

INSPECTION REPORT

**HOLY TRINITY CHURCH OF ENGLAND PRIMARY
SCHOOL**

Cheltenham

LEA area: Gloucestershire

Unique reference number: 115666

Headteacher: Mr A P Cheadle

Lead inspector: Mrs J M Hooper

Dates of inspection: 6th – 8th October 2003

Inspection number: 256491

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: 180

School address: Jersey Street
Fairview
Cheltenham
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Appropriate authority: Governing body
Name of chair of governors: Mrs Sue Chiplen

Date of previous inspection: June 1998

CHARACTERISTICS OF THE SCHOOL

This relatively small primary school is very popular. It is situated in the centre of Cheltenham and serves the immediate area of small town houses, although a considerable number of pupils come from some distance away because parents choose to send their children to the school. Slightly more pupils than normal leave the school, mainly because parents locally move to larger houses as their families grow. Most pupils are white and there are a small number of pupils who come from a range of different ethnic backgrounds; currently there are no pupils who speak English as an additional language. The percentage of pupils eligible for free school meals is lower than average. When children enter the reception class their attainment is about average in all aspects of their development. Nearly 20 per cent of pupils have special educational needs but currently there are no up-to-date statistics to compare these with national figures. One pupil has a Statement of Special Educational Need, which proportionally is below the national figure. The pupils' special needs cover a wide range of difficulties including physical, learning and behaviour problems.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a **good education** for its pupils and gives **good value for money**. The ethos of the school enables pupils to learn in a safe, warm and friendly environment that strongly supports learning. The leadership and management of the school are very good. The quality of teaching is good and very good in the reception class. Most pupils enjoy school and behave well and take full advantage of the broad and balanced curriculum enriched by a range of stimulating activities. Pupils achieve well and by the time they leave school many attain above average standards in English, mathematics, science and art.

The school's main strengths and weaknesses are:

- The leadership and management ensure that the whole school is committed to raising standards.
- The quality of teaching is very good in the reception class so children receive a very good start to their education.
- The provision for pupils with special educational needs is good.
- The provision for pupils' spiritual and cultural development is very good.
- The school assesses pupils' work and progress very well and uses this very effectively to provide appropriate work for different levels of ability.
- There are very good links with parents, so that they can become involved in their child/ren's education.
- A minority of pupils in some classes, mainly boys with special educational needs, sometimes display inappropriate attitudes and behaviour to their work and school.

The school improvements since the last inspection have been very good. The key issues raised have been addressed successfully including improving standards in English, mathematics and science. The school has maintained the strengths that were identified. Teaching and the leadership and management of the school have improved significantly. Great improvements have been made to the building and outside areas to provide a pleasant learning environment.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	A	D	A	A
mathematics	A	D	C	C
science	B	E	A	A

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

Achievement throughout the school is good. Over the years 1998 to 2002 the school results in the national tests, although variable, due to the relatively small number of pupils in the year groups and the proportion of pupils with special educational needs, have improved and the trend for improvement is above that nationally. The school has identified that pupils do not do so well in their mathematics tests mainly because pupils have had difficulties with problem solving. It has developed a programme to improve this. In their national tests in 2002 pupils in Year 2 attained average standards in reading and writing and above average standards in mathematics. In Year 2, the overall results in 2003 were similar to those of 2002 with a higher percentage of pupils gaining the higher Level 3 in writing. In Year 6, the school's results in English and mathematics were lower in 2003 than 2002 because nearly 50 per cent of the year group had special educational needs. In

science, the results were slightly better than in 2002. There are no national average point scores currently available for the 2003 tests. The targets set for 2004 for Year 6 pupils in English, mathematics and science are challenging but realistic and achievable.

The achievement of children in **reception is good**. They entered school with average attainment and because of the very good teaching and provision they are already making good progress. Most are on line to achieve the expected standards in all areas of their learning by the end of the year, with a significant percentage likely to exceed these.

Achievement in **Key Stages 1 and 2 is good** because, through the very good assessment procedures, teachers match work carefully to the individual learning needs of pupils. In Years 2 and 6 most pupils are achieving above average standards in English and science and also in mathematics in Year 6. The standard of much of the artwork is above that expected. Standards in elements of the music curriculum, for example, singing and instrumental music, are above the expected standards. Pupils achieve satisfactorily in information and communication technology and attain average standards, although in Year 6 many achieve well and reach above average standards. There was insufficient evidence to make a judgement on achievement and standards in religious education.

The provision the school makes for the pupils' personal qualities – including their spiritual, moral, social and cultural development - is good overall with greater strengths in their spiritual and cultural awareness. This has a significant impact on the good attitudes most pupils have to their work and their good behaviour. There are, however, a minority of pupils, mainly boys with special educational needs, in some classes who do not always behave well or show positive attitudes to school. Attendance is broadly in line with that nationally.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The school provides a wide range of out of school activities which enhance the broad and balanced curriculum. **The quality of teaching is good overall** and has a significant impact on pupils' learning and their good achievement. The quality of teaching of the lessons observed was better in Years 3 to 6 than in Years 1 and 2. In the reception class the quality of teaching is very good. The school is a caring environment in which the pupils are looked after well. The vast majority of parents are very supportive of the school.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good overall. The headteacher provides very effective leadership and has a clear vision for the school's future. He, the assistant headteacher and staff work together as an effective team to meet the school's wholly appropriate aims so that a very positive ethos pervades the school. The governors are very supportive, take an active role in the management of the school and fulfil their statutory requirements. The school monitors and evaluates its performance closely through its thorough evaluation procedures and governors have a very good understanding of the school's strengths and weaknesses. Improvements needed are included in the detailed school improvement plan. The budget is operated according to the principles of best value.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The vast majority of parents are very happy with the education the school provides for their children. They appreciate in particular the family atmosphere in the school where their children are well looked after. They like the quality and wide range of activities the school provides both within and out of school hours, the good teaching and management of the school and that their children enjoy school. **Most pupils do enjoy school** and are keen to participate in the wide range of activities the school provides.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- Improve the attitudes and behaviour of the minority of pupils in the school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is **good** for all pupils. Standards are above average in **English, science, and art** in Years 2 and 6 and in **mathematics** in Year 6.

Main strengths and weaknesses

- The trend of improvement in standards of English, mathematics and science in Year 6 has been above average.
- Most children are attaining the expected standards for their age in the reception class. A significant number are likely to surpass these by the end of the year.
- Pupils with special educational needs achieve well and make good progress in their learning.

