

# INSPECTION REPORT

## **GREATFIELD PARK PRIMARY SCHOOL**

Cheltenham

LEA area: Gloucester

Unique reference number: 115586

Headteacher: Mrs M Thomas

Lead inspector: Janet Sinclair

Dates of inspection: 26 – 28 January 2004

Inspection number 256267

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 years
Gender of pupils:	Mixed
Number on roll:	205
School address:	Hulbert Crescent Hatherley Cheltenham Gloucester
Postcode:	GL51 3FZ
Telephone number:	01242 523301
Fax number:	01242 523301
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Pat Thorpe
Date of previous inspection:	5 May 1998

## CHARACTERISTICS OF THE SCHOOL

Greatfield Park is an average sized primary school located in the town of Cheltenham. Pupils come from a predominantly white background, mostly of British heritage. There are no pupils for whom English is an additional language, although some pupils are Asian, Chinese or of mixed background. The proportion of pupils with special educational needs is below the national average, while the number of pupils with a statement of special educational need is well above. There is a small number of Year 7 pupils who have remained an extra year in the school due to their educational needs. Pupils' attainment on entry is mainly above average, and their socio-economic circumstances are generally advantaged. The number of pupils entitled to a free school meal is below the national average. Fifteen pupils joined and eight left in the last year, and this is an average proportion. For several years between 1999 and 2002 the school experienced difficulties, owing to the illness of the then substantive head. There were also many staff changes in this period. The school is now beginning to experience a settled period as a result of the efforts of the current headteacher and her staff.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19824	Mrs Janet Sinclair	<i>Lead inspector</i>	Foundation Stage, music, art and design.
19338	Mr Graham Ellis	<i>Lay inspector</i>	
2785	Mr John Bird	<i>Team inspector</i>	Science, design and technology.
22578	Mr Gavin Jones	<i>Team inspector</i>	Mathematics, religious education, physical education.
20063	Mr Gerry Slamon	<i>Team inspector</i>	English; information and communication technology; geography, history.

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is an effective school where children achieve well as a result of good teaching. Good leadership and management ensure that pupils are well cared for within a supportive and challenging learning environment. The school provides good value for money.

#### The school's main strengths and weaknesses are:

- Pupils achieve well as a result of good teaching.
- There is good leadership and management by the headteacher, deputy headteacher, key staff and governors.
- Pupils' attitudes and behaviour are very good, because the school's ethos and the provision for their social and moral development are very good.
- Provision for special educational needs (SEN) is very good, and learning support workers provide good and sometimes very good support for the pupils' learning.
- There are very good opportunities for curricular enrichment.
- Relationships are very good throughout the school and these contribute well to the sense of wellbeing of the pupils.
- There are not enough opportunities for pupils to write across the subjects of the curriculum.
- The role of Foundation subject co-ordinators needs to be developed to ensure that they are involved in providing a richer range of curricular opportunities in their subjects.
- Marking is not used well enough to let children know what they are doing well or what they need to do better.

In spite of the disruption caused by staffing issues since the last inspection, the school's improvement has been good. Standards have risen well across the school, and particularly in information and communication technology (ICT). Strategic planning and long-term financial planning have improved significantly, and teaching quality has been maintained. Additionally, there is now a programme in place for monitoring of the Foundation subjects.

### STANDARDS ACHIEVED

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

*Key: A\* - very high; A - well above average; B - above average; C - average; D - below average; E - well below average*

*Similar schools are those whose pupil attained similarly at the end of Year 2.*

**Overall achievement of the school is good.** Standards in English are well above average and pupils are achieving well. The current rate of progress in mathematics is good, and pupils are achieving well in ICT, physical education and history by the end of Year 6. Most children in the Foundation Stage will securely reach above average standards at the end of the Reception year, and they achieve well. Pupils in Year 2 are achieving well in English and satisfactorily in all other subjects. Pupils with SEN make good progress in relation to their prior attainment, owing to the good support they receive. Pupils with a statement of special educational needs are very well supported through the specialist knowledge of their support workers. Standards in religious education meet the expectations of the locally Agreed Syllabus, and achievement is satisfactory. The school caters well for its small number of Year 7 pupils, and they achieve well.

**Pupils' personal qualities, including their spiritual, moral and cultural development, are very good overall.** Relationships are very good across the school, and behaviour and attitudes are very good. Pupils enjoy coming to school because they know they will be well cared for and valued. Pupils are punctual because they want to come to school, and attendance in the last reporting year was above the national average.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good.** Teaching is good, particularly in English, mathematics and science and in the Reception class. The strengths of the teaching are: very good relationships, clear explanations, good questioning and good opportunities for pupils to discuss their work. Learning support workers support learning well and sometimes very well, enabling SEN and statemented pupils to achieve well. Assessment is used to good effect in English and mathematics. In the Reception class the teacher provides a good range of interesting activities to meet the needs of the children, and her teaching motivates and encourages the children to give of their best. However, learning objectives are sometimes not clear enough, or there are too many of them, and there is a loss of focus in the teaching. Evidence from a review of pupils' work indicates that not enough attention is given to the differing learning needs of pupils in science, and not enough use is made of marking to help pupils improve.

The curriculum is good for children in the Reception class and satisfactory across the rest of the school. The curriculum is not used well enough to develop pupils' writing skills and lacks good quality enrichment in some of the Foundation subjects. Provision for pupils with SEN is good and their individual education plans (IEPs) provide clear targets for their learning. Procedures for child protection, health and safety are good. The school has a good partnership with parents, who are very supportive of the work of the school.

## **LEADERSHIP AND MANAGEMENT**

**Overall, the leadership and management of the school are good.** This is ensuring that pupils achieve well within a supportive and caring learning environment. There is good governance of the school. The governors act well as a critical friend to the headteacher and staff and ensure that all statutory requirements are fully met. The headteacher and key staff are working well together to improve standards.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents have a high regard for the school. They particularly like the fact that their children are treated fairly, enjoy coming to school, and are making good progress. Parents are very pleased with the school's arrangements for settling new children, especially those just starting school. They are also pleased with the good range of activities for their children and feel comfortable about approaching the school with any issues. They think the teaching is good and that the school is well led and managed. Children are also very positive about school. They like being there and are grateful for the support they receive to make their work better and the help they get when they are stuck. They feel very strongly that there is an adult they can go to if they are very worried and that teachers are fair and listen to their ideas.

## **IMPROVEMENTS NEEDED**

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

- Develop the use of writing across the curriculum.
- Develop the role of Foundation subject co-ordinators to enable them to provide a richer range of curricular opportunities within their subjects and across the school.
- Improve the marking of pupils' work so that they know what they do well and what they need to do better.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

Overall standards are above average in all areas of learning by the end of the Reception year, and children achieve well. By the end of Year 6, standards are well above average in English and above average in mathematics, science, ICT, physical education and history. Achievement is good overall.

