

INSPECTION REPORT

TIBBERTON COMMUNITY PRIMARY SCHOOL

Tibberton, Gloucester

LEA area: Gloucestershire

Unique reference number: 115545

Headteacher: Mr N Brown

Lead inspector: Mr John D Eadie

Dates of inspection: 8th - 10th March 2004

Inspection number: 258207

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	96
School address:	Orchard Rise Tibberton Gloucester Gloucestershire
Postcode:	GL19 3AQ
Telephone number:	(01452) 790 469
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Alison Evans
Date of previous inspection:	8 th June 1998

CHARACTERISTICS OF THE SCHOOL

Tibberton Primary is a community school situated in the rural village of Tibberton, some eight miles from Gloucester. About a third of the pupils come from the village and a further quarter from the town of Newent. The remainder come from a wide range of smaller communities in the area. The pupils have a wide range of socio-economic backgrounds. There are some from deprived rural communities, and some from Newent also suffer deprivation. However, the socio-economic indicators for the village itself are above average. Virtually all pupils are of white British heritage, though there is one of mixed race and seven Traveller pupils on roll. All pupils speak English as their home language. The pupils generally have average attainment on entry. The proportion of pupils with statements of their special need is below average and the proportion identified as having special educational needs is well below average. One of these is autistic and another has attention deficit disorder. The remainder have problems with their reading and writing. Levels of mobility are about average, though a number of the Traveller pupils are often away.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20191	Mr J D Eadie	Lead inspector	Mathematics Information and communication technology Music Physical education Personal, social and health education Citizenship
1112	Mr P Oldfield	Lay inspector	
28065	Mr A Miller	Team inspector	Special educational needs English Geography History
28686	Mrs E Walker	Team inspector	Foundation Stage Science Art and design Design and technology Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Tibberton Primary is a very good school with some excellent features. The pupils are achieving very well, owing to the very good quality of teaching. The school has made considerable strides in the last few years, due to the very good leadership of the headteacher and the very good teamwork of staff and governors. The excellent links with parents and the local community make a very significant impact on the pupils' achievement. The school gives very good value for money.

The school's main strengths and weaknesses are:

- Standards at the end of Year 6 are well above average in English, mathematics and science and the pupils are achieving very well.
- The quality of leadership and management is very good and has made a significant impact on the progress that the school has made.
- The children in the Reception class have a very good start to their school career as provision in this class is very good overall and often excellent.
- The quality of teaching is very good and pupils are therefore learning very well throughout the school.
- The pupils have very good attitudes to their work and their school and behave very well. Their spiritual, moral and social development is excellent.
- The school provides a stimulating and rich curriculum.
- There are very good levels of care and support for pupils.
- There are excellent links with, and information for, parents and excellent links with the local community.
- There are no significant weaknesses.

The school has made very good progress since the last inspection. The key issues have been very well addressed. For example, the first concerned improving the relationship between school and parents. These links are now excellent and parents have very positive views of the school. Standards have also risen substantially since the last inspection.

STANDARDS ACHIEVED

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

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

Pupils are achieving very well. Children start school with average standards of attainment and achieve very well to reach well above the goals children are expected to reach by the end of Reception. Pupils continue to achieve very well to maintain well above average standards in reading, writing and mathematics by the end of Year 2. They sustain these well above average standards in English, mathematics and science at the end of Year 6 and achieve very well throughout Years 3 to 6. The A* for science in 2002 shows that the school's results were in the top five per cent of all schools in the country in the national tests. The lower grade for mathematics when compared with similar schools is explained by a small group of girls not achieving as well as expected in the tests last year. These variations are increased by the fact that cohorts are small.

The pupils' personal development, including their spiritual, moral, social and cultural development, is very good. This development is excellent for their spiritual, moral and social awareness as the school takes every opportunity to enhance these aspects of pupils' personal development. The pupils are enthusiastically involved in all the school has to offer. They have very good attitudes to their work and their school and behave very well. Levels of attendance are average.

QUALITY OF EDUCATION

The school provides a very good education for its pupils. There is a very broad and stimulating curriculum, which is enriched by a very wide range of other opportunities. **The quality of teaching is very good** and so the pupils are learning very well. All teaching seen was good or better, which is very unusual in an inspection. Systems of assessment are very thorough and give teachers very good information about how to plan for the next stages of pupils' learning.

The pupils are very well cared for and there are very good systems in place to enable them to receive guidance and support. There are excellent partnerships with parents and the community and very good links with other schools. The parents appreciate the way their children are very well settled into the school. This is largely because of the excellent links with the on-site independent nursery and playgroup. The pupils gain enormously from all these links.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is very good overall. The vision and sense of purpose of the headteacher are largely responsible for the progress that the school has made. He is very ably supported by the committed and hard-working staff team and the very good participation of the knowledgeable and fully involved governing body. The school is very well managed at all levels. All those involved in the school have good levels of input into the school improvement plan. This is exemplary.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

A high proportion of parents responded to the parental questionnaire. They, and the good number of parents who attended the pre-inspection meeting, have very positive views of the school. The pupils are very content and show considerable pride in their school and their achievements. There were no significant concerns expressed, either by parents or pupils.

IMPROVEMENTS NEEDED

This is a very good school and there are no significant areas that need improvement. The school has already identified, and is addressing, some areas to improve further the very good provision that is being made for the pupils.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils are achieving very well throughout the school. They enter with average standards of attainment and by the end of Year 6, they are reaching **well above average standards overall**. All groups of pupils achieve equally well, though a very small number of girls underachieve in mathematics each year.

Main strengths and weaknesses

- Standards are well above average in English, mathematics and science at the end of Year 6.
- Standards are well above average at the end of Reception.
- Standards are above average in religious education, art and design and design and technology.
- Pupils are achieving very well.
- Standards have risen considerably since the last inspection.

Commentary

1. Standards in the national tests at the end of Year 2 have been in the top five per cent of all schools in the country in reading, writing and mathematics for the last four years. Standards at this age were described as average at the last inspection, so this shows very great improvement since then. When compared with schools with a similar proportion of pupils eligible for free school meals, results have again been in the top five per cent, except for mathematics in 2003, where standards were well above average. No table is published for results at this age as there were fewer than ten pupils taking the tests in 2003.
2. In the national tests at the end of Year 6, standards have been more variable. This reflects the mobility of the school population which, combined with the small cohorts, explains much of the variability. A further factor explaining the slower progress towards high standards is that it has taken longer for the improvements which have been implemented to work through the school and have an effect on the pupils in Year 6. Standards in the tests in 2003 were well above average in English and science and average in mathematics. When compared with schools with a similar proportion of pupils eligible for free school meals, results were well above average in English and science and below average in mathematics. In comparison with schools which scored similarly in the national tests in Year 2 four years previously, standards were well above average in English, above average in science and well below average in mathematics. The local education authority provides useful statistics that enable the school to evaluate the value it has added during the pupils' time in school. They show that these pupils achieved very well in English and science and well in mathematics, despite a small number of girls not doing as well as expected in this subject. The trend has been above the national average since the last inspection. Very challenging targets have been set for the tests this year, with all of the year group expected to achieve at least the expected level and most to achieve the higher level in English and mathematics.