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
reading	16.3 (16.0)	15.8 (15.7)
writing	14.7 (15.9)	14.4 (14.3)
mathematics	17.0 (16.3)	16.5 (16.2)

There were 19 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 2002

Standards in:	School results	National results
English	29.0 (26.5)	27.0 (27.0)
mathematics	27.0 (25.6)	26.7 (26.6)
science	30.6 (27.2)	28.3 (28.3)

There were 21 pupils in the year group. Figures in brackets are for the previous year

1. The average point scores for 2002 in the national tests at the end of Year 2 show that pupils' results were average in reading and writing and above average in mathematics. For pupils in Year 6, the results were well above average in English and science and average in mathematics. There are no national average point scores currently available for the 2003 tests. However, in Year 2, the overall results in 2003 were similar to those of 2002 with a higher percentage of pupils gaining the higher Level 3 in writing. In Year 6, the school's results in English and mathematics were lower in 2003 than 2002 mainly due to nearly 50 per cent of the year group having special educational needs. In science, the results were slightly better than in 2002.
2. The achievement of children in **reception** is **good**. They entered school with average attainment and with the very good teaching and provision they are already making good progress, so most are on line to achieve the expected standards in all areas of their learning by the end of the year, with a significant percentage exceeding these.

3. Achievement in **Key Stages 1 and 2** is **good** because, through the very good assessment procedures, teachers match work carefully to the individual learning needs of pupils. The school sets realistic and challenging tasks for all pupils including those with special educational needs and the more able. Standards in English and science are above average at the end of Years 2 and 6 and also in mathematics in Year 6. The scrutiny of pupils' work in last year's Year 1 (now Year 2) showed that the disruption in teaching they experienced last year had had a more negative impact on the pupils' progress in mathematics than in reading and writing. There was very little evidence of investigative work and pupils' level of attainment at the end of the year was barely average.
4. The basic skills of literacy and numeracy are taught consistently and progressively as pupils move through the school. Where standards are not as good as the school expects, it is quick to pick up on these and put strategies in place to improve them. For example, the school is seeking to improve pupils' speaking and listening skills and has developed a whole school strategy to do this. Teachers recognise that this should also have a knock-on effect of improving pupils' writing skills. An issue raised at the last inspection related to the better performance of girls over boys. Since then, this has been redressed and boys over the last three years have generally attained slightly higher standards than girls. The school is continuing to monitor the situation.
5. Pupils with special educational needs achieve well because teachers set work that they can do but which also extends them. Learning support workers provide good quality support for pupils and keep them on task in lessons. The regular practice of, for example, letter sounds with individuals and small groups each day, or regularly each week, is raising standards because pupils with special educational needs remember what they have been taught after more repetitions of the same information. They progress well and many meet national standards at the end of Year 6. Pupils from ethnic minority backgrounds achieve well and make good progress in their learning. The more able pupils are catered for well and as a result achieve very well especially in mathematics and science.
6. Standards in art are above average and pupils achieve well. Although there is not enough evidence to make judgements on standards of the whole of the music curriculum, standards in singing and instrumental music are above average, showing good achievement. Pupils put their literacy and mathematical skills to good use in other subjects. Pupils achieve satisfactorily in information and communication technology and attain average standards, although in Year 6 many achieve well and reach above average standards. Although there were some good examples of ICT skills being used in other subjects the school is aware that it needs to extend this. There was insufficient evidence to make a judgement on achievement and standards in religious education.

Pupils' attitudes, values and other personal qualities

The vast majority of pupils display **good attitudes and behaviour**. Pupils' **spiritual, moral, social and cultural development are good**. **Attendance rates are close to the national average**.

Main strengths and weaknesses

- Pupils enjoy school. Nearly all pupils show positive attitudes to work and behave well during lessons and around school.
- The inappropriate attitudes and behaviour in some classes of a minority of pupils, mainly boys with special educational needs, sometimes have a negative effect on teaching and learning.
- Pupils are given good opportunities to take responsibility.
- The development of pupils' spiritual and cultural awareness is very effective because the school provides very good opportunities for pupils to explore their own and others' views and to appreciate cultural differences.

- Procedures to promote good attendance are very good and parents are aware of the importance that the school puts on this.

Attendance

Attendance in the latest complete reporting Year (2001/2002)

Authorised absence		Unauthorised absence	
School data	6.0	School data	0.3
National data	5.9	National data	0.5

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

- The school has very good procedures to promote good attendance and employs a part-time attendance officer who monitors attendance closely. There are good early intervention procedures. Parents are aware of the importance of good attendance and are sent letters twice a year to inform them of their child's attendance figures. Attendance would be higher but for the impact of one pupil with severe medical problems and one pupil with a significant number of absences.

Exclusions

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	162	4	1
White – any other White background	9		
Mixed – White and Black Caribbean	2		
Mixed – White and Asian	2		
Mixed – any other mixed background	5		
Asian or Asian British – any other Asian background	1		
No ethnic group recorded	1		

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

Commentary

- The majority of pupils have good attitudes to work and behave well during lessons and around school. Most contribute well to the orderly and calm atmosphere in the school. However, although the school has a good behaviour policy, it is not applied rigorously and consistently enough to ensure that all pupils display good attitudes and behaviour all the time. Most of the time teachers manage behaviour well and, for most pupils, this has a positive effect. However, a minority of pupils in some classes, mainly boys with special educational needs, constantly chatter, fidget and interrupt when expected to listen. This takes up teachers' time and has a negative impact on teaching, learning and achievement by slowing the pace of the lesson. For example, in a Year 2 music lesson the class teacher and learning support worker used good positive behaviour management strategies but silly behaviour by some pupils throughout the lesson affected the pace of learning.
- Pupils enjoy the school and are interested in the activities provided especially in practical subjects and after school clubs. Their moral development is good. Most understand the difference between right and wrong and teachers are good role models. Pupils know who to go

to when they have problems and feel that issues are dealt with well by teachers. They think that bullying is not a problem since the expulsion of one pupil last year. Social development is good. A high priority is put on developing children's social skills in the reception class. Throughout the rest of the school most pupils relate well to each other both inside and outside the classroom. Teachers develop the personal qualities of pupils with special educational needs as well as their peers, partly because teachers and the learning support workers ensure that they are included in all activities. Pupils accept that their classmates have differences, such as disabilities, and value their contributions to lessons. Pupils in Year 6 are given good responsibility through peer mediation and playground pals, where through training they help other pupils with problems they may have. Pupils said they value this support. The school council gives pupils in Years 3 to 6 good experience of the decision making process in which they respect the opinions of others. However, Year 2 pupils would also like to be part of the school council.