#### Main strengths and weaknesses:

- Children in the Reception class achieve well across the areas of learning.
- There has been a good improvement in standards since the last inspection.
- Pupils achieve well in English, ICT, history and physical education, and attain good and sometimes very good standards by the end of Year 6. The current rate of progress in mathematics for pupils in Years 5 and 6 is good.
- Pupils with SEN and EAL achieve well.

#### Commentary

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

Standards in:	School results	National results
reading	17.8 (17.8)	15.7 (15.8)
writing	16.1 (16.5)	14.6 (14.4)
mathematics	18.7 (17.5)	16.3 (16.5)

*There were 26 pupils in the year group. Figures in brackets are for the previous year.*

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

Standards in:	School results	National results
English	28.6 (31.1)	26.8 (27)
mathematics	28.2 (31.3)	26.8 (26.7)
science	30 (30.5)	28.6 (28.3)

*There were 27 pupils in the year group. Figures in brackets are for the previous year.*

1. In the main, children start school with levels of attainment that are approaching above average overall. By the time they leave the Reception classes and enter Year 1, most children are likely to meet or exceed the standard required to meet the learning goals expected for their age, and securely reach above average standards in all areas of learning. They make good progress during their Reception year as a result of good teaching and a wide variety of interesting and relevant activities which motivate them to learn.
2. In the National Curriculum tests taken by pupils in Year 2 in 2003, results were well above average in reading and writing, and in mathematics they were in the top five per cent nationally. (It should be said, however, that this was a very able year group and the school does not expect to attain such high standards this year). The results for teacher assessments for science were above average. Compared with those of similar schools, based on the number of pupils having a free school meal, standards were well above average in reading and mathematics and above average in writing. There has been a good improvement in standards and achievement in reading, writing, mathematics and science since the previous inspection.
3. On the evidence of the current level of work seen pupils in Year 2 are likely to attain well above average standards in reading, and above average standards in writing, mathematics and science. In reading and writing they are achieving well both in lessons and over a longer period of time. In mathematics and science they achieved well in the lessons observed, but over time they achieve satisfactorily. This is because in mathematics they mainly work from the same page of a

commercially produced scheme and this does not cater for their differing learning needs. In the case of science there is too much whole-class work and not enough challenge for higher attaining pupils. Their achievement in all other subjects is satisfactory.

4. In the National Curriculum tests taken by pupils in Year 6 in 2003, standards were well above average in English and science and above average in mathematics. Standards have gradually improved over several years and at a faster rate than the national trend. There are differences in the attainment of boys and girls; boys mainly appear to achieve better than girls. The school's analysis of this shows that many girls start school with lower levels of attainment than boys. There was no evidence of gender issues during the inspection

5. Standards of pupils in Year 6 are well above average in English and above average in mathematics and science. There is a discrepancy between standards in the 2003 test results for science and those to be seen in current work. However, between now and the national tests the pupils undertake a programme of revision and this may account for the variation in standards. In mathematics the current rate of progress for pupils in Years 5 and 6 is good, and many are now achieving well. The new arrangement for setting is having a positive effect on the progress all pupils are making, as they are being taught in groups which are smaller than their class groups.

6. Standards in ICT are above average and this represents a good improvement since the last inspection, when they were below average. All pupils have regular access to computers in the computer suite, and the school has a very skilled learning support worker (LSW) who teaches the pupils. As a result, they achieve well. Standards in religious education meet the expectations of the locally Agreed Syllabus, and pupils' achievement is satisfactory. Standards in history and physical education are good and pupils achieve well. There is good teaching of physical education in Years 3 to 6 and very good provision for sports through the wide variety of clubs run by the school. In history there is a good range of visits and visitors to support the curriculum.

7. Pupils with SEN achieve well throughout the school. This is because they have clear specific targets for learning which are reviewed regularly. They are effectively supported in class by learning support assistants and are fully included in all aspects of learning. This is a similar picture to that of the last inspection. Able pupils have specific targets set for their development and, as a result, they also achieve well.

8. Pupils who speak English as an additional language achieve well. By the end of Year 6, they attain the standards expected of their age group, or better. This is because of the school's effective initial assessment of these pupils and the quality of support provided by the Ethnic Minorities Achievement Service.

### **Pupils' attitudes, values and other personal qualities**

9. The school promotes pupils' social and moral development very well, and this results in high standards of behaviour and attitudes to work. Within a strong community environment, they are confident and self-aware, with good self-esteem. Provision for spiritual and cultural development is good.

### **Main strengths and weaknesses:**

- Pupils' attitudes and behaviour are very good as a result of the school's positive attitude to their learning and the personal support they are given.
- Pupils are confident and mature, with high levels of self-esteem.
- Relationships are very good.
- In the Foundation Stage, children exceed the Early Learning Goals of personal, social and emotional development and achieve well.
- Attendance is good.

## Commentary

### *Ethnic background of pupils*

### *Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	158	0	0
White – Irish	0	0	0
White – any other White background	6	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	2	0	0
Asian or Asian British – Pakistani	2	0	0
Asian or Asian British – Bangladeshi	2	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	2	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	29	0	0

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

9. The school sets high standards for conduct, which are conscientiously and consistently reinforced by all staff. Together with the strong emphasis on the development of pupils' social skills and of very good moral awareness, this has resulted in a very positive learning environment. Pupils' behaviour is very good in lessons, around the school and in the playground.

10. Pupils enjoy school and speak of it with pride and commendation. The staff's clear expectations and their enthusiastic teaching successfully motivate learning. Pupils have a strong sense of commitment and are very willing to undertake responsibilities, both within their class and for the whole school. For example, the Year 3 pupils answer the telephone at lunchtimes and the older pupils help with assemblies.

11. In lessons, pupils are focused on their work, pay attention to their teachers and enthusiastically join in activities and discussions. The school works hard to promote pupils' self-esteem, valuing their contributions and successfully promoting their sense of achievement, for example with the merit assemblies. As a result, they are keen to talk about their work and achievements, are self-aware, and express themselves openly and confidently. They are engaged in their learning and maintain good levels of concentration, working well in groups and helping each other.

12. Pupils' personal development permeates all the school's activities and pupils show good social skills. The school's ethos is inclusive and caring. Members of staff are good role models and their reinforcement of moral standards is reflected in pupils' understanding and respect for the feelings, values and beliefs of others. There is good promotion of their cultural development. The school has its own small orchestra and choir, and there are regular musical and dramatic productions and a comprehensive range of cultural visits.

13. The very good relationships are a major strength and form a continuously strong underpinning to pupils' learning. Pupils are encouraged to explore their own and others' feelings and concerns, in an atmosphere where their opinions are appreciated. They feel valued by teachers and other adults and respond accordingly. Pupils work and play well together. All pupils feel strongly that there is an adult in school to whom they can go if they are worried.

14. In the Reception class all staff interact well with the children and create a happy and secure environment in which they can develop socially and emotionally. There are good induction procedures and as a result all children are happy to come to school. They conform well to school routines and have learned the correct way to behave. Children show a good level of interest in what they are doing and co-operate well each other.

