

INSPECTION REPORT

LECKHAMPTON C of E PRIMARY SCHOOL

Cheltenham

LEA area: Gloucestershire

Unique reference number: 115667

Headteacher: Mr P G A Gardner

Lead inspector: Miss M A Warner

Dates of inspection: 17th – 20th November 2003

Inspection number: 260715

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 years
Gender of pupils:	Mixed
Number on roll:	417
School address:	Hall Road Leckhampton Cheltenham
Postcode:	GL53 0HP
Telephone number:	01242 524062
Fax number:	01242 256222
Appropriate authority:	The Governing body
Name of chair of governors:	Mrs E A Gale
Date of previous inspection:	6 th October 1998

CHARACTERISTICS OF THE SCHOOL

Leckhampton Church of England Primary School serves the community of Leckhampton and the surrounding area. It is a much larger than average sized primary school, with 417 pupils on roll. The context of the school is very favourable and children enter the school with standards that are above average. The percentage of pupils entitled to free school meals is below the national average, at 2.2 per cent. The number of pupils whose first language is believed not to be English is low, at 0.5 per cent. The percentage of pupils identified as having special educational needs is below the national average at 8.4 per cent, and the percentage of pupils with formal Statements of Special educational Need is below the national average, at 1.2 per cent. There is little mobility of pupils to and from the school during the year.

The school has achieved the following awards: Investors in People in 2001 and Activemark in 2002. They are also involved in a Fast Track Teaching Programme.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17288	M A Warner	Lead inspector	Mathematics Religious education
9189	J Horwood	Lay inspector	
17756	H Monaghan	Team inspector	English Art and design Design and technology Music Physical education
22704	G E Williams	Team inspector	Science Information and communication technology Geography History Foundation Stage

The inspection contractor was:

Parkman Ltd in association with *PKR*
 35 Trewartha Park
 Weston-Super-Mare
 North Somerset
 BS23 2RT

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Leckhampton C of E Primary School provides a very effective education and very good value for money. Pupils' in Year 6 achieve well, reaching above average standards, overall. The quality of teaching and learning is good in over three quarters of lessons and is very good in almost half the lessons. The overall leadership, governance and management of the school are very good. A particular strength of the school is the wide range of activities provided for pupils outside lessons and the inclusion of all pupils in these activities which enrich the basic curriculum.

The school's main strengths and weaknesses are

- Standards are well above average in English, science, music and physical education. They are above average in mathematics.
- The leadership of the headteacher is excellent.
- The quality of teaching and learning are good and in nearly half the lessons are very good.
- Pupils' attitudes and their behaviour are excellent.
- Pupils' interest in school life and what is provided is excellent.
- Procedure for pupils' care, welfare, health and safety of pupils are excellent.
- The school's commitment to inclusion is excellent.

The school was judged to be effective at the last inspection and gave good value for money. **Since then there have been many improvements** and satisfactory progress has been made in the four key issues identified in the report. Whilst assessment has improved there are further areas still to be developed. Information and communication technology is being used in some subjects but with new hardware recently installed it is no longer at present used across all subjects. The greatest improvements have been in the standards reached in mathematics in Year 6, and in the standards reached in the majority of foundation subjects, which were judged to be in line with national expectations at the last inspection, and are either above or well above national expectations now.

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	A	A	A	B
science	B	A	A	B

Key: A - top five per cent nationally; 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 achieve well at Leckhampton C of E School. Pupils reach standards that are above average, overall, and well above average in national tests in the core subjects, English, mathematics and science. They also reach well above average standards in music and physical education. Pupils achieve well in all key stages. In 2001, pupils' results in Year 6 were in the top five per cent of schools nationally. They have remained high, compared with schools nationally and similar schools, for the last two years in all three core subjects. Pupils, overall, reach in line with national expectations in information and communication technology and religious education across the school.

Pupils' personal qualities are very good. Their respect for other people is excellent, as is their understanding of right and wrong. They have a very good understanding of what it is to live in a

community and they have many opportunities to appreciate their own and others people's cultural traditions. **Their attitudes and behaviour are excellent** and their attendance is very good.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. The quality of teaching and learning are very good in the Foundation Stage and good throughout the rest of the school, with some very good aspects. For example, teachers' subject knowledge, their encouragement and engagement of all pupils, the use of resources and deployment of learning support assistants all promote pupils' excellent attitudes to learning and their ability to work productively whether collaboratively or independently. **Assessment is used well** to respond to pupils' different needs, such as in setting, but there are areas which could be further developed, such as in pupils' self-assessment and in their knowledge of how they can improve their work. The school provides a **very broad and balanced curriculum**, which is enriched by an **extremely wide range of high quality extra-curricular activities**. **The school takes very good care of its pupils** with effective health and safety procedures in place. The school provides very good support, advice and guidance for pupils and there is very good academic monitoring. The monitoring of their personal development is not so well recorded. The contribution parents make to their children's learning is very good.

LEADERSHIP AND MANAGEMENT

The governance and overall leadership and management of the school are very good.

The governing body, headteacher and staff work well together as a very effective team in their continual drive to raise standards within a very caring, supportive and secure environment. The governing body takes a full and active role in all aspects of the work of the school. The headteacher is a highly proficient leader and manager. The senior management team is enthusiastic, committed and focused on school improvement.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are extremely supportive of the school. A small minority find the arrangements for initial attendance in the reception class confusing. The partnerships with parents, other schools and the community are all very good and these contribute strongly to the good standards and achievement of pupils. **Pupils' views of the school are very positive.** In the questionnaires they completed there were many more things that they liked than things they would like to change and many could not think of anything they would wish to change. They were particularly positive about the school's care of them.

The most important things the school should do, in order to continue to improve the very good quality of education, are:

- (i) Improve assessment:
 - relating it more closely to teaching;
 - providing more opportunities for pupils to evaluate their own work so that they become partners in their own learning.

- (ii) Provide a secure outdoor play area for reception class children.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils in Years 2 and 6 **achieve well** in all core subjects, music and physical education. They **achieve well** in all other subjects except information and communication technology, in which their **achievement is satisfactory**. Standards in core subjects are similar to the last inspection and in foundation subjects have improved.

Main strengths and weaknesses

- Pupils' attainment in English and science is well above average.
- Pupils' attainment in music and physical educational is well above average.
- Pupils' attainment in religious education in Year 5 is well above average.
- Pupils' attainment in mathematics, art and design, and history is above average.
- Pupils including those with English as an additional language, achieve well across the school.
- Pupils with special educational needs achieve very well across the school.
- Pupils who are talented in music and physical educational achieve very well.

Commentary

1. Pupils start school with standards that are above the national expectations and all children are expected to achieve the Early Learning Goals, and some exceed them, by the time they begin in Year 1. Children in the reception classes achieve well.
2. In 2003, pupils in Year 2 reached standards that were in the top five per cent of schools nationally in all three subjects, reading, writing and mathematics. Standards in Year 2 have been continually rising since 2000 when they were above the national averages. When compared with similar schools they also continued to rise, this time from being in line with similar schools in 2000, reaching standard in the top five per cent of similar schools in reading, and well above similar schools in writing and mathematics in 2003.

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

Standards in:	School results	National results
reading	18.8 (19.0)	15.7 (15.8)
writing	17.6 (17.2)	14.6 (14.4)
mathematics	18.7 (18.5)	16.3 (16.5)

There were 59 pupils in the year group. Figures in brackets are for the previous year

3. In 2001 pupils results in Year 6 were in the top five per cent of schools nationally and they have been high, compared with schools nationally, for the last two years in all three core subjects. In 2002 and 2003 results in the National Curriculum tests were above those of similar schools in all three core subjects.