10. Pupils' spiritual development is very good. Pupils in Year 3 had a good opportunity in circle time (when pupils listen to the problems of other pupils and suggest solutions to help) to reflect on the kindness shown to them and to consider times when they find it hard to be kind. Cultural development is very good. Photographs in the entrance hall enable pupils to learn of the cultural heritage of their school. Through art, music, history and geography lessons pupils have a good opportunity to learn more about their own culture. Their annual participation in Global Awareness Week provides them with an in-depth awareness of other different cultures and prepares pupils for living in a multi-cultural society well.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The wide range of out of school activities, school visits and visitors to the school enhance the broad and balanced curriculum. **The quality of teaching is good** and has a significant impact on pupils' learning and their good achievement. The school is a caring environment in which the pupils are looked after well. The needs of pupils with special educational needs are catered for well. The vast majority of parents are very supportive of the school.

Teaching and learning

The quality of teaching and learning is **good**, overall. It is **very good** for children in the **Foundation Stage**. **In Years 3 –6 teaching and learning was good** and in a significant number of lessons, very good. **In Years 1 and 2, teaching and learning was satisfactory** although a considerable proportion of good teaching was observed. Assessment procedures are used very effectively to track pupils' attainment, achievement and progress.

Main strengths and weaknesses

- Teachers plan their lessons well and share with pupils what they are going to learn.
- Teachers have a good knowledge of the subjects they teach and impart it well.
- They teach the basic skills of literacy and numeracy well.
- Teachers with specialist knowledge are used well to improve the quality of learning.
- Learning support workers are used effectively to support pupils' learning.
- Time is sometimes wasted and the pace of learning slows down when teachers in some classes have to stop to ensure that a small number of pupils in their classes behave sensibly.
- The teaching of pupils with special educational needs is good.
- Teachers mark pupils' work well, so pupils know what they have to do to improve their work.
- Assessment procedures are thorough and used very well to provide appropriate work for all abilities.

Commentary

Summary of teaching observed during the inspection in 31 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6 (19%)	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.

11. In the reception class, the adults work closely together as a very effective team. The significant strengths of the very good teaching are a good understanding of what interests young children, clear instruction and effective questioning and, in the main, high expectations. As a result, the children make good progress in their learning. The quality of relationships is a significant strength, providing a very positive social experience for these children.
12. Although the quality of teaching was good overall in the rest of the school, during the inspection the quality of teaching was better in Years 3 to 6 than in Years 1 and 2. Teachers plan work well to meet the demands of the National Curriculum and literacy and numeracy lessons are executed in line with the strategy requirements. The teaching of English and mathematics is good, and pupils learn successfully because areas for development have been carefully identified and focused upon. Key skills of reading and writing are taught successfully and these are built on systematically as pupils move through the school so pupils make good progress. In mathematics, teachers provide progressive and appropriate tasks which enable the majority of pupils to learn and progress well. Teachers promote learning effectively through skilful questioning to stimulate thought and encourage pupils to explain how they reach their answers.
13. Teachers have high expectations of work and behaviour and the mutual respect that exists between the teachers and their pupils creates a fruitful learning environment. However, in some isolated lessons, a small number of pupils, often boys with special educational needs, did not behave well enough. Because the inspection was at the beginning of the school year, and in Year 2 the teacher was new to the school, the teachers were establishing their expectations for behaviour, so the pace in these lessons and pupils' progress slowed down. For example, in a Year 2 mathematics lesson, two pupils were taken out of the class because they constantly chattered, interrupted and fiddled with apparatus.
14. Due to the effective training and the support they receive from subject managers, teachers have a good knowledge of the subjects they teach and use this effectively to support learning. Teachers' enthusiasm often shows in their lessons, reflecting the good teaching observed during the inspection in many subjects. For example, in a Year 3 art lesson, the teacher shared her expert knowledge and keen interest with the pupils, presenting it effectively at a level of the pupils' understanding.
15. Teachers frequently involve pupils in their own learning by telling them what they are going to learn at the beginning of the lesson and, at the end, challenging them to demonstrate that they have achieved this. Generally, marking is good. Teachers often make comments in pupils' books to reflect the improvement pupils have made in their work and, in the best cases, they give pupils a further focus for improving their work. Pupils say they appreciate this as it helps them to do better work.
16. Teachers with expertise in specific subjects are used well to promote pupils' learning. For example, the singing has improved greatly since the last inspection, especially in Years 3 to 6, because the school made the decision to appoint a teacher for this purpose. The school has

also appointed a teacher to extend the more able pupils' learning in English, mathematics and science, which is contributing to the higher standards in these subjects.

17. The school has very good assessment procedures in English, mathematics and science and these are applied consistently by all teachers. Information from tests taken by different year groups, together with an analysis of the Year 2 and 6 national assessment test results, are used to identify areas for development and to set whole school targets. They are the key to the high standards of teaching and learning and the good progress that the pupils are making in these subjects. Assessment of learning is developing well in other subjects, for example, through the testing of the pupils' knowledge at the end of topics or units of work and particularly when a subject comes on line for review through the school's self-evaluation programme.
18. All of the teachers make evaluations and assessments of the pupils' learning and make very good use of these assessments to guide their planning and to target the work of groups and individual pupils. This is an improvement since the last inspection. The information is also used to group the pupils according to ability in English and mathematics lessons as well as to focus on those pupils who need additional help. All of the staff have a good knowledge of the needs of the pupils and this enables work in lessons to be matched to individual as well as group needs, so that all pupils experience success, achieve well and make gains in their learning. The learning support workers regularly observe and assess pupils, especially those with special educational needs, during whole class and group activities.
19. Teachers use effective teaching methods which enable pupils identified with special educational needs for learning to achieve well. They work effectively with the help of the learning support workers most of whom have good expertise to meet the needs of these pupils. Teachers plan the match of tasks to pupils' needs well, and the learning support workers are well briefed by teachers as to what the pupils are learning and how they should make their contributions.

The curriculum

The curriculum is good. A good range of extra-curricular activities enriches it. The school is staffed well. The accommodation and the quality and range of learning resources are satisfactory.

Main strengths and weaknesses

- The curriculum for children in the reception class is very good.
- Termly planning is effective.
- Extra-curricular activities add breadth and depth to learning.
- Provision for pupils with special educational needs is good.
- The school works hard to provide all pupils with equal opportunities to learn.
- The school site is relatively small but the school uses it to its best advantage; the quality of the field is poor.