15. Attendance is above average. The school successfully promotes attendance by its wide range of good quality activities, with the result that pupils are keen to attend school and most have good attendance records. There have been no exclusions.

**Attendance in the latest complete reporting year (95.9%)**

Authorised absence		Unauthorised absence	
School data	4.5	School data	0.1
National data	5.4	National data	0.5

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The curriculum is soundly planned and is enriched by a good number of visits, visitors and extra-curricular clubs. Teaching is good and all pupils are well supported. There are good links with parents and the community.

### Teaching and learning

#### Summary of teaching observed during the inspection in 31 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (3%)	5 (16%)	18 (58%)	7 (23%)	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.*

#### Main strengths and weaknesses:

- The quality of teaching in the Reception class is good.
- The quality of teaching in English, mathematics and science is good.
- There are very good relationships, and these promote pupils' self-esteem.
- Assessment is well used in English and mathematics to meet pupils' needs.
- In mathematics lessons in Years 1 and 2, and in science across the school, work is not well enough planned to meet the differing learning needs of pupils.
- Learning support workers provide teachers with valuable help in lessons, thus ensuring that SEN pupils are well taught.

#### Commentary

16. The quality of teaching and learning across the school is good. Some very good teaching was seen, mainly in Years 3 to 6, and one excellent lesson was seen in Year 3. This is a similar finding to that of the last inspection, when teaching was also considered to be good. Teaching is good in English, mathematics and science. It is good in physical education in Years 3 to 6.

17. Teaching in English, mathematics and science is good. Lessons are well planned and organised. Teachers make very good use of questioning and discussion to develop pupils' ideas and encourage them to articulate their thinking. In the excellent English lesson seen, pupils were challenged well and the teacher's expert knowledge of her subject ensured that she taught pupils effectively. Teachers provide good opportunities for investigative work in science and pupils enjoy this aspect of their work and are motivated and interested. Learning support workers make a good contribution to pupils' learning through working effectively with small groups, and when working with pupils with SEN they clearly target individual needs. The specialist support given to pupils with a statement of special educational need ensures they make very good progress

18. There are very good relationships in all classes. This motivates and encourages pupils in all aspects of their learning. Pupils settle quickly to their tasks and sustain good levels of interest and enthusiasm. They have good opportunities to discuss their work and this enhances their speaking and listening skills. Most pupils think that teachers are fair and will listen to what they have to say.

19. There are thorough procedures in place for the assessment of pupils' work in English, mathematics, science and ICT. These procedures ensure that teachers know what pupils can do and understand, enabling them to build upon previous experiences and successes. They are used well in English to meet pupils' differing learning needs and in mathematics to place pupils in sets in Years 5 and 6. They are helping to secure good achievement in ICT. This is an improvement on the situation at the last inspection.

20. There are good tracking systems in place in English and mathematics, which show pupils' progress from the Foundation Stage to Year 6. This system is supported by regular annual updates based mainly on objective testing. This information supports teachers' own judgements on how individual pupils will achieve in the following year. Together with information from the National Curriculum test results, it helps the school establish targets for the end of Year 6 in English, mathematics and science. The wealth of information collected has allowed the school to examine a range of gender issues. Marking of work is satisfactory in mathematics, but unsatisfactory in science. English provides the best examples of good marking. Too often, marking elsewhere fails to inform pupils of what they have done well and exactly what they need to do to improve.

21. Too much reliance is put on a published scheme of work in mathematics in Years 1 and 2, and as most children in the class work from the same page of the book there is not enough challenge for higher attaining pupils. In science, across the school, teachers challenge pupils well through questioning, but tasks in lessons are not refined enough to target higher attaining pupils. Moreover, marking is not used well enough to tell pupils what they do well and what they need to do to improve. This leads to lost opportunities for effective learning and adversely affects achievement.

22. The quality of teaching for pupils with SEN is good overall, and for pupils with a statement of special educational need it is very good. In Year 2, a pupil with very specific learning needs was provided with high quality resources designed to help him carry out the same tasks as the rest of the class. The same pupil also received very good close personal support and encouragement through the tasks in numeracy and in science. Pupils are stimulated to learn, and there is a constant focus on success and the development of a positive self-image.

23. Teachers ensure that all pupils are fully included in lessons. As a result, pupils with English as an additional language achieve as well as other pupils of similar abilities.

## **The curriculum**

The planned curriculum provides pupils with a **satisfactory** range of learning opportunities. The quality and quantity of support staff, accommodation and resources meets the needs of the curriculum well.

### **Main strengths and weaknesses:**

- Subject leaders in English and mathematics plan the curriculum well.
- A very good range of extra-curricular activities enhances the curriculum.
- Pupils are very well prepared socially and emotionally for the next stage of their education.
- All pupils are fully included in the range of learning opportunities offered.
- Resources are good; there is a good number of well qualified support staff and the outside accommodation is good.

## **Commentary**

24. As part of its drive to push up standards, the school has strengthened curriculum planning in English and mathematics. As a result, standards in these subjects have risen significantly since the last inspection. There is a strong focus on English and mathematics and good use is made of the national strategies for these subjects. The result is that whilst all subjects of the National Curriculum and religious education are taught, some subjects are taught in isolation and at a basic level, with limited attempts to make cross-curricular links or to use pupils' writing skills to good effect. In seeking to fulfil its aim 'that pupils find that learning through well structured activities is exciting', the school needs to be more innovative in the way the whole curriculum is planned and taught. It is already looking at this and is ensuring that all co-ordinators have training so that they can fully contribute to the development of the whole curriculum. There are not enough planned

opportunities for pupils to develop their writing skills across a range of subjects and for using and applying mathematics. The ICT curriculum has been very successfully improved since the last inspection. Skills are very well taught in lessons in the suite. The co-ordinator is aware of the need for a consistent approach to the use of ICT across the curriculum.

25. The daily acts of collective worship are thoughtfully planned and there is effective guidance to ensure that these meet statutory requirements. Pupils are very well prepared socially and emotionally for secondary school. There are very good curricular links with the secondary school to which most pupils transfer. For example, pupils at the end of Year 6 begin a literacy project which is further developed when they are in Year 7. Trips and visits, including residential trips, are well used to support the curriculum as well as pupils' social and cultural development.

26. The school ensures that boys and girls of different abilities and backgrounds are fully included in all curricular opportunities. Pupils who speak English as an additional language are well supported by the local education authority when they need it. This ensures that they achieve as well as all other pupils of similar abilities. Teachers and LSWs are very aware of targets in pupils' IEPs, and activities are linked to the targets.

27. Lesson planning consistently includes provision for pupils with SEN, and tasks are designed to meet their needs. All pupils have full access to the planned curriculum. Learning support workers are well deployed and their work enhances the planned curriculum.

28. The school provides a very good, broad and rich programme of experiences for all pupils during lunchtime and after school.