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

Standards in:	School results	National results
English	29.8 (30.0)	26.8 (27.0)
Mathematics	28.9 (29.5)	26.8 (26.7)
Science	30.4 (30.5)	28.6 (28.3)

There were 63 pupils in the year group. Figures in brackets are for the previous year

4. Standards during the inspection were not always as high as the tests. However, standards in English and science are well above average in both Years 2 and 6, and pupils achieve very well. In mathematics, the school makes very good use of booster classes for mathematics in the spring and summer terms which raises the standards in mathematics before the national tests. Setting is also successful in mathematics and, as a result, pupils of all abilities achieve well. Teachers' very good subject knowledge and high expectations of pupils enable the majority of pupils to reach above average standards in a wide range of subjects. Well above average standards are also reached through specialist teaching, such as in music, physical education and religious education. This enables pupils to achieve very well. They also reach above national expectation in art and design, and history, achieving well in these subjects. No judgements could be made about standards in design and technology and geography as the subjects were only sampled during the inspection and not enough work was seen to form a secure judgement.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are excellent. This is even better than at the last inspection, when they were judged to be very good. Pupils' attendance and punctuality are very good and there have been no exclusions. Provision for pupils' spiritual, moral, social and cultural development is very good, overall, and is often excellent, with the result that their personal development and relationships are also very good.

Main strengths and weaknesses

- Pupils' excellent attitudes to learning and their behaviour result in a good learning environment in which they achieve well.
- Pupils take full advantage of the activities provided for them by the school.
- The school has very high expectations for pupils' conduct, resulting in total freedom from any form of harassment.
- Pupils have very good relationships with each other and with all the adults in school: this increases their confidence and self-esteem.
- Pupils' personal development is very well provided for in all aspects especially their moral development.

Commentary

5. Pupils are very keen to come to school, resulting in very good attendance figures, with little lateness. The school has very good systems in place to encourage good attendance and to make parents aware of the need to ensure that they attend and to notify them if they are absent. On the very few occasions where there is poor attendance the school receives good support from the external agencies.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.6	School data	0.0
National data	5.4	National data	0.4

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

6. Pupils show excellent attitudes to learning in most lessons. They listen attentively, are very keen to answer questions and work with enthusiasm. This results from high quality teaching where teachers maintain a high level of interest and challenge. Within the lessons pupils' behaviour is consistently very good and often excellent. Their excellent attitudes allow the teacher to concentrate on helping them learn without being distracted by the need to control any behaviour issues.

7. Standards of behaviour are very good throughout the school, including at break times and in the dining room; often the behaviour is excellent. All pupils are involved in agreeing the class rules and are fully aware of the very high standards expected of them. The caring ethos of the school results in pupils knowing right from wrong and showing consideration for others. Parents consider that behaviour is very good in the school and that the very isolated incidents of bullying are dealt with quickly and well. No signs of aggressive behaviour were seen during the inspection.

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	329	0	0
White – any other background	6	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Asian	4	0	0
Mixed – any other background	2	0	0
Asian or Asian British - Indian	4	0	0
Chinese	1	0	0
Parent/pupil preferred not to say	10	0	0

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

8. The school offers a very wide range of activities for pupils and they join in with these with enthusiasm. As well as the many sporting opportunities and clubs available for pupils in which to participate, there are excellent opportunities to join in music and dance groups where the attendance and the quality of performance are both very high.
9. Relationships are a clear strength of the school and this is demonstrated in the playground where they all play harmoniously together. In lessons pupils work well both in pairs and in groups. Staff give a positive lead in engendering good relationships; for example, by giving praise and encouragement wherever possible and by creating good role models.
10. There have been considerable improvements in pupils' attitudes and behaviour since the last inspection. Pupils are very clear that they like the school and they say they enjoy both the lessons and the play times. They say that the teachers are very fair and make the lessons interesting and fun, although they do have to work hard in them. Whilst many pupils say there is some bullying in the school they all agree that it is very rare and not aggressive and that it is very well dealt with by the staff.
11. Provision for pupils' spiritual, moral, social and cultural development is very good with high quality assemblies making an excellent contribution to pupils' spiritual development. For example, the watching of a film showing snow capped mountains in New Zealand and hearing extracts from the autobiography of Edmund Hilary read both engendered a sense of awe and wonder and a sense of social and moral courage. The high quality playing, by the 40-strong orchestra of strings, woodwind and brass, of a range of music, before and after assembly strongly contributes to pupils' spiritual and cultural development. Dance also contributes well to assemblies and pupils' spiritual and cultural development, for example, the polished dance about Theseus and the Minotaur. All assemblies celebrate pupils' achievements and talents, for example, sports and chess, whether developed within school or outside. Awards are also given for those who have tried particularly hard. Achievement in all its forms is rewarded and ensures that all are included. Classroom assemblies are relevant to the curriculum being followed and pupils' own lives. Throughout the school pupils have a strong sense of a moral code and they

relate very well to one another, in a work and social context. They have collected for a number of different charities.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. There are strengths in all aspects and particular strengths in the extra-curricular provision and the care and welfare of pupils. One area for development, although it is satisfactory, is in pupils' understanding and knowledge of their own learning.

Teaching and learning

The quality of teaching, learning and assessment are **very good** in the Foundation Stage and **good** across the rest of the school. Teaching in the Foundation Stage has improved and in the rest of the school is similar to the last inspection.

Main strengths and weaknesses

- Throughout the school, teachers have very good subject knowledge.
- Resources are used very effectively and learning support assistants are very well deployed.
- There is a strong belief in equality of opportunities for all pupils.
- Pupils apply themselves enthusiastically to the tasks set and work very productively.
- As they move through the school pupils show an ability to work very well on their own or with others.
- Pupils are not fully aware of the level of work they have reached and do not always know what they need to do to improve.
- Self-assessment and peer assessment is underdeveloped.
- The monitoring of pupils who are talented has not been formalised.

Commentary

Summary of teaching observed during the inspection in 55 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	25 (45%)	19 (35%)	10 (18%)	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.

12. The quality of teaching is very good in nearly half the lessons and good or better in over three-quarters. In the one excellent lesson, observed in Year 2, teachers had combined classes to provide an activities' afternoon, with a large number of well-informed adults supporting different groups of pupils. As a result, pupils made excellent progress in a lesson and over a number of weeks as they move from one activity to another week by week. There was very skilled teaching of music in Year 1, with subject vocabulary clearly taught and high standards of performance expected and achieved through very good classroom management. The setting of pupils for mathematics is very effective with pupils of different attainment working confidently at levels appropriate for them: teaching methods being adapted to suit their differing needs. There are many examples of very good teaching, for instance, in information and communication technology, where a good pace was maintained and pupils worked well with partners, and in science when the teacher used probing questions, elicited predictions and discussed safety aspects before pupils worked on an investigation in groups. Learning support assistants are deployed very effectively in the younger classes and in some of the mathematics sets. They make a strong contribution to pupils' learning and achievements.
13. One of the areas focused on during the inspection was the balance of directed teaching and independent learning. Whilst it was found that the balance in lessons was good, there are areas

for development. In most lessons direct teaching moves pupils on in their thinking well, and they gain new knowledge and understanding from teachers with good subject knowledge. Resources in school and outside visits, such as to the synagogue, also contribute very well to pupils' learning. Role-play is used very well in some lessons, such as in religious education, and in music when groups of pupils in Year 6 acted out a scene while they sang. In many lessons pupils worked with a partner or in groups well. However, they seldom use this time to assess and evaluate their own and each other's work or share ideas as to how it could be improved. Pupils do not have a real knowledge of what level they are working at and what progress they have made within a lesson or over time. Marking is inconsistent and does not always show pupils what they need to do to improve.

14. Another area focused on during the inspection was the school's provision for gifted and talented pupils. Whilst it is obvious that the school provides very well for many of these pupils, for example, through setting in mathematics and extra-curricular clubs in music and physical education, there are no formal procedures in place for monitoring their progress and the school's and outside provision across all subjects.
15. Pupils on the special educational needs register have appropriate work prepared for them and are very well supported in lessons by class teachers and teaching assistants, their contribution to lessons is valued, and they make good progress. Pupils are identified early and the class teachers, support staff, special educational needs teacher and the special educational needs co-ordinator check the progress of each pupil regularly. The pupils and teachers discuss their targets and progress is reviewed at regular meetings with the pupil's parents.

