

INSPECTION REPORT

HARTPURY C of E PRIMARY

Hartpury, Gloucester

LEA area: Gloucestershire

Unique reference number: 115627

Headteacher: Mrs J Dowding

Lead inspector: Mr S Hill

Dates of inspection: 17th - 20th November 2003

Inspection number: 256350

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:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	112
School address:	Over Old Road Hartpury Gloucester
Postcode:	GL19 3BJ
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs Mary McGhee
Date of previous inspection:	14 / 9 / 1998

CHARACTERISTICS OF THE SCHOOL

This is a small primary school in the village of Hartpury, near Gloucester. It caters for just over 100 pupils in four classes. Pupils come from Hartpury, from other nearby villages and the surrounding countryside, with a small number coming from Gloucester. The majority of pupils are of white, British origin, but a few come from a variety of other ethnic backgrounds. There are no pupils who are at early stages of learning English and, although about 3 per cent have a mother tongue other than English, these pupils are as fluent in English as their peers. The social circumstances of pupils vary, but overall are better than average. Pupils' attainment on entry to the school is broadly in line with that found nationally. The number of pupils with special educational needs, including those with statements of such need, is above average. Most of these pupils have moderate learning difficulties, but their needs also include dyslexia, social and emotional difficulties, and physical disability. The number of pupils who join or leave the school at other than the usual time is average. The school has links with the local secondary school, which has arts college status, and benefits from specialist support in the teaching of art and design. The school building is new since the last inspection.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21277	Steve Hill	Lead inspector	English Science Information and communication technology Art & design Design and technology Physical education.
13746	David Russell	Lay inspector	
10611	Martin James	Team inspector	The Foundation Stage Mathematics Religious education Geography History Music Special educational needs.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good school**, which provides **good value for money**. It maintains high standards in the core subjects of English, mathematics and science, while providing a wide range of interesting activities for pupils. The key elements in its success are the consistently good teaching, the clear leadership from the headteacher, and the good systems of management. The school is constantly analysing what it does, and working out how it can improve.

The school's main strengths and weaknesses are:

- Standards are high, particularly in reading, writing, mathematics and science.
- Teaching is consistently good, so that pupils behave well and their achievement is good.
- A wide and exciting curriculum means pupils are enthused by school and enjoy learning.
- The very good leadership of the headteacher, backed up by good support from the governors and the enthusiastic team of staff, underpins the school's many strengths.
- Very positive attitudes and relationships are developed through the schools' provision for personal, social and moral development.
- The school is very successful in providing well for all its pupils, including those with special educational needs and those with particular talents.
- Co-ordinators manage their subjects well, particularly in English, mathematics and science although they need more opportunities to check up on standards and teaching in other subjects.
- Aspects of the accommodation limit what the school is able to provide.
- Standards in speaking and listening are not as high as in reading and writing.

The improvement since the last inspection has been good. High standards have been consolidated, and all the main points for improvement identified then have been fully met. In particular, the senior teacher now plays a much bigger role supporting the headteacher both in setting the school's overall educational direction, and in its day-to-day management.

STANDARDS ACHIEVED

Achievement is good. Pupils come into the school with broadly average standards. Children in the reception class achieve well. Most of them are likely to exceed the expected standards for their age (the early learning goals¹) in all areas of learning by the time they go into Year 1. By the end of Year 2, most pupils achieve well, and their attainment is above average. They build well on this good start and continue to achieve well in Years 3 to 6, so that attainment is well above average by the time they are 11 years. The results of national assessments at the ages of seven and 11 bear out this positive picture. Fluctuations in scores from year to year or between subjects, illustrated in the table below, are due to differences in the abilities of the children in these small year-groups, and the particular special educational needs of a few of them.

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

Key: A - well above average; B - above average; C - average; D - below average; E - well below average

A indicates that pupils' results are in the top 5% nationally.*

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

¹ These are expectations for most children to reach by the end of the foundation stage. They refer mainly to achievements children make in connection with communication, language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development.

Pupils do particularly well in reading and in art and design. Standards in speaking and listening, whilst at least satisfactory, are not as good as standards in other aspects of English. Work, started this term to address this disparity, is already raising standards. The school makes good provision to support pupils with special educational needs, so that they achieve well in relation to their capabilities. High fliers are also well catered for, and often achieve very high scores in national tests. Those who have particular talents are helped to excel in these areas.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good. Their social and moral development is very good. They have very positive attitudes to school and enjoy their work and play. Relationships, with each other and with adults are very good. Of particular note are the good relationships forged between younger and older pupils, to the benefit of both. Behaviour is good. Most pupils behave very well, but a few pupils are sometimes a little over-boisterous at break times, or occasionally are slow to settle in class. Attendance is very good, partly because of the school's effective procedures, but mostly because pupils are so keen to come to school.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching is consistently good, and all lessons seen during the inspection were graded at least good. This leads to consistently good learning. Apart from this high level of consistency, a particular strength is the enthusiasm and interest, which teachers generate in pupils through challenging and exciting work. Very good use is made of assessment data, so that work is well matched to pupils' needs, being within their scope, but never too easy. The rich and exciting curriculum is a particular strength of the school. The high standards in English, maths and science go hand-in-hand with stimulating activities across the whole range of subjects. Provision for care, guidance and support of pupils, and links with parents and the community are also strong. Although the new building is of high quality, the school still lacks a suitable library, or enough space for small groups of pupils to work.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher's leadership is very good, and she is well supported by a good governing body, an effective senior teacher, and an enthusiastic and hard-working team of staff. All statutory requirements are met. Subjects are managed well, and co-ordinators have a sound grasp of the strengths and weaknesses in their areas of responsibility, despite the fact that, except in English, mathematics and science, they have not yet had the opportunity to observe teaching and learning in other classes. The school is very conscientious in evaluating its work and in addressing any identified weaknesses. Very good use is made of assessment data to support this process.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are supportive of the school and appreciate what it does for their children. Most are particularly pleased with the quality of teaching, the management of the school, and the wide range of activities provided. Pupils are very enthusiastic about school, enjoy their lessons, and take a pride in what they accomplish. They particularly appreciate the way their views are valued, through initiatives such as the school council.

IMPROVEMENTS NEEDED

The areas needing improvement have already been identified by the school. These are to:

- Continue to implement the programme to improve speaking and listening skills across the curriculum.
- Extend the arrangements for co-ordinators to check up on teaching and learning in subjects other than English, mathematics and science.