29. In sport, there is a wide range of clubs, teams and activities available to all pupils, and all are well attended. The school is successful in sporting competitions. An annual sports presentation and dinner is held for all pupils and parent-helpers who have taken part, with awards presented for effort, leadership and achievement.

30. A further range of clubs and activities is provided in the arts and in other areas of interest, including dance, French and German. In addition to these, the school is regularly involved in local arts and music festivals and in residential visits. A wealth of visitors contributes to the pupils' learning experiences at school. Pupils are keen to take part in the full range of provision, which considerably enhances their curricular experience.

31. The school has sufficient qualified and experienced teaching staff, with a good provision of learning support staff. Learning resources are good overall, with very good provision in science and physical education. The school is housed in a modern, well maintained building. However, the classrooms, especially in Junior classes, are somewhat cramped. There is good outside accommodation, with a spacious field and attractive playground.

### **Care, guidance and support**

The school ensures pupils' care, welfare, health and safety, providing very good support, advice and guidance. It actively seeks pupils' views and involves them in its work.

### **Main strengths and weaknesses:**

- The school provides high standards of care, welfare, health and safety, ensuring a secure and safe environment.
- There are good standards of support, advice and guidance to pupils, including those with SEN.
- Induction arrangements are very good.
- The school actively seeks, values and acts on pupils' views and involves them in the work of the school.

## **Commentary**

32. Pupils are happy in school. They feel part of a caring community in which they are confident, trust the staff, and are aware of how they can obtain help. Teachers and other staff know them well. Their personal development is informally, but very well, monitored, so that staff can quickly recognise their needs and thereby provide very good standards of pastoral support and care. Staff act quickly to help any pupil who is concerned or in need of support.

33. There are good policies and procedures relating to health and welfare, first aid, and child protection. There is good co-ordination with outside agencies so that further support may be provided in appropriate cases. Pupils are well supervised by teachers and other staff. These arrangements reflect the school's strong commitment to care and welfare.

34. Reception staff work closely with all the feeder pre-schools and also with parents. As a result, they have good knowledge of the new children's abilities and development. All these measures work to ensure the smooth transition of the children when they start school so that they settle into their new routines quickly and happily.

35. The overall arrangements for involving pupils in the work and development of the school are very good. There is an openness in which pupils' views are valued and they are encouraged to contribute to the running of the school. They are also encouraged to fully express themselves in lessons and are involved in the setting of targets. An important part of this process is the School Council, with representatives from Years 3 to 6 who carry out the secretarial functions themselves. Through the frequent meetings, those elected gain valuable experience in organisation and representation, while all pupils are involved through the suggestion boxes in each class. The School Council organises a number of fundraising events, for example the Christmas Fair. It makes valuable suggestions for school development, for example the provision of benches in the playground. The school has also consulted pupils on specific issues, for example the learning preference questionnaire. Pupils all say they like their teachers, and almost all parents find the school approachable.

36. Very good relationships characterise the provision for SEN. All staff are aware of the needs of pupils and provide challenging, patient and caring support to them. Pupils value the support they receive. One Year 6 pupil commented 'My helper tells me that what I am doing is right and helps me when I'm not sure.' Relationships with parents are good.

## **Partnership with parents, other schools and the community**

Parents are very satisfied with the school. There are good links between the school and parents, the community, other schools and Early Years providers.

### **Main strengths and weaknesses:**

- The good relationships between parents and the school ensure strong parental support.
- Parents feel involved in the school's work, are well informed about its activities, and are appreciative of its achievements.
- The school has established valuable, productive links with the community.
- The school has good links with other schools and Early Years providers.

## **Commentary**

37. Parents hold the school in high regard and provide good general and financial support. They feel that they are welcomed in the school and that members of staff are approachable. There is a small number of parents who regularly provide direct, good quality assistance with class activities such as reading.



38. The school communicates frequently with parents and, as a result, the overwhelming majority support the work of the school and are better able to support their children, for example with homework. There are frequent and informative newsletters. Each half term the school provides curricular information for all classes. Both the prospectus and the annual governors' report are well produced and informative. The school has recently consulted parents on subjects for curriculum workshops. It has also arranged curriculum-related meetings and parents' forums on specific issues, for example schemes of work and resources.

39. Parents are kept fully informed of their children's progress through the consultation meetings with staff and informal contact throughout the year. The pupils' annual reports vary, but are good overall. Comments in subject areas concentrate on the individual pupil's knowledge and abilities. Other than supplying test results, the reports are not directly related to National Curriculum levels. They do include full information in English, mathematics and science, with specific individual targets for development. The general comments show good knowledge of the children. Space is provided for comments by both parents and children.

40. The school has established good links with the community. There is an effective range of visits to the community and of local visitors to the school. The school field provides a resource for a local football club. There are good links with the churches through the visits the vicars make to the school. There are useful commercial links with local supermarkets, and the school receives sponsorship for its football strip and coaching support from the East Gloucestershire Tennis Club.

41. The school has good arrangements for the transfer of pupils to secondary education. For example, texts for literacy have been agreed between Years 6 and 7. There are good links with pre-schools, all of which are visited by the Reception class staff. The school works closely with other primary schools, for example in obtaining valuable joint funding for ICT.

## LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good**. The headteacher has a clear vision for the future and receives good support from the deputy headteacher and senior staff. Governance of the school is **good**.

### Main strengths and weaknesses:

- The headteacher is clear about the agenda for improvement and is ably supported in working towards it by the deputy headteacher and senior staff.
- Strategic planning is good and the school development plan is an effective document.
- The quality of the school's self-evaluation is good, particularly its use of data.
- The use of finance is planned and managed very well.
- Governors are well informed about the school and take an effective part in its leadership and management.
- The roles and effectiveness of Foundation subject co-ordinators need to be developed.

### Commentary

42. The leadership of the school has been unsettled in recent years, with the appointment of a number of temporary headteachers and significant staff turnover. The current headteacher has now been in post for two years.

43. She has developed a clear vision and sense of purpose in the school, with a sharp focus on pupils' achievement and a drive to improve. This is shared by all staff and the governing body. The school staff work very well together as a team. There is a shared commitment to inclusion and a dedication to the inclusion of all pupils with SEN.

44. Leadership in the core subjects is good. The school is now in a good position to focus on developing the role of Foundation subject co-ordinators and increasing their effectiveness as leaders and managers. This is already acknowledged in the school improvement plan in terms of the provision of time to carry out the role, and also in terms of taking clear account of the necessary staff training.

45. Leadership and management of provision for SEN are good. The recently appointed, enthusiastic co-ordinator is involved in effective and useful data analysis for a range of groups of pupils. She is also looking at pupils' work and teachers' planning to identify areas of provision which can be improved further. The co-ordinator is developing new approaches to help groups of pupils in their social use of language as well as to support higher attaining pupils in thinking skills. The deployment of LSWs has recently been reviewed. Specialist help for pupils with English as an additional language is also well managed.

