The curriculum

The breadth and balance of curriculum are good. The provision for enrichment, including extra curricular opportunities, is very good. All children have equal access to the opportunities the curriculum offers.

Main strengths and weaknesses

- Provision for extra-curricular activities is very good.
- Provision for special educational needs is very good, giving these pupils very good access to the learning.
- The children in Reception make a good start and achieve well because of the good curricular activities provided for them.
- The teachers and support staff are well qualified to deliver the curriculum.
- The school has very good relationships with the local community and local schools.

Commentary

17. The school's curriculum is effectively monitored and reviewed, and subsequently improved. Statutory requirements are met in all National Curriculum subjects and for religious education. High priority has been given to raising standards and improving the provision of English, mathematics and science. Planning and provision in these subjects are good. Planning for other subjects is soundly based on national guidance. The teachers plan so that pupils learn at the right level and at the right rate, but this planning does not always lead to appropriate challenge in lessons, for example for the most able. However, this can be further improved if teachers share with pupils exactly what they need to do to improve their work, such as writing. The amount and quality of homework are good, although able pupils feel it would help them if some tasks could be extended by giving them time to carry out research on longer projects.
18. The curriculum for children in Reception is good with varied and interesting activities, incorporating all areas of learning successfully. It is well planned and carefully monitored and makes a significant contribution to the children's good achievement and their good start to school. It is significantly enhanced by the good joint planning for induction with the on-site pre-school.
19. A strength of the curriculum is the very good provision for extra-curricular activities including football, netball, choir, art club, dance and chess. There are also two very popular recorder groups. This contributes significantly to their personal, social and intellectual development. The school also takes an active part in local competitions – such as Wildin Cup, swimming gala, gymnastics, creative dance and country dancing. The choir also participates in local events. Peripatetic music teachers teach keyboard, wind and brass instruments to many pupils. Visits to local places and visitors provide added enrichment to the school's curriculum as do links with schools across Europe and in Uganda. The personal, social, health and citizenship curriculum (PSHE) strengthens the curriculum significantly because it helps the pupils relate their learning to their present and future lives.
20. A strength of the curriculum is the very good provision for the pupils with special educational needs. As a result, these pupils have full access to the curriculum and they are very well supported in their learning by the teachers and teaching assistants. Staff are rightly considering creating a curriculum which is better suited to pupils who find the National Curriculum overly demanding.
21. Links with the community and other local schools are very good. This is a result of the hard work and commitment of all staff involved. Close links exist with two local secondary schools attended by the majority of pupils when they leave at the end of Year 6, and joint planning with the on-site pre-school gives children a very good start.

22. The restricted accommodation is used very well to provide an appropriate place in which to learn, although some features are inconvenient. There are well-considered plans to develop the accommodation further. Resources for learning are satisfactory. They are easily accessible to both pupils and teachers. They are usually extended by sharing with local schools and by borrowing from the local education authority. Staff are of sufficient number and good expertise to meet the demands of the curriculum, and are effectively deployed. The school makes good use of staff expertise and interests; for example the school secretary, who is an expert gymnast, helps with physical education.

Care, guidance and support

The provision for pupils' care, welfare, health and safety and for support, advice and guidance are good. The school's involvement of pupils through seeking, valuing and acting on their views is very good. Pupils receive their education in a secure, nurturing and caring environment.

Main strengths and weaknesses

- The school involves pupils by seeking, valuing and acting on their views.
- Each pupil has a very good trusting relationship with at least one adult.
- Pupils are not helped enough to evaluate their own work and to plan how to improve.
- Induction arrangements for pupils are good.
- The arrangements for first aid and the administration of medication are very good.

Commentary

23. The school has appropriate child protection procedures in place, in line with those of the local authority. The headteacher and the special educational needs co-ordinator are the designated adults and staff are well aware of the correct procedures. Where necessary the school works closely with social services. Staff know the pupils well and take a caring and supportive role, with the headteacher being prepared to visit families at home if necessary.
24. The school has good health and safety arrangements in place and has recently carried out appropriate risk assessments. The local authority has carried out an audit and is satisfied with the school's health and safety arrangements. Injuries, accidents and the administration of any medication are recorded meticulously and the school's first-aid arrangements are very good. The responsibility for health and safety is a strong priority for the headteacher and the governing body. The result is that the school is a safe place to be.
25. The provision of support, advice and guidance based on monitoring is good. Each pupil has a very good and trusting relationship with at least one member of staff and almost invariably more than one. The staff get to know their pupils very well from the time they enter the school and this forms the basis of the school's good pastoral arrangements. The school keeps a data file on each child and records issues relating to pupils' academic and personal progress. However, more could be done to help pupils evaluate their own work and set targets for improvement. Staff liaise closely with parents, who are always consulted if any difficulties arise. The headteacher has a good knowledge of those pupils with family problems. Induction arrangements both from nursery and to secondary education are good, and these links improve achievement greatly.
26. The school is very good at involving the pupils through seeking their views and acting upon them. The school council is very active and raises very pertinent issues, on which the school acts where relevant and if it can. The school council met during the inspection and got through a large amount of business. Two examples where the school brought in improvements are: the provision of curtains for the girls' toilets and the provision of extra games for indoor and outdoor playtime. Younger pupils are not afraid to voice their views; for example, a pupil from the reception class asked for soap dispensers for the toilets and for the toilets to be provided with lids. The school gives all requests proper consideration.