- As funds permit, make provision for a better library and for space for the teaching of small groups.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' **achievement is good** throughout the school, and they attain **high standards** by the time they leave. Standards are generally above average at the end of Year 2, and well above average by the end of Year 6.

Main strengths and weaknesses

- Achievement is generally good, particularly in reading, writing, mathematics and science.
- Standards are very good in art and good in religious education.
- Children make good progress in the foundation stage².
- Gifted and talented pupils do well, as do those with special educational needs.
- Standards in speaking and listening, while at least satisfactory, are not as good as in reading and writing.
- Pupils' written work in science does not match their high standards of knowledge and understanding in the subject.

Commentary

1. Children enter the reception class with standards that are broadly average. They achieve well because of good teaching and a very good curriculum. The current reception children are on course to exceed the expected levels (the early learning goals), in all areas of learning, by the time they get to Year 1.
2. From Years 1 to 6, pupils continue to achieve well, because of the continuing good teaching, and high quality curriculum. This is illustrated by consistently high scores in national tests, over several years, at the ages of seven and 11 years. For both age groups, there have been some fluctuations from year to year, because of the different abilities in the small cohorts involved, and the differing levels of special educational needs of the pupils from year to year. This has been particularly true in mathematics, where the particular difficulties of a very small number of pupils can lower the overall grade.
3. The school, last year, identified that the standards pupils reached in writing, although good, were not as high as their achievement in reading. Over the course of the year the school worked successfully on a variety of strategies to improve pupils' writing. By the time of the national assessments in 2003, the effect was apparent, particularly for the oldest pupils, of whom over half exceeded the expected standards in writing. Standards in reading continue to be high.

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

Standards in:	School results	National results
Reading	18 (17.8)	15.7 (15.8)
Writing	16.3 (15.3)	14.6(14.4)
Mathematics	17.4 (17.7)	16.3 (16.5)

There were 14 pupils in the year group. Figures in brackets are for the previous year.

² The foundation stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also includes knowledge and understanding of the world; physical and creative development.

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

Standards in:	School results	National results
English	30 (28.1)	26.8 (27.0)
Mathematics	27.8 (28.9)	26.8 (26.7)
Science	31.5 (30.8)	28.6 (28.3)

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

4. Inspection evidence confirms this positive picture in the core subjects of English, mathematics and science. Currently, by the age of seven, standards in reading, writing, and science are above average, and standards in mathematics are well above average. By the age of 11, standards are well above average in English, mathematics and science. In particular, the high standards indicated by national tests in reading and writing are apparent in pupils' work across the school.
5. Standards are as expected nationally in ICT throughout the school. In religious education standards at the ages of seven and 11 exceed those expected by the locally agreed syllabus. Other subjects were only sampled during the inspection, but there is clear evidence in the work seen of good standards in history and in art and design. The main factors in the maintenance of good standards across a range of subjects are consistently good teaching, a wide and interesting curriculum, and good leadership and management. Pupils good skills in reading and writing also help them succeed in other subjects. They are able to cope with a variety of texts capably when researching information, for example, and can write about their understanding fluently. In art and design, an additional factor leading to high standards by the end of the school is the link with the local secondary school, which has arts college status.
6. Pupils who are high fliers do well because the school is careful to use assessment data to give them work that is challenging. Those pupils in Year 6, who are exceptionally good at mathematics, benefit from weekly sessions with the headteacher, when they tackle very demanding work successfully. Pupils who are gifted in music have the opportunity to learn instruments, and to enter competitions. Those who are gifted in art have the chance to benefit from a high level of challenge at a summer school at the local arts college. Pupils who have special educational needs also achieve well because of work that is well matched to their capabilities, and because of the extra help they get from skilled support staff. As a result they make good progress against their targets.
7. Although standards in speaking and listening are at least satisfactory throughout the school, they do not match pupils' high standards in reading and writing. The school has identified this, partly through analysis of assessment data, and has put in place procedures to address the issue. Teachers are now planning work across the curriculum very carefully with this in mind. In lessons, pupils are now given a wide range of varied opportunities to develop their speaking and listening skills. This is already starting to improve standards.
8. Similarly, pupils' written work in science, while satisfactory, is not of the same high quality as their work seen in lessons, and does not do justice to their levels of understanding and knowledge. This is particularly true of the oldest pupils, whose high scores in national tests are confirmed by discussions with them in class, and by observing their skills in performing experiments. The teacher of the Year 5 and 6 class has identified the need to help pupils structure their recorded work more effectively, and is working on this in lessons.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school are **very good** and their behaviour is **good**. Pupils' spiritual, moral, social and cultural development is **good**. Attendance is **very good**.

Main strengths and weaknesses

- Pupils have very good attitudes to school and work.
- Pupils' moral and social development is very good.
- Pupils' behaviour in the classrooms and around the school is usually very good, although a few are occasionally too boisterous especially at break-time.
- Very good, supportive relationships are established.
- Pupils achieve high levels of attendance and punctuality. .

Commentary

9. Pupils' very good attitudes to their work have continued as reported in the previous inspection. Pupils are enthusiastic about school, and enjoy being there. This means they are highly motivated and keen to learn. They have a strong commitment to work hard and achieve the best they can. Pupils enjoy the challenging work that they are given and are actively involved in learning. Pupils, particularly the older ones, respond confidently to questions, are eager to talk about their work and co-operate well, sharing and exchanging ideas. Similarly lots of pupils are keen to join the activities and clubs offered at lunch-time and after school.
10. Pupils behave well overall, although on occasions a small number of boys are noisy and boisterous when moving around the school. In class, however, all pupils normally behave well, and for many their behaviour is very good. This enables teachers to work with individuals and small groups while the rest of the class work independently and purposefully. In the playground, pupils play well together, and no evidence of bullying or oppressive behaviour was seen. In discussion, older pupils clearly understand and share the values of the school, taking very seriously their position as role models for younger pupils and their responsibilities for looking after them. In particular they are most concerned to carry out their 'buddy' tasks correctly and sympathetically. There have been no exclusions in recent years.
11. The strong focus on community, and the importance of the Christian foundation, has built very good and tolerant relationships. As a result, pupils develop self-confidence within the school's positive ethos. They listen carefully to each other, understand and respect the importance of others' views and show appreciation of the efforts of their classmates. They like their teachers, and are very sure and confident of teachers' support if they have a problem. Even the very youngest children are developing a sense of awareness of their own and others' needs, forming very good relationships, taking turns and sharing fairly. Pupils help and care for each other daily in many small ways, for example, by chatting to those who sit on the 'friendship bench' at playtime.
12. The school makes good overall provision for pupils' spiritual, moral, social and cultural development. School assemblies are used well for this purpose. Pupils are provided with a wide range of information, and they listen and respond with great interest. They are also provided with moments of quietness to reflect on all they hear. The school has high expectations of its pupils' behaviour, and they are regularly encouraged to maintain this standard. Suitable opportunities are provided for pupils to take on responsibilities, both within the classroom and around the school. They respond with commitment and maturity. The school also makes suitable allowance for making pupils aware of the multi-cultural society in which they live. Lessons in various subjects, visitors to the school and displays of pictures and artefacts ensure pupils' understanding and awareness of people from different cultures.
13. Good commitment and involvement from pupils and parents enable the school to achieve attendance levels well above the national average. Pupils enjoy coming to school, almost all

arrive promptly and they quickly settle into their work routine. The school has very effective follow-up and monitoring systems for attendance, so there are no unauthorised absences.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.4%	School data	0.0%
National data	5.4%	National data	0.4%