46. The strategic planning process is thorough, ongoing, and involves all staff and governors. The school improvement plan is a clear, purposeful document with appropriate targets and linked responsibilities and costs. It is based on careful data analysis and is usefully linked to individual subject development plans.

47. The school is well managed. Self-evaluation is embedded in the work of the school. Data is rigorously analysed for specific groups of pupils and the outcomes are used well to plan improvement. For example, analysis of pupils' attainment in the national tests resulted in a whole-school focus upon the pupils' knowledge and use of scientific vocabulary. Lesson observation and feedback are increasingly used to review standards and quality, as is the scrutiny of pupils' work. The school successfully analyses pupils' performance data to identify any pupil who is at risk of falling behind his or her peers. Detailed analyses are kept of the progress of pupils with SEN and EAL, and the school identifies the progress made by different ethnic and heritage groups.

48. The performance management of staff is part of the school's regular cycle of planning and review. Staff training is effectively linked to the needs of the school as a whole as well as to personal needs. There is good provision for the induction of staff new to the school.

49. Finance is managed well. It is clearly linked to the strategic priorities of the school through the school improvement plan. Financial administration is efficient and supportive of teachers. The governors' finance committee very regularly reviews spending according to its plan, and makes any necessary adjustments. The current financial reserves are comparatively high, but are planned to be so in order to fund a major building extension to the school. All recommendations in the last auditors' report have been addressed.

50. The school takes account of the need for best value in its financial planning, for example in the way it approached planning for the building extension as well as the recent purchase of computers.

51. The school has below average expenditure per pupil and provides good value for money.

52. Governors have a very clear understanding of the school's priorities and are regularly involved in planning and review procedures. Individual governors are linked to curriculum subjects. They regularly meet with their respective subject co-ordinators, observe lessons, write reports of visits and feed back to the governing body - an impressive commitment to the school. An effective committee structure is in place, including the recently established standards committee, which focuses hard upon review outcomes and linked improvement planning.

53. At the time of the last inspection the school's development planning process and its financial management were identified as areas needing improvement. Both of these have been very effectively addressed and are now of good quality. This represents good improvement since the last inspection.

***Financial information for the year April 2002 to March 2003***

<b>Income and expenditure (£)</b>	
Total income	482,655.00
Total expenditure	447,330.00
Expenditure per pupil	2,182.00

<b>Balances (£)</b>	
Balance from previous year	47,071.00
Balance carried forward to the next	75,592.00

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

54. Provision for children in the Reception class is good, and their achievement is good in all areas of learning. Children are developing positive attitudes to learning, and by the end of the Reception year many will attain above average standards across the areas of learning and be very well equipped to work within the National Curriculum in Year 1. The provision in the Reception class is similar to that found at the time of the last inspection.

55. The children enter the Reception class in the year in which they become five and, after a short induction period, attend full time. Children come from a wide range of backgrounds, which is mainly advantaged. Attainment on entry is approaching above average standards overall.

56. Teaching and learning are mainly good across the areas of learning, with a good range of practical and relevant activities which support learning well. Children are able to cope with a wide range of both directed and self-chosen activities in all areas of learning, due to the good provision for their personal, social and emotional development. Lessons are well planned and carefully resourced to provide a range of purposeful activities. Occasionally, however, the learning intentions for the lesson are not specific enough, and this leads to a loss of focus in the teaching. Support staff are deployed well and enhance the children's learning through their enthusiastic involvement. An example is the setting up of the secret 'S Club', where children had to remember six words beginning with 's' in order to become members! The very good relationships between staff and children help to provide a secure learning environment in which the children can flourish. Lessons have a brisk pace and relevant content, which engage and motivate the children. The children's progress is monitored regularly and recorded carefully, and this enables a good range of information to be collected about them. The use of this information to plan tasks to meet the needs of individual and groups of children is not always used to best effect in lessons. Good use is made of visits and special events to enrich the curriculum, for example a visit to the local museum to look at toys, celebrating Chinese New Year, and a visit from the 'Life Skills' van.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses:**

- The children achieve well because of good teaching which enables them to learn within a caring and supportive environment.
- Very good relationships at all levels ensure that children are confident and happy and able to work and play independently.

#### **Commentary**

57. The teacher and support staff, through their planning and the quality of their interaction, provide a happy and secure environment where classroom routines are quickly and securely established. All children are happy to come to school, conform well to school routines, know what is expected of them and have learned the correct way to behave. All adults provide good role models and are very sensitive to the varying needs of the children within the class. Children show a good level of interest in what they are doing and co-operate well each other on a range of tasks. They have regular opportunities to choose their own activities, which they organise and remain involved in for sustained periods of time. Children are likely to reach securely above average standards by the end of the Reception year.

## **COMMUNICATION, LANGUAGE AND LITERACY**

Provision for communication, language and literacy is **good**.

### **Main strengths and weaknesses:**

- Early reading and writing skills are taught systematically and well, and as a result children achieve well.

### **Commentary**

58. Sound recognition and letter sounds are taught regularly and in a manner which the children thoroughly enjoy. As a result, many children already have a good knowledge of initial sounds. They use this knowledge confidently in their attempts at writing, some using their knowledge of initial sounds and some writing by sounding out words, with adult support. In one writing lesson, some higher attaining children were making creditable attempts at writing words such as 'Goldilocks' and 'porridge'. Many opportunities are planned to use the children's writing skills in other areas of learning. For example, there are good quality writing resources in the writing area and the creative play area. Teachers make good use of topical events to teach writing skills, for example writing letters to Father Christmas. Children are confident speakers and listen well to the teacher and one another. They enjoy reading and work hard to remember new words. Books go home regularly and parents give good support by hearing their children read at home. There is also a very good ongoing dialogue between parents and staff on the children's responses to their reading experiences.

## **MATHEMATICAL DEVELOPMENT**

Provision for mathematical development is **good**.

### **Main strengths and weaknesses:**

- There is a good range of practical activities which ensure that early number work is well covered.

### **Commentary**

59. The children are given interesting and relevant practical tasks which help them to learn. For example, they count the number of children in the class and use addition and subtraction skills to work out how many are absent. They use terms such as 'more' and 'less' correctly and a good number of them are capable of addition, using numbers up to 10 and beyond. Many can order numbers to 10 by filling in the missing numbers, and recognise numerals such as 19 and 29. They use terms such as 'tall' and 'short', 'big' and 'little' when looking at the pots containing their spring bulbs. As a result of good teaching and learning, most children are likely to reach above average standards by the end of the Reception year.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses:**

- The teacher provides a good range of learning opportunities to engage the children's interest and develop their knowledge and understanding of the world.