Commentary

20. The staff in the reception class plan a **very good curriculum** for children in the **reception class** because they have a clear understanding of the learning needs of children of this age. It covers all the areas of learning. Children are given a wide range of opportunities to explore through structured play activities both inside and outside the classroom. There is a good balance between activities directed by the adults and those where children can choose what to do.
21. The curriculum in Key Stages 1 and 2 meets statutory requirements. **The quality and range of opportunities provided are good.** The National Literacy Strategy has been introduced effectively and is a reason why standards in English have improved. The National Numeracy

Strategy has also been introduced well. The school has good yearly and termly plans which teachers use to guide their lesson planning. Teachers identify clearly the key skills that they wish pupils to learn.

22. There are good schemes of work for all subjects. The headteacher and teachers have a very good overview of the whole curriculum. This allows links between subjects to be planned systematically, which makes the curriculum more interesting for pupils. A very good range of extra-curricular activities enriches pupils' learning outside lesson time. Pupils' interest in school and in learning generally is enhanced. There are, for example, a school council, art and music clubs, sports clubs and a French club.
23. Most pupils with special educational needs achieve well because their needs are met. Overall, the curriculum is tailored well for mainstream pupils with special educational needs. The school ensures that all pupils regardless of ability, gender or ethnicity have equal access to the opportunities it provides.
24. Within the teaching staff there is a good balance of experience and expertise and a high level of teamwork. The learning support workers are well experienced and provide good support for pupils especially those with learning and behavioural difficulties. The school site is compact and the school uses it well. The building has had many improvements including the addition of a new classroom. It is in good decorative order and is kept very clean by the conscientious caretaker. Teachers, pupils, parents and friends of the school have developed the outside area in many interesting ways. The playground has games marked on it and there is a small good quality adventure playground for pupils to practise their balancing skills. There is a 'Golden Jubilee Nature Trail' and a good range of different trees planted deliberately in corners of the site to provide shade and interesting environments to study. On the other side of the site there is a good enclosed pond area for environmental studies. The quality of the field is poor. It is uneven and there is little grass. The outdoor play area for children in the Foundation Stage of learning is good, an addition since the last inspection, and used well to provide a wide range of experiences.

Care, guidance and support

Pupils receive **good** quality care and welfare. The advice and guidance offered to support pupils' academic and personal development are **very good**. The way the school gains and acts on pupils' views is **very good**.

Main strengths and weaknesses

- Pupils are happy and well cared for.
 - The monitoring of and support for academic and personal needs has a most significant impact on pupils' learning and achievement.
 - The value placed on pupils' views is very good.
 - Induction arrangements are good.
25. Pupils are always well cared for and arrangements for their welfare are good. From the headteacher down, staff find time to listen to pupils. The very good adult/pupil relationships are founded on mutual trust and respect, so that pupils find talking or getting help and advice easy. The staff use their knowledge of pupils and their families well to offer focused support. Good attention is paid to health and safety with proper procedures and checks. Trained staff offer gentle sympathy if pupils feel unwell or have a minor accident. Staff know the importance of child protection, and plans are in hand to update training.
 26. The monitoring of pupils' academic and personal development is very focused. This enables all pupils to make good, sustained progress to build on their previous achievements. Assessment procedures and practices are firmly established and used in planning to focus on pupils' needs.

Targets are set not only to improve academic skills, but also to improve qualities such as confidence, self-esteem and relationships. The guidance and personal support of pupils with special educational needs are good. The teaching assistants build positive relationships with the pupils with whom they work. Parents and their children take an active part in the reviews of progress. Pupils' reports give a clear view of personal progress; pupils also have the opportunity to evaluate their progress and attitudes to work and learning.

27. The good induction arrangements are well established. Children starting school are helped through pre-visits, with good attention paid to the information provided by parents. The way that Year 6 pupils enjoy befriending, in class and at play, helps the youngest children to settle happily and start to build positive relationships. Newly arrived, older pupils are befriended quickly, through strategies such as the 'playground pals', so feel happy and secure, becoming fully involved in school life.
28. Pupils have a strong voice in the work and development of the school. The school council involves pupils from Years 3 to 6. When asked, pupils from Year 2 said they would like to be involved as well. The school acts on many pupil ideas, such as the rota for the adventure playground and the introduction of the bus stop, in the playground for when someone needs a friend. Pupils particularly enjoyed participating in the recent traffic survey, to research ways of improving the sometimes chaotic situation in the very narrow streets around the school; they are proud of their school. Most pupils feel that the school couldn't really be much better.

Partnership with parents, other schools and the community

There is a **very good** partnership with parents. The thriving community links are **very good**. There is a **very good** relationship with other schools and colleges.

Main strengths and weaknesses

- The parents are very supportive of the school's work
 - Community links enhance pupils' learning
 - There are very strong links with other schools and colleges which enriches the curriculum and also aids Year 6 pupils' transfer to their secondary education.
29. Parents are keenly interested in their children's education and very supportive of the work being done. The school welcomes their involvement and commitment. A small number of parents give regular help in classes, mainly with younger children and pupils, by hearing reading or helping to accompany swimming trips. Many parents volunteer when visits take place to local shops, galleries and museums. The Parents, Teachers and Friends Association gets significant support from parents and the local community raising much money through events like the Summer and Christmas Fairs. The money raised is used for items including an interactive whiteboard, a PE store shed and resources for the Foundation Stage. Parents are very well informed, through weekly newsletters that are full and user friendly, celebrating pupils' achievements in and out of school, diary dates and access to school policies, like homework. Other education based leaflets are freely accessible. Access, formal and informal, to staff is very good. School meetings are always well attended. Pupil reports meet requirements and provide overall targets in numeracy, literacy and personal development. Sometimes these targets could be more individualised. The school builds a good partnership with parents of pupils with special educational needs. They are well involved in the provision made for their children at all stages.
 30. The school has an enviable reputation locally. Links with local churches and parishes are strong; the vicar or his assistant lead weekly assemblies; church volunteers do odd jobs like tidying the grounds; pupils benefit from opportunities to visit two local churches, not only for services, but to enhance their religious education and history lessons. There is a special 'leavers service' for Year 6 pupils at Gloucester Cathedral. The 'open day' attracts ex-pupils from different decades. One of the oldest local residents, an ex-pupil, at 91 years young, still

talks to Year 6 pupils about the changes she has seen. Cheltenham Town footballers run a weekly club for girls and boys, that is greeted with enthusiasm. Business links are also strong; staff benefit from courses organised by the Education Business Partnership; pupils benefit from the generosity of local employers who helped provide ICT resources, or who provide building materials. Local residents appreciate the work involved in the school's travel plan, resulting in a promised pelican crossing. Pupils support community charities such as 'Winston's Wish'. Groups like Brownies, folk dance, motor cycle training and others meet in school.

