

# INSPECTION REPORT

## **HARDWICKE PAROCHIAL PRIMARY SCHOOL**

Hardwicke, Gloucester

LEA area: Gloucestershire

Unique reference number: 115684

Headteacher: Mr J Menzies

Lead inspector: Miss F M Robinson

Dates of inspection: 10-13 November 2003

Inspection number: 260751

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 aided
Age range of pupils:	5-11
Gender of pupils:	Mixed
Number on roll:	399
School address:	Poplar Way Hardwicke Gloucester
Postcode:	GL2 4QG
Telephone number:	01452 720538
Fax number:	01452 720538
Appropriate authority:	Gloucestershire
Name of chair of governors:	Revd Thomas Woodhouse
Date of previous inspection:	12 October 1998

## **CHARACTERISTICS OF THE SCHOOL**

Hardwicke Parochial C of E VA Primary School is larger than most primary schools. It is located on the outskirts of Gloucester. It has 390 pupils on roll (190 boys and 209 girls) aged from four to eleven. Pupils come from a wide range of social backgrounds. About 5% are from minority ethnic families. All pupils speak English as their first language and none are at an early stage of English acquisition. The percentage of pupils eligible for free school meals is well below the national average. The proportion of pupils with special educational needs (SEN) is broadly average. Five of these pupils have statements of SEN. The percentage of pupils joining or leaving the school other than at the normal time is low. In 2002, the school received the Basic Skills Quality Mark and a Schools Achievement Award. In 2003, it received the Healthy School Award.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22182	Fiona Robinson	Lead inspector	Foundation Stage English as an additional language Science Art and design History Geography Music
15522	Bernard Morgan	Lay inspector	
2008	Philip Morris	Team inspector	English Information and communication technology Design and technology
4642	Philip Robbins	Team inspector	Special educational needs Mathematics Physical education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a very good school that provides a very good standard of education.** The leadership of the school by the headteacher is outstanding and the quality of management is excellent. The curriculum is excellent and is broad, balanced, rich and relevant. The quality of teaching is very good with some excellent teaching observed. The school provides very good value for money.

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

- ? The school is excellently led and managed.
- ? Standards in English, mathematics and science are very high by eleven.
- ? Pupils' attitudes, behaviour and relationships are very good.
- ? The excellent curriculum is broad, balanced, rich and relevant.
- ? The quality of teaching and learning are very good.
- ? The children get a very good start to their education.
- ? Links with the parents and the community are very good.

There are no significant weaknesses.

The improvement since the last inspection is excellent. Issues from the previous inspection have been very well tackled. Standards are very high due to consistently very good teaching and learning. The excellent leadership by the headteacher has resulted in an excellent rich curriculum and very bright, stimulating learning environment. Excellent teamwork is evident and this helps to push up standards. The quality of the school improvement plan is outstanding and focused on improving standards, teaching and learning. Very high expectations and shared vision provide a firm steer to the school's work. The ethos of the school is excellent and pupils have a very clear understanding of what they are expected to achieve. The school has a very strong commitment to improvement and as a result the school is very well placed to improve further.

### 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	A
science	A*	A*	A*	A*

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

**Pupils' achievement is very good.** They enter school with broadly average standards and make very good progress in the Reception classes. By the end of this year standards are good with most children meeting and a significant number exceeding the Early Learning Goals. They make very good progress over time in the infant and junior phases. They demonstrate very good attitudes to learning, especially in English, mathematics and science. At the time of the inspection standards were good at the start of Year 2 in reading, writing, mathematics, science and all other areas of the curriculum. In Year 6 standards were well above average in English, mathematics, science and most other subjects. They were above average in information and communication technology (ICT) and physical education (PE). In the 2003 National Curriculum tests Year 6 pupils achieved very high standards compared to all schools and similar schools in English and mathematics. They were very high (in the top 5%) in science. Pupils are well placed to exceed their current targets in English, mathematics and science.

**The development of pupils' personal qualities is very good overall and leads to the very good attitudes and increasing sense of responsibility they display.** Their behaviour is very good and pupils very much enjoy coming to school. They work very hard and are keen to please their teachers. Attendance and punctuality are excellent. **The provision for the spiritual, moral, social and cultural development of pupils is very good.**

## **QUALITY OF EDUCATION**

**The quality of education is very good. Teaching and learning is very good overall.** Excellent teaching was seen in the Foundation Stage, infant phase and junior phase. Very good teaching was seen in English, mathematics and science. Excellent teaching was seen in the Foundation Stage, Year 2, Year 4 and Year 6.