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

Standards in:	School results	National results
English	29.5 (29.6)	26.8 (27.0)
mathematics	27.0 (29.3)	26.8 (26.7)
science	30.6 (31.6)	28.6 (28.3)

There were 20 pupils in the year group. Figures in brackets are for the previous year.

3. Children enter the school with average levels of skill and understanding. They achieve very well in the Reception class to reach well above the goals children are expected to reach by the end of Reception in all areas of learning in which judgements were possible.
4. The very good achievement continues in Years 1 and 2, and well above average standards are maintained in reading, writing and mathematics by the end of Year 2. Pupils are achieving very well across the range of subjects. Standards in science, religious education, art and design and design and technology are above average. Standards in information and communication technology (ICT) are average. It was not possible to make judgements on standards in other subjects, but such evidence as was available suggests that standards have risen significantly in many subjects since the last inspection, owing to the very broad and rich curriculum that the school has put in place.
5. Standards in English, mathematics and science are well above average by the end of Year 6. This represents considerable progress since the last inspection, when standards in all three subjects were described as average. Pupils are achieving very well to maintain these standards from Years 3 to 6, particularly bearing in mind their average attainment on entry. Standards in religious education, art and design and design and technology are above average for pupils of this age. Standards in ICT are average. The school has worked hard and very successfully to raise standards in English, mathematics and science since the last inspection, whilst at the same time providing a broad and very stimulating curriculum across the range of subjects. The school is very concerned as statistics show that a small number of girls do not achieve as highly as the rest of their year group in mathematics in the national tests each year. They have put in place a number of initiatives to try to address this underachievement, none of which have yet been successful. Further plans are in place for this year. Evidence gathered during the inspection could suggest no likely reason for this underachievement as all are treated equally and a number of girls are in higher groups in mathematics classes.
6. The school tries hard, and very successfully, to foster the achievements of pupils with special educational needs, including the Traveller children. Early intervention ensures that special educational needs are identified as soon as possible and provision is made to cater for them, therefore these children achieve as well as their classmates. All such children have very clear individual education plans that are focused on areas for improvement and targets to be achieved.

Pupils' attitudes, values and other personal qualities

Pupils have very good attitudes to their work and behave very well. Attendance is satisfactory. Pupils' spiritual, moral, and social development is excellent and cultural development is very good; this is as a result of very strong provision by the school for their personal growth.

Main strengths and weaknesses

- The school's code of conduct is very clear and expectations of very good behaviour have been met.
- Pupils have very good attitudes to their work.
- Pupils enjoy very good relationships with each other.
- There are good opportunities provided to enhance pupils' confidence and self-esteem.
- There are excellent opportunities provided to support pupils' personal, emotional and social development; this allows very young children to learn and play and work as members of a community, which continues throughout school life.

Commentary

7. All pupils are very aware of the very high expectations of their conduct and respond very well to meet these challenges fully. Pupils' spiritual, moral and social development is given importance, underlined by speakers at assemblies and by very good displays in classes and

along the corridors. Staff are quick to praise, kind, helpful and considerate to pupils. This builds very good relationships throughout the school. Multi-cultural awareness is being well developed; the school has celebrated some festivals of other faiths and received some visitors. There have been no recent exclusions. Behaviour is very good because pupils fully understand that the school is supportive and deals very effectively with matters of concern. This very good behaviour was seen on a visit to a local swimming pool when many pupils thanked the driver of their coach. There are very few incidents of bullying or intimidating behaviour beyond occasional name-calling. When such actions are drawn to the attention of teachers and other staff, they are dealt with promptly.

8. Pupils throughout the school are pleased to help in classes. Year 6 pupils willingly undertake a variety of daily monitor-type jobs; this aspect of school life is very good. Because the school values the opinions of pupils it has actively promoted and supports very well the school council. Elected representatives from classes make very good suggestions which the school fully supports. This makes pupils enthusiastic about their suggestions and gives them confidence to voice them. A good example of this is the pupils' involvement in the production of the school improvement plan.
9. Attendance is satisfactory because the school has very good procedures to monitor attendance and has adopted a system which more accurately reflects the recording of Traveller pupils. As a result, attendance is now about the national average. Punctuality is good.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	7.3	School data	0.2
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.

10. Because the school has put pupils at the centre of all activities and support, there are excellent arrangements for their self-knowledge and spiritual beliefs, including playing a wide range of music at assemblies, with very good reference to composers' writing. The pupils' excellent moral principles allow them to be very supportive of each other; they show an excellent sense of responsibility for living and working in the school community. They are very considerate to friends and very polite to visitors. This creates a very strong environment to support pupils' learning fully.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **very good** quality of education. The very good teaching is complemented by the rich and stimulating curriculum and ensures that pupils learn very well. The school is a very safe and caring environment for pupils. There are excellent links with parents and the local community and very good links with other schools.

Teaching and learning

The quality of teaching is very good so pupils are learning very well. Assessment is very good.

Main strengths and weaknesses

- The teachers are very good at targeting questions to extend individual pupils' learning.
- Work is very well planned to meet the needs of the pupils of differing ability in each class.
- Support staff make a very valuable contribution to pupils' learning.
- Teachers make very good use of resources.
- There are high levels of expectation and challenge in lessons.
- Relationships are very good.

- Assessment is very good and used very well by teachers to plan for the next stages in learning.

Commentary

11. All teaching seen during the inspection was good or better. This is very unusual and represents considerable improvement since the last inspection. This consistently high standard is ensuring really good learning for the pupils and is a major contributor to their very good achievement. This consistency has been achieved by very good, constructive and purposeful monitoring of teaching and by training for teachers that has been very well focused on raising standards.