Partnership with parents, other schools and the community

The school's links with parents and the community are very good. The links with other schools are very good.

Main strengths and weaknesses

- The very good links with parents and the community are a strength of the school.
- The very good procedures deal quickly with any concerns.
- The very good links with other schools both enrich learning and ensure that pupils learn continuously.

Commentary

27. The school provides a wide range of good quality information for parents. The prospectus is detailed and attractively presented and this, as well as the governors' annual report, fulfils statutory requirements. The regular newsletters, giving details of events and other news are a very good feature. Pupils' reports are detailed and informative, but up to now have not included information on the National Curriculum levels that pupils are working towards. Also, the targets for pupils are not sharp enough. However, this year the headteacher is introducing a revised report, which will include all this information. Parents' attendance at consultation evenings is high and the school contacts those parents unable to attend. Parents also have productive contact with the school through homework, which parents and pupils say they receive regularly. The school is looking to improve communication with parents who cannot collect their children after school, for example when after-school activities are cancelled.
28. The school values parents' views, and teachers are available in the playground at the start and end of the school day. The school acts quickly to deal with any complaints and concerns. If any pupil is causing concern, the school is unstinting in its efforts to work with parents to see that the problem is dealt with successfully. Both parents and the community have very good links with the school, which make a very considerable contribution to pupils' learning. It is very difficult to separate the parents and community in assessing the provision of support. For example, through parents and parent governors the school has a number of very supportive business links: one parent governor wired up the computers in the school; one parent works locally for a major pharmaceutical company, and through her the company sponsors the school's football team; another parent, who has electrical contracts with a number of local businesses, has persuaded different companies to make donations to the Friends Association. Other fundraising activities by parents have supported the provision of computers.
29. Many other links with parents, the local community and with other schools help to enrich greatly the education of the pupils. For example, representatives of two local churches come into the school to help with assemblies. One of these representatives helps the pupils to care deeply about the problems of their peers in other countries, particularly in Eastern Europe. Pupils collect money and donate resources for those children, and this develops their social conscience early in their lives. The school has good links with the local nursery and secondary schools. The link with a local secondary school has led to the school using the swimming facilities at the adjacent leisure centre during school time. The school also links to schools across Europe and a school in Uganda, stimulating not only joint work but an awareness of 'friends we do not know'. Parents come into the school to help in the classroom and listen to pupils reading and help the children to choose their reading books.
30. Links with other agencies are well established. For example, the local community policeman comes to the school regularly and the local force takes part in the school's PSHE and citizenship programme. Other professionals, such as the school nurse and a local optician, come in and talk to pupils. Parents and members of the community act as sports coaches and parents also help in the maintenance of the school and its grounds. The thriving Friends

Association helps to raise funds to support this work. These extensive partnerships enrich the school curriculum, making Ellwood a truly 'community' school.

LEADERSHIP AND MANAGEMENT

The headteacher provides very good leadership. Management, including by subject leaders, is good. Governance is good.

Main strengths and weaknesses

- The headteacher is a fine role model for teachers and children and this gives the school strong values and a clear sense of purpose.
- The school's development plan does not show a clear enough route to improved achievement.
- Subject leaders provide strong leadership and effective management.
- Governors have a clear understanding as to how they can help the school to improve.
- School administration is excellent.

Commentary

31. The management and leadership of the school are much improved since the last inspection. The fairly recently appointed headteacher gives the school clear, inspiring and practical direction. This has created a very good ethos in which to teach and learn, and a highly effective and close-knit team of teachers and other staff. This team is very keen to learn better ways and they share both successes and problems. This leads to relevant staff training and increasingly effective performance management through development reviews and lesson observation. This management approach goes far beyond the school and has created wide, innovative and highly productive partnerships with others, including parents.
32. Staff, in their leadership and management roles, effectively help others to find ways to improve the pupils' progress and to increase the quality of education in breadth, depth and relevance. The leadership of provision for children with special educational needs is very good.
33. The governors have recruited a wide range of skills and expertise within their membership. They are well led and work efficiently through effective committees. Especially good is the work of the special educational needs committee. Under new leadership, the governors are reviewing the way they can help the school more and already see ways forward, based upon a good awareness of the strengths and weaknesses of the school. The school, however, recognises that it needs to be better at interpreting and seeing patterns in data. Governors ensure that the school meets all statutory requirements. The school development plan is very comprehensive but the very detail tends to obscure clear priorities and how each part contributes to raising attainment and achievement.