### **Commentary**

60. The teaching and learning overall are good, and most children are likely to reach above average standards. They are given interesting practical tasks, which help them to learn. For example, in their science work the children learned a great deal about how the bulbs they had planted had developed. They took the bulbs carefully out of their containers and gently removed the compost to expose the root system. They then looked at the bulbs through a magnifying glass. Most were able to draw their bulbs clearly, showing the root system and shoots. They have used a computer program to draw pictures of themselves and write their names, but regular use and teaching of skills in using the computer is not a strong feature of the teaching. Through the visit of the 'Life Skills' van, they learned about the benefits of exercise and healthy eating. They have mapped their journey to school, identifying significant landmarks on the way.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses:**

- Good use of the outdoor area for physical activity.
- Good opportunities for physical activity in specific lessons.

### **Commentary**

61. Children achieve well in this area of learning as a result of regular opportunities to use the outdoor play area, which enables them to use wheeled vehicles to push, pull, ride and play together. As a result, they are competent in their use, learn to use space sensibly, and improve their control. They also use the outdoor area to re-enact songs such as 'We're going on a Bear Hunt', with all the accompanying actions.

62. In the physical education lesson seen, children were able to follow instructions carefully and quickly, had good control of their movements, ran, hopped and jumped with confidence, and practised to improve their performance. They sustained the physical activity well and were fully aware of the effects of exercise on their bodies as a result – 'it makes our hearts beat faster!'

## CREATIVE DEVELOPMENT

Provision in creative development is **good**.

### Main strengths and weaknesses:

- Good provision for musical activities.
- Good range of art and role play activities to stimulate interest and develop imagination.

### Commentary

63. The teacher provides a good range of opportunities for children to sing, play instruments and recognise changing sounds. Within the classroom, they sing raps, number songs to develop counting skills, and silly rhymes – all of which they thoroughly enjoy and clearly know the words. In the music lesson seen, the children played a variety of musical instruments with a good level of competence; they were able to play them loudly and then softly.

64. The children have good opportunities to paint, using their imagination or responding to the work of artists such as Bridget Riley. They made good use of their computing skills to interpret her work. In creating pictures of themselves, they made use of collage materials well to make very lifelike pictures. In the good lesson seen, the children designed their own tiles to press print on to a piece of material to create an 'Indian' style tablecloth. They enjoy role play, and currently the role play area is set up as the Three Bears' cottage. They re-enact the story, with one child taking the part of Goldilocks and others taking the parts of the bears.

## SUBJECTS IN KEY STAGES 1 AND 2

### English

Provision in English is **good**.

#### Main strengths and weaknesses:

- Standards are well above average overall and pupils achieve well.
- The subject is well led and managed.
- The quality of teaching and learning is good.
- Although opportunities to write in English are good, pupils do not have enough consistently well planned opportunities to develop their writing through other subjects.

#### Commentary

65. Overall standards in English are well above average at the end of Year 2 and Year 6. This is evident in test results, which have significantly improved since the time of the last inspection because of the school's good focus on improvement in this subject. The rising standards are the result of the good leadership by the subject co-ordinator, who has monitored the subject closely and has organised good training for members of staff. Test results are thoroughly analysed to identify weaknesses in provision, and the co-ordinator is swift to take action. Realistic but challenging group and individual targets are set, and teachers take account of these in their planning. Standards at the end of Year 2 in 2003 were well above the national average in reading and writing. When compared to those of similar schools, standards were well above average in reading and above average in writing. Standards achieved by pupils at the end of Year 6 were well above the national average, and above the average for similar schools. Inspection evidence shows that pupils currently in Year 2 attain standards well above those expected in reading, and standards above those expected in speaking, listening and writing. Pupils in Year 6 attain standards well above those expected in speaking, listening and reading, and above those expected in writing. The school has now wisely shifted its focus from reading to writing and there is a clear action plan for improvement. Because of the good quality teaching they receive and their good attitudes to learning, all pupils achieve well. Pupils with learning difficulties, and those who are at the early stages of learning English as an additional language, are actively encouraged and supported by teachers and other support staff to achieve as well as the other pupils in lessons. There is no significant difference between the achievement of boys and girls.

66. In the lessons seen, teaching was invariably good or better. Teachers develop pupils' literacy skills through interesting tasks. This practice, together with teachers' high expectations and the very good relationships they establish with their pupils, results in pupils working with enthusiasm and concentration. This use of interesting tasks as a means of managing pupils' behaviour is a common feature in all English lessons. Lessons are generally well organised. Each part is used to good effect so that pupils are well prepared for the main tasks at the beginning, and learn from each other's work at the end. Although all lessons are well taught, some teachers do not always allow enough time for writing or to continue to challenge the pupils as they work independently or in small groups. Literacy events such as theatre visits, poetry days and visiting authors are well used to enrich the curriculum and pupils' experiences. Group reading sessions are very well organised and managed. Teachers throughout the school lead perceptive discussions about books that are read in groups, and pupils confidently voice their thoughts and opinions. The pupils are given many opportunities for class and paired discussions, with the result that by the end of Year 6 most attain well above average standards. They are very eager to answer and explain their ideas in full when prompted.



## Example of outstanding practice

### Outstanding relationships and teacher's secure subject knowledge ensure total involvement of pupils.

In an excellent Year 3 lesson, pupils worked with deep concentration as they wrote a sequel story to 'Jack and the Beanstalk.' They worked at a very fast pace to produce a great amount of good quality work which was interesting to read. The outstanding relationships gave pupils confidence to read their work aloud to the class. The class teacher and the support worker ensured that pupils benefited from a very high level of direct teaching as they worked. The teacher's subject knowledge was excellent.

67. By the end of Year 6, pupils have had many opportunities to write for a range of purposes. Many good examples of diaries, letters, poetry, autobiographies and news articles were seen in their books. They are challenged to use their imagination and to explore both feelings and ideas, concentrating on language use as a way of interesting their readers. However, very little use is made of writing in other subjects, a practice which would help to improve writing skills even further. This has implications for considering how lessons are structured to allow enough time for writing, and requires a co-ordinated effort from all subject leaders. Information and communication technology is well used to enhance and improve pupils' work.

### Language and literacy across the curriculum

68. Some good examples were seen of pupils' writing for a range of purposes across the curriculum, in history for instance. The inspection team has identified a more consistent approach to writing across the curriculum as a key issue for action.

## MATHEMATICS

Provision for mathematics is **good**.

### Main strengths and weaknesses:

- Teaching overall is good and pupils are now achieving well.
- Setting provides positive support for the higher attaining pupils and those with SEN.
- Assessment procedures are good.
- The co-ordination of the subject is good.
- Pupils do not have enough opportunities to use their mathematical skills in investigation or in work they have determined themselves.
- Too much reliance is placed on a commercial scheme for mathematics in the Infant classes.

### Commentary

69. Standards in mathematics in both Years 2 and 6 are above average for a large proportion of the pupils. As many of these pupils entered the school with slightly above average ability, they are achieving satisfactorily over time. Currently, however, their rate of progress in lessons is good and many are now achieving well. The new arrangement for setting is having a positive effect on the progress all pupils are making, as they are being taught in groups which are smaller than their class groups. Pupils with SEN are able to receive very good support from their learning support workers and the subject co-ordinator. The new arrangement for setting is having a positive effect on the progress all pupils are making, as they are being taught in groups which are smaller than their class groups. Pupils with special needs are able to receive very good support from their LSWs and the subject co-ordinator.