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**. Consistently good teaching, a wide-ranging and exciting curriculum, good provision for pupils' personal development, high levels of care and support, and good links with parents all contribute to pupils' high standards of work and their good behaviour.

Teaching and learning

Teaching and learning are **good** throughout the school.

Main strengths and weaknesses

- The consistency of teaching strongly supports the good progress, which pupils make in all classes.
- Teachers have high expectations of work and behaviour.
- There are very good relationships between all staff and pupils.
- Teachers ensure a good level of challenge, using assessment data to ensure that work is well-matched to the needs of individuals and groups.
- Pupils are very positive about their learning.
- Most pupils concentrate well, but this occasionally lapses for a few.
- Opportunities are sometimes missed to use ICT in other subjects.

Commentary

14. The consistency of good teaching in the school is illustrated in the table below. This seamless experience of good quality teaching is a major factor in pupils' good progress. Teachers have a common approach to lessons, and make good use of practical work, and of interesting resources to engage pupils' interest. Care is taken to relate work to pupils' previous understanding and to their everyday lives. Good links are made between different areas of the curriculum, so that pupils' understanding is enhanced. Good use is made of homework to reinforce work done in class.

Summary of teaching observed during the inspection in 25 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	3	21	0	0	0	0

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

15. Teachers make their expectations of pupils' behaviour clear, and pupils behave well as a result. Positive reinforcement, as well as firm interventions when standards slip, help maintain this. Pupils are challenged to do their best, and are praised when they succeed. Teachers are not afraid to present pupils with difficult tasks, and pupils are not afraid to tackle them, with

suitable support. Pupils generally concentrate well, in response to the interesting and demanding work they are given. For younger pupils, this can sometimes lapse, but teachers are firm in reminding pupils of what they should be doing, and ensuring that they settle to work. In marking pupils' work, teachers are positive about success, but also point out how work could be even better in the future. As part of the drive to raise standards in speaking and listening, teachers encourage pupils to think through and explain their ideas, both when working in pairs and groups, and with the whole class.

16. Positive relationships between all adults and pupils pervade all lessons. Good use is made of humour, and a relaxed working atmosphere and secure discipline characterise lessons. Teachers and support staff are kind to their pupils, listen to their ideas and encourage them to contribute. As a result, pupils treat adults with respect, and are keen to please them and to do well.
17. Pupils enjoy their lessons, responding enthusiastically to the interesting and often demanding tasks that are set. They work hard and take a pride in what they achieve. They have good relationships with each other, and work well collaboratively when required, for example when undertaking practical work in science.
18. Procedures for assessing pupils' attainment and progress are good, especially in the core subjects of English, mathematics and science. The assessment information is used very effectively to ensure that pupils are provided with work that is suited to their particular needs, and they are regularly presented with a varying range of activities. Particularly good use is made of this information in Years 3 to 6, where it is used successfully to place pupils in different teaching groups for English and mathematics.
19. Teachers ensure that pupils cover the full range of ICT required by the national curriculum, and teaching in specific ICT lessons is good. However, sometimes opportunities are missed to practise and reinforce ICT skills in other lessons, for example by routinely using word processors when pupils undertake different writing tasks.

The curriculum

The school's curriculum is **very good**. It covers all requirements through wide ranging and exciting activities that engage pupils' interest and enthusiasm. There is good enhancement through extra-curricular provision. Accommodation and resources are satisfactory overall.

Main strengths and weaknesses

- Lessons are made interesting through a stimulating range of activities.
- All pupils are fully included in the curriculum, whatever their ability or aptitude.
- Very good opportunities are made for pupils' involvement in the arts and in sports.
- A good range of clubs is well attended.
- The accommodation, while of good quality, lacks a proper library space or sufficient space for small groups to work, and sometimes means that full use cannot be made of ICT equipment.

Commentary

20. The intrinsic interest of the curriculum provided is a major factor in pupils' positive attitudes, and their keenness to come to school. The school takes advantage of many opportunities to extend the curriculum through visits, use of the environment and visitors to school. Practical work is central to many aspects of the curriculum, and helps enthuse and interest pupils. On a day-to-day basis, many opportunities are taken to ring the changes, through different approaches or using interesting resources, such as by using puppets to help in teaching phonics. All this supports pupils' good achievement.
21. The arts curriculum is particularly strong and is enhanced by the involvement with the local arts college. Good use is made of the specialist expertise and the facilities in the secondary

school to teach ceramics, for example. In addition, gifted pupils have the opportunity to attend a week's summer school, where work of an exceptional standard is produced. Good use is made of opportunities for involving pupils in a far wider range of sports than is usually possible in a small village school. Specialist sports students from the nearby college are involved in coaching pupils, and the school takes part in the "Wildin Cup" competition where pupils compete in a good range of sports, including hockey and volleyball.