Financial information for the year April 2002 to March 2003

| Income and expenditure (£) | | Balances (£) | |
|----------------------------|--------|-------------------------------------|-------|
| Total income | 384251 | Balance from previous year | 25706 |
| Total expenditure | 379038 | Balance carried forward to the next | 30919 |
| Expenditure per pupil | 2893 | | |

34. The school receives the nationally average funds for schools of this type and makes effective use of these funds. Budgets are set that meet the requirements of the school development plan and expenditure is monitored carefully. School administration, including financial control, is excellent. Governors ensure that the school gains best value from purchases, and they use advice and comparisons with others to ensure that this remains the case. They maintain a

sensible balance to meet contingencies and plan carefully for its use. Consequently, the school offers good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for children in the Foundation Stage is **good**.

Main strengths and weaknesses

- The reception children achieve well in all the areas of learning.
- Teaching in all the areas of learning is good.
- The teacher and teaching assistant provide a warm and secure atmosphere.
- Opportunities for children to extend their physical development outside are too limited.

Commentary

35. Improvement since the last inspection is good. Most children transfer from the on-site independent nursery and the close partnership ensures a smooth transition. They join with average attainment, with examples of low and high attainment. Children are taught in a reception and Year 1 class. By the end of the reception year, the children attain the goals set for the end of the reception year and exceed them in personal, social and emotional development, and achieve well.
36. Reception children benefit from working alongside the older Year 1 pupils, and their learning is constantly enhanced by regular teaching as a discrete group and for independent activities. They have frequent opportunities for learning through structured play activities. The teaching is good overall and has some very good features, particularly in planning. Assessment systems are good and enable staff to track children's progress and attainment so that they are able to match work closely to the children's needs. Although reception children do not have their own play area, they go to the nursery playground several times a week and use the delightful facilities to develop their physical and imaginative play skills. All expected activities, such as painting, modelling, sand and water, are available throughout the day and benefit the Year 1 pupils as well as children in Reception. Children with special educational needs are supported well so that they too grow in confidence and self-esteem.
37. The leadership and management of the Foundation Stage are good. The co-ordinator's imaginative approach to planning and thoughtful organisation, and the very good teamwork with the skilled teaching assistant, ensure that the provision is good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children become confident and happy learners.

Commentary

38. The children achieve well and teaching is very good. The children benefit from working alongside the older Year 1 pupils who set a good example through their own behaviour. The children show very good levels of confidence when they tackle new learning, and make choices and decisions about their work. They work very well together as a group, and have a good understanding of the need to listen to others, to take turns and to share. They are very proud to wear the 'monitor' badge for the day and take on their duties confidently. Independent learning

skills are very well promoted and the children know the routines of the school well. The reception children are confident and happy learners.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Staff encourage children to speak in extended ways.

Commentary

39. The children achieve well and the teaching is very good. There is a good combination of activities that are led and directed by an adult, such as the word-building sessions, handwriting practice and 'free-choice' activities such as role-play and reading. Speaking and listening skills are developed well and staff try hard to pick up incidental opportunities for extending children's vocabulary. Children hear older pupils use specific words and they introduce them into their comments at a later date. Some children are still likely to nod or shake their head instead of giving a full answer, but the adults work hard to extend responses. They join in well with well-known stories, such as 'Billy Goats Gruff' and have fun creating their own sea stories. Reception children take home books to read and comment upon the homework books brought back by pupils in Year 1. The promotion of early writing skills is very good. Most children attempt to write sentences with well-formed letters and spaces between words and read and recognise each other's names on pieces of work.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children gain a good understanding of what 'numbers' are and can do.

Commentary

40. Children achieve well, and teaching and learning are good. By the end of reception year, most children have a good understanding and knowledge of number. Higher-attaining children recognise numerals and add two numbers together to make ten with confidence and accuracy. They learn very well through games adapted to fit into their 'under the sea' project and are quick to calculate how many ships are shipwrecked and how many people are safe in a boat. Children count along number lines to 20 and understand that there are different words for 'add' and 'take away'. During registration, higher-attaining children work out how many children there are if three are away. Children enjoy daily first hand experiences as they explore mathematical ideas through sand and water play, and count how many pieces of construction material they need to build a big boat.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children gain by working with older children in, for example, science and religious education.