Summary of teaching observed during the inspection in 21 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2	8	11	0	0	0	0

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

12. The teachers are usually very good at meeting the wide range of individual needs of the pupils in their classes. For example, they target their questions very well during whole-class sessions so that all pupils are included and have their chance of answering questions at their level. This is particularly appropriate as all classes have pupils of more than one age group and there is therefore a wider range of needs than is found in most schools. The support staff often play a vital role in these question-and-answer sessions, usually in ensuring that those with special educational needs are involved and able to understand the questions. This enables these pupils to take a full part in lessons and learn as well as their classmates. Traveller pupils are also well supported. A specialist teacher from the local education authority visits three times weekly to teach these pupils and give advice on how best they might be included in all classroom activities, despite the gaps in their learning due to missing schooling. They are then supported very well in class and achieve as well as their classmates.
13. The teachers make very good use of the wide range of resources that are available. Each classroom is equipped with an interactive whiteboard and some very good use was made of these during the inspection. When these are used, the capability that they have of instant change of stimulus has a positive impact on pupils' learning. Not all teachers are confident in using them to their fullest potential yet as they are comparatively new. When they are used well, their use increases the pace of the lesson. There are occasions when the pace drops a little in the whole-class part of a lesson. This is due to the teacher trying to meet the needs of the wide range of attainment during this time. The pace of learning drops for some pupils during these sessions. Particularly good use is made of resources in the Reception class, where there is a very stimulating environment and an ample supply of readily available materials to enable the children to learn through practical activities.
14. The school has taken very good action in addressing one of the weaknesses identified in the last report. That report judged that there were insufficient levels of challenge and stimulation, particularly for higher-attaining pupils. There are now very good levels of challenge and teachers have high expectations of pupils' work and behaviour. For example, very good use is made of open-ended mathematical problems that require considerable thought and perseverance. The pupils are rising very well to these challenges and expectations and not only is behaviour very good but higher-attaining pupils are achieving very well relative to their capabilities. Much of the high expectations are based on the very good relationships that exist in the school. The pupils are respected and valued and they, in turn, respect their teachers and support staff and value what they offer in lessons.

15. There are very thorough systems of assessment in all subjects. Teachers assess their pupils' levels of skills and understanding regularly and record them clearly, using school standard forms. These enable them to know exactly what stage of learning each pupil is at and to be able to plan carefully for the next stages in this learning. This has had a major impact on raising standards in the school. Teachers always have the objective for each lesson displayed in the classroom, but these are not always referred to or reviewed at the end of the lesson. This is an opportunity missed to involve the pupils more effectively in their own learning.

The curriculum

The curriculum is **very good**.

Main strengths and weaknesses

- The curriculum for the Foundation Stage is extremely well planned.
- The teachers make very clear links between all subjects to increase the relevance of their lessons to the pupils.
- The many resources available to the school are very well used.
- The school provides a stimulating learning environment for all pupils.
- The limitations of the school's ICT resources restrict the development of pupils' skills and opportunities for independent learning.

Commentary

16. The curriculum for the Reception class is outstanding. The classroom and outdoor areas are carefully set up to make all learning a real and relevant experience. The theme being addressed is carefully evolved and all activities are carefully thought through so that all the areas of learning have clear links with each other. Their curriculum is planned and shared with the independent nursery group and close collaboration exists to support the learning of the children in the Foundation Stage.
17. Planning throughout the school is very good, with careful attention being paid to the detail and needs of individual pupils. The thought and attention to detail ensure there are very clear links between all subjects. There are logical links between each stage and phase of learning which make sure the curriculum is progressive and appropriate to the needs of the pupils from year to year. There is good quality support to make sure the needs of Traveller pupils are met and that they are fully included in all aspects of learning. These pupils are encouraged to explore their own ideas but are carefully encouraged to develop their basic skills through an exciting range of activities. The school offers very good conditions for all of its pupils. The building is attractive, the classrooms are spacious and the outdoor areas are very good. Displays are very relevant and stimulate the viewer to respond to the good range of questions and think carefully about the displays. The displays are changed regularly and encourage pupils to ask questions of each other and admire their work.
18. The curriculum is embedded within the National Curriculum. National advice has been heeded but the programmes of study are clearly devised with the needs of the pupils as the focus. There is a very good breadth and balance to all subjects. Religious education is taught according to the locally-agreed syllabus and swimming is an integral part of the physical education syllabus. Whilst the skills of literacy and mathematics are integral to all areas of learning, they do not dominate the timetable. Skills in these core subjects are used and developed well in all subjects including the creative and aesthetic subjects which are well covered and in which the pupils produce high quality work. The school is working hard to ensure that the curriculum for ICT develops in line with the resources the school has available in each classroom.
19. The school has very good procedures to ensure pupils make a smooth progression to secondary school. Reception children are confident to begin school because of the very close

and positive working relationships with the independent nursery and the playgroup, both of which are on site. This ensures a smooth transfer into mainstream school.

20. Staff are enthusiastic and committed to the school. Support assistants are confident and well qualified to ensure the needs of the pupils they support are well met. All staff work as a team and this ensures that the needs of all pupils are very well met in every area.

Care, guidance and support

The provision for pupils' well-being, health and safety is very good. There is very effective support and guidance for all pupils. Pupils have a very good involvement in the work of the school.

Main strengths and weaknesses

- The school has very good arrangements to support pupils' care and welfare.
- All pupils have very good access to advice and guidance about their learning and personal development.
- Arrangements for seeking, valuing and acting upon pupils' views are very good.

Commentary

21. The headteacher has overall responsibility for child protection and deals with such issues very well. A higher than average number of first-aiders are in the school and minor accidents are dealt with in a very efficient way. All appropriate testing and regular risk assessment ensures that the school is a very safe place. Daily maintenance is to a high standard.
22. All pupils have very good support in their academic work. Comprehensive records are maintained by class teachers, allowing them to monitor pupils' academic development closely so that appropriate support can be given. Pupils with special educational needs are very well supported throughout the school. Traveller support teachers give regular help to this group of pupils which allows them to take an active part in all aspects of school life. All pupils are very well known to staff and there are regular opportunities to monitor the pupils' personal development and give appropriate support. Relationships between pupils and teachers are very good; pupils say they feel confident in seeking advice when they need it. The headteacher has a very high profile in the school and is well known to all pupils.
23. The school values and respects the opinions of its pupils. It involves them in completing the school improvement plan and welcomes ideas put forward by the school council which meets each week. As a result, pupils are very confident and feel able to be involved. This contributes greatly to their self-esteem and provides excellent moral awareness and an excellent awareness of living in the community.
24. Young children are very well supported throughout their school time. There are excellent induction arrangements offered by a very good partnership with the independent nursery and playgroup on the site. A very strong contact is enhanced by very good staff relationships and by the school freely allowing the nursery and playgroup to use their facilities and attend appropriate school events. Young children feel very well supported on entry to the school and this very good support is developed well in school.