The curriculum

The curriculum provides a **very good** range of learning opportunities for pupils of all ages, capabilities and interests. This is similar to the last inspection. Accommodation and resources are **very good** and the quality and variety of out of lesson activities are **excellent**.

Main strengths and weaknesses

- The curriculum is broad and balanced.
- The curriculum is enhanced by excellent quality and range of extra-curricular activities.
- Teachers are committed to improving and enriching the curriculum.
- Pupils are very well prepared for the next stage of their education.
- Very good accommodation and resources for teaching.
- Design and technology is weaker compared with other subjects.

Commentary

16. The curriculum for pupils of all ages is very good. Structured planning and comprehensive records ensure that work builds on pupils' prior knowledge and shows clear progression. Teachers are committed to improving and extending the curriculum. Innovation is welcomed and all new initiatives are thoroughly evaluated and their impact on standards monitored. French is taught to Year 6 pupils, but was not observed during the inspection. Teachers make good use of the literacy and numeracy strategies adapting them appropriately for their pupils. They also use nationally recommended curriculum guidelines for other subjects, which ensure that all aspects of these subjects are taught, and supplement these creatively with ideas from elsewhere. The school improvement plan identifies a programme of curriculum development and subjects in turn are given a whole-school focus for development. The school has identified the need to develop design and technology in 2003-4, as the scheme of work and assessment need to be developed. It is overseen at present by the headteacher in the absence of a subject co-ordinator.
17. The curriculum for pupils with special educational needs is very good and they make very good progress because of the detailed individual planning and the additional group work that is provided for them when appropriate. They are included in all school events, including

educational and residential visits and care is taken to ensure that they take as full a part as possible in all these activities.

18. The school provides an excellent range of opportunities for enriching and extending the learning of pupils outside the school day. This is even better than at the last inspection when the range was judged to be very good. During lunch-hours pupils help with gardening and have enjoyed helping with the landscaping of the site, for example, sowing grass seed and planting shrubs. In plots they grow vegetables and flowers and have sold them and raised funds for charities. There are a very good variety of sports, cross country and athletics clubs, which are well supported, with teams and individuals excelling in competitions. There are many opportunities for pupils to develop their musical talents because of the considerable expertise of teachers within the school. For example, the school has three choirs, whose standard of singing is very high and who perform locally and have won competitions. Many of the pupils in the impressive school orchestra reach grade 4 or 5 before they leave the school. A large before school dance club of about 80 pupils and an after school country dance club engender enthusiasm and creativity. Art work from the school has been hung in the Cheltenham Art Gallery and a pupil from the school was overall winner of the Cheltenham v Gloucester chess congress. The school also enriches its curriculum through educational visits including a Year 6 residential visit to the Isle of Wight and through its contacts with schools in other countries. Staff give much of their own time outside lessons, dedicated to providing a curriculum which extends all pupils and enriches their lives, as a result achievements are often high. Additionally visitors are invited to the school, for example, theatre companies, authors and sculptors.
19. Pupils are very well prepared for the next stage of their education. Within the school comprehensive records of pupils' achievement are recorded and passed on to the next teacher and the management system, involving year groups in cross-phase planning, ensures that continuity of the curriculum is maintained. The school has good links with the local secondary schools and visits and the exchange of records ensures a smooth transition to the next stage of education.
20. Accommodation and learning resources for all subjects of the curriculum are very good. The recently extended buildings are in a good state of repair and well decorated. Rooms are of adequate size and provide a suitable mix of large and small rooms. The recent addition of the new library and music and drama studio provide excellent facilities. The studio is already well used and the timetable of lessons and activities ensures that all pupils have the opportunity to enjoy this excellent new facility. The dining room, whilst in the original, old building and separated from the main school, provides satisfactory dining facilities in which lunchtime arrangements are managed well. The site is adequately fenced and arrangements are in place to allow disabled access to all parts of the site. There is, however, no designated outside play area for the Foundation Stage pupils.

Care, guidance and support

The school provides **excellent** care for its pupils across the school. The provision of support, advice and guidance based on monitoring of pupils and their work are **very good**. Whilst there is no school council or formal procedures for seeking pupils' views, there are **satisfactory** opportunities for pupils to express their views through 'circle time' and informal contact with staff during the day.

Main strengths and weaknesses

- Excellent health and safety provision with child protection systems fully in place.
- All pupils have good relationships with staff and will confide in them.
- There are very good opportunities for pupils to get advice and guidance.
- The school identifies pupils who come to school on their own and contacts parents of these pupils on the first day of absence to ensure that parents know where their child is.

Commentary

21. The school has all the necessary health and safety procedures in place and they are regularly reviewed. These ensure the health and safety of both children and adults within the school and also of any pets that may be in school. Risk assessments are carried out for all activities and facilities within the school and form a sound foundation for the health and safety inspections. Fire drills and other requirements such as equipment checks are carried out as required. The school has very good medical facilities and records of accidents and treatments are kept. Child protection procedures are very good and there is good liaison with other agencies.
22. Parents were in strong agreement that the children are treated fairly within the school and the inspection confirmed that relationships between pupils and adults are very good. The school ensures that all pupils are included in all activities as far as is practical and has a well-established race equality policy to ensure there is no discrimination. Teachers and support staff know the pupils and their families well, are sensitive to their needs and can, therefore, provide very good support and guidance. The academic assessment procedures ensure that academic progress can be tracked by the class teacher, but the tracking of personal development is more informal. Pupils have good opportunities to receive advice and guidance during registration periods as well as during lessons such as personal, social and health education.
23. Induction arrangements are very good for new pupils. The school has improved these for pupils joining the reception class by having them attend for an afternoon followed by the next morning. This enables them to experience both the morning and the afternoon activities without becoming too tired. Some parents have been confused by the terminology 'the diagonal day' and some find it inconvenient for domestic arrangements. The school tries to help parents wherever possible but considers that the educational benefits of the system to the pupils outweigh the inconvenience caused to a small number of parents. The system, however, is made clear to parents on two occasions before they start school and some parents are now pairing with a friend to help with child care arrangements. There are very good links with the secondary schools to ensure smooth transition.
24. Seeking pupils' views and involving them in the work of the school is at an early stage. Pupils are involved in producing class rules and in supporting the class teacher during lessons. Some pupils have responsibilities as house captains and peer mediators but formal consultation does not take place, although the school is planning to form a school council. The valuing of pupils' views, however, is a natural part of the very good relationships between staff and pupils.
25. The care of pupils has improved on the very good levels seen at the time of the last inspection.

Partnership with parents, other schools and the community

The school's links with parents are **very effective** and they are very supportive of the school. The school has also developed **very good** links with the community, which support the pupils' learning. Links with other schools are also **very good**. This is similar to the last inspection.

Main strengths and weaknesses

- The large number of parents who help in school make a considerable contribution to the pupils' learning.
- The Friends of Leckhampton School provide valuable financial support through varied activities.
- Very good links with the community help to enrich the curriculum.
- Very good links with other schools ensure that pupils transfer happily to their next stage of education and also enhance the curriculum.

Commentary

26. Parents are well-informed about the school through a well-produced prospectus, regular newsletters, the school web site and other correspondence. They are also well-informed about

progress through three parents' evenings and an annual achievement report. The school welcomes parents into school at any time to discuss concerns, and values their comments. There are, however, few occasions on which the school formally consults with parents to seek their views, for instance through questionnaires, although there is clear evidence that this has been done on occasions, for example over the homework policy.