Commentary

41. The children's learning is broad and secure by the time they become Year 1 pupils. Teaching is good and the teacher stimulates children's curiosity by questioning them about their play, asking them 'why?' or 'what do you think?' questions. Children's understanding of life and creatures under the sea reveals the wealth of information and stimulation children have received on this topic. Children join in science lessons with Year 1 and know that there is a relationship between sound and distance because of their experiment in the playground with an alarm clock. Religious education is taught regularly and the children gain an appropriate understanding of the Bible and key characters and events. They recall many of the special features of the chapel they visited recently and their purpose. Children's information and communication technology skills are good because children have access to computers throughout the day. They use the mouse with confidence, click and drag items across the screen and celebrate enthusiastically when the computer confirms that they have their sums correct.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory** with good features.

Main strengths and weaknesses

- Children do not have easy access to outdoor and large play equipment.

Commentary

42. Children achieve satisfactorily and teaching is good although opportunities for outside play are limited. Children use the toys and apparatus in the nursery playground enthusiastically and have 'physical education' lessons in the hall. Photographs of visits to places with climbing and balancing equipment show that children have good skills in these areas. Fine motor skills are taught well and children use scissors, cutting tools, glue sticks and paintbrushes with care. Their control of paintbrushes and a split pin when scraping paint off a piece of paper are good and their manipulation of small objects, such as bricks and cubes, is skilful.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Staff encourage children to talk about their work.

Commentary

43. Teaching is good and children have a variety of opportunities to learn how to use a wide range of techniques and media. They make an exciting and colourful 'under the sea' area and learn how to change a painted piece of paper into an exciting background for a class collage in the style of Paul Klee. A strength of the teaching is that children are encouraged to comment upon aspects of each other's work. They produce an extensive range of words to describe their feelings about the final picture and pick out aspects of it that they like or think could be improved. Children paint evocative pictures while listening to 'Fingal's Cave' and show a sensitive use of colour to depict mood. They like to listen to music and sing well in assemblies when they watch the older pupils carefully. Children enjoy dressing up as characters in a story and play well together, developing stories imaginatively and with little adult intervention.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Teaching and learning are good.
- Pupils work hard, and are keen and eager to do well.
- Able pupils are not given sufficient opportunities to extend their learning.
- Pupils do not have enough opportunities to speak and write at length.
- Pupils are not helped sufficiently to self-evaluate their work and plan ways to improve.

Commentary

44. Children join the reception year with broadly average attainment, and these include children with above-average and below-average attainment. They are already well on their way to achieving the national goals for literacy and communication set for the end of the reception year. Their spoken language, however, although fluent and structured is not well suited to helping them think through problems and find solutions.
45. Pupils in Years 1 and 2 are making good progress because they are well taught and the learning matches their varying learning needs well, including special educational needs. Although results in national tests and assessments at the end of Year 2 have declined over recent years and were below average in 2003, there is now an upward trend in attainment. In Year 2, pupils have average speaking and listening skills, although they are still not able to use talk to think through problems very well. They read well and enjoy books. Their writing is well formed and most can use writing to express their ideas. However, although standards overall match national expectations they are still below average when compared with other schools. This is because children's speaking and listening skills are insufficiently developed to aid their comprehension when reading and to guide fluency when writing for varying purposes. This has the most negative effect on more able children.
46. Pupils in Years 3 to 6 make good progress and achieve well. Their attainment, however, varies. Due to previously disrupted teaching, the teachers in Years 5 and 6 realise that there are gaps in the pupils' learning they need to fill, and that their attainment overall is below average; these gaps hinder the pupils' ability to achieve well. Attainment in Years 3 and 4 is higher, and is broadly average because they are benefiting from better previous learning. Consequently, their achievement is better. By Year 6, speaking and listening are average, although few attain the highly developed language that aids thinking. Pupils express their thoughts clearly, but because they cannot always order their thoughts, they do not always grasp quickly the meaning and importance of what they read. Even so, they read fluently and with sound understanding; they are keen readers and read widely for enjoyment. The more able pupils, however, do not read well enough to read with expression that shows clear understanding. They make mistakes too easily. To balance this, all pupils skilfully use books to research and find information. Standards in writing are below average in Year 6. Their writing does not have the fluency and structure expected of pupils of this age and this hinders learning in all subjects. This is especially true of the more able pupils; they realise this and are very keen to improve.
47. Standards in national tests at the end of Year 6 have been low, and this shows a decline since the last inspection. Attainment in Years 5 and 6 suggests there will be slow improvement, but this will improve significantly when Year 3 and 4 pupils reach Year 6. As in Year 2, the key weakness is in the attainment of more able pupils.
48. Teaching throughout the school is good and often very good. The school places high priority on raising standards in literacy, recognising that this is the key to success. Consequently, learning is good. Children are keen to learn and improve, and they try hard. The teaching is well planned to meet the varying needs of pupils of different ages and abilities. It is, however, least effective when addressing the learning needs of more able pupils. Lessons have great pace and challenge, and this creates very purposeful learning. Teachers work very effectively with skilled

teaching assistants to address the needs of each pupil. As a result, pupils respond well because they feel they are special and their learning needs are well understood. Lessons have clear objectives and bowl along with a great sense of pace and increasing challenge. This maintains the concentration of pupils as they are keen to learn better ways to do their work. Teachers use probing questions to test the pupils' understanding and to make them think for themselves, and frequently get pairs to find solutions through talking. Even so, the very pace gives little chance for pupils to speak at length and so develop higher level speaking skills.