22. Pupils are enthusiastic in attending the good range of clubs, which the school makes available. Almost a quarter of the school's pupils were involved in netball or football on an evening during the inspection. In addition, the orchestra, and clubs for recorders, drama, French, wildlife, art and keyboard skills support pupils' learning at different times of the year. The colouring club run by the older pupils for the younger ones is very popular. It provides younger pupils with an alternative activity during some lunchtimes, and contributes particularly well to the personal development of the older pupils who take full responsibility for its organisation.
23. Very good provision is made for including all pupils in all aspects of the curriculum. All pupils, irrespective of gender, ethnic background or ability, are involved in the full range of school activities. The provision for pupils with special educational needs is good. Clear procedures are in place, and they closely follow the code of practice on the identification and assessment of pupils. The code has been most carefully and effectively implemented. Individual education plans are provided for pupils, and these are of good quality. Where pupils need specific extra help, whether because of physical difficulties or other special needs, this is provided so that they participate fully. Care is taken to ensure that the work provided for pupils is closely suited to their needs. Similarly, good provision is made to extend the learning of pupils with high abilities, through extra activities like the extension mathematics group, but also through ensuring that work in class is suitably demanding to challenge them.
24. The new accommodation, while of good quality, does not provide a specific library space where lessons on accessing information from different sources could be held. The school lacks space for small groups to work, and although imaginative use is made of the hall, the computer/music room and the staffroom, as well as corridor space, this does restrict what teachers are able to plan when different groups do different tasks. Occasionally, when two groups in a classroom are doing very different activities, for example, when Year 1 were involved in a noisy collaborative task, while Year 2 worked quietly on the computers, one activity can interfere with another. In addition, the many calls on the space in the computer suite means that teachers are not always able to make best use of ICT to support their lessons.

Care, guidance and support

The school takes steps to ensure pupils' care, welfare and health & safety are **very good**. It provides good support, advice and guidance by systematically monitoring pupils' achievements and personal development. There is good involvement of pupils in the work of the school.

Main strengths and weaknesses

- This is a very caring school. It gives high priority to the well-being of all its pupils and enables them to learn in a safe and secure environment.
- The very good relationships prevailing at the school and the systematic monitoring of achievement and personal development, allow teachers to offer good support and guidance to pupils.
- Pupils take responsibility for their own learning.
- Pupils actively involve themselves with school life via the buddy system and the school council initiatives.

Commentary

25. There is a genuine commitment towards making the school a very safe and secure place in which pupils can learn. Teachers are vigilant in both understanding and implementing child protection procedures. Staff review regularly the very comprehensive health and safety policy. At the commencement of each academic year, discussions with all staff on key issues relating to child safety take place. This helps to focus teachers' attention on how pupils interact with their surroundings, especially new pupils starting at the school. Risk assessments are routinely undertaken and support this well. The school has very good accident arrangements but needs to analyse accident data thoroughly to identify actual or potential accident hot spots. Very good relationships prevail throughout the school. Teachers know their pupils very well. The monitoring records on achievement and personal development allow teachers to offer good support and guidance to all pupils. An approach to pupils' learning that ensures they can all be involved in the full range of activities is a strong part of the ethos of the school. Effective tracking systems allow teachers to set targets that challenge pupils to realise their full potential. High ability pupils are achieving well.
26. Pupils respond positively to the high level of challenge set in lessons and involve themselves in the work of the school. They take responsibility for their own learning and aspire towards working independently. The school gives all pupils the opportunity to express themselves in their work, and to do their best. Results of questionnaires filled in by pupils confirm that they view the school positively. The school council is positive in taking pupils' views forward for discussions. Council members are instrumental in suggesting and introducing changes, such as the willow structures in the grounds. The setting up of a colouring club for younger pupils was also an initiative from some older pupils. This is a good example of how thoughtful older pupils are towards younger pupils. The buddy system, where each new reception child is paired with an older pupil, also benefits pupils' personal development. Older pupils gain a sense of responsibility and reception pupils are helped to settle into the school.

Partnership with parents, other schools and the community

There are **good** links with parents. Teachers share and involve parents in the learning process well. The school makes **good** use of community facilities to enrich the curriculum and pupils' learning. The school has **good** links with other local schools.

Main strengths and weaknesses

- The school works well with parents.
- Information to parents is good, however, there is a need to revamp the school prospectus.
- Links with the secondary school, where the majority of pupils transfer, are good. The school effectively uses secondary school facilities to benefit pupils' learning.
- There are good links with the University of Gloucestershire. Many students gain from working alongside the school's consistent, efficient and competent practitioners.

Commentary

27. There is a good partnership between school and parents. Most parents appreciate the good teaching and management, and the wide range of activities and opportunities available to their children. Parents willingly give support to the school. The active Friends Association contributes effectively to the school's social life and to its finances. Parents are happy with their children's education and there is good involvement by parents at school. Parents are welcomed into the school, and the high level of accessibility to staff allows parents to share views and concerns. The headteacher keeps a high profile around the school and each day makes every effort to warmly greet parents and pupils.
28. Homework guidelines clearly spell out expectations to maintain the school's high standards of attainment. Parents' involvement with their children's learning at home is good. The school

communicates well with parents. However, the school prospectus needs reviewing to make information for prospective parents more attractive and up-to-date, as it still contains references from the last school inspection. The school is developing its own web site to extend communication links.

29. Links with the local secondary school are positive and productive. The two schools work well with each other and there are particularly strong links in art and design. This benefits both schools by forming associations that lead to easier transfer of pupils. Similarly, there are good links with local colleges. Student teachers are able to involve themselves with able pupils and to work alongside experienced and competent practitioners. Teachers share their knowledge with students. Pupils gain through the opportunity to meet different people and work with them. This adds a new dimension to their learning.

Example of outstanding practice

The school is one of several which has specific links to the secondary school, based on its status as an arts college. Close links in the curriculum for art and design contribute very positively to pupils' standards.

There are several benefits for pupils and staff. All pupils, when they are in Years 5 and 6, benefit from the expertise of secondary specialist staff in being taught a particular aspect of the subject, and in using the facilities in the secondary school to do some of the work. Most recently this work was in ceramics, an area in which teachers at Hartpury felt they lacked expertise. The work has helped teachers improve their knowledge, as well as resulting in good standards of work from the pupils. The other major benefit has been in extending gifted pupils who were able to attend a summer school at the secondary school, working with a number of different artists. The results were excellent, with pupils producing folders of outstanding work in a range of media over the course of the week. For older pupils, the work also contributes to their confidence in transferring schools when they are aged 11 years.

LEADERSHIP AND MANAGEMENT

The leadership and management of the headteacher are **very good**. This is an improvement since the previous inspection. The governance of the school is **good**. The leadership and management by the subject co-ordinators are **good**, overall.

Main strengths and weaknesses

- The headteacher provides very good leadership, and she has a very clear vision for the continued development of the school.
- Financial management by all concerned, including headteacher, governors and school administrator, is very good.
- Co-ordinators provide good overall leadership for their subjects and areas of responsibility.
- The role played by the governors is good, as is their understanding of the strengths and weaknesses of the school.