27. Parents are very satisfied with the school. They are extremely pleased with the teaching and the high expectations staff have of their children. They think that the school treats all children fairly and helps them become mature. The only concerns are over the arrangements for settling pupils into school and for seeking the views of parents.
28. Parents make a very good contribution to learning by providing very good help in the classroom and on trips and visits. An example of the support is the large number of parents who give up an afternoon to work with Year 2 pupils during the weekly activities afternoon. Many parents play an active part in, or support, the 'Friends' organisation, which organises events and has been very successful in raising significant funds over the last two years whilst others support the school as parent governors. The school carries out all the necessary security checks on helpers and has produced a comprehensive and easy to use booklet to help them with school routines and procedures.
29. The school has very good links with the community who make good use of its facilities for both sport and for meetings on a regular basis. The school has recently organised a 'safer routes to school' campaign involving parents, local councillors and neighbours. The school has very strong links with local churches whose representatives visit the school to take assemblies. Pupils from the school go out into the community for educational visits as well as to participate in events such as local dance and music festivals. The pupils are involved with the wider community through 'The Comenius Project' and e-mail links with schools in other countries.
30. The very good links with other schools include close liaison with the local nursery school and strong links with the local secondary schools. The pupils benefit directly from these links with, for example, a science teacher and a French teacher from the secondary schools working with them. The school benefits from information and communication technology technical support and sports/academic links with the secondary schools.
31. The partnerships identified at the time of the last inspection have been consolidated and developed, and continue to benefit pupils.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The leadership of the headteacher, who is particularly well supported by his deputy, is **excellent**. The leadership of senior staff is very good. Management throughout the school is **very good**. The governing body is **highly effective**.

Main strengths and weaknesses

- The governing body, headteacher and staff work well together as a very effective team in their continual drive to raise standards within a very caring, supportive and secure environment.
- The headteacher is a highly proficient leader and manager.
- The senior management team is enthusiastic, committed and well focused on school improvement.
- The well targeted planning for the school's improvement is being implemented with energetic determination.
- The governing body takes a full and active role in all aspects of the work of the school.
- The finances of the school are prudently managed and appropriately focused on school priorities.

Commentary

32. The headteacher has a very clear and accurate view of what needs to be done to continue to raise standards achieved by all pupils. His sense of purpose is shared by all staff at the school. The headteacher and deputy headteacher together make a formidable team whose experience and expertise complement each other. Together they have striven very successfully to ensure that standards continue to rise but within an atmosphere of caring, sharing with each and every person dedicated and committed to supporting the needs of each other. The school shows determination to consult with and meet with the individual needs of staff. It has recently addressed and responded to very positively the workload of staff after full consultation with all concerned. It has acted promptly and fairly with the recommendations of the working party and has set up a review to monitor its effectiveness.
33. Under the skilled leadership of the headteacher and total consultation of the governing body, the school has recently improved its accommodation by careful and prudent planning and budgeting to provide further quality accommodation to enhance pupils' learning. The senior management team is enthusiastic and committed to fulfil the ambitions of all the stakeholders of Leckhampton School. They share the high expectations of improving the quality of education and support the headteacher and deputy headteacher with energetic determination to provide quality of education within a school where quality of life for all underpins its philosophy. The senior management team focuses its energies on continuing to develop procedures and practices that will enable the school to continue to drive up standards, particularly in information and communication technology. Co-ordinators are conscious of the school's high expectations and work hard to ensure professional support is provided for teachers and support staff. The leadership and management of special educational needs are very good. The co-ordinator has put in place efficient systems for the identification and support of these pupils. The school makes good use of support agencies outside the school including the educational psychologist and speech therapist and has links to the dyslexia service. The school has a commitment to continuing training the special educational needs co-ordinator and the special educational needs teacher keep up to date by attending conferences and local meetings.
34. The school has a well-conceived school improvement plan. Monitoring is securely in place and continuing professional development for teachers and support staff to respond to both individual and school needs are paramount to school improvement and effectively and efficiently managed. Members of the governing body are well-informed and are able to identify the strengths of its school as well as areas for development. It is a highly proactive governing body and its regular review and monitoring procedures keep them well informed. They have a clear understanding of the achievements of the school and decisions made are objective and based on first hand knowledge.
35. The previous financial year indicated a high carry forward figure. This was as a direct result of prudent planning to improve accommodation. This has now been completed and after all payments have been made, the carry forward figure for this current year will be well within the recommended percentage. The recommendations of the most recent audit report have been addressed. The day-to-day financial operations are effectively and efficiently managed by the administrator and bursar.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	792,349
Total expenditure	736,429
Expenditure per pupil	1,745

Balances (£)	
Balance from previous year	108,832
Balance carried forward to the next	147,333

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

Main strengths and weaknesses

- Teaching is consistently good and often better.
- The quality of curriculum planning is very good, so that there is a good balance of activities provided for children.
- The leadership is effective and has led to the whole team working closely together, so that children's individual needs are fully met.
- Very good use is made of high quality accommodation and resources to organise motivating activities in which children take part.
- There is limited outdoor play equipment and no large outdoor climbing apparatus. This restricts the development of confidence on big climbing apparatus and children's skills of control, mobility and balance.

Commentary

36. Children are **achieving well**, due to **good teaching** in all areas of learning and are likely to reach the Early Learning Goals by the end of the reception class. The quality of the curriculum ensures that there is a particularly good balance between adult focused activities and those that the children choose for themselves. The daily timetable is very well structured and all adults contribute successfully to planning. Classroom assistants take a responsible role in leading groups and making observations of children's progress in consultation with the teachers. As a result, children flourish in this stimulating and caring environment, where high quality accommodation and very good resources are used very well. The reception classes have special 'corners' for particular activities, but also sufficient space for quiet group teaching. Children enter the reception classes with above average attainment in personal and social development, language and communication skills and physical and creative development. They make positive progress throughout the reception year and are well prepared to address the curriculum in Year 1. Relationships are of high quality and children are happy and feel secure within this quality environment.

37. The leadership of the Foundation Stage has proved effective in generating a team of committed practitioners, who work successfully together and support children's learning well. There is a buzz of enthusiasm apparent in the classrooms and an understanding of the need for continual development. The vision of the teachers has ensured that as children move through reception classes they are continually challenged, provided with opportunities to become independent learners and gain in confidence and self-esteem. Good induction procedures ensure that they make a smooth transition between home and school and understand what school life will be like before they start and know that there is someone there to help them when things do not go according to plan.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well and most are likely to reach higher standards than expected by the end of the reception year due to the good teaching in this area.
- Well-established routines help children to learn about acceptable behaviour.
- Opportunities for choice enable children to develop good levels of independence.

- The caring and stimulating atmosphere enables pupils to establish good relationships.

Commentary

38. The school day is organised particularly well and regular routines, which are consistent throughout both classes, enable children to understand how to behave and respond to the various interesting challenges offered. The good ratio of committed staff means that children are supervised well. The children are asked questions about what they are doing and learn quickly that it is important to complete tasks and to tidy up. The good quality of personal relationships established with adults underpins the learning which takes place in the Foundation Stage. Children are eager to please and enjoy the relevant and interesting activities offered. Children's opinions are valued and they learn to listen and answer politely, respecting others and taking turns. All children learn quickly how to deal with their own needs, an essential part of individual learning. Activities are planned to give the children chances to play with others to build up their social skills. Boys and girls play happily together and clearly enjoy bathing the babies. The teaching of good manners has high priority and the children are polite and helpful to each other and adults.

Communication, language and literacy

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

Main strengths and weaknesses

- Good and very good teaching ensures that most children are likely to achieve the Early Learning Goals* by the end of the reception year.
- Children are learning well through new initiatives, which include the teaching of phonics (letter sounds and their names) and handwriting.
- The way that reception class staff work together ensures that all reception age children have similar opportunities to develop literacy skills.
- Assessment information is always used successfully to match work to individual needs within groups. Children with special educational needs are given good support and records show clearly what they can do and still need to do to improve.

* The Early Learning Goals are set nationally, as the standards expected of children before they enter statutory education in Year 1.