49. Teachers use assessment well to track the progress of pupils, adapting their teaching when problems arise. Even so, they do not use this information enough to show children why they succeed, why they meet problems and what they need to learn next, either through marking or feedback in class. Targets are used effectively to focus the learning, but pupils are not encouraged sufficiently to evaluate their own work and plan how to improve. As one result, their spelling is often careless.
50. The subject is well led, and this helps all staff to teach well. They share ideas and are continually discussing better ways to raise achievement, for example better ways of improving reading. Good management means resources are of good range and quality, and training relevant and helpful. A high and proper focus on techniques such as connectives is not sufficiently balanced, with little time to practise writing in extended and creative ways. Able children feel they could do better if given such opportunities, perhaps through more extended tasks for homework.

Language and literacy across the curriculum

51. Staff take every opportunity to build the pupils' speaking, listening and literacy skills in all subjects. Even so, they could make more use of text from other subjects to give greater relevance to literacy lessons, considering the way ICT supports all subjects.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching is good and, as a result, achievement is good.
- Lessons are enjoyable because pupils have tasks that match their abilities.
- Pupils can explain their strategies clearly and share them with each other.
- The subject is well led and the careful monitoring of progress ensures that more pupils achieve at a higher level.
- Pupils do not always know what they have to do to improve their own work.
- Numeracy skills are developed well in other subjects.

Commentary

52. Attainment throughout the school is in line with national expectations. There are several reasons why standards have improved overall since the last inspection, when standards were below those of similar schools. The co-ordinator gives good leadership and over the past two years has monitored standards. Any areas of potential weakness have been swiftly addressed. The staff work very effectively as a team and know the pupils well. This means that higher-attaining pupils are offered tasks that are challenging and give them more opportunities to work independently. Lower-attaining pupils have tasks matched well to their level of attainment and are given very focused support. Pupils of average ability are given additional support to boost their understanding of processes. The consistently good quality of the teaching and learning is a significant improvement since the last inspection.
53. A strong feature in lessons is the way teachers encourage pupils to explain their strategies. For example: Year 4 and 5 pupils used whiteboards to record co-ordinates in response to quick-fire questions. The teacher frequently emphasised the need for accuracy in using the grid references and asked pupils to explain how they reached the answer. Pupils discuss strategies for '30 seconds' and this helps them immediately focus on the topic because they want to participate in the next part of the lesson.
54. Teachers use assessment well to check pupils' understanding. For example, pupils use whiteboards to record their answers in mental work and teachers check how many pupils have the correct answer before moving on to the next calculation. This gives them useful information about each pupil. Teachers set targets to indicate which level each pupil is expected to reach at the end of the year and these are regularly reviewed. Although targets are displayed in the classroom and in the front of some books, there are few comments in marking to help pupils improve their work to achieve a target.

Mathematics across the curriculum

55. Numeracy has been developed well in other subjects and pupils know that 'maths is everywhere'. For example, they measure in science and design technology, calculate size and proportion when drawing in art and in geography complete graphs. Data handling skills are developed well in ICT and science.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The planning is detailed with clear objectives and relevant activities for all pupils.
- Teachers have high expectations of the pupils and prepare well for the lessons.
- There are no opportunities, as yet, for the co-ordinator to monitor teaching and learning.
- Pupils have too few opportunities to demonstrate what they know and have learnt.

Commentary

56. Only one lesson in Years 3 and 4 was observed and, therefore, judgements are based upon wider evidence. Standards overall are in line with those expected for their age by the end of Years 2 and 6. Since the last inspection, standards have remained the same by the end of Year 2, but have declined by the end of Year 6. They are now average, but were above average at the time of the last inspection.
57. Results in national tests at the end of Year 6, compared with similar schools nationally showed a drop from below average in 2002 to very low in 2003. This decline was in part due to previously

less effective teaching and in part because the number of children with learning difficulties increased. There is now an improving trend. Standards in both Years 2 and 6 are in line with national expectations. Most pupils, including those with special educational needs, are achieving well because of good teaching and a very well-planned curriculum. Pupils throughout the school cover appropriate topics and by the upper years understand fully how scientists work and the importance of a 'fair test'. They work accurately and with care.