Commentary

30. The quality of leadership and management by the headteacher is very good. She manages the school both efficiently and effectively, and her strong leadership gives the school a very clear educational direction. She has achieved much in her time in charge, and has contributed very significantly to the good level of improvement that has taken place since the previous inspection. In this she has received very good support from the senior teacher.
31. The school's self-evaluation of its own performance has been carried out most effectively. Performance data has been used very well to track the performance of individual pupils and different groups, and has helped the school to produce, and maintain, high standards. Inclusion is promoted very well by all staff, and assessment data is scrutinised carefully to monitor the

success of this. There continues to be a significant degree of commitment amongst staff to continue to make improvements wherever possible, and the school improvement plan shows a very clear perception of where staff think this is possible. The school clearly has no intention of 'resting on its laurels'. The very valid aims of the school are well reflected in its work, and there is a most positive Christian ethos founded on very good personal relationships

32. Financial management of the school is very good, and it is efficiently monitored by the governing body. This management is well supported by a most detailed school improvement plan, which fully addresses appropriate areas for development. All funds are carefully matched to the priorities that have been established in the plan. There are clearly defined routines, which enable the headteacher and governors to monitor how well resources are being used. The principles of "best value" are used well. This means that the school regularly reviews the rationale and effectiveness of what it does, uses performance data to measure its success, consults parents, pupils and others about its performance, and ensures that the purchases it makes are at competitive prices.
33. Day-to-day financial management and administration are also very good. Routine administrative procedures operate efficiently and unobtrusively. The school administrator gives very good support to both staff and pupils. Good use is made of information technology systems to maintain financial control and accountability, and this effectively supports the smooth running of the school.
34. The rather high contingency of 9 per cent shown in the table below is mostly earmarked for specific spending, or is due to changes in how the county allocates funding. The effective figure of money available to the school as a reserve is under 5 per cent, a sensibly prudent amount.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	316,059	Balance from previous year	64,046
Total expenditure	298,860	Balance carried forward to the next	28,971
Expenditure per pupil	2,742		

35. The overall leadership and management of other members of staff, in their particular areas of responsibility, are good. This includes the provision for pupils with learning difficulties. The co-ordinators for English, mathematics and science play a particularly strong role in monitoring pupils' work, observing lessons and in identifying areas for improvement in their subjects. This has led to the high standards now evident. The co-ordinators for other subjects of the curriculum are also active in monitoring the work that is being produced, through assembling portfolios of pupils' work. They have a clear understanding of the standards being attained, as well as the ways in which those standards and the overall provision might improve further. They do not as yet observe lessons in their subjects, but plans are in place for this to happen.
36. Governors successfully fulfil their statutory duties in helping to shape the direction of the school, and their involvement in the running of the school is good. The chairman is keenly involved in school life, being very supportive of the headteacher and staff. All governors are active in formulating, supporting and monitoring initiatives for school improvement, especially in relation to the school improvement plan. They are also frequent visitors, and are most committed to carrying out their monitoring roles in their particular areas of responsibility. This involvement has led to their good understanding of the school's many strengths and its few areas for development.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for children in the foundation stage is **good**. Induction procedures are good. The curriculum provided is very good. The leadership and management are good, as is the behaviour of the children. The quality of the teaching is good, and this allows the children to achieve well so that most are likely to exceed the early learning goals by the time they are in Year 1.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The quality of teaching and learning is good.
- Children's achievement is good, and they are on course to exceed the expected levels by the time they leave reception.
- Children have very good attitudes to their work, and they behave well.
- The children play well with each other, and they readily take turns.

Commentary

37. The teachers know the children well, and they respond very appropriately to their individual needs. The children are continually encouraged to be involved in a range of activities, and, where necessary, they are reminded about such things as sharing and politeness. As a result, the children have settled very well into school life. They have learnt how to behave in school and be part of a social group. They are eager to explore new learning, and they are able to concentrate on work being undertaken. The children are prepared to work with other children, take turns and share fairly. They are able to move confidently around the classroom, and the school, and they ask for assistance where necessary.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The quality of teaching and learning is good.
- The children are on course to exceed the expected levels by the end of reception, and they are achieving well.
- The children are making good progress with their writing skills.
- Children show good appreciation of books, and enjoy reading.

Commentary

38. The teachers provide an interesting range of books to read to the children, as well as suitable opportunities to develop their speaking skills, both in front of the class and in the 'Toy Shop'. They are also encouraged to develop their writing skills through the provision of a range of activities, with particular attention being paid to careful letter formation. All children pay close attention to their teachers, listening with interest and concentration to stories, poems and instructions. Some children are beginning to provide detailed spoken comments when asked. Children show a keen interest in books, and they handle them with care. The majority of the class understand letter sounds, and they are beginning to recognise a range of simple words which they readily read. They write their names with good control, and many are starting to write short phrases.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good.
- The children are achieving well and are on course to attain higher than the expected level.
- Children's basic knowledge of number is good.
- Children are increasingly confident in using mathematical language.

Commentary

39. The work is well planned and carefully matched to the needs of the children. Many opportunities are provided for the children to count, often within practical activities, such as counting shapes or small figures. A good provision of resources, such as water, sand and number games and number lines, helps children develop their mathematical language and understanding. Most children successfully count to 10, with some counting further. The majority clearly understand the concept, and most can count out an appropriate number of objects with confidence. In using water and sand, most pupils understand such words as 'empty' and 'full', and in comparing size they are aware of 'big' and 'small'. Most children successfully extend their mathematical vocabulary to name a variety of two-dimensional shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The quality of teaching and learning is good.
- Children are on course to exceed the expected level by the end of the year, and their achievement is good.
- The children's knowledge of the human body is good.
- Their skills in undertaking simple cookery activities are good.
- The children readily produce work on the computer.

Commentary

40. Children have been provided with opportunities to work with food, and they have successfully made items such as cakes and sandwiches. All children have used the computer, and independently they have used the mouse to produce, and then print, a picture of a house, using different shapes. Children are provided with a very wide range of experiences, such as looking at pictures and photographs, tackling simple experiments, being taken on trips around the school, using the computer and undertaking practical activities, such as working with food. The learning support worker provides most effective help to the children in many of these activities. Children can name the main external features of the human body, such as hand, foot and elbow, correctly. Most are aware of the various human senses, and can explain the difference, for example, between tasting and smelling.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good.
- Children are on course to reach higher than the expected levels by the end of reception, and they are achieving well.
- Children's skills in using and handling large and small items of classroom equipment are good.
- Their abilities with a range of larger outdoor play equipment are also good.