31. Links with other schools and colleges are extensive. Reception children share Christmas performances with a playgroup which helps to develop their social skills. There are close links with five secondary schools; pupils are also helped to apply for selective schools. A curriculum enrichment programme for more able pupils has been set up at a local secondary school and these pupils benefit from the facilities and staff expertise there. A mathematics specialist visits to see what pupils already know, to ease transfer and prevent any repetition. Inter-school sport is popular with pupils, and young musicians attend various music workshops with the school orchestra regularly performing at the Cheltenham Music Festival. Secondary pupils do their work experience at Holy Trinity, as do students from the University of Gloucestershire and pupils benefit from the extra classroom support they give.

LEADERSHIP AND MANAGEMENT

The **leadership and management of the school are very good**. In particular, the leadership of the headteacher is a great strength of the school and contributes much to the school's successes. The **assistant headteacher provides very good leadership and support** to the headteacher. The **governance of the school is very good** and the effectiveness of the **management overall, is very good**.

Main strengths and weaknesses

- The headteacher has a clear vision for the future of the school and provides strong leadership.
- He has developed a very good team spirit in the school and staff understand where the school is going.
- There is a strong partnership between the headteacher and assistant headteacher and their strengths complement each other.
- Governors are very well informed about the school so can take an effective part in its management.
- Through the school's excellent evaluation systems the governors have a clear understanding of its strengths and weaknesses.
- Finances are managed very well and used prudently in the management of future developments.
- In some cases individual education plans for pupils with special educational needs are not reviewed often enough.

Commentary

32. The headteacher provides strong leadership and comments from staff, governors and parents indicate that they see his leadership as inspirational. He and the assistant headteacher form a very good partnership and are very well supported by a committed and enthusiastic staff and a well-informed and very supportive governing body. There has been a very clear focus on raising standards, particularly in English, mathematics, information technology and science. There is also a great importance attached to providing a well-balanced curriculum which includes a strong focus on the creative arts and physical education. Parents very much appreciate this. The role of subject managers has become much stronger despite the fact that a large proportion of them are very recent appointments. They play a key role in evaluating and improving their subject areas and are now in a very good position to improve standards further. The assessment procedures for English, mathematics and science are very detailed

and enable the staff to monitor accurately the progress made by the pupils. The monitoring of teaching and learning is very effective and has helped to raise standards throughout the school.

33. The inclusive approach the headteacher fosters supports all staff and pupils well. The co-ordination of the provision for pupils with special educational needs is shared effectively between the headteacher and the part-time co-ordinator. They keep meticulous records and ensure the provision meets statutory requirements. The school has a policy to carry out formal reviews of individual education plans every six months. Some are reviewed more often than this. However, the six monthly policy does not meet every pupil's needs as well as it might. A sharper focus over a shorter period, especially for pupils with behavioural problems, would be more beneficial.
34. Many governors are regular visitors to the school, especially in their monitoring roles. The school has bought in an excellent self-evaluation programme which has helped to refine the work in the school and through this governors have gained a very good understanding of its strengths and weaknesses. They are effective in undertaking their responsibilities and work hard to support the school. They fulfil well their role in holding the school to account for the quality of education it provides.
35. The school improvement plan is a very good document that demonstrates a clear vision for raising standards. Achievable goals have been set, timescales are realistic and methods of monitoring progress towards the goals are clear. The pupils, parents, staff and governors have all made important contributions to the plan.
36. The induction programme for staff is very good and this has a significant impact on the strong team spirit in the school. Performance management procedures are good and staff undertake training to develop both their own professional needs and those of the school improvement plan.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	468,756	Balance from previous year	68,848
Total expenditure	471,619	Balance carried forward to the next	65,985
Expenditure per pupil	2,577		

37. Control of the school's finances and the day-to-day management of finance are very good and detailed analysis of spending is carried out regularly. Best value is sought by the governors at all times when considering the purchasing of goods or services. Financial planning is related through the school improvement plan to the school's educational priorities. For example, governors are committed to providing all pupils with the advantages they see in providing whole year classes and have maintained this over the last three years. The higher than average carry forward is planned to protect this through the period of transition before numbers on roll increase sufficiently for the seventh class to become self-financing.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for children in the Foundation Stage is very good and has improved since the last inspection. At the time of the inspection, as part of the school's good induction procedures, the children were attending part-time either in the morning or afternoon working towards full-time schooling after the October half term. **All pupils achieve well. Teaching is very good** and the teacher, who leads and manages the Foundation Stage very well, and experienced learning support worker take every opportunity to promote children's learning.

Main strengths and weaknesses

- Children are making good progress and achieve well so that most are on line to attain the expected standards in all areas of their learning when they enter Year 1, with a significant proportion exceeding these expectations.
- A strong emphasis is placed on developing social skills.
- The teacher and learning support worker work together very well as a very effective team and have a very good understanding of the needs of these children.
- They provide a very wide range of activities for all areas of learning to stimulate and develop the children's learning.
- There is a very good balance between activities that are directed by the adults and those where children can choose what to do.
- The staff assess and monitor the children's learning and progress very well.
- Parents are very pleased with the very good start their children have to their education.

Commentary

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

38. The very good range of opportunities and activities provided for the children's personal, social and emotional development ensure that the majority of the children achieve well and make at least good progress. They make particularly good progress in developing their independence and self-confidence as they make choices, organise themselves for the activities and clear away sensibly. Almost all the children listen and behave well. They quickly learn to take turns and share with others. Most follow instructions and persevere with their tasks for a good length of time. The children know what is expected of them and are already responding very well to the very good classroom organisation.

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

39. The children's early reading skills are developed very well through regular story sessions. Good questioning skills by the teacher help the children to recall the stories in the correct sequence and develop their vocabulary as they are introduced to unfamiliar words. The children's phonic skills are developed well as they work with the teacher naming objects that begin with the same letter. Writing skills are developed very well too, and from an early start children are encouraged to shape their letters correctly. Most recognise their own names. The role-play area also stimulates the development of the children's language skills, as they 'talk on the telephone' and 'write shopping lists'.