70. Overall, the teaching of mathematics is good. In the six lessons seen, five were good and one very good. The key features of the lessons were that teachers had good subject knowledge, prepared well, used questioning to probe understanding and managed the lessons very well.

71. The very good lesson seen was with the lowest set of three in the Year 5/6 group. The class teacher made very good use of the LSWs, so that pupils with SEN were very well supported and achieved well. The whole lesson was based on interest and motivation. This was achieved by a cracking pace, with all pupils very actively involved in their learning. The work was exciting and pupils concentrated for the whole lesson and enjoyed it all. The challenge of the tasks was appropriate, and all pupils felt that they were gaining in knowledge. This supported their self-esteem very well. As a result, pupils made very good progress in their learning and all pupils achieved well. In some classes not enough emphasis is placed on challenging pupils of all abilities, through work which matches their differing abilities. The scrutiny of work also showed that work in books was similar for all pupils.

72. The curriculum for mathematics has been taken from the National Numeracy Strategy and is put into effect well. However, there are not enough opportunities for pupils to work at open-ended tasks which allow them to make use of their mathematical skills in such areas as investigation. At the same time, the way the staff follow a commercial mathematics scheme in Years 1 and 2 inhibits pupils from setting out and making computational calculations in anything but workbooks. Equally, it fails to give pupils enough opportunities to use their new found numeracy skills or to carry out sufficient work in shapes and measuring, except within the workbooks.

73. The co-ordination of mathematics is good. The subject leader has a good understanding of standards across the school, through good assessment strategies and clear recording of assessment tasks. As a result, he can see how well pupils are doing and is able to make predictions for their future successes. However, predictions are sometimes too conservative in their estimates, giving a slightly false impression of how good a cohort of pupils might be. The subject leader oversees a very successful programme of revision and support, prior to the national tests, which helps raise standards even further at the end of a year.

### **Mathematics across the curriculum**

74. Satisfactory use is made of pupils' mathematical skills, knowledge and understanding across the curriculum. Pupils in several classes have access to timelines on their classroom walls. These are related to their history topics and help the pupils appreciate the passage of time and important dates. In ICT, good use is made of data collection skills to produce graphs and charts. In science, there is evidence of pupils measuring length, taking temperatures and making charts in relation to the investigations they carry out.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses:**

- Teaching is good and investigational work is well embedded in lessons.
- The leadership and management of science are good, and the co-ordinator ensures that assessment is used very effectively to inform planning for improvement in provision for the subject.
- There are too few opportunities for pupils to write in science lessons.
- Overall, the quality of marking is unsatisfactory.

### **Commentary**

75. Over time, the standards attained by pupils in science are consistently above the national expectation. Standards are currently above average for all pupils, including those with SEN. Although teaching is good, the achievement of pupils is currently satisfactory. Too often the tasks

set for pupils fail to take sufficient account of differing needs, and as a result the higher attaining pupils are insufficiently challenged. The quality of the marking of pupils' work is too variable. Generally, it does not help pupils to know what they can do and give them guidance on what they need to do to improve.

76. The quality of teaching is good. Teachers have good subject knowledge and use it effectively to explain scientific ideas so that pupils are interested and understand. Teachers are particularly skilled in their use of questioning to help pupils recall previous learning and also to think about issues and come up with their own reasons and possible solutions. In a Year 5 lesson the teacher very effectively used questioning to help pupils explore and summarise their learning about the Sun, Earth and Moon from the previous lesson, which then led helpfully into new activities and learning. There is a very clear and helpful focus upon the use of correct scientific words to describe objects and processes. This is a direct outcome of data analysis about pupils' attainment in science and the identification of scientific vocabulary as a focus for improvement. Lessons invariably include investigative work. Pupils are clearly familiar with this work and enjoy it.

76. The work of teaching assistants in providing support to all pupils with SEN is good. Those with a statement of individual need receive very good support. Pupils' recording of work in science is dominated by the completion of worksheets and tables. This means that pupils are given too few opportunities to develop their writing skills through a variety of different forms of scientific writing, and to explore their developing ideas.

77. The leadership and management of the subject are good. The analysis of data and the consequent identifying of improvement targets are rigorous and effective. Lesson observation and feedback have also been well used to review the development of scientific vocabulary in lessons. There is a clear action plan for the development of the subject. Good use has been made of a visiting Advanced Skills teacher in the professional development of staff in teaching science.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision for ICT is **good**.

### **Main strengths and weaknesses:**

- Good improvements in standards since the last inspection.
- Teaching in the suite is of high quality and pupils achieve well.
- The subject is well led and managed.
- The use of classroom and mobile computers to support learning is underdeveloped.

### **Commentary**

78. Standards attained by pupils at the end of Year 2 are in line with expectations. Standards attained by pupils at the end of Year 6 are above those expected for their age. These standards reflect the very good improvement in provision since the last inspection. All pupils are taught in the computer suite, and the necessary skills are being developed in all year groups. All aspects of the subject are appropriately covered.

79. The member of staff who teaches all classes has a high level of expertise which allows her to guide and challenge pupils as they work. In the lessons seen the quality of teaching and learning was very good. As a result, boys and girls of different abilities and backgrounds achieved well. Pupils in a Year 2 lesson showed considerable keyboard skills and produced good quality word-processed stories, amending them where necessary before saving their work and printing it out. Discussions with pupils show that even in Years 1 and 2, pupils are given responsibility for logging on, finding correct files and printing and saving their work.

80. Pupils in Years 3 to 6 are taught to manipulate text by changing font, size, style and colour, and they produce work with text, maps, graphs and pictures. By the end of Year 6, pupils choose information for a variety of purposes, check accuracy, and prepare the material in an appropriate form for processing. In a Year 6 lesson, pupils were very successfully taught how to develop and refine ideas by assembling and organising text, tables and pictures, editing their work as it developed. A special feature of this lesson was the high quality support provided for a pupil with a statement of special educational need. This allowed him to be fully included in the lesson and to achieve as well as his peers.

81. The subject is well led and managed by the deputy headteacher, who is very ably assisted by the ICT teacher. This good leadership has resulted in improved provision and standards. Work on display shows that pupils are presented with a rich, imaginative curriculum which strongly supports teaching and learning. Good use is made of the Internet to contact schools abroad. This provides well for pupils' social and cultural development.

82. Although there is good use of the computer suite to teach ICT, computers in some classrooms are not used well enough to support and consolidate learning. During the inspection there was very limited evidence of their use in classrooms.

### **Information and communication technology across the curriculum**

83. Good examples were seen of pupils using the computers in the suite to support learning in literacy, history, geography and art. The school has recognised the need to make more regular use of classroom computers and the mobile suite, so that pupils can consolidate their skills to support their learning across the curriculum.