Partnership with parents, other schools and the community

The school has an excellent partnership with parents and the community. Very strong links have been established with other schools.

Main strengths and weaknesses

- The vast majority of parents fully support the work of the school; this contributes very strongly to pupils' learning.
- The local community, particularly through the excellent work of the Parent-Teacher Friends Association, gives generous support to the school.
- The links with other local schools and with international schools are very good.

Commentary

25. The school has worked very hard to develop links with parents. The last inspection judged that an improvement was needed. That has been very well met because the school, realising the potential of a strong partnership, has worked very positively at all times and now enjoys excellent links with parents. Parents feel very happy with the work of the school and the academic and social progress of their children. They support the provision of regular homework and give excellent support, as does the community at large, to the Friends Association whose main fundraising event, a Summer Ball, has proved to be innovative and very well supported. Parents make regular suggestions to be considered by the school. The school is at the heart of the local community and school events are generally community events. This is evident from the regular monthly contribution by the school to the village newsletter. Speakers from the local community lead assemblies and talk to classes. The school takes an active part in community events, such as the Flower Show and carol singing. The ongoing interaction between home and school has resulted in parents' views being sought about long-term requirements contained in the school improvement plan. The school provides excellent details to parents about their children's progress.

Example of outstanding practice

Teachers prepare a brief written summary for each pupil before parents' evenings.

Before the parents' evenings in each of the autumn and spring terms, class teachers prepare a brief and very informative written analysis of each pupil's progress, giving clear indication of achievement and areas for development in each subject. The teachers say that writing these reports and the subsequent discussions with parents make writing the full end-of-year report much easier. Parents receive these summaries and look at their children's work before the meeting. Their conversation with the teacher is therefore very focused. This enables real knowledge of and involvement of parents in their children's progress. Parents were consulted on the style of these reports; yet another example of the excellent links with parents that exist in this school. They commented very favourably, both to the school and the inspectors, about their usefulness and the way that they are involved in the partnership of their children's learning.

26. The school provides very good information in the form of letters and newsletters, which further develops the very strong partnership. The combined governors' annual report and school brochure offers very good information about the school and its work. Parents and other interested parties may now contact the school Website, well maintained by parents. All these links are of great benefit to the pupils.
27. There are good links with other local schools; a cluster of small local schools regularly exchanges information and provides opportunities for sporting fixtures. Older pupils meet other pupils so that they may receive information about their transfer to secondary education. The local Arts College offers specific events of interest to older pupils, such as a forthcoming experimental textiles day.

28. Because the school has links with four European schools, pupils gain a very good knowledge of the differences between school life at these schools and their own school; this adds to their learning experiences which are very well developed.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good**. The headteacher and other key staff lead the school very well. The school is managed very effectively at all levels. Governance is very good.

Main strengths and weaknesses

- The headteacher has excellent vision and sense of purpose.
- He is very ably supported by the committed and hard-working staff team and the very good involvement of the knowledgeable and fully involved governing body.
- All those involved in the school have good levels of input into the school improvement plan. This is exemplary.
- There are excellent systems in place to ensure that very good and relevant training is provided for all staff.

Commentary

29. The clarity of vision of the headteacher is largely responsible for the very good progress that the school has made since the last inspection. He has created a very good team in which, due to a number of initiatives, all feel responsible and actively involved in the drive to raise standards. A particularly innovative aspect of this teamwork is the formulation of the school improvement plan.

Example of outstanding practice

The formulation of the school improvement plan.

All who are involved in the school have an input into the school improvement plan. There is an improvement plan group, which consists of the chairs of all governing body committees and the headteacher, who have oversight of the whole process. As well as their input, all staff, parents and pupils are asked for items to be included. All items suggested are put into the plan, giving all parties ownership of it and a responsibility for taking the school forward. This corporate planning has been highly effective in involving parents and pupils in the management and strategic planning for the school, and particularly in improving relationships with parents.

30. The staff are enthusiastic and hard-working and play their full part in the management and leadership of the school. Many of the subject co-ordinators have put together very comprehensive plans for improvement in their areas of responsibility. They, along with the headteacher's own analysis, have identified areas for staff training. This has been rigorously carried out to help in the drive to raise standards. The provision for pupils with special educational needs is very well managed by the co-ordinator who is the headteacher. He ensures that appropriate individual plans are in place and that parents are informed about these. Liaison between the school and external agencies is good, including the management of the support the local education authority provides for the Traveller children. The headteacher ensures that the provision outlined in pupils' statements of special educational need is fully met.
31. The governors provide very good support. They have a full range of committees which meet twice termly. An innovative aspect of their work is the communications committee. Their primary role is not, as one might think, the promotion of the school, but rather ensuring that there are very good lines of communication between pupils, staff, parents, other schools and the community. Governors are also very involved in setting and monitoring the developments in the school improvement plan through the school improvement group, which consists of the chairs of all committees and the headteacher. The budget is inextricably linked to the school

improvement plan, largely due to the improvement group, and strategic planning has put forward a four-year budgetary plan. Monitoring of expenditure and effective use of money is therefore very well carried out. Although there is a rather higher proportion of funds than might be expected carried forward from year to year, this is appropriate for a school of this size and much of the money is earmarked for developments in the next year.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	281,050
Total expenditure	295,194
Expenditure per pupil	2,922

Balances (£)	
Balance from previous year	41,188
Balance carried forward to the next	27,044

32. Management is very good at all levels. Many of the improvements made followed very careful analysis of performance data and other information. The day-to-day running of the school is very effective, the school office being a hub of good humour and efficiency. The secretary knows the pupils and their families well and is therefore good at dealing with routine matters, so lightening considerably the administrative load on the headteacher and other staff. Finances are very well managed and controlled, all spending decisions being taken with a due regard to the principles of best value. Taking into account all relevant factors, the school provides very good value for money.

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

FOUNDATION STAGE

Provision in the Foundation Stage is **very good**.