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

40. The teacher and learning support worker organise and plan a wide range of activities so that the children gain good experience in learning how to match, count and organise by size. The

children find out the number staying for packed lunches by counting the number of lunch boxes together. Mathematical language is developed very well; for example, when threading beads and counting spots on ladybirds they learn words such as 'bigger than', 'smaller than' and 'before' and 'after'. The children use computer programs to consolidate their number recognition and counting skills effectively.

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

41. Most children know where they live and where they have been for their holidays. They name people in their families and talk about their brothers and sisters. The children gain early information and communication technology skills effectively when they use number and language programs confidently, either independently or with a partner. They show satisfactory control of the mouse. Most use the stop/start button on the tape recorder properly. The children show a good elementary understanding of how things work as they build a range of models using construction toys.

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

42. The children gain some of the necessary experiences as they use the apparatus and equipment when they play outside in a secure area. Many move with good control and co-ordination as they ride on the wheeled vehicles, balance along blocks and throw and catch large balls. The teacher and learning support worker are successful in providing the children with a range of activities where they can cut, glue, thread and complete puzzles. Children who do not hold their pencils correctly are spotted quickly, shown how to do this and are monitored to ensure they develop the correct style. The children also use the school hall for indoor physical activities.

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

43. Activities are organised so that the children can express themselves through painting, drawing, making collage pictures and working with malleable materials such as playdough. In one lesson, the children were painting colourful pictures of characters from the story they had heard, choosing the colours and brushes they needed to do this. The children respond well to music and songs, rhymes and poems. They enjoy listening to music and making their own. They learn to appreciate music as they move in and out of the hall for assemblies and listen to the school orchestra. Children develop their imaginations through role-play situations in the 'Let's Pretend' area.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils' attainment is above national averages especially in reading and writing.
- All groups of pupils achieve well.
- Pupils' standards of work have improved since the last inspection.
- Teaching and learning are good.
- Pupils with special educational needs make good progress
- The subject is well managed.
- Teachers have very good records of what pupils know, understand and can do.
- The school has seen the need to raise pupils' speaking and listening skills to match the other areas of English.

Commentary

44. Pupils' speaking and listening skills are average. Throughout the school staff work hard to ensure that pupils have many chances to develop the skills of speaking and listening. In classes, pupils have time to share their news and teachers ask questions to extend what they say. The school has seen the need to develop ways of raising the standards in pupils' speaking and listening skills. In order to improve standards of pupils' oral skills, all staff concentrate on asking pupils to speak in clear full sentences. There is good evidence that if pupils speak in sentences then their written work will improve too. In many lessons teachers reminded pupils to use complete sentences and encouraged clear speaking. Teachers use many good subject related words and general vocabulary in all lessons, and adults encourage pupils to ask if they do not understand a word.
45. Pupils make good progress in reading as they move through the school and many attain standards that are above average. Standards are good because teachers give pupils work that is at the right level of difficulty. Through group reading teachers extend pupils' comprehension skills well. For example, in Year 6, pupils begin to understand some of the less obvious meanings that writers hint at in their books. Lower attaining pupils read books as complex as the Harry Potter series. Pupils have been taught the sounds of letters from a young age. This knowledge helps them read new words with little help.
46. Pupils' attainment in writing is above average. In Year 2, most pupils write well-sequenced stories and spell many words correctly. Pupils respond well to teachers' comments and they improve the standard of their work as they learn to check it for mistakes. In Year 6 many pupils choose their words with care. They write interesting accounts of things that have happened. Standards of handwriting and presentation are good because teachers insist on good standards. Teachers mark pupils' work very well. Teachers also show pupils how they could improve their work and insist on pupils making corrections when necessary. As a result, most pupils write using a neat consistent style. Pupils' standards of spelling are generally good by the end of Year 6. Pupils systematically learn basic and more complex spelling patterns as they grow older.
47. The work of support staff has a positive effect on the progress made by pupils, particularly those with special educational needs. Pupils are well supported in English lessons. Work is interesting and support staff and teachers effectively provide the support needed to help pupils learn. Consequently, pupils of all abilities achieve well, make good progress and take a full part in lessons.
48. Teaching in English lessons is good. This is reflected in the progress made by all pupils. Teachers have a good understanding of how to teach reading and writing and take every opportunity to develop pupils' speaking and listening skills. Teachers use interesting and varied vocabulary to promote pupils' interest in new words and introduce the correct grammatical terms when needed. In some lessons, a small number of pupils did not behave well enough and the pace of these lessons dropped.
49. The leadership and management of English are good. The co-ordinator is knowledgeable and enthusiastic and has a clear view of the strengths and needs in the subject. The school has very good records of what pupils know, understand and can do. Teachers' planning is checked and the co-ordinator observes lessons to help her decide what needs improving further.

Language and literacy across the curriculum

50. The National Literacy Strategy works well in all classes. Teachers have adapted it efficiently to help pupils learn. Pupils put their literacy skills to good use in other subjects, such as science, geography, history and religious education. In Year 2 pupils write good comments about what they have seen in science. Older pupils have written extensive and interesting pieces about how different from nowadays life might have been in the Crimean War.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are above average and improving in Years 3 to 6.
- Teaching is good ensuring that pupils achieve well compared to their prior attainment.
- Leadership and management are good with some very good features.
- Not enough use is made of ICT in mathematics.