Commentary

41. A wide and varied array of activities is provided, and children are encouraged to 'keep busy' with them throughout the day. In particular, all adults are keen to emphasise the need for the children to carry out all activities safely. Both the teachers and the learning support worker join in with the children, and demonstrate how to carry out different activities and develop various skills. Children's dexterity in handling large and small items in the classroom is developing well, such as when they use construction kits and jigsaws, and thread small objects onto a string. Children's manipulative skills are good. Malleable materials, such as play-dough, are used successfully, for instance, when they make items such as small animals, and letters and numbers. They use construction toys with confidence, producing a range of houses and vehicles. Most are also happy when further developing their skills through using the various wheeled vehicles in the outside area.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good.
- The children are on course to exceed the appropriate levels by the end of the year. Their achievement is good.
- The children's ability to produce a variety of pictures and collages is good
- Their ability to use their imagination, both in producing pictures, and in taking part in activities in the home corner, is good.

Commentary

42. Through careful planning, the teachers ensure that all the children have opportunities to take part in all activities. Adults also encourage the children to develop their independence by arranging sessions when they are allowed to move from one activity to another when they are ready. They also make sure, however, that the children experience all the activities, and that help is always available when it is needed. Children confidently use a variety of paints and crayons, and they produce interesting pictures both from direct observation as well as from their imagination. They have successfully produced, for example, pictures of themselves, and their observations of autumn. They have also shown some confidence in making three-dimensional items, and they have, for instance, successfully produced puppets and collages using wool, felt and glitter. Children readily take part in role-play activities. Currently the home corner is in the form of a 'Toy Shop', and the children enjoy playing the parts of shopkeeper and customer with equal enthusiasm. This develops their social skills and their imagination well.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well and attain above average standards by the end of Year 2, and well-above average standards by the end of Year 6.
- Teaching and learning are good.
- Reading standards are consistently high, and strongly support pupils' work in other subjects.
- Standards in writing have improved after a concentration on this by the school last year.
- Standards in speaking and listening are not as good as in reading and writing, although they are already starting to improve because of innovations this term.
- The subject is well led and managed.

Commentary

43. Standards have improved since the last inspection, particularly in writing. Pupils' attainment is better than expected nationally, and they have a wide vocabulary, and a good understanding of the structure of language. For example, pupils in Year 2 are able to identify the imperative verbs (which they call the "bossy" words) in sentences, and use them effectively in giving instructions. These pupils have a very good understanding of what a phoneme is, and can pick these out in given words. They continue to achieve well throughout the school, and by Year 6 standards are well above average. Work in pupils' books shows that those with special educational needs or those who initially struggle with writing make very good progress, so that few fail to get to the national expectations by the time they leave. The majority of pupils exceed the expected standards in reading and writing by the end of Year 6. Their speaking and listening skills are at least satisfactory, and are starting to be above average for many pupils in the older classes.
44. Pupils in Year 2 are very good readers, and cope readily with harder texts than is usual for their age. By Year 6 pupils put their high levels of reading skill to good use in analysing texts. They are able to point out bias in a supposedly neutral account, and suggest reasons for this by subtle interpretation of the writer's intentions, "reading between the lines".
45. Writing in pupils' books reflects good standards. By November, almost all pupils in Year 2 already perform at the level expected by the end of the school year. They use full stops and capitals accurately, and their spelling is good, based on a good understanding of phonic rules. By the time they are in Year 6, they are able to write in a variety of styles appropriate to different genres. The work of more able pupils is lively and interesting, and they show considerable precision in their use of language. Most pupils write very fluently, in a consistent joined style, with accurate spelling and punctuation. One or two pupils tend to struggle in getting things onto paper quickly, but the content of what they write is usually of a satisfactory standard.
46. Teaching and learning are good. One excellent lesson was seen, in Year 4. Teachers have good subject knowledge and develop pupils' understanding systematically, making good use of the principles of the national literacy strategy. Marking is of good quality, and pupils are given a clear understanding of how they can improve. Teachers assess pupils' levels of understanding accurately, and ensure a high level of challenge in the work they give to pupils. Very good relationships, and clear expectations ensure positive attitudes from the pupils, who work hard to succeed, and take a pride in what they accomplish.
47. Pupils' speaking skills are not as high as those in reading and writing. They generally listen attentively to their teachers, although some find it harder to listen with sufficient attention to each other. Although many speak with confidence, most show only average skills in

constructing an argument or in giving a lengthy explanation. Teachers are currently working together to provide more structured opportunities for pupils to develop such skills in their lessons across the curriculum. In class situations, teachers show consistent encouragement and insistence that pupils explain their ideas clearly. In other parts of lessons, teachers introduce many situations where pupils need to discuss work together in small groups or in pairs. This work is already effective in starting to raise achievement.

48. The improvement in writing skills brought about over the last year is the result of hard work from all staff, and clear leadership from the co-ordinator. Similarly, the current concentration on improving speaking and listening skills is the result of the identification of this need by the co-ordinator, working in close co-operation with her colleagues. The subject is well organised, so that pupils' skills develop seamlessly as they move through the school.

Language and literacy across the curriculum

Pupils' high standards of reading support them particularly well in other subjects. Whether in reading text in books or on the computer, or in reading instructions, they cope well and make good progress. Similarly, their good writing skills enable them to record their work accurately in many subjects, although this needs improvement in science. The relative weakness in speaking does slow their progress in some lessons, but the work the school is doing to tackle this is bearing fruit.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are well above average at Year 2 and Year 6, and pupils are achieving well.
- Improvements have been made since the time of the previous inspection, especially in Years 1 and 2.
- The overall quality of the teaching and learning is good.
- The attitudes and behaviour shown by pupils are good.
- The role played by the co-ordinator is good; this is also an improvement since the last inspection.

Commentary.