Commentary

39. Throughout the reception classes the children have good opportunities to develop their knowledge of letter sounds and their names. They discuss pictures, play games and practise sounds. This contributes well to their reading skills, which are well supported by a successful home-reading arrangement. Staff extend the children's speaking and communication skills through their own careful use of language and skilful questioning. Planning includes the language focus of the main activities, which enables all adults to work together with maximum effect. In both classes staff work very hard to develop the range of vocabulary and language patterns to ask as well as respond to questions. A good example of this was when the children were preparing questions for their interview with the doctor. Imaginative play areas provide children with good opportunities for structured and focused play and talk, where children happily assume different roles, which continually extend their vocabulary.

40. Children of reception age have well organised group sessions which enable them to read big books, practise their phonic skills and learn how to sequence the events of a story. Children in both classes enjoy sharing books with adults and this is a regular part of the classroom routine. They enjoy handling books and, when listening to taped stories, turn the pages to match the reading of the text. Children confidently retell the story in its correct sequence and in whole sentences. Pupils hold a pencil correctly and follow patterns and many attempt to write simple sentences, although, some of this is still 'play writing'. The large amount of assessment data

collected about children's progress is always used successfully in identifying specific learning needs in these groups, which then informs future teaching and planning.

Mathematical development

Provision for mathematical development is **good**.

Main strengths and weaknesses

- Children are now achieving well due to effective teaching and most are likely to achieve the goals they are expected to reach by the end of the reception year.
- All adults use every opportunity to encourage children to count.

Commentary

41. By the end of reception year, children are learning to count to 10 and the more able children can count forwards and backwards with confidence beyond this. As part of a group many children can count to 20 and beyond. They are familiar with number rhymes and enjoy using their counting skills to play games, such as observed in a literacy game involving counting on. Formal mathematical sessions enable them to identify shapes and their properties, such as sphere, cube, cone, cylinder and cuboids. Sessions are backed with interesting activities that reinforce number and the language of mathematics. In the lessons that focused carefully on shapes, there is an expectation of pupils to use appropriate vocabulary. They are extending their understanding of mathematical terms and most use words such as 'up', 'down', 'forwards' and 'backwards' confidently. The learning takes place through relevant play and games and this makes the children want to take part.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teaching is good overall and children achieve well and are likely to reach the Early Learning Goals by the end of the reception year.
- Children make good progress with information and communication technology skills in the reception class as they have regular access to computers.
- Structured play activities give children a wide range of opportunities to experiment with paint, printing and blending colours using chalk.
- Children have good experiences of, and enjoy, role-play activities that are relevant to their learning.

Commentary

42. All children in the Foundation Stage have regularly planned opportunities to develop their ICT skills. In a lesson observed in Year 2, children were making good progress in their ability to use the mouse pad to draw straight lines and zigzag patterns, which vary in thickness, length and colour on screen. They choose with confidence the tools they need from a simple menu to create these patterns. Teachers expect the children to think through what they are doing and what will happen. Clear explanations are given at a level that all children can understand and help them to make good gains in their knowledge.

43. The development of creative thinking is an important and vibrant part of the curriculum provided for the Foundation Stage. Of particular importance is the emphasis on helping children to develop their own ideas independently and confidently and to discover and explore. To this end continuous activities are planned throughout the day so that good progress is not left to chance.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Teaching is good overall, pupils achieve well and are likely to reach the Early Learning Goals by the end of the reception class.
- Children make good progress in responding creatively and imaginatively in a range of contexts.

Commentary

44. There are good examples of children experimenting with blending coloured chalks. They are encouraged to think about what is likely to happen when two colours merge into one. They enjoy predicting the outcome and good teacher questioning encourage good responses and begins to promote children's prediction skills. In one lesson observed, the teacher and children discussed the forthcoming visit of the doctor. They decided that they would ask their teacher to write down their questions on the computer and confirmed to the teacher that she needed to use a capital letter to start and she should finish with a question mark. They prepared about a dozen questions, which put the doctor on the spot the following day. This also helped to develop children's speaking and listening skills.

PHYSICAL DEVELOPMENT

Provision for physical development is **satisfactory**.

Main strengths and weaknesses

- Children achieve particularly well and many are likely to exceed the expected standards by the end of the reception year due to the good teaching in this area.
- Children demonstrate high levels of control and creativity in their gymnastic lesson.
- There is no designated outside play area for children in the Foundation Stage.

Commentary

45. In the reception classes children use the main school hall for physical education lessons. Teaching is good in this aspect of learning and children are given appropriate opportunities to use apparatus to move across and over to promote balance, style, poise and confidence. When jumping off apparatus, they do so with good style and bend their knees when landing. The apparatus in the hall is well arranged to provide a variety of opportunities for children to engage in developing body control. They listen attentively, are aware of the necessity of warm up activities and understand the need to be careful when using apparatus. Both teachers and pupils dress appropriately and behaviour in the lesson observed was exemplary and children enjoyed the session. The limited range of outdoor play equipment, however, restricts development of confidence on big climbing apparatus and children's skills of control, mobility and balance. Teachers are fully aware of limitations in this area. It is a high priority for further development. Fine motor skills of cutting and pencil control are developing well, enabling children to write legible letters and numbers.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very effective**.

The pupils' standards of work in reading and writing at the end of Year 6 are well above average. Lessons were inspected and a discussion was held with the co-ordinators about the development of

the English curriculum. Standards at the end of Year 2 and Year 6 have improved since the last inspection when standards in reading were good and in writing they were in line with those nationally.

Main strengths and weaknesses

- The quality of teaching is good and the pupils achieve well.
- The provision for the pupils with special educational needs is very good and they make very good progress.
- Skills taught in English lessons are applied well in other subjects across the curriculum.
- Teachers make and pass on comprehensive records so that work builds on previous teaching and the pupils make good progress.
- Teaching in some of the lessons seen was over directed allowing too little time for the pupils' individual work and this limited achievement for the more able pupils on these occasions.
- Marking is insufficiently focussed on learning objectives so that the pupils are not always clear what they have to do to improve and consequently the pupils' self and peer assessment is insufficiently developed.

Commentary

46. Since the last inspection the pupils' standards in English have improved overall. Standards in speaking and listening remain good, standards in reading demonstrate good improvement and in writing very good improvement. In reading and writing standards are now in the highest five per cent of schools nationally.
47. The standards of speaking and listening are good throughout the school. Pupils in Years 1 and 2 are able to converse confidently with adults and with each other, and those in Years 3 to 6 give prepared oral reports in assembly very well. All pupils have a wide vocabulary, for example the pupils in Year 3 contributed words such as 'blustering' and 'sprinting', during oral work and were able to use them later in sentences demonstrating a very high standard of written work for pupils of this age. Oral work is mainly developed through individual responses to teachers' questions and prepared presentations in assemblies and plays. The pupils would benefit still further by discussing responses to questions in pairs and groups and by opportunities for older pupils to take part in longer discussions and debates. However, pupils have taken part in festivals of speech and drama and won awards in verse speaking and reading at sight.
48. The pupils' standards in reading are well above average throughout the school and this is evident in the end of key stage results in Year 2 and Year 6. Since the introduction of the literacy strategy the school has increased their resources for teaching reading and these are used to good effect. Pupils in Years 1 and 2 develop an interest in books through sharing big books together during class teaching and the school is resourced well for the teaching of group reading. The pupils' individual reading is developed through reading schemes which are clearly set out enabling the pupils to select additional books themselves at the appropriate level. The recently built new library for junior pupils and the additional books purchased enables the pupils throughout the school to have easy access to a good range of fiction books and also non-fiction which are used well for research, for example, in the history topic to find out about aspects of the Second World War. The new computerised system installed is used for recording and tracking the pupils' book loans and can be interrogated to monitor the use and choice of books. The pupils learn to read using a structured scheme and a reading diary is maintained. This home-school link is very effective, most pupils read regularly at home. Many pupils also use the public library thereby continuing to develop their skills and a good habit of regular reading.
49. The school has put a strong emphasis on developing all aspects of the pupils' writing skills, recently focusing on spelling and handwriting. This has been very effective. The standards in writing, which were found to be satisfactory at the time of the last inspection, are now very good. Spellings are learned for homework and tested regularly. Handwriting and the presentation of the pupils work are good throughout the school and older pupils are taught to write legibly at

speed. The school has adopted aspects of the literacy strategy and this structured approach to teaching has been effective in raising standards. The pupils are taught to develop writing by increasing their vocabulary and improving their sentence structure so that they are able to write with confidence in a range of genre. Pupils in Years 1 and 2 check their work and those in Years 3 to 6 draft and improve their extended writing to good effect.