58. Teaching and learning are good in Years 3 to 6. There is not enough evidence to make judgements for teaching in Years 1 and 2. Lessons are characterised by a lively approach, good planning and clear learning objectives. Even so, pupils have too few opportunities to work independently, showing and using their knowledge and understanding. Expectations of what pupils are expected to learn are high. Pupils are encouraged to use scientific language. Most teachers plan the teaching expertly, organise lessons well and use a good variety of methods and resources effectively. Staff circulate around the groups giving them support and encouragement to do well, asking probing questions to check understanding and to move learning forwards. Pupils are managed well and relationships are very good. The pace of lessons is usually brisk, which maintains pupils' interest and increases their work rate. Sufficient time is given to enable pupils to complete set tasks. Pupils are generally very enthusiastic and enjoy becoming very involved in practical activities. Most find the subject interesting and are able to talk about what they are doing in a sensible way. They handle material and equipment safely. Pupils work well in collaborative groups.
59. The leadership and management of the subject are good. The co-ordinator offers good advice to teachers and monitors planning and pupils' work effectively. She has, however, too little opportunity to monitor teaching and learning. Resources for science are satisfactory. ICT and the local environment are used well to support teaching and learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils achieve well because of good teaching and expert support staff.
- The subject is led well and progress is carefully monitored.
- There are good quality resources.
- ICT is used very effectively across the curriculum.

Commentary

60. Effective staff training, good use of support staff and the development of the computer suite and provision within classrooms have all made a major contribution to the pupils' good achievement and improvement in provision since the previous inspection. Pupils in Year 6 achieve well but have not yet completed the full programme for pupils from Year 3 to Year 6 because the provision has been at its current high level only fairly recently.
61. Teachers plan work that builds well on skills already gained and teach new skills through work in other subjects. For example, when creating portraits in art, they then create a similar portrait using a computer and show good control of the mouse. Pupils work independently and achieve well in both activities. Pupils in Years 4 and 5 measure the growth of plants in science and explore a program to create a line graph to show their findings. Pupils in Year 6 use 'logo' to rotate shapes and higher-attaining pupils use calculators to work out how many degrees to turn a septagon to create their pattern. Staff keep good records of what pupils achieve and ensure that all pupils have equal access to computers. Leadership is effective and expert, and management very efficient.

Information and communication technology across the curriculum

62. Staff make very good use of a wide range of information and communication technology to support learning in other subjects and develop the pupils' skills in using this technology.

HUMANITIES

Geography

Provision in geography is **satisfactory** with several good features.

Main strengths and weaknesses

- The quality of teaching is very good in Years 4 and 5.
- The subject is effectively led and managed.
- Pupils' attitudes and behaviour are good.
- There is insufficient guidance on how pupils should improve their work in some classes.

Commentary

63. Only one lesson was seen and, therefore, judgements are based upon wider evidence. Standards in Years 2 and 6 are at least in line with national expectations. There is no direct evidence of standards in the previous inspection. Pupils in Year 4 and 5 work on a project to find out how the school environment can be improved, carrying out surveys in small groups to find out the noise level in different parts of the school. They come up with good suggestions as to how the level of noise can be reduced and are ready to put forward many suggestions to the school council. All groups presented their findings very well, using digital cameras, photographs, graphs and tape recorder. Most pupils spoke confidently and were very convincing. In Year 6 pupils learn about water cycle, rivers and different uses of water. They were actively involved in a local project called 'Forests in the Forest' where they compared the rain forests with the local forest.

64. The quality of teaching and learning is good overall in Years 3 to 6, but there is insufficient evidence to make judgements about teaching and learning in Years 1 and 2. The best teaching is thoroughly planned with clear objectives. Introduction to lessons is brisk, and teachers ask probing questions to check understanding, while encouraging those lacking in confidence to try. As a result the learning is good and all pupils make good progress. Although work is marked regularly, not all teachers give specific guidance on how pupils could improve. Pupils' achievement is increased by their positive attitude to work. The management and leadership of the subject are satisfactory. The co-ordinator is keen to raise the profile of geography in the school. Resources are sufficient, and easily accessible to both pupils and teachers.

History

Provision in history is **satisfactory** with several good features.

Main strengths and weaknesses

- Teachers help pupils come to historical judgements through independent and group research.
- Good use is made of local people and places to bring the learning alive.
- Although there is some good work in project books, pupils do not have enough opportunities to write creatively, balancing evidence and learning to feel what it was like to live in the past.