49. At Year 2, pupils successfully carry out a range of practical activities, and many readily try to discover their own ways to find solutions. Pupils are confident in handling number, and they show an understanding and dexterity that is well above that expected. They know the multiplication facts relating to two, five and 10, and most can successfully undertake a range of multiplication and division exercises. Pupils can correctly identify two and three-dimensional shapes and reflective symmetry, and they have a good understanding of time. In measuring activities, pupils are able to confidently use both standard and non-standard units of measure.
50. At Year 6, whilst a small number find the exercise difficult, most pupils successfully develop their own strategies for solving problems. They readily identify the information they need, and they draw their own conclusions from their work. Pupils confidently undertake work in addition and subtraction, as well as in a wide range of multiplication and division forms, and they display well-above-average skills and confidence in all aspects. Pupils name a range of angles, including acute, obtuse and reflex angles, and they confidently measure angles to the nearest degree. Pupils know the angle sum of a triangle, and they can use this knowledge to find missing angles. Pupils are able to calculate perimeters and areas of regular and compound shapes, using an appropriate formula when required. Most pupils understand the concept of probability, and they confidently use the appropriate terminology to describe their observations.
51. The overall quality of teaching and learning is good. Lessons are carefully planned. In particular, teachers make most careful allowance for the provision of problem solving activities,

being aware that this is an area of weakness for some pupils. Teachers make very good use of assessment to ensure that all pupils receive work that is suited to their particular needs. This is used especially well in Years 3 to 6, where pupils are placed in different teaching groups for lessons. All teachers make good use of mental activities at the beginning of lessons. Teachers have good subject knowledge, pupils are kept busy and suitable help is provided both by teachers and learning support workers. As a result, all pupils, including those with learning difficulties, make good gains in their overall mathematical knowledge and understanding. Teachers also now make good use of homework to give pupils further opportunities to practise their skills. Pupils who find mathematics difficult often receive effective help from extra adults, so they achieve well in the light of their difficulties.

52. Pupils throughout the school clearly enjoy the work, the mental activities in particular. They particularly like working 'against the clock', to see if they can beat their previous times. Pupils settle to their written and practical tasks with interest and enthusiasm, they work well with other pupils, when required, and they make good attempts to find answers and provide solutions. Most pupils take great care with the presentation in their books. Teachers mark pupils' work regularly, and they provide helpful and encouraging advice for them.
53. The co-ordinator has played a significant role in maintaining high standards, and her leadership is good. She identified the cause of the lower standards produced at the end of Year 6 in 2003, and she has also recognised that some pupils find problem-solving activities comparatively difficult. Both issues have been addressed well. She regularly monitors the work being produced by pupils, and on occasions she observes lessons to see for herself the quality of teaching and the standards being achieved. This is an improvement since the last inspection.

Mathematics across the curriculum

54. Numeracy is taught most successfully in mathematics lessons. Teachers also make suitable allowance for pupils to develop their mathematical skills in other subjects, such as science and design and technology.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well and attain good standards by Year 2, and very good standards by Year 6.
- Pupils have a good understanding of investigative work, because the curriculum is firmly based on practical experiences.
- Teaching is good.
- The subject is well led, and good use is made of assessment data to improve provision.
- Pupils' skills in recording their work do not match their skills and understanding in other areas.

Commentary

55. Pupils' achieve consistently well throughout the school and by the end of Year 6 their standards are well above average. The majority of pupils in the Year 5/6 class are already at the standards expected nationally of 11-year-olds, and most are on line to exceed these by the time they leave the school. They have a good understanding of a range of scientific knowledge, such as evaporation, and of the investigative process. They understand the idea of a fair test very well, and can present their results competently in a table. In considering experiments, they are able to point out possible flaws in experimental design, which might give wrong results. They are good at identifying patterns and drawing conclusions from their results, and at suggesting reasons for what they have observed, based on their scientific knowledge. They have consistently good opportunities to back up their understanding with practical work throughout the school. As a result, they tackle practical work with a good balance of care and

enthusiasm, working hard to find things out, and collaborating very effectively when working in a group.

56. Work in pupils' books, while satisfactory, is not extensive and does not fully reflect their very good understanding of science, particularly in Years 5 and 6. This has been acknowledged by staff, who are starting to put more emphasis on helping pupils to structure their recording, and ensuring that enough time is provided to do this properly. This is a recent initiative, and is not yet apparent in pupils' books.
57. Teaching was not observed in the youngest class, but results of national tests and work in pupils' books suggests it is good. Teaching for older pupils is good. Lessons are planned and organised well, and very good use is made of practical work. Pupils are challenged to think through and explain their ideas, and this contributes well to developing their speaking and listening skills. Pupils are successfully encouraged to work as a team, which develops their social skills well. Expectations of work and behaviour are high, and pupils respond positively.
58. The subject is well led and managed. A careful examination of last year's test results identified where pupils' knowledge and skills had relative weaknesses. The current concentration on speaking and listening and on methods of recording, derive in part from this analysis. The co-ordinator is new to the role, but has a secure view of standards from this analysis of data, from examining pupils' work, and she has just started to observe lessons in her colleague's classes.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils make good progress in ICT lessons because of good teaching.
- Sometimes opportunities are missed to use ICT in other lessons.
- The subject is led and managed well.
- Good use is made of ICT to support standards in art and mathematics.
- Staff work hard to maximise the impact of the computer suite on pupils' learning, despite some inherent difficulties.

Commentary

59. Teaching was consistently good in lessons observed and pupils achieved well. Teachers give clear explanations and set pupils challenging tasks. Whenever possible, pupils are given good hands-on opportunities to use computers. When working on computers they make good progress in their understanding, and adults monitor their work carefully to check they know what they are doing, providing extra help and advice when needed.
60. During the inspection some particularly good work was seen in linking ICT to art and to mathematics. Some very high quality art work derives from both using the computers to manipulate images, and from using photographs as a basis for developing work on an art theme. In mathematics, good opportunities are provided to use data handling, and pupils in Year 6 have a good understanding of the potential advantages of using a spreadsheet.
61. Overall achievement is satisfactory and standards are in line with national expectations. The reasons they are not higher, despite the good teaching, are several. Pupils have only had the use of the ICT suite for a couple of years, and so older pupils have not always made the progress in lessons they do now. Access to the computer suite is limited, partly because it is often in use for other purposes, as a music room or small group room. It is also too small for a whole class to use at once, and so an extra adult needs to be available before teachers can take advantage of its facilities. Imaginative use is made of available staff to give pupils access,

but to some extent the computers are still under-used. In addition, sometimes opportunities are missed to use ICT in other lessons.

62. The co-ordinator leads and manages the subject well. She has a clear view of standards, including relative strengths and weaknesses, from looking at work and talking to teachers. She has not yet had the chance to join her colleagues in lessons to see how good teaching and learning are. She has a clear plan to develop and improve provision in the subject, including the purchase of new equipment. She has organised the replacement of a few of the computers in the suite by laptops. This enables use to be made of this equipment in classrooms when access to the suite is not possible.

Information and communication technology across the curriculum

63. Some use is made of ICT in all the relevant curriculum areas, and this is particularly strong in art and mathematics. However, opportunities to routinely use ICT in other lessons, for example by a group using ICT for their writing in a range of subjects, are not always taken. This means that pupils miss out on opportunities to practise their skills, and build on the good teaching they get in specific ICT lessons.