The use of assessment is excellent in the core subjects. The curriculum is excellent and is enhanced by very good opportunities for enrichment. The school cares for its pupils very well and provides very good extra-curricular activities. Collaboration and partnerships with parents and the community are very good and valuable opportunities to promote pupils achievement occur.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are excellent.** Leadership by the headteacher is outstanding and he provides inspirational vision and focus to the school's work is very strong and staff specialisms are used very well to support the curriculum.

Management is excellent and governance is outstanding. Governors have an excellent understanding of the strengths and weaknesses of the school. They have a very strategic overview and are very supportive of the school's efforts.

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

Parents have very good views of the school. They are very pleased with the way in which the school is led, the expectations of staff, the quality of teaching and the progress their children are making. Their views are very positive. Pupils like the school and especially the teaching they receive.

## **IMPROVEMENTS NEEDED**

There are no significant areas for improvement.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

Pupils achieve very well throughout the school. They enter school with broadly average standards and make very good progress in the two Reception classes. By the end of the Reception year most children are on target to meet or exceed the Early Learning Goals<sup>1</sup> in the six areas of learning. They make very good progress in Years 1 and 2 and standards are above average in reading, writing, mathematics and science by Year 2. They make very good progress in Years 3, 4 5 and 6. At the time of the inspection standards were very good at the start of Year 6 in English, mathematics and science. Pupils are well on track to exceed their current targets in English, mathematics and science in the 2004 national tests.

#### Main strengths and weaknesses

- ? All pupils achieve very well.
- ? Standards are high in national tests.
- ? Pupils with SEN and English as an additional language (EAL) make very good progress.

#### Commentary

1. When children start school in the Reception classes assessment data shows that their knowledge, skills and understanding are broadly average. Children are making very good progress due to high quality teaching and a very good curriculum matched well to their age and ability. This year the children are well set to meet or exceed the levels expected for their age. The excellent, new enclosed outdoor area is being used very well to support the children's learning.
2. Standards have dramatically risen in the Year 2 and Year 6 tests since the last inspection, particularly in Year 6 tests. In Year 2 the improvement has been above the national trend and in Year 6 it is well above the national trend.
3. The tables below refer to the 2003 tests. The table below shows that in 2003 standards in Year 2 were well above average in writing and mathematics. They were above average in reading. Standards have been maintained in 2003 and there is every indication that they will be well above average in reading, writing and mathematics.

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

Standards in:	School results	National results
Reading	18.3 (16.0)	15.7 (15.8)
Writing	16.0 (15.4)	14.6 (14.4)
Mathematics	17.7 (16.8)	16.3 (16.5)

*There were 56 pupils in the year group. Figures in brackets are for the previous year*

4. The table below shows that in 2003 standards in Year 6 tests were very high in English and mathematics. They were very high (in the top 5%) in science. There is every indication that standards will be even higher this year. What the table does not show is that there is no notable difference in the performance of boys and girls. Pupils with SEN, EAL and the higher attaining pupils are achieving very well in relation to ability. This group of pupils has made very good progress since their Year 2 tests.

<sup>1</sup>Learning stages set out nationally for children in nurseries and reception classes



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

Standards in:	School results	National results
English	28.5 (30.4)	26.8 (27.0)
mathematics	28.7 (30.2)	26.8 (26.7)
science	31.1 (31.6)	28.6 (28.3)

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

### **Inspection findings**

5. In Years 1 and 2 pupils achieve very well because of the very good provision made for their development. This includes pupils with SEN and EAL who are especially well supported by learning support assistants. Higher attaining pupils also do very well and respond very well to challenge. This is particularly evident in the work seen. Standards this year are above average in reading, writing, mathematics, science and all other areas of the curriculum. Pupils are well placed to meet or exceed their current targets.
6. Pupils achieve very well in Years 3 to 6. All pupils are suitably challenged including pupils with SEN and those from minority ethnic groups. Setting arrangements in English and mathematics have enabled pupils to work at appropriately challenging tasks with very good support for those who need it. By Year 6 standards are well above average in English, mathematics, science and most areas of the curriculum. They are above average in ICT and PE. Pupils are well placed to exceed their current targets in English, mathematics and science.
7. Pupils apply their literacy and numeracy skills very well in most areas of the curriculum, especially in humanities, science and music. Pupils' skills in ICT are being developed well due to the expertise of the teachers and the ICT technician. There is every effort being made to apply these skills across the curriculum for example in art and design, science and history.
8. Throughout the school higher attaining boys and girls do equally well. The very few pupils from minority ethnic backgrounds achieve as well as their peers. Pupils with SEN achieve very well. They receive very good support in class, and a few pupils are given extra support in small, withdrawn groups.