50. Pupils who have special educational needs, are very well supported by teachers and classroom assistants and the work assigned to them is appropriate and purposeful. They are always included in oral discussions and their contributions are valued.
51. Most of the teaching seen during the inspection was good and some aspects of it were very good, some satisfactory teaching was also seen. The teachers have a good understanding of the literacy strategy and employ a variety of teaching methods and contexts to maintain pupils' interest so that they make good progress. For example, the pupils in Year 2 enjoyed sequencing and refining instructions for making a cheese sandwich as their teacher carried them out. The pupils in Year 6 who were learning about different writing styles responded well when challenged to report the day's events at school in the style of Adrian Mole. In some lessons where teaching was over directed the pupils had insufficient time to develop their individual work and in those lessons they made less progress. Teachers mark pupils' work regularly. Marking is sometimes insufficiently analytical for the pupils to know how their work might be improved. Teachers assess the levels at which the pupils are working accurately and use these assessments to plan work, which is appropriate for the range of abilities within the class. Consequently all pupils make very good progress as teaching builds on their previous knowledge. Teachers identify learning objectives for each lesson and share these with the pupils but have not yet linked these to success criteria, which would help the pupils to have a better understanding of their learning so that they could evaluate their own work more effectively.
52. The management of the subject is very good. There are two English co-ordinators, one for Key Stage 1 and one for Key Stage 2. The management structure within the key stages ensures that there is very good continuity between year groups and across the key stages, for example all teachers worked together to moderate the assessment of pupils writing in Years 2 and 3. The school carries out a range of assessments at the end of each year and these are very well used to monitor the effectiveness of teaching and identify support for groups of pupils and to track these pupils' progress. Teaching and standards are constantly under review. Where weaknesses are identified in the teaching programme changes are made and the effect of these are evaluated, for example, the recent focus on teaching spelling at Key Stage 1 and the ALS (Additional Literacy Support) programme for Years 3 and 4 which is currently being monitored. The school introduces booster classes for some pupils in Year 6 in January in preparation for the national tests and this is effective in ensuring that these pupils achieve as well as they are able. The co-ordinators are regularly updated by attending local meetings and the national primary English conference. They disseminate information and discuss new initiatives with all teachers before adopting those that are appropriate for the school.

Language and literacy across the curriculum

53. There are many examples of the use of language and literacy across the curriculum; for example, pupils in Year 2 and Year 5 write instructions for design and technology activities. Pupils in Year 6 write poems and read biographies in the context of their history project, the Second World War. There were few examples of the use of ICT in literacy lessons seen during the inspection but this is because the programs used last year are not yet compatible with the new server, which has been recently installed.

MATHEMATICS

Provision in mathematics is **very effective**.

Main strengths and weaknesses

- Standards in National Curriculum tests are high in Year 2 and well above the national average in Year 6. Pupils achieve very well.
- Setting in Year 3/4 and 5/6 ensures very good provision for all pupils.
- Both boys and girls attain higher than the national average, with boys outperforming girls in Year 2 and girls slightly outperforming boys in Year 6.

Commentary

54. Standards in Year 2 have been improving each year for the last three years. In 2003, results in the National Curriculum tests in Year 2 were high, being in the highest five per cent of schools nationally. At the end of Year 6, results in the National Curriculum tests have been well above the national average for the last four years. Standards were well above those of similar schools in Year 2 in both 2002 and 2003 tests. The improvement made by pupils from the end of Year 2 to the end of Year 6 has been above that of similar schools for two years. The percentage reaching the higher level in Year 6 is well above the national average and the same as in similar schools. Pupils achieve very well across the school.
55. In the lessons observed, standards did not always reflect these high standards, as in top sets pupils were often attempting new work which was very challenging and which needed more than one lesson before they would fully understand the new concept. However, in all lessons pupils were reaching satisfactory standards and many of them were reaching good standards. In Years 1 and 2 teaching was good overall and sometimes very good. Pupils' achievement ranged from satisfactory to very good depending on the quality of teaching. Where teachers foresaw problems and their teaching reflected this understanding, pupils' achievement was very good. In one lesson pupils learned very well when they were clearly taught which number should go first in a division sum, when the reverse gave an example which was nonsense. For example, a group of four sheep each with three legs or a group of three sheep each with four legs.
56. Pupils in Years 3 and 4 and Years 5 and 6 are taught in four sets. There are very high expectations of pupils in the top sets. In Years 3 and 4 pupils struggle to understand a new concept, such as a problem which has more than one part to it. Whilst this was not fully realised in the lesson observed, the teacher became aware of their difficulties and adapted the next lesson accordingly. In this way high standards are eventually achieved. In Years 5 and 6 pupils work at an excellent pace, showing considerable enjoyment for the subject and enthusiasm for the challenges that face them. Whilst Year 5 pupils are fully stretched, the gifted mathematicians in Year 6 could be further challenged in the mental session at the start of lessons.
57. Lower-attaining groups are taught very well, such as in Year 3 and 4. Lessons are very well planned at a level, which enables them to achieve very well. The learning support assistant is deployed very effectively and works to detailed lesson plans. These are also used to evaluate the pupils work. There is very good partnership teaching between the teacher and learning support assistant. Assessment is used very effectively and, as a result, pupils have mastered, for example, the concept of a remainder by the end of a lesson on division. Middle to lower attaining sets are also well provided for and information and communication technology supports their learning very well, for example, in a lesson about area and perimeter. They achieve well. Booster classes are also provided for this group in the spring and summer term, which helps to raise their attainment before national tests.
58. The management of the subject is very good with the co-ordinator aware of pupils' specific difficulties, through careful analysis of test results. As a result, teaching methods are changed to address these weaknesses. For example, as older pupils have difficulties with division the methods of teaching division in younger classes has been altered. Performance management objectives also set high standards for teachers in this subject.

Mathematics across the curriculum

59. There are examples of mathematics being used across the curriculum in science, design and technology and geography. Further opportunities could be developed.

SCIENCE

Provision in science is **very effective**.

Main strengths and weaknesses

- Pupils' achievement in science indicates that the school has continued to maintain its high standards.
- Teaching throughout the school is at least good but mostly very good.
- Management of science is effective, fully endorsing the continued drive to continue to maintain and improve the already existing very high standards, underpinned by national tests.
- Very good attention is paid to all aspects of science, especially using and applying scientific methods of investigation.
- More use could be made of information and communication technology to assist pupils' scientific work.

Commentary

60. Inspection evidence clearly indicates that the school has successfully maintained its provision and standards in science. Pupils in Year 2 and Year 6 attain standards well above those normally expected for pupils of this age. The findings indicate that standards have been maintained since the previous report and confirm results in national tests. This represents good achievement from their starting point at the age of five. There are no significant differences between the attainment of boys and girls or between different groups. The school's focus on numeracy and literacy strategies are good and effective use of these areas is a key aspect when recording findings and analysing data in science. The promotion of investigating skills through 'hands on' experiences is a feature threading through all classes and promotes well the use of appropriate vocabulary. Pupils often work in pairs or small groups. The process prompts considerable scientific discussion when pupils predict, not only what is likely to happen, but why. The strength of scientific enquiry together with the very good working relationships between teachers and pupils is a crucial element in maintaining standards as well as promoting very positive attitudes and quality social development.
61. Teaching is good with many very good features throughout the school. Teachers have a secure knowledge of the subject, which enables them to explain confidently and clearly to pupils of all levels of ability. Teachers provide an effective balance between directed teaching and independent learning. Pupils with special educational needs are supported well and achieve similarly to their peers. Pupils are always appropriately challenged and extended and teachers tailor questions to evaluate effectively the level of understanding and knowledge acquired by the pupils. These positive aspects of teaching contribute very firmly to maintaining high standards as well as making learning interesting and enjoyable. The use of information and communication technology to support learning has been temporarily arrested due to very recent acquisition of new computers.
62. Leadership of science is very effective and the co-ordinator works hard to support learning throughout the school. The school very carefully analyses pupils' achievement in national tests, taking stock of strengths and identifying areas for future development. The systematic monitoring of planning, teaching, learning and standards are good. Although the marking of pupils' work often celebrates success, it does not indicate how pupils may improve their work. The assessment procedures overall for science are good but marking needs to be diagnostic in order that pupils may become partners in the evaluation process and strive together with their teachers to achieve even higher standards.