Commentary

65. Only one lesson could be observed during the inspection and, therefore, what follows draws upon wider evidence. This evidence suggests that standards by Years 2 and 6 are average, although too few pupils exceed this standard. All pupils make sound progress and are rightly proud of their achievements. Able pupils comment that they would do better if given longer to write-up and write about what they are learning. Teaching throughout the school is at least satisfactory and often good. Standards have been maintained since the last inspection.
66. Good displays on such topics as Florence Nightingale, Ancient Egypt, World War II and the decades that followed show that pupils gain a rich understanding of past times and peoples, using research to find out more, and role-play to imagine life in other times. Year 6 pupils extended their learning well through a wider study of 'shelters', and poems written up on the computer. They are helped to understand why things were different then and why our lives are, in turn, different now. Pupils in Years 1 and 2, gain a good understanding of past and present, and how changes occur over time. Consequently, by Year 6, pupils can be young historians, using evidence to think-through how the introduction of such as television affected people's lives. Visits and visitors and a good range of resources enrich the learning. Leadership and management are sound, but too little time is spent on looking at planning, books and teaching with a view to improving the quality of education further.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Teaching is good and sometimes better.
- There are very good links with local churches.
- Teachers give pupils too few opportunities to express their beliefs through, for example, writing and art.
- Pupils have too few opportunities to reflect quietly.

Commentary

67. The curriculum meets the requirements of the locally agreed syllabus, providing a good range of topics, including in-depth study of Christianity, Judaism and Islam. Attainment meets expected levels in all years and is above these standards in Year 3. There has been good improvement since the last inspection. All children achieve well, although the most able sometimes find they have insufficient opportunity to show their potential, for example through extended and creative writing.
68. Teaching is good and on occasion excellent. This is because both teachers and pupils treat the subject seriously. Pupils respond to the well-planned and purposeful lessons with genuine interest and open minds. They willingly think themselves into the minds and feelings of people of other faiths, and consider how what they learn affects their own lives. The high pace and challenge in lessons sometimes tends to give too little time for quiet reflection. In an excellent lesson on prayer, the pupils thought with great maturity and perception about why people pray, going on to write their own prayers to use in assembly.
69. When teaching is not as good as this, the teachers tend to focus on the factual aspect of the learning and give insufficient opportunities for pupils to express their feelings through, for example, creative writing, drama or art. Consequently, work in books is brief and uninspiring. There is, however, much better work in project books, for example on local places of worship. Links with several local churches bring relevance and meaning to the learning, and Year 6 are looking forward to a visit to a mosque. Older pupils make good use of the internet for research.

70. Leadership and management are sound, and there are satisfactory resources, often enhanced by borrowing from elsewhere. The subject makes a significant contribution to the pupils' spiritual and cultural development.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

Provision in art and design is **satisfactory** with good features.

Main strengths and weaknesses

- Links with other subjects are good.
- There is inconsistent use of sketchbooks.

Commentary

71. Standards at the last inspection were in line with the national expectations and this remains the case by the end of Years 2 and 6. By rotating each half-term with design and technology, art skills and knowledge become secure. Some activities are linked profitably to topics in other subjects, largely geography, for example a beautiful display on improving the local environment. The use of sketchbooks is patchy across the school. Sketchbooks are used in some classes to record work, but do not yet fully show their use for the development of skills, creativity and ideas.
72. Only one lesson in Year 2 was observed and other judgements draw upon wider evidence. The quality of teaching and learning in that lesson was good. However, there is insufficient evidence to make secure judgements on the standards of teaching and learning in Years 3 to 6. In Year 2 pupils listen carefully and respond well to the taped music of Fingal's Cave by Mendelssohn, so building their creative thinking. They contribute positively to class discussion after looking at the picture; 'Bridge at Giverny' by Monet. They are good at mixing paints to get the right shades of blue for water and green for trees. They work extremely well in small groups and even the unfinished work was very impressive.
73. Leadership and management are satisfactory. Planning is monitored and a collection of good work is collected on a disc. Resources in the subject are satisfactory, both for practical work and for research. Participation in local projects enriches the curriculum – such as the 'Forests in the Forest' project last year.

Design and technology

Provision in design and technology is **satisfactory** with good features.

Main strengths and weaknesses

- The curriculum is rich, varied and relevant.

Commentary

74. No lessons were observed during the inspection and judgements, therefore, are based on discussion with teachers and pupils and the limited amount of work on display. Standards of attainment by the end of Year 2 and 6 match national expectations. Standards have been maintained since the last inspection. General observation shows a rich, varied, well-planned and practical curriculum, and this suggests good teaching. Pupils in Year 2 designed and made simple vehicles. In Year 3 and 4 pupils designed and made pop-up models taking the idea from 'Jack and the beanstalk'. In Year 6 they design, make and evaluate moving toys, shelters, Christmas programmes and Greek pots. Year 6 pupils say they enjoy the subject and show they understand the design process well. The school recently took part in a local competition 'to build a revolving restaurant'. Two pupils have been successful and will take part in the finals in June.
75. The quality of the leadership and management is sound. The co-ordinator is keen to raise standards and the status of the subject. Resources are sufficient and easily accessible to both teachers and pupils.

Music

Provision in music is **satisfactory** with some strong features.