Commentary

51. Standards in mathematics are average in Year 2 and above average in Year 6. Overall, standards have improved since the last inspection. Standards, however, are not as good as in English and science. The school has made a thorough analysis of test results and this showed that pupils were having difficulties in applying their number skills to problem solving. For example, they were often unsure which operation to use. As a result, the school has adopted a scheme of work to be used in conjunction with the National Numeracy Strategy in order to develop pupils' learning in investigative mathematics. The more able pupils in Years 3 to 6 are given additional support from a specialist teacher and are achieving above average standards.
52. Pupils throughout the school display a good grasp of basic number skills and have good knowledge of mathematical vocabulary because teachers teach these skills well. Teachers use the National Numeracy Strategy effectively and this, with additional materials, ensures the curriculum meets statutory requirements. Because of the very good assessment procedures teachers match appropriate work to the needs of pupils enabling them all to achieve well. This also ensures that pupils' skills are built on successively as pupils move through the school. For example, pupils in Year 1 compare and order lengths using non-standard units whilst those in Year 4 measure using standard units and use this knowledge well to relate fractions to decimals. They make good progress in measuring accurately and recording their results. In Year 6 pupils grasp the early principles of probability well and know how to gather data using different forms of recording. More able pupils have good knowledge of chance and justify their answers using a probability scale.
53. The quality of teaching is good throughout the school and very good in the withdrawal groups for more able pupils. Teachers provide progressive and appropriate tasks which enable the majority of pupils to learn effectively. In the best lessons teachers tell pupils what they are going to learn at the beginning of the lesson and through good questioning techniques establish at the end whether they have achieved this. Tasks are very carefully introduced and explained so that pupils gain knowledge and understanding. Pupils with special educational needs are well supported by learning support workers and they achieve well. In the majority of lessons pupils show good attitudes as a result of good strategies for managing behaviour. However, in a Year 2 lesson the attitudes and behaviour of a significant minority were unsatisfactory despite the teacher following the school's discipline policy. In some lessons pupils get an opportunity to solve problems using computers but not enough use is made of ICT. In one class the teacher uses the interactive whiteboard to project mathematical problems on a large screen.
54. Leadership and management of mathematics are good with some very good elements. The action plan for future development is very good and focuses on strategies to improve teaching and learning and standards. Assessment procedures are very good and enable the school to monitor the progress of individuals, groups and cohorts of pupils. Good practice is shared and teachers get good opportunities to visit other schools.

Mathematics across the curriculum

55. Basic skills are taught well in all lessons. Pupils apply their skills effectively when they use measuring apparatus in science and often record their results graphically.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well and their attainment is above average.
- The teaching and learning are good and teachers develop pupils' investigative skills effectively.
- Visits to places of interest improve the curriculum.

Commentary

56. Pupils' attainment is above national averages because teachers plan work that develops pupils' skills effectively. Pupils with special educational needs achieve well because teachers provide work that includes them all in lessons but also meets their needs. Pupils of all abilities are given work that challenges them so they learn and achieve well.
57. Examination of pupils' work and discussion with them shows that pupils' investigative skills are above average. Many pupils in Year 2 know that a test needs to be fair and explain some features of a test that make it fair. In Year 6, pupils have a good knowledge of how to make a fair test. In Year 4, pupils were observed using all their knowledge of investigations. Although initially they found it difficult to phrase the questions to ask, they soon made logical predictions about what the relationship was between size of feet and a person's height.
58. The quality of teaching is good throughout the school and as a result most pupils make good progress. Teachers in both key stages have a good knowledge of the subject and use it effectively to explain scientific ideas in a way that all pupils understand. Pupils learn to present their findings in an organised way. Teachers pay particular attention to developing pupils' understanding of scientific vocabulary and the use of complete sentences when giving an explanation. In some lessons, a small number of pupils, often boys, do not behave well enough and the pace of these lessons slows.
59. The leadership and management of the subject are good. The school's system for identifying priorities is very successful and the provision for science has improved since the last inspection. The school has very good records of what pupils know, understand and can do. The results of assessment tests are used effectively to help teachers plan lessons.
60. Classes visit various places of interest, such as Slimbridge and Bristol Zoo to study bird life and other animals. There is a very good emphasis on good environmental care in the work pupils complete. Pupils learn about sustainable world development and the impact of change on different countries during 'Global Awareness' weeks. The range of topics studied makes a very good contribution to pupils' moral and social development.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology (ICT) is **average** with some good features

Main strengths and weaknesses

- Leadership and management by the subject managers are good.
- Resources are good.
- Standards are average overall but are above average in Year 6.

- Teaching is good ensuring that pupils learn skills and use them effectively.
- Although there are good examples of ICT being used across the curriculum, this needs further development.

Commentary

61. The evidence for the report is based on four lesson observations, a discussion with the subject manager and observation of ICT displays. Standards are at least in line with those expected throughout the school, and a significant number of pupils attain above the expected standards in Year 6. Standards are better in Year 6 than at the last inspection and resources have improved considerably. Teachers' knowledge is better.
62. Teaching is good enabling pupils to improve and use their skills in appropriate activities. Pupils in Year 6 learn and achieve well because they are well motivated, the teacher has high expectations and there are good opportunities for them to evaluate presentations and suggest improvements. They all make good progress in the lesson in order to display good standards of PowerPoint presentation and use a digital Intel microscope camera to take and store images of, for example, their eyeball and display them on the computer. Pupils in Year 1 learn well and achieve well as they use a mouse and keyboard with good control when they are identifying their individual characteristics. Teaching assistants are effective in supporting pupils' learning.
63. The main subject manager provides good support for teachers. All training undertaken by the subject manager is shared with staff to increase their confidence. Resources are good and the school has a trolley of 15 new laptops that are used in classes to support at least three computers already there. There is also an interactive whiteboard that is presently being used in Year 2 and an Alpha Smart keyboard. Pupils also use the school digital camera to take photographs which are displayed around school. Teaching and learning are good overall as the subject manager monitors classroom practice regularly and gives good support to teachers, especially in Years 3 to 6.

ICT across the curriculum

64. There are good examples of ICT being used across the curriculum, especially in art, music, science, history and mathematics, but the school recognises this needs further development.

HUMANITIES

65. It is not possible to make a secure judgement on provision and standards in **religious education**. Time tabling restrictions meant only one lesson was observed and there was very little work to scrutinise in pupils' books because the inspection was at the start of the academic year. However, it is clear from planning that the school covers the range of work suggested in the local education authority's agreed syllabus and that this contributes well to the pupils' spiritual, moral, social and cultural development. In discussion, pupils from Year 2 talked knowledgeably about their current work on friends, friendships and special places. Pupils in Year 4 said they had started work on parables, but were not entirely sure what a parable is. However, they remembered they had studied 'the religions of the Jews and Muslims' in Year 3. Those in Year 6 said they had begun their work on pilgrimages. The pupils make a good range of visits in connection with their studies, for example, to the local church and other churches, and the mosque and synagogue in Gloucester.
66. There was insufficient evidence to make a judgement on provision and standards in **geography and history** as only one lesson was observed in geography and two in history. However, planning shows that the curriculum meets statutory requirements. Teachers make the subjects interesting because they set pupils problems, such as 'How did the Titanic sink?' Pupils study a wide range of areas, places and times.