Information and communication technology

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Pupils' competence in information and communication technology is satisfactory throughout the school with some good features.
- Teaching is good overall.
- Pupils from all groups are making good progress in their learning.
- Resources are good.
- The school does not fully exploit pupils' knowledge and developing skills in information and communication technology to enhance their learning across the curriculum.

Commentary

63. Pupils are achieving well throughout the school. Standards are currently average because the effectiveness of staff training and new resources have not as yet had sufficient time to fully impact on pupils' potential for learning in this area. However, this indicates a significant improvement since the last inspection and all pupils, including those with special educational needs, are achieving well.
64. The pupils already display confidence in their use of computers. They are keen to try out new programs and to improve their knowledge of previously acquired ones. A typical example of this was observed in a reception class where all pupils used their control pad with ease, approached their tasks with confidence and remained totally focused for the duration of the lesson. As pupils move through the school, their development of skills is systematic and carefully programmed on the planning. In Year 5, pupils approach a realistic problem requiring urgent attention, which involves researching a document and inserting figures on to a spread sheet and adding totals in order to provide the necessary information. They work in pairs, discuss and resolve and use appropriate vocabulary. In Year 6, pupils again worked in pairs to research information from 'search engine'. Pupils are achieving well and are acquiring a secure understanding of information and communication technology and the confidence to use it.
65. The teaching of information and communication technology is good throughout the school. Since the previous inspection there has been considerable training for teachers to increase their own computer knowledge and the effectiveness of their teaching. The teaching potential is now being used effectively with the newly acquired laptop computers, which form the basis for learning. The school is now in a strong position to move forward in this area. It is now well equipped with laptop computers and stand-alone computers in the classroom.

Information and communication technology across the curriculum

66. The use of information and communication technology across the curriculum has been temporarily arrested due to the recently acquired delivery of laptops. The school acknowledges its need to re-address this problem as a matter of some urgency.

HUMANITIES

67. Although humanities was not a focus of the inspection, dialogue with pupils, observation of lessons and historical artefacts, and discussions with staff allow a judgement to be made in history.

History

Provision for history is **very effective**.

Main strengths and weaknesses

- Skills development is promoted well.
- There are good opportunities for pupils to undertake research.
- Displays are used effectively.
- Good teaching enables effective learning to take place.
- The subject is managed well.
- There is a limited use of information and communication technology to support learning.

Commentary

68. Standards in history are above those normally expected by the end of Year 2 and Year 6. This indicates an improvement since the previous inspection. During their time in school many opportunities are provided for pupils to develop their enquiry skills in history. In a Year 6 class, pupils were investigating the lives of different war heroes who had been killed in World War II. Their research began with names on the local cenotaph and, using the information provided by a local historian, they traced the lives of several soldiers, sailors and airmen, many of whom had attended this school. Pupils worked in pairs and addressed their tasks with humility and sensitivity.
69. Throughout the school, the impact of history could be observed through quality displays in classrooms and corridors. Uniforms of the Celts and Romans are in evidence together with examples of Victorian dress accompanied with an extract from a Victorian school child. There were many, many examples of World War II artefacts, which made history a living experience for the pupils of this school.
70. Teaching is good throughout the school and pupils learn well. Teachers involve pupils directly in lessons and challenge them to empathise with Victorian pupils or evacuees at the railway station. The preparation and very good pupil/teacher interaction create a very good environment for learning which promotes enthusiasm and stimulation.
71. The good management of the subject enhances learning effectively. Good use is made of places of interest, such as the cenotaph to investigate historical features. This promotes pupils' learning through first hand discovery and experiences and enhances and develops their skills of enquiry. Such visits and research leads to stronger and more effective learning, whilst bringing the subject alive.
72. The main area for development is to use information and communication technology more effectively to enhance learning. It must be said, however, that although limited use was made of information and communication technology during the week of the inspection, the very recent acquisition of laptops and the delay in setting them up, with some incompatibility, has slowed down the use of information and communication technology to support learning in this subject.

Geography

73. Geography was only sampled during the inspection, but from the one lesson observed and from discussion with pupils it would appear that standards are at least in line with national expectations by the end of Year 2 and Year 6 and provision is satisfactory.

Religious education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- Role-play is used well to help pupils empathise with people.

- Visits to places of worship contribute strongly to pupils' knowledge and understanding of a religion.
- The subject makes a strong contribution to pupils' spiritual, moral, social and cultural development.
- There is inconsistency across the school and in parallel classes.
- The locally agreed syllabus has not been translated into a scheme for the school.
- Monitoring is underdeveloped.

Commentary

74. Pupils attain at least the standards expected by the locally agreed syllabus in Years 1 and 2. In Year 1 pupils demonstrate that they have a good understanding of how and why people celebrate. They know about different festivals including, for example, the Hindu festival of Diwali. Pupils' achievement is satisfactory in Year 1 but when in groups their discussions are not always about the task and if more focused and better monitored by the teacher their achievement could be higher. In Year 2 pupils are taught very well and make very good progress in their knowledge and understanding of Bible stories. There is not much recorded work in pupils' books in Years 1 and 2 but they have made a well presented booklet about the creation. Teaching and learning in Years 1 and 2 is at least satisfactory and the subject contributes well to pupils' spiritual, moral, social and cultural development.
75. Pupils reach well above the expected standards of the locally agreed syllabus in Years 3 to 6. The standard of work in their books is inconsistent, with standards and the quality of their work in Year 5, the co-ordinator's year group, being considerably higher than in any other year. The small amount of work recorded in parallel classes in Year 3 varies, with different knowledge gained in the different classes. No recorded work was seen in Year 4, but a lesson was observed where teaching and learning was very good. In Year 5, pupils' work in books is dated and very well presented. Work in parallel classes is similar. In a lesson observed in Year 5 attainment was well above average as a result of very good teaching about homelessness. The balance of the lesson was excellent with role-play used to help pupils empathise with the homeless and written work completed to remind them of what they had learned. Books from last year's Year 5 pupils show that standards in this year are consistently high. Year 6 had experienced a most worthwhile visit to a synagogue the week before the inspection, and had taken extensive notes while they were there. The knowledge they had gained from one of the Jewish community was considerable and their interest was apparent when they talked about the visit in class.
76. Overall, the quality of teaching in most lessons observed was very good and as a result pupils' learning in these lessons was also very good. However, the role of the co-ordinator needs to be developed so that the subject can be monitored and pupils' work assessed in line with the recommendations of the locally agreed syllabus. The subject is being led by a teacher who was newly qualified last year and who is keen to develop the subject. She monitored resources last year and the subject is on the school improvement plan for further development this year. Whilst the school follows the Gloucestershire Agreed Syllabus some lessons are shorter than the time recommended. Teachers write detailed medium-term plans but there is no overall school scheme of work. Assessment procedures are not in place and from the scrutiny of pupils work there is no overall agreement and policy for the recording of pupils' work or for marking it. Whilst statutory requirements are being met, the subject is in need of development, so that the expectations seen in Years 2 and 5 are reflected throughout the school.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

Provision in art and design is **effective**. This is an improvement on the last inspection when it was found to be satisfactory.