33. The teaching in the Reception class is never less than good: it is often very good and sometimes excellent. This means the learning of these children is very good and they are all, including the Traveller children, lively enthusiastic learners who achieve very well in all areas of learning in which judgements could be made. The curriculum is very carefully planned so that it provides the children with real and relevant experiences through which they can explore and develop an enquiring mind. The children are continually challenged to think and reason. They have space and time to reflect and gentle encouragement to recognise how they can care about themselves and each other. These are all very good features of the Reception class.
34. The teacher is very enthusiastic and dedicated to providing the children with excellent opportunities for learning. The team, which includes parent helpers and the staff involved in the pre-school provision, are equally committed. The leadership and guidance stimulated by the class teacher enable the children to reap the benefits of a very well planned and cohesive learning environment. All activities, including those which children initiate, are carefully monitored and the information used to plan the next stages of learning. The children who have special educational needs are carefully monitored by all staff who ensure they achieve very well. They are fully included in all activities and are equally challenged so that they contribute well to discussions and role-play. The range of resources is very good, well improvised and fully utilised to fulfil a variety of functions and situations. The very good outdoor areas are fully integrated and utilised very well as a purposeful teaching space for all areas of learning. It is indicative of the quality of provision in the Reception class that the school has recently won a Foundation Stage Quality Assurance award from Gloucestershire.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Relationships between staff and the children are very good.
- The children's independence is being developed very well.

Commentary

35. The children are given every opportunity to extend their personal, social and emotional development in all the activities in the Reception class. Their behaviour is very good and their attitudes towards their work are excellent. A wide range of activities and visits is provided so that children can enhance their personal and social skills. The recent Quality Assurance award was celebrated with a party where the children were the hosts. The children welcome visitors and were very eager to celebrate Divali with one group. The subtle but well-organised routines which have developed make sure the children take turns and line up quietly. They work well together in groups, but they can also work alongside each other. The ambience of the class is such that children have total respect for each other and respond very well to the adults within the class.
36. The staff have worked very hard to make sure that children recognise and respond to key words and jingles to maintain harmonious working relationships and routines within the class. The children are introduced carefully into school life. Considerable thought is given to those who join the class at other than the usual starting times so they are nurtured and can adapt to

the learning patterns. The excellent relationships and close proximity of the independent nursery promote good relationships and opportunities between staff and children. Teachers are known to the children and they share resources and themes so that learning is continuous throughout the Foundation Stage. Children spend time in the Reception class before starting school so they are confident and very happy to come to school. The children are being very well taught, are achieving very well and are reaching standards well above those expected by the end of their time in the Reception class.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The quality of teaching is excellent.
- Very good partnerships between staff, children and parents stimulate learning in this area.
- Very good links are promoted through communication, language and literacy in all areas of learning.
- The excellent classroom environment provides a very good stimulus for speaking and listening.

Commentary

37. The children are always engaged and enthralled in the stories which are used to promote this area of learning. In a lesson seen, the very good use of the outdoor area to simulate the jungle enabled the children to recognise and replicate the sounds of the animals they met in the story. Their response to the story was excellent and they made very good progress in matching sounds, names and word recognition. The range of activities is very well planned so that all the skills of communication are well developed. For example, the children use the very good base camp area to plan their expedition into the deep jungle. The provision for role-play is excellent. The story is retold by different groups of children using small animals within a plant area. Children use their imaginations and extend their speaking and vocabulary skills very well. Phonic sounds are promoted well, there are clear learning objectives and imaginative teaching stimulates the children to listen carefully for the end sound in a wide range of games and activities. The children are very used to using resources and areas. They work well with each other and promote their language skills well. The very good use of the adult support extends the learning of different groups of children. The children concentrate very well and achieve very well in this area. They are likely to reach well above the expected levels in this area by the end of their time in the Reception class.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- The children make very good progress in their learning.
- The teaching is very good.
- Resources are used imaginatively and promote the children's mathematical language very well.

Commentary

38. The children make good progress because of the interest and enthusiasm which are developed within the lessons and by the very good range of activities which consolidate and extend their learning. The teacher is very well supported by other adults who help children to peg the socks out in order on the washing line. Mathematical development permeates all areas

of learning in the classroom and children are already recognising two-dimensional shapes and judging simple measurement such as 'more water in this jug than in that one'. All children, including those with special needs, are achieving very well. The imaginative use of everyday resources helps children to experience real mathematical thinking. They are very involved in their own learning. The children are very much aware of what they are expected to achieve and respond very well to the diverse and appropriately challenging questions. They are very happy to work out their response to tell 'one more than', and for others 'one less than', their learning is measured accurately and the next steps are carefully planned. The children are developing the key skills of ordering and counting well and are reaching standards well above the expected levels by the end of the Reception class.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The stimulating environment, both inside and outside the classroom, promotes this area of learning superbly.
- The children display great vitality and interest in the world around them.

Commentary

39. The children are so enthused by all the stimulus of the jungle environs that their questions are continuous. They discuss with a deal of perception, including the Traveller children, how the jungle is different from the village in which they live and then are able to make astute comparisons. This is achieved by the careful planning and very good teaching which promotes this area of learning. The learning is enhanced through the key use of stories. During inspection, '*The walk through the jungle*' became very real in the outdoor area looking for jungle animals in their natural habitat. The realism of the snake in the tree and the crocodile in the pool developed the children's knowledge and awareness of animal habitats in addition to extending their vocabulary and language skills. The teacher continually challenges all the children to develop their skills, using this area of learning to support in particular their language and physical development. Counting skills are reinforced well. The very good ranges of resources are used constantly to provide different and challenging questions from the children such as, "How can we get the whale out of the ice?", " We can melt it but it won't be hot" and "Why is the snake dry?" as they act out the story in the small-world tray. The children develop their independent learning skills very well through this experience and are achieving very well. They reach standards which are well above those expected by the end of Reception, including their computer skills which are developing well

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- The outdoor play facilities are very good and used continuously throughout the day.
- Children are developing their independence skills very well.
- The planned learning in this area is good. It is supported very well by other adults.

Commentary

40. The children's physical development is planned as part of the child-initiated activities, in addition to the direct teaching they receive on a regular basis. It was not possible to observe any lessons in this area of learning so no direct judgement of the quality of teaching can be

made. However, the children describe the activities and movements they developed during such a lesson. They are aware of space and are confident about bringing the skills they have learnt into the outdoor area. They are independent and able to dress and undress themselves quickly and accurately. Their organisational skills are good. The range of activities to support this area of learning is good and the variety stimulates their interest to explore a good range of tools with which to paint, colour and cut. They develop their skills well and link these to the other areas of learning.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- The children's work is of high quality.
- Very good opportunities are provided for the children in this area of learning.