HUMANITIES

64. During the inspection only one lesson was seen in **geography**, in Years 1 and 2. In this lesson, pupils identified the different ways they get to school. The teaching was good, with pupils being provided with a range of learning activities, including producing graphs of their findings using computers. A study of teachers' planning and samples of work completed so far show that the national curriculum is covered satisfactorily. Standards in the work seen were at least satisfactory, and occasionally good. For example, over the last year, pupils in Years 1 and 2 have studied different types of houses, and produced maps of their journeys to school. Pupils in Years 3 and 4 have examined a range of maps, looking at weather in different parts of the world. Pupils in Years 5 and 6 have studied different features of rivers, particularly those relating to the nearby River Severn.
65. During the inspection no lessons were seen in **history**. However, extensive discussions with pupils showed a knowledge and understanding of the subject that was higher than expected for pupils of this age. Pupils in Years 1 and 2 had a clear understanding of chronology, relating in particular to their study of toys and how they have changed. They could also talk in detail about aspects of the Crimean War, especially those relating to the roles played by Florence Nightingale and Mary Seacole. Pupils in Years 3 and 4 had a secure knowledge of the Romans, and those in Years 5 and 6 had an extensive understanding of many of the changes that had taken place in Britain since the 1930's. Their project work on, for example, fashion, transport and music was of a particularly good standard.

Religious Education

Provision in religious education is **good**.

Main strengths and weaknesses

- Standards by Year 2 and Year 6 are higher than those expected. Pupils' achievement is good. Standards have improved since the time of the last inspection.
- Pupils have a clear understanding of the need to be tolerant of others.
- The attitudes of pupils towards the subject are good.
- The quality of teaching and learning, in the one lesson seen, was good.
- The role played by the co-ordinator is good.

Commentary

66. By Year 2, pupils are familiar with two major world faiths, Christianity and Islam. They have a good knowledge of some of the stories of famous religious figures, such as Jesus and Mohammed. Pupils explain clearly that religions have different religious buildings, and they can readily name and describe the church and the mosque. Pupils understand that religions have various ceremonies and special occasions, and they can describe in great detail why Christmas is so important to Christians and Ramadan is important to Moslems.
67. By Year 6, pupils are well-informed about a number of world religions, successfully discussing, for instance, many aspects of the Christian, Jewish and Islamic faiths. Pupils know that all religions have distinctive traditions and life-styles, and, for example, pupils in Years 3 and 4 can identify the importance of the Five Pillars of Islam to Moslems, and those in Years 5 and 6 recognise the relevance of the Ten Commandments to the Jews. Pupils are aware of the need for love and care, in their dealings with others, and they recognise the importance of sharing, demonstrating this in their work and play. Older pupils show particular concern for the plight of refugees. Pupils, throughout the school, clearly understand the need to be tolerant of other people's dress, lifestyle and ritual.
68. The quality of teaching and learning in the one lesson seen was good. Evidence in pupils' books suggests that this is also the case in other classes. Lessons throughout the school are well planned, and interesting ideas and information are presented to pupils. Teachers have good subject knowledge, and through suitable activities, pupils, including those with special educational needs, are able to make good gains in their knowledge and understanding. In the lesson seen, the teacher ensured the pupils' interest through a most thoughtful variety of learning experiences, including computer displays, video clips and musical sequences.
69. Pupils are keen to provide a variety of thoughtful answers and observations. They enjoy the range of activities and experiences provided. They worked well with other pupils in the lesson observed, and were keen to complete the tasks set. Pupils take care with the presentation of their work, and this is an improvement since the time of the previous inspection, especially for older pupils.
70. The co-ordinator is well qualified, and her leadership of the subject is good. Although she does not yet have the opportunity to observe lessons in other classes, she has collected a wide array of pupils' work to illustrate the standards being achieved. She has supported her colleagues when required, and she has contributed significantly to the improvements that have taken place, especially in relation to pupils in Years 5 and 6.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

These subjects were only sampled during the inspection.

71. No specific observations were made of **design and technology**. Work in the co-ordinator's folder is of a suitable standard, and planning shows that the national curriculum is covered well. In **physical education**, one lesson was seen, in which Year 3 and 4 pupils demonstrated satisfactory standards in dance. They showed imagination in the steps they used, although a few found it hard to keep in time with the music. Teaching was good and clear instructions and precise feedback on their performance led to good achievement. Their work improved as the lesson progressed, and they showed better control of their movements, and a better understanding of the idea of performance.
72. Only one lesson was seen in **music**, in Years 5 and 6. In this lesson, pupils sang a range of songs, sometimes in two-parts, accompanied by others playing various tuned instruments. The teaching was good, with pupils being provided with a good range of learning activities, together with helpful instruction and demonstration from the teacher. Standards were broadly in line with those expected. Lessons are enhanced by a very good provision of extra-curricular

activities including recorder groups, and orchestra. The orchestra performs to a high standard. From time to time, choirs are formed to take part in specific performances. Pupils clearly enjoy their music, the singing in particular.

73. Sampling of work in **art** revealed generally high standards. Work on display was better than is usually found from pupils of these ages, in a wide range of media. Work in a folder of examples kept by the coordinator is of a consistently good quality. Good use of a visiting artist to support lessons resulted in uniformly high standards of work in pastels in Years 5 and 6. Work from Year 4 based on that of Michael Brennand-Wood, which used various media, developing images through an ICT graphics program, is of a very high standard. It is extremely meticulous in execution, and shows imaginative use of colour, texture, tone and line. Work done by individual pupils who attended the summer school at the arts college is of a stunning quality. Working with a number of artists, in a range of media, an immense amount of high-quality work was produced over the space of a short time. Only one lesson was seen during the inspection, with pupils in Years 1 and 2. This was a good lesson, when the teacher's knowledgeable and clear explanations supported pupils' good progress. A good range of resources supported them in producing self-portraits of a generally good standard.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

74. These aspects of the curriculum were only sampled during the inspection. The school provides some very good elements of support in these areas. Social and moral education are strengths, and there are a variety of measures in place to help, such as the friendship stop, for those feeling lonely. Health education is generally well supported through aspects of the science curriculum. The school council gives pupils an insight into the democratic process, and helps them to have a genuine impact on the school's development, which they appreciate well. Their idea for a suggestions box is currently being implemented. A particular success is the "buddy" system, which teaches a concern for others and a sense of responsibility to older pupils, and helps make the school a friendly and welcoming place for their young partners. The school is pro-active in helping pupils to participate in the wider community and in raising money for charities.

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	2
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
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	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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