## **HUMANITIES**

*There was not enough evidence to report on geography. In history and religious education some teaching was seen, and discussions were held with pupils about their work.*

84. One good **history** lesson was seen, linked to literacy. In this lesson, the class teacher made effective use of an interesting range of teaching methods, including putting a pupil in the 'Hot Seat' to answer other pupils' questions about her experiences as an 'evacuee'.

85. Evidence from pupils' work indicates that standards are above expectations in history. These standards have been well maintained since the last inspection. Pupils enjoy history, because teachers organise a range of interesting events and visits to places of historical interest. These opportunities, together with residential trips, do much to enrich pupils' experiences as well as their social and cultural awareness.

86. Some good examples of writing were seen in pupils' history books and in displays round the school, but it is evident that in some classes pupils are given too little time to write in lessons. The contribution the subjects can make to 'interesting' writing has not yet been fully realised.

87. Standards in **religious education** are satisfactory. This was also the case for pupils in Years 1 and 2 at the last inspection. They learn about special occasions and places and have undertaken some work on Judaism. However, although the work planned for and taught to pupils in Years 3 to 5 is in line with the locally Agreed Syllabus, the coverage of work in Year 6 is not yet good enough, and the quality and depth of the work seen was limited. In Years 3 to 5 pupils have studied Islam and Judaism and looked at the special books, festivals and special meals of each faith. Pupils are not given the opportunity to use their literacy skills in a variety of ways to support their learning in religious education.

88. Religious education appears to have a fairly low profile in the school. Bearing in mind the time given to the subject, there were only two displays of work in the whole school. When pupils from Year 6 were interviewed, their knowledge, understanding and recall of previously completed work in the subject was not always accurate. They had much clearer recall of aspects of their personal and social studies than of religious education, and often mixed the two up.

89. In the single lesson observed in Year 2, the teacher was well prepared to talk about the church as a place of worship. She had good visual aids to enliven the lesson and gave pupils plenty of opportunities for discussion as a result of her good questioning skills. Pupils still found time to work in groups and produce notes on the different types of reasons which Christians might have for visiting a church. The lesson was well managed, but there was limited challenge for the more able pupils, who wrote only single word answers like all other groups. Pupils made sound progress in the lesson, and over time achieved satisfactorily. A feature of the lesson was the very good support given to a pupil with very specific special educational needs, helping him to make the same progress as the rest of his classmates.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

*With the exception of physical education there was not enough evidence to report on these subjects fully, because not enough teaching was seen or there was not enough evidence to judge achievement.*

90. In **music**, the singing in Assembly was good. It was tuneful and enthusiastic and sung with a good level of expression. The curriculum is enriched well through peripatetic music tuition, Christmas musical productions, the school choir, the orchestra, and recorder clubs.

91. One good **art and design** lesson was seen in Year 6, where pupils who were designing carnival hats were struggling with ideas to ensure the hats would stay firmly on their heads. The very good questioning by the class teacher helped pupils to work steadily to a resolution of their problems. Work in pupils' sketchbooks is variable in quality. However, the quality of observational drawing of some higher attaining pupils is high, particularly in Year 2 and Year 5. These pupils show a good understanding of line and tone and make good use of shading. The co-ordinator has assembled a good portfolio of artwork that shows progression of skills and a good variety of work. Good attention is paid to the work of artists such as LS Lowry, Bridget Riley and Piet Mondrian.

92. In **design and technology** it was not possible to see any lessons during the inspection. Evidence was available from an analysis of pupils' previous work, examples of work in classrooms and around the school, and discussions with the co-ordinator and with pupils. These indicate that both standards of work attained by pupils and their achievement are satisfactory. Pupils' work includes examples of the use of the design process. A sound curriculum is planned and taught in all classes except Year 6, where it is planned but not yet being fully taught in the current school year.

### **Physical education**

Provision in physical education is **good**.

### **Main strengths and weaknesses:**

- Teaching is good in Years 3 to 6 and, as a result, pupils achieve well.
- There is a very good range of extra-curricular sporting opportunities.
- The school provides very good opportunities for pupils to take part in competitive sports outside the school day.
- Physical education is well resourced and enjoys good accommodation.
- The subject leader manages and leads the subject very well.

### **Commentary**

93. Standards of work in the lessons seen during the inspection were good in Years 3 to 6 and satisfactory in Years 1 and 2. In dance lessons, pupils plan and perform dance routines with good control and due reference to interpreting the music. They are keen to improve their level of skills through practising and refining their movements and are pleased when asked to perform to one half of the class. At the same time, pupils also make good use of opportunities to comment on each other's work. The good standards seen in lessons arise from good teaching and from pupils' good, and sometimes very good, attitudes to physical education. Good lessons were typified by teachers having good subject knowledge and being well prepared. At the same time, they gave good coaching to individuals and groups and always gave pupils time to improve their work.

94. Extra-curricular sport figures high on the list of after-school activities. Football, tag rugby, cricket, netball, dance, tennis and hockey are all offered in their appropriate seasons. Some of these activities are available even to pupils in Year 1. Many of the activities lead to pupils competing for the school against other schools. The school does this very successfully and has a large trophy display.

95. The outdoor accommodation and the large well-equipped hall give good support for the work in physical education. Equally, the good resources of both gymnastics apparatus and small games equipment help support the wide range of activities offered to pupils. The school makes good use of the local swimming pool, where it also employs poolside staff to teach swimming. Most pupils will have reached the required standard by the time they leave the school.

96. The very good leadership of the subject co-ordinator has instilled interest and encouraged staff to teach and contribute to the success of the subject in the school. Many support after-school activities and teams. The subject is fully inclusive, offering the range of the curriculum to all pupils and both boys and girls. The only minor weakness in the programme is that outdoor adventurous activities are not yet fully catered for. The co-ordinator is aware of this and is preparing to improve the situation.

### **Example of outstanding practice**

#### **School sets up its own sports awards ceremony to celebrate pupils' sporting achievements.**

Over the last two years, the co-ordinator for physical education has organised a presentation evening for the school's sports teams. Boys and girls 'dress to kill' and attend a buffet meal at which non-alcoholic cocktails are served! Parents who have helped with coaching or transport are also invited. During the evening captains of teams give accounts of the season, and team members vote for such awards as 'most improved player'. The master of ceremonies announces winners and the guest of honour presents trophies and medals, with all players getting some form of recognition for their efforts. It makes for a wonderful night of celebration of pupils' efforts carried out in a mature and yet exciting way, which pupils will remember for many a year.

### **PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) AND CITIZENSHIP**

97. There is a good programme for pupils' PSHE, with very good attention to sex education and relationships. Pupils are involved in the Junior Citizenship Scheme, which helps them develop a sense of social justice and moral obligation. There is a satisfactory programme for teaching about the dangers of drug and alcohol misuse

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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