Commentary

41. The quality of teaching is very good. The teacher uses a variety of interesting strategies to stimulate the children's interest. The theme being followed in the class is continued and puppets support the good singing. The children use jungle drums well to make the journey into the jungle. They use their imaginations very well and achieve standards that are well above those expected for children of this age.
42. Resources are very good and are used to very good effect. Children have continuous opportunities to explore a variety of textures, colours and materials. The children use the outdoor area to create an arctic environment. They create an imaginative story about losing the whale in the snow, creating a very good story around his escape. Other adults are very good at encouraging the children to explore the excellent classroom environment so that this area of development permeates learning throughout the day. A very good range of activities is available for children; they extend the children's understanding and stimulate their ideas to experiment, using the many different materials and paints and textures.
43. Children share the results of their work very well; their vocabulary is extended very effectively by the good use of questions and comments. The children work well together, encouraging each other enthusiastically. The children with special needs and the Traveller children make good progress. They use the opportunities well to produce good results which contribute significantly to the classroom display.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Pupils' standards are well above average.
- Pupils' achievement is very good.
- Teaching is very good overall.
- The development of pupils' skills in reading and writing has been given a high priority in the school.
- Very good support is provided for pupils with special educational needs.
- There is very good leadership and management of the subject.

Commentary

44. The overall attainment of pupils is very good. At the time of the last inspection, pupils' standards in English were judged to be above average at the end of Year 2 and average at the end of Year 6. Standards are now well above the national average at the end of both these years. Pupils, including those with special educational needs and the Travellers, achieve very well.
45. The school has successfully developed in the pupils a love of reading. Pupils in Year 2 and Year 6 talk with enthusiasm about their reading at home and at school. They have a good phonic knowledge and they use this to help them read unfamiliar words. Higher-attaining pupils in Year 2 use other strategies like contextual clues and are able to summarise a story and make sensible predictions about future events. By Year 6, most pupils are very fluent readers and are enthusiastic about reading. They talk knowledgeably about characterisation, plot and setting. They have an awareness of modern authors like Jacqueline Wilson. A good feature of their writing is this understanding of how an author works. For example, Year 6 pupils know that suspense is important in writing stories and how this can be created to instil within a reader a desire to read on. The skills of sentence construction and punctuation are very well developed. Year 2 pupils also have very good writing skills for children of this age. They build sentences with capital letters and use punctuation such as full stops and commas correctly. Higher-attaining pupils use more complex sentences and punctuate speech accurately. Spelling and handwriting are given due emphasis and consequently, spelling is good and the standard of presentation very good. Pupils' speaking and listening skills are good as pupils listen well to adults when they are speaking and to each other when one of them is speaking to the teacher. Sometimes the pupils' vocabulary limits their ability to explain their views and thoughts, as when some Year 5 pupils gave their views on a character in a book they were reading. No examples were seen during the inspection of children actively engaging in debate, discussing together or using drama to develop their speaking and listening skills although the school council is a useful vehicle for some of this. Years 1 and 2 pupils, however, have recently used drama to support their written work by studying characters and events in "The Wind in the Willows". A display of writing following this shows that the use of these dramatic techniques has a good impact on the quality of the pupils' writing.
46. The quality of teaching is very good overall. This is an improvement since the time of the last inspection as all teaching is now consistently good or very good. Teachers' planning is good and they use additional support well to meet the needs of children with special educational needs. This includes external support to meet the needs of the Travellers. Teachers set very high expectations and consistently challenge children to do their best. They strive to inspire and motivate children by their teaching methods. For example in Years 3 and 4, some imaginative stimuli for creative writing has included a visit to a well-known Victorian house in the village, a study of a Van Gogh painting and the creation of a "mystery mirror". In Years 5 and 6, the teacher made very good use of the interactive whiteboard to engage children in a study of main and subordinate clauses. Teachers have set targets for the children on how they can improve their writing. However, there is not enough reference to these targets within lessons for either the teachers or children to be fully aware of the progress being made towards achieving these as a result of the content of the lesson. On occasions, teaching to the whole class lacks pace as this section of the lesson sometimes lasts too long.
47. Pupils have very good attitudes towards learning and respond very well to the teachers' high expectations. Pupils consistently work in a quiet sustained way but rarely work together in their learning.
48. Leadership and management of the subject are very good. The co-ordinator has an enthusiasm for the subject and she conveys this enthusiasm to others. She takes advantage of a variety of additional training in order to keep her skills up to date. Through her enthusiasm and the support of the headteacher, she has ensured that the development of the teaching of reading and writing has been a priority for the school. She monitors and evaluates this aspect

of the school's work effectively and this makes a significant contribution to the achievement of very high standards.

Language and literacy across the curriculum

49. There are good opportunities for pupils to extend and use their reading and writing skills in other subjects. For example, pupils use their writing skills in subjects such as history and religious education to good effect. For example, in Years 1 and 2 they have written some good descriptions of old toys and made a book on the Creation story.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards are well above average by the end of Year 2 and Year 6.
- The quality of teaching is very good overall and pupils are achieving very well.
- The subject is very well led and managed.
- There are very good mathematical displays around the school.

Commentary

50. About two-thirds of the pupils in Year 6 are working at the higher levels and the rest are working at average levels. Standards are therefore well above those found nationally. The situation is similar in Year 2. As the pupils enter school with average standards of attainment, they are achieving very well. There are a variety of reasons for these high standards. The most significant are the quality of teaching and the leadership and management of the subject, both of which are very good. Standards and provision have both improved very well since the last inspection, when standards and the quality of teaching were judged as average.
51. There is ample evidence of the many very good procedures that have been put in place by the co-ordinators. For example, they have carried out very careful analysis, not only of the national test results but also of teachers' assessments, to establish areas for improvement. These areas have been addressed very well, backed by very thorough monitoring of the teaching of the subject and a carefully planned scheme of staff training. Valuable support has been given by the local education authority in this task. The school is extremely concerned about the fact that each year a small group of girls does not do as well as expected in the tests. They have put in place a number of initiatives to try to address this, which, until this year, have surprisingly not been successful. There are further plans in place for support for girls in mathematics for next term.
52. The quality of teaching is very good. Teachers' planning is very clear and objectives for learning are displayed during lessons. Opportunities are sometimes missed to review the success of the pupils' learning against these objectives at the end of lessons. Lessons usually start with a very brisk and purposeful mental or oral session. These sessions engage the pupils and when they focus on mental arithmetic, pupils' aptitude in handling quick calculations benefits very well. There are very good levels of challenge offered in lessons and for homework. Analysis of the pupils' books showed some really challenging work for pupils of all abilities. These challenges are supported by a good number of very stimulating and regularly changing displays in classrooms and corridors. The pupils enjoy trying the puzzles and problems on display and this is having a significant impact on raising standards and the profile of the subject.
53. Teachers are also very good at using the wide range of very well stored resources. Most are kept in a central cupboard, but beautifully arranged and labelled so that they are readily

available for teachers. Teachers sometime make good use of the interactive whiteboards in their classrooms, but these are in their early stages and some teachers lack confidence in their use. Support staff also make a very good contribution to the pupils' learning, particularly in the case of those with special educational needs. Most lessons progress at a very good pace, though this pace sometime slows during the whole-class teaching session, when the teacher is trying to meet the needs of the wide range of attainment in the class.