67. In **geography**, pupils make interesting comparative comments about the imaginary Isle of Struay and Cheltenham. Pupils learn to draw increasingly detailed comparisons between places, such as about their similarities and differences. Older pupils study Pakistan and an area of North France, as well as making more detailed enquiries into how Cheltenham developed. Pupils have some knowledge about how land is used in different places and why this is. Pupils have carried out a good traffic survey in response to a question, 'Should Cheltenham High Street be free of traffic?'
68. In **history**, pupils have written in good detail about the life in Jersey Street in the past. Displays of photographs going back to the 1920s interest pupils greatly. The school teaches pupils about its history and links different periods since 1870 effectively to things happening in other parts of the world at the same time. In Year 2, pupils showed considerable interest about why the Fire of London travelled so far for so long. Through the skill of the teacher, pupils learned to find evidence. By the end of the lesson, they could give six reasons for the fire's devastating effect. In Year 5, pupils learned to create a picture of a Greek temple using computers. All pupils produced good quality work and learned something of the proportions of Greek buildings and the shapes that the people liked to use.
69. In both subjects, teachers make a good range of assessments to find out how much pupils know, understand and can do. They use this information to make lessons more interesting and to develop pupils at a speed that is challenging but that pupils can cope with.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

70. There were no opportunities to observe **design and technology** as no lessons were taught in the week of the inspection. As a result no judgement can be made on standards or the quality of provision. However, there are good examples in classrooms and around the school of models that have been made from different materials using pupils' own designs. In the subject leader's portfolio of work there are design briefs that show the process of design clearly with good evaluation. The school has good links with a local supermarket for food technology visits and takes part in a local education authority design challenge. Leadership and management are good, as are resources.
71. Only one class lesson was observed in **music**, so it is not possible to give a secure overall judgement on standards and provision. However, it is clear that music has a high priority in the school, so much so that one pupil said very proudly 'This is a music school'. The decision to employ a specialist teacher for teaching singing to pupils in Years 3 to 6 has been beneficial as singing at this stage is above expectations and an improvement since the last inspection. In assemblies and key stage singing lessons, the pupils sang in tune with good diction and with great enthusiasm. The provision for the large number of pupils (over 25 per cent) who receive individual and group tuition in the recorder, violin, cello, clarinet, brass and other instruments is very good. Pupils achieve very well and attain above the expected standards. The school provides a good range of extra musical activities for pupils to take part in, clubs run out of school hours and visiting musicians who share their expertise with the pupils. The orchestra makes regular performances both in school and at other venues.
72. There was insufficient work seen in **physical education** to make a judgement on standards or the quality of provision. However, pupils in Year 4 achieved well in dance because the teacher used the scheme effectively to provide progressive tasks that enabled pupils to compose motifs using good vocabulary of movement. The subject manager is a specialist and supports the development of the subject well. Resources are excellent. The school is part of the School Sports Co-ordinator programme as a result of which the subject manager benefits from courses which then provide further support in school. Extra-curricular activities are good and pupils have opportunity to play competitive team games and to take part in after school clubs.

Art and design

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

Main strengths and weaknesses

- Pupils use a wide range of materials in their work.
- Teachers show they value pupils' work by displaying it attractively.
- Teachers make effective links between art and other subjects, to make pupils' work meaningful.
- An experienced and well-qualified teacher manages the subject well.

Commentary

73. Standards in art in Years 2 and 6 are above those expected. Pupils enjoy artwork and as a result they all achieve and progress well. In one lesson, the pupils in Year 3 were painting pictures of 'couples' in a background of their own choice, having studied two paintings of 'couples', one by David Hockney and the other by Gainsborough. A pupil from an ethnic background painted a delightful picture of a couple in a scene from the country of his background. He was very happy with the results, as he had achieved well.
74. Work on display and in sketchbooks shows that pupils develop and use their skills appropriately as they move through the school. A very good example of this was in a display in the hall where all pupils had drawn a self-portrait. This showed a clear development of both observational and drawing skills. Pupils experiment with colours, mixing and matching them, using colour to show different textures and to produce different tones of colour. They use a good range of materials effectively in their work, such as pencil, paint, chalk, pastel and wax crayons, string and other materials for printing, and paper and fabric for collage work. For example, a display of attractive work by Year 6 pupils showing the art of silk screen printing was of above expected standard.
75. Pupils' study of the work of other cultures and artists contributes well to pupils' cultural development. Carefully executed work by Year 3 pupils showed collages and silk paintings based on the work of Gustav Klimt. Year 4 pupils had used their computer skills very skilfully to produce very effective pictures in the style of Monet's 'Bridge at Giverny'. In these examples the work was above the expected standards for the age groups.
76. Other work on display and in photographs shows that pupils produce an appropriate range of work in three dimensions. Pupils in Years 5 and 6 had crafted life size sculptures of 'Google-head' inspired by the work of Elizabeth Frink. When possible, teachers make effective links with other subjects. For example, pupils in Year 2, in connection with their studies on the Fire of London, had created a class picture depicting this and pupils in Year 3 had created portraits of leading figures in their work on the Tudors in an appropriate style.
77. Only one art lesson was observed and the quality of teaching in this was good. However, it is clear from the high quality of the work observed that teachers teach skills successfully and build on these systematically as pupils move through the school. Much of the pupils' artwork is enhanced by the careful and imaginative way the teachers display the work, showing that they value the pupils' efforts.
78. The leadership and management of the subject are good as they were at the last inspection. The subject leader is well qualified and has a great interest in art and design. She has clear ideas and plans for developing the subject. During 'Sharing Best Practice Week' when subject leaders had the opportunity to work alongside other teachers and share their expertise, her time was well sought after. She keeps a portfolio of pupils' work showing examples of expected targets for a range of work of different age groups. Teachers record pupils' progress on a

regular basis and focused assessment tasks are set annually for all pupils. The weekly art club is very popular and pupils often produce work of a very high standard as shown in the black and white tonal drawings on display.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

79. The school attaches great importance to the development of pupils' **personal, social and health awareness**. Teachers use 'circle time' discussions in class to raise issues and to give pupils a chance to be heard. This provision is good. It allows pupils to develop their thinking and to deal with some of their fears. Pupils are therefore more likely to feel comfortable in their school and to be able to learn. There are 'playtime pals' for pupils who are in need of a friend and a worry box for pupils who have concerns but find it difficult to express them verbally. These features show the school to be caring and sensitive to pupils' needs.
80. The school council is a very good initiative to promote pupils' awareness of **citizenship**. Pupils make decisions about, for example, the use of the school field and which markings to have on the playground. Pupils adopt a mature attitude to decision making at meetings.

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	3
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
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	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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