Main strengths and weaknesses

- Music plays a central role in the life and work of the school.

Commentary

76. No music lessons were seen but pupils' enthusiasm for music is obvious during assemblies, dance lessons and when learning individual instruments. Pupils join in happily with the recorded music and older pupils set a good example to younger ones. Boys and girls attend the choir and contribute eagerly to Christmas and termly concerts not only because they enjoy performance but because they sing musically and well. A pupil played her flute beautifully at one assembly.
77. The subject is effectively led and all teachers teach music confidently because the planning and assessment systems are supportive. The school takes every opportunity to invite visitors, including African drummers, to support the subject and accepts any invitations to participate in making music and singing with other schools. Pupils have been to Gloucester Cathedral and the 'school proms'. They recorded songs for Gloucester radio. Any pupils who are learning to play an instrument are encouraged to play in school. All these opportunities help to instil the obvious enjoyment of music seen during the inspection and contribute to the improvement of standards in singing since the previous inspection.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Teaching and learning in Years 3 to 6 are good.
- There is a very good range of extra-curricular activities.
- Pupils have good attitudes and their behaviour is good.

Commentary

78. Current standards by the end of Years 2 and 6 are in line with national expectations and are very likely to be above national expectations in swimming by the end of Year 6. Standards have been maintained and to some extent improved since the last inspection.
79. The quality of teaching and learning varies but is good overall in Years 3 to 6. No lessons were seen in Years 1 and 2. The good teaching has a noticeable effect on the standards of pupils' learning. The school makes good use of a specialist swimming instructor to ensure that pupils are taught effective techniques to boost their confidence and improve their style and speed. All lessons begin with warm-up activities and clear explanations, and careful demonstrations are followed by well-supported learning by pupils. Pupils participate well in all lessons with enthusiasm. They listen and respond well to their teachers, show respect for the rules and collaborate well with other team members. Pupils participate happily with others of differing age and ability, for example in dance lessons. A strong feature of the provision is the way that pupils with special educational needs are included in all lessons because extra support is provided.
80. The school offers a very wide range of extra-curricular activities including football, netball, choirs, dance and chess. The school participates in local tournaments – such as football, netball, a dance festival and cross-country runs. They also take active part in gymnastics competitions, and a multi-activity indoor sports competition – Wildin Cup in Years 5 and 6. As a result of these experiences pupils have a very good sense of fair play and respect for rules. These activities contribute positively to their intellectual, personal, social and health education.
81. The subject is very well led and managed by an expert co-ordinator. She is very knowledgeable and supports colleagues by monitoring planning and by giving advice. Staff give generously of their time to organise a wide range of extra-curricular activities. The school's accommodation and learning resources support teaching and learning well. There are satisfactory resources for pupils' development, in all areas of the subject.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education (PSHE with citizenship)

Provision in PSHE is **good** with several very good features.

Main strengths and weaknesses

- The subject is very well led and managed.
- The subject does not stand alone but is enriched by being set within wider provision.

Commentary

82. The development of this area of learning shows considerable improvement since the last inspection. Although no teaching could be seen during the inspection, what follows draws upon wider evidence. No judgement can be made on progress and attainment, but it is clear that this area of learning makes a major contribution to the moral, social and cultural development of the children.
83. There is a clear and useful policy, although this is being reviewed. Teachers follow a sensible scheme of work, and planning shows that it is well adapted to meet the varying needs of the different ages and abilities of the pupils. Learning is frequently made more relevant and meaningful through 'circle-times' (times when children can discuss and share concerns). The subject leader also supports the school council, and children show great maturity in suggesting ways to improve their school. Classes also have councils, in part to practise before becoming members of the full school council and in part to discuss day-to-day concerns. This is linked to

discussion of class and full school rules. This helps children become young citizens, understanding how they can create a better world, for example by acting as young democrats in applying for a grant, a grant eventually presented by the local Member of Parliament.

84. The subject manager also oversees the links the school has with European schools and a school in Uganda, and these have resulted in very good project work on improving the school and local environment. Through this partnership, there are plans to introduce foreign language learning, possibly through links with a local secondary school. This is just one example of wider productive partnership with other schools, community organisations and businesses. The provision is fast improving, often in highly innovative ways.

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 | 3 |
| The quality of education provided by the school | 3 |
| The quality of teaching | 3 |
| How well pupils learn | 3 |
| The quality of assessment | 4 |
| How well the curriculum meets pupils needs | 3 |
| Enrichment of the curriculum, including out-of-school activities | 2 |
| Accommodation and resources | 4 |
| Pupils' care, welfare, health and safety | 3 |
| Support, advice and guidance for pupils | 3 |
| How well the school seeks and acts on pupils' views | 2 |
| The effectiveness of the school's links with parents | 2 |
| 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).