Mathematics across the curriculum

54. Mathematics is very well used in other subjects of the curriculum. Clear links have been established so that skills learnt in mathematics are planned into work in other subjects. For example, the pupils in Years 5 and 6 used the formula and the work they had been doing on areas of rectangles to learn how formulae could be used in spreadsheets in ICT. Pupils often use graphs and tables to display the results of their work in science and use their skills of accurate measurement in design and technology.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils show great enthusiasm and interest in the subject.
- Pupils achieve high standards.
- The pupils are confident and able to manage an investigation very well.
- The subject is led and managed very well.

Commentary

55. The pupils show interest and enthusiasm in their science lessons. They are achieving well and reaching above average standards by the end of Year 2 and Year 6. Standards have risen well since the last inspection. Teaching is good and sometimes very good. Lessons are well planned and use the pupils' previous knowledge very well to extend and develop their reasoning and thinking skills.
56. In a Years 3 and 4 lesson, pupils described how an object moves on a range of different surfaces. Pupils developed a scientific vocabulary introduced within the lesson to describe motion and friction. They were very confident in setting up a fair test and understood the principles which lie behind such a test. They recorded their results using a well-designed frame to help them. Pupils with special educational needs were well supported in their investigations by the teacher and they achieved as well as their classmates in their understanding about friction.
57. It is a similar picture in Year 6 where pupils used scientific vocabulary accurately as they determined how to find out and produce a theory about buoyancy. The resources were good and the pupils' confident use of Newton meters exemplified the good knowledge and understanding that has been taught and learnt in previous lessons. The emphasis on pupils using their investigative skills produced high quality work so that they are able to make predictions and test out their theories. The pupils worked very well together. Higher-attaining pupils explored in greater detail their results and drew perceptive conclusions about why an object weighs less in water and described in some detail the upward thrust which affects the weight of the object. They recorded their work well, using a variety of recording methods so that less able pupils achieved as well and used their results to develop a greater understanding.
58. There is an established scheme of work and a range of good resources to support the teaching of the subject. They are well organised and very accessible. They are used very

effectively throughout the school. Pupils' work is marked carefully and indicators given so that pupils can improve their work and develop their skills. The assessment of individual pupils' progress is very good and results are used to plan the next stages of learning. Teachers have very good knowledge about the progress individual pupils are making and the results of assessments are used to good effect.

59. The co-ordinator manages her subject with a good deal of success. The curriculum is planned very carefully so that there is clear progression of pupils' skills and building on their knowledge. The curriculum is reviewed frequently. She has a clear vision for the subject and provides assurance so that staff implement changes with confidence and thereby raise standards both in teaching and learning in science.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The staff are very confident in using appropriate software to support the curriculum.
- Computers and other technology are used well in classrooms.
- There is a very well planned curriculum, ensuring that pupils have a wide range of experiences.
- A very good system of pupils' self-assessment gives the pupils a very clear idea of how well they are achieving and what they need to learn next.

Commentary

60. The co-ordinator has already achieved a significant amount. She has very good ideas and has put in place some very good initiatives. For example, she has adapted a national scheme to suit the needs of the school. This has ensured that all areas of the curriculum are covered and that pupils enjoy a wide range of experiences. The pupils are achieving well and are reaching average standards in all areas of the curriculum at the end of Year 2 and Year 6 because of this and the good quality of teaching. This is a considerable improvement as there is evidence to show that standards two years ago were below average. For example, the older pupils produce effective multi-media presentations and use spreadsheets to display and analyse mathematical formulae. The school had put all its computers into one room to create a suite, but the co-ordinator established that this was not being used sufficiently. Computers have therefore been put back in classrooms and good use is also made of a number of laptop computers when teachers want more computers than they have permanently in their classrooms.
61. The system of pupils' self-assessment, recently started, is giving very good information to both pupils and teachers about the range of skills being mastered. At present, many pupils have not completed the full range of topics being assessed so records are incomplete, but they are building up into a most useful tool in aiding pupils' achievement. As with many other subjects, training needs have been very carefully analysed for staff. The levels of staff confidence show that this training has been well targeted and successful.

Information and communication technology across the curriculum

62. The computers in classrooms are used very well to support other subjects of the curriculum. For example, they are often used for pupils to work in literacy or numeracy and most pupils use these computers at least once a week in other subjects. Some specific software has been purchased for music and this is being used well. In a project on design and technology, pupils used the skills they had learnt in ICT to control the movement of very effective working fairground models. Research is also carried out for work in subjects such as history and geography.

HUMANITIES

None of these subjects was a focus for the inspection, and no direct teaching of geography or history could be seen during the inspection. Only in religious education was there sufficient evidence to make valid judgements.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Teaching is good.
- The very good use of discussions promotes pupils' learning well.

Commentary

63. Standards in religious education at the end of Year 2 and Year 6 are above the level expected by the locally-agreed syllabus. Pupils in Year 6 demonstrate a good understanding of Islam, Judaism and Christianity. Throughout the school, teaching focuses on both learning from and learning about different religions. Lessons usually focus around discussions where pupils' speaking and listening skills are extended very well. The youngest children listened very attentively to the well-told story about Zacchaeus. They expressed clear views about why Jesus thought of him as a friend and then recognised that anyone can be forgiven if they say sorry. The lesson contributed very well to pupils' spiritual and moral education.
64. Lessons are well planned and lead to pupils making good progress in their understanding about prayer. The very good use of a clear goal in Year 2 resulted in a class prayer. The lesson evolved through small-group discussions between pupils which were led well by higher-attaining pupils scribing and eliciting a consensus response to the teacher's well-drafted questions. The teacher placed the responsibility on the pupils to develop ideas; her well-timed interventions were very effective. The pupils showed a very good level of understanding through the well-focused discussion to share their thoughts. The resulting class prayer showed a very good use of the thoughts and ideas the whole group had evolved:

*'Dear Lord, Thank you for every leaf on the family tree
Thank you for the blossom of the children and the trunk of the grown ups
Thank you for the roots of grandparents
Amen'*

65. Teaching and learning are good overall. In a lesson in Years 3 and 4, pupils with special educational needs were well supported and their contributions valued and developed productively during the lesson. The teacher used a very good range of resources to demonstrate how Muslims, Jews and Christians use different aids to support their offerings of prayer. The pupils used their previous knowledge very well to respond to the well-defined questions about prayer. They posed their own questions, confident their question would be acknowledged and contributed significantly to the discussion. The well-managed activities enabled pupils of all abilities to use their art and design skills to paint a personal prayer stone, or make a bead pattern based on the rosary to organise their own thoughts on a personal prayer.
66. Religious education is well led and managed. The co-ordinator is committed, enthusiastic and hard-working. She has good ideas for the development of the subject and has made very good use of the locally-agreed syllabus as a basis for the curriculum. Resources are good but the ICT provision is insufficient to extend both teachers' and pupils' knowledge to develop the topics covered. The school is well supported by visitors who share their knowledge and

commitment with the pupils in collective worship. There is a well-planned range of visits to places of worship, and religious festivals are celebrated where pupils share their thoughts and knowledge. There is a good range of books that pupils can use to extend their knowledge about different religions; these are well displayed, accessible and used to good effect to develop pupils' literacy skills.