Main strengths and weaknesses

- Lessons are well planned and prepared.
- Pupils' skills are developed well using a range of media.
- There are very good resources.
- There is very good support for pupils with special educational needs.
- Pupils' self-evaluation and peer evaluation is underdeveloped.

Commentary

77. Overall, the standards in art and design throughout the school are good but standards vary between classes and across the key stages. Some very good work was seen on display in the classrooms, around the school and in the pupils' folders. In the lessons seen, standards ranged from satisfactory to very good.
78. The quality of teaching is good overall, lessons are well prepared and teaching builds well on previous work. The pupils make good use of their sketch-books to explore the potential of a range of media. Some teaching is imaginative and ambitious; for example, pupils in Year 6 used torn paper effectively to represent large silhouettes of moving figures. Teachers use a variety of cross-curricular contexts. They evaluate the pupil's work and some pupils are learning to evaluate their own. For example, the pupils in Year 6 had annotated their chalk and charcoal sketches identifying what they liked and what could be improved. This needs to be developed further by sharpening pupils' critical skills, teaching them to give constructive criticism and giving them opportunities to take part in peer and group evaluation. The pupils in all classes have a very good attitude to the subject, behaviour is good they are interested in lessons and work well. This has a significant impact on the high standards achieved. Pupils with special educational needs are very well supported. The two pupils with Statements of Special Educational Needs were able to take a full part in a lesson seen during the inspection and made good progress within their capabilities.
79. The management of art is good and the recent focus on the subject has improved standards. Resources for all aspects of art are very good and they are well stored for easy access. The co-ordinators make good use of local expertise and the study of art in nature supported by the educational centre working with pupils in Years 1 and 3 produced some very effective large three-dimensional models of insects using recycled materials.

Design and technology

80. Design and technology was only sampled during the inspection. Provision is satisfactory. Planning for design and technology is satisfactory. The school is now using a nationally recommended scheme of work and this is effective in ensuring that all aspects of the subject are taught. Curriculum time is used well for teaching this practical subject but because it is taught alternately with art it was not possible to see any teaching during the inspection. Resources for teaching all aspects of design and technology are good. Teachers have access to a good range of materials that are stored centrally and tools for working with resistant materials are stored in classrooms for easy access. There are appropriate facilities for teaching food technology with full regard to the health and safety requirements. The co-ordination of the subject is currently overseen by the head-teacher and there are long-term plans to develop the provision by sharing teachers' expertise, identifying a progression in the teaching of skills and formalising and recording the assessments of pupils' work.

Music

Provision for music is **very effective**.

Main strengths and weaknesses

- The standard of singing is very good as is pupils' response to music especially through dance.
- The school has very good resources and teacher expertise.
- Pupils' good knowledge of music and confidence in performance.
- The quality and range of extra-curricular activities considerably enhance the curriculum.

Commentary

81. The pupils' standards in music are well above national expectations by the end of Years 2 and 6. This represents a great improvement since the last inspection when progress was found to be variable.
82. The teaching of music is a strength of the school. Pupils throughout the school express their enjoyment of music in a variety of ways. The pupils in Year 1 learn to sing tunefully as they prepare songs for their nativity production. Skilful teaching ensures that concentration is sustained throughout the lesson and the teacher's high expectations of pupils' participation and performance ensures that all make very good progress and achieve high standards. This teaching is built upon throughout the school and is evident in the pupils singing in assemblies and in subsequent lessons. Teachers link music teaching well to other subjects and pupils in Year 6 sang some World War II songs very tunefully and with great enthusiasm and enjoyment, which also developed their empathy with people of the time. Pupils have many opportunities for music making in lessons and older pupils remembered their own interpretive percussion compositions on animal themes. Skilled teaching engages pupils who listen and respond to a range of instrumental music. Pupils in Years 1 and 2 recognise beat and rhythm and move in response to music and pupils in Years 3 to 6 interpret music from different countries and cultures through dance. During the inspection, one of the Year 4 classes presented an excellent performance of the story of Theseus and the Minotaur through interpretive dance to pupils and parents in assembly. Pupils in Year 3 are already competent performers and the impressive and enthusiastic participation of 60 boys and girls at the early morning dance club demonstrates pupils' enjoyment in responding to music. House music competitions are held in school and country dancing after school. The school orchestra and choirs perform regularly in assemblies and at local music festivals. The majority of instrumentalists continue learning at secondary school and some have gone on to join the National Youth Orchestra. Recorder ensembles have won first prize and the Year 6, junior and infant choirs, distinction, second place and distinction respectively in competitions. The management of music is very good, providing a wide range of opportunities to develop pupils enthusiasm and nurture their talents.

Physical education

Provision in physical education is **very effective**.

Main strengths and weaknesses

- The overall quality of teaching is good with very good features.
- Extra-curricular activities make a significant contribution to extending and complementing school based activities.

Commentary

83. Standards in physical education are above those expected nationally by the end of Year 2 and well above those expected nationally by the end of Year 6. This represents a significant improvement since the previous inspection when standards were judged to be satisfactory.
84. Over time in school and supported with extra-curricular activities, pupils develop confidence, self-discipline and other personal qualities, such as dependency, as well as supporting their peers. They are aware of the need to warm up and cool down, to handle equipment with care

as well as understanding the effect activity has on the body. They acquire skills, such as using space balancing and responding to music, as was observed in a Year 6 dance lesson. They acquire a competitive edge in matches and tournaments while retaining respect for opposing teams as well as each other and understand the principals of fair play. Teachers ensure that all pupils participate fully and are very good role models in terms of appropriate dress and learning from each other. Pupils in the junior classes have been unable to have swimming for the last two years as the pool has been closed. However, all pupils will have had at least a year's swimming by the time they leave, with the pool opening again in January. Previous cohorts of pupils achieved very well.

85. Overall, the quality of teaching is good. Teachers consider the individual needs of pupils very well. They provide opportunities for them to work in pairs, evaluate each other's performance and develop strong partnerships to promote social interaction. The management of pupils' behaviour, subject expertise and use of time and resources contribute to the high standards being achieved. The curriculum for physical education is very good. The extensive opportunities provided within the extra-curricular programme enrich and enhance the acquisition of skills development in this subject area very well. As a result, individual pupils and teams have excelled in cross-country, athletics, football, cricket, badminton and gymnastics in the last few years, often competing against private schools. Over 90 per cent of pupils in Year 5 belong to one of the sports clubs in school. The school has a wide range of resources and the accommodation in school and outside are extensive. The residential experience for Year 6 pupils contributes strongly to pupils' physical education, extending and complementing school activities as well as promoting independence and interdependence. The potential for continued development is very good. Pupils' progress is well supported by assessment procedures and the effective co-ordination of the subject.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

Provision is **very good**.

Main strengths and weaknesses

- Pupils are very well prepared for the next stage of their education.
- Pupils have good opportunities to take on responsibilities and to develop their independence.
- The school promotes healthy living.
- There are limited opportunities for pupils to express their feelings.

Commentary

86. The caring school ethos supports pupils' personal development and the teachers' use of 'Circle Time' provide good opportunities to share feelings and to discuss different topics. These sessions help pupils to build confidence and to have respect for themselves and each other. For example, in a very good lesson seen for pupils in Year 5, they confidently expressed what made them happy or sad.
87. As pupils get older, teachers give them increasing responsibility preparing them very well for the next stage of their education. The involvement in the wide range of extra-curricular activities available to them also helps them develop social skills and increase their maturity. Because the school council is not yet fully developed there are no formal opportunities to express their views on whole-school issues.
88. The school encourages healthy eating and care for the environment. Recycling is evident around the school and pupils are encouraged to look after plants and the grass as well as helping with the vegetable plot.

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	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	1
Behaviour, including the extent of exclusions	1
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	2
Pupils' care, welfare, health and safety	1
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	4
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	1
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).