History and Geography

Main strengths and weaknesses

- Attainment in geography has improved and is now satisfactory by the end of Years 2 and 6.
- Good use is made of visits and visitors to enrich the subjects.
- Work is not always matched to the prior attainment of the children.

Commentary

67. In **geography**, pupils are reaching average standards by the end of Year 2 and Year 6. This is an improvement since the last inspection when standards at the end of Years 2 and 6 were judged to be below average. In **history**, attainment by the end of Years 2 and 6 is in line with national expectations. This is similar to that found in the last inspection.
68. In geography, pupils' achievement is satisfactory throughout the school, with pupils extending their knowledge at an appropriate rate. Pupils are able to draw simple maps of where they live and know about local buildings. By the end of Year 6, pupils have further developed these skills and can, for example, collect information on traffic use and types of buildings. They make sensible comparisons between their local area and the city of Gloucester. In history, children in Years 1 and 2 can compare and contrast old and modern toys and are developing a sense of chronology by using timelines. By Year 6, this sense of chronology has developed further by a variety of studies, including the Ancient Greeks. There is, however, insufficient evidence to judge how well pupils of differing capability achieve in either of these subjects as pupils are often given the same tasks to complete, with the quality of their response being the only difference in outcome. Visits to places of historic or geographic interest enrich the teaching and learning in these subjects. For example, field studies are undertaken in Gloucester.
69. The leadership and management of the subjects are satisfactory. Co-ordinators contribute to the school improvement plan, but there was insufficient evidence to judge the impact of this on standards of attainment or to judge how the school's assessment procedures ensure that work given by teachers is matched to children's capabilities.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

None of these subjects was a focus for inspection and few lessons were seen. It is not possible to make valid judgements on provision, standards or achievement.

Art and design and Design and technology

70. The work in pupils' sketchbooks and the quality of the pupils' work in the displays throughout the school seen during inspection was very good and standards are likely to exceed national expectations in both subjects. The pupils' sketchbooks are used as high-quality working documents in which they record details of their preliminary work. Teachers carefully monitor their use by pupils and make interesting suggestions about how the pupils' ideas can develop. The design curriculum is very well planned throughout the school. Pupils are focusing on developing their skills in drawing lines and form. The very good use of different tools produces a depth to the interesting work which Years 3 and 4 produced from their observations of different buildings in the local area. Pupils have very definite views about the work of Van Gogh and record them well. They have a mature depth of understanding about his pictures and have

examined in detail parts of his picture, 'The Café'. The reproduction of different parts to compose the enlargement shows a very good use of observational drawing and careful painting skills, using a range of painting tools to produce high-quality work. Pupils are clearly interested in design. The good links which are promoted by the teachers through all aspects of the curriculum, extends their work to other subjects, for example the detailed drawing of a Greek Trireme, and landscapes linked to their work in history and geography.

71. The emphasis on design is an integral part of the work in design technology. Standards are good and skills are taught well and practised thoroughly. Pupils use a range of tools to achieve good results. The curriculum is well-planned and develops pupils' skills well so that by the end of Year 6, pupils are achieving results that are above those expected. They produce high-quality finished goods which can be used, such as pairs of slippers which were well made and packaged in individually designed boxes. Pupils pay great attention to detail and they evaluate and modify their designs as they go along. At the end of the process, when they have used a wide range of different skills very effectively, they have determined whether they are fit for the purpose for which they were intended.

Music

72. Music is very well led by an enthusiastic and knowledgeable co-ordinator. She was appointed to raise the profile of the subject and in this she has been singularly successful. There is a major production each term, and in many of these, all pupils have the opportunity to take part. The subject now has a high profile in the school, as demonstrated by the headteacher making very good use of the recorded music playing as pupils entered assembly to elicit the pupils' responses to the music. Singing is tuneful and accurate, having very good attention to diction. In the only music lesson observed, in Years 5 and 6, the pupils were confidently singing a round in two parts. During the lessons, they learnt the rhythm of a calypso and by the end of the lesson, were singing the calypso again as a round in two parts. This lesson showed very good achievement. There are a number of other opportunities; for example, nearly a third of the pupils learn instruments such as violin, guitar, woodwind or brass.

Physical education

73. Only two lessons of physical education were seen during the inspection - a gymnastics lesson in Years 1 and 2 and a swimming lesson in Years 3 to 6. The gymnastics lesson was good, with the pupils making good gains in their ability to hold balances and move smoothly. The teaching of swimming is carried out by staff at the swimming pool and is good. Curriculum documentation shows that the full range of activities is planned for. There is a good range of other activities and the school is involved well in local competitions in a variety of sports. The school performance club has been successful in local dance and drama festivals in recent years.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- There is very well-planned provision for all aspects of the subject.
- The inclusive nature of the school and the very good relationships contribute to pupils' learning in this subject.
- The subject is very well led and managed.

Commentary

74. The co-ordinator has worked very hard to ensure that all aspects of the subject are included in planning. The decision was made that a nationally-recommended scheme was not suitable for

the children in Reception and the pupils in Years 1 and 2, so she has created a scheme for these classes. These schemes are very full and detailed and give pupils throughout the school a wide range of areas for their personal development. As part of the scheme, the very clear classroom covenants and rewards and behaviour systems have been developed. These have ensured that the pupils have a very clear knowledge of the responsibilities of living in a community. The pupils generate class rules each year and this gives them ownership of the way their classroom operates. Health issues are dealt with well. The school nurse has been involved in the rewriting of the sex education scheme and the drugs and alcohol education policy. The links with four schools in Europe and the range of visitors into school from a variety of cultures increase the pupils' social awareness very effectively.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
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	1
The quality of the school's links with the community	1
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).