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

Attendance and punctuality are excellent. The provision for the spiritual, moral and social and cultural development of pupils is very good.

### **Main strengths and weaknesses**

- ? Attendance and punctuality are excellent.
- ? Pupils behave very well both in and around the school and in lessons.
- ? Relationships between pupils and adults are very good.
- ? Pupils attitudes to learning are very good.
- ? The personal development of pupils is very good.
- ? The provision for pupils' spiritual, moral, social and cultural education is very good.
- ? The provision for pupils' personal development is very good.

### **Commentary**

9. The levels of attendance are well above those normally seen in similar schools (as indicated in the table below) and the school promotes and monitors attendance very effectively indeed. There have been no exclusions in the past five years.

### **Attendance in the latest complete reporting year 2003**

Authorised absence	
School data	3.9%
National data	5.4%

Unauthorised absence	
School data	0.0 %
National data	0.5 %

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

### **Ethnic background of pupils**

Categories used in the Annual School Census	No of pupils on roll
White – British	382
White – any other White background	3
Mixed – White and Black Caribbean	4
Mixed – White and Asian	1
Mixed – any other mixed background	4
Asian or Asian British – Pakistani	1
Asian or Asian British – Bangladeshi	2
Black or Black British – Caribbean	2

10. Provision for pupils' spiritual development is very good. Teachers receive and value pupils work and encourage them to develop feelings of self worth. The school is very active in promoting its aims reflecting its Christian tradition and pupils and staff live those ideals. Collective worship meets statutory requirements. Pupils gain much from events such as assemblies where, through music, story and personal example they are encouraged to reflect on the world and lives. Many examples were seen in lessons where pupils were observed demonstrating awe, wonder and joy in learning as in a foundation stage session where the teacher was using a puppet skilfully to introduce pupils to the sounds and shapes of letters.
11. The provision for pupils' moral development is very good. All pupils are taught the difference between right and wrong. Pupils are very aware that their behaviour affects others and they show developing self discipline. Pupils including those with statements of SEN, persevere well. They are eager to learn and try hard to do their best. The staff provide excellent role models, led by the headteacher's inspirational example and promote the values of honesty, fairness and respect for others. Pupils are clear that all staff work hard on their behalf, they value this and in return work hard for staff. The very good behaviour is reflected in the absence of exclusions.
12. The school's provision for pupils' social development is very good. Relationships between all members of the school community are very good. Boys and girls work very well together in lessons. At lunch and playtimes older pupils were observed taking care of younger children and helping staff in classrooms. Opportunities for social development and team identity are enhanced by competitive sport. The school's girls football team were observed eagerly training for and preparing to take part in their first game of the season. Educational visits and particularly the opportunity for residential experience for the oldest pupils are valued by pupils. The very youngest pupils were observed in talking about and participating in sharing activities. A reception class was observed during circle time discussing activities they enjoyed with their families. They listened carefully while others took their turn.
13. Provision for pupils' cultural development is very good. Pupils are helped to appreciate their own culture through the curriculum where, for example, pupils in Year 2 had been working on

a comparison between their area and the island of Coll. Such provision is enhanced and supported as appropriate by a range of educational visits, many of which receive support from parents. Links with the parish and local community are also used very well to promote an understanding and appreciation of the Christian tradition. The school also works hard to promote and understanding and appreciation of other cultures. This is achieved for example through work in art, in music and history. During an assembly the headteacher took advantage of a Native American dream catcher having been brought to school by a pupil, to show it to the pupils and explain its use and the beliefs held about it.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

**The school provides an excellent quality of education for its pupils.** Pupils achieve very well because they are taught very well throughout the school. The curriculum is excellent. It is broad, balanced, relevant and rich. Interesting visits and projects help to bring the curriculum alive for the pupils. There are very good links with the community and parents make a valuable contribution to their children's learning. Overall staff make the best use of the vibrant, stimulating accommodation to fulfil the requirements of the National Curriculum. Parents are very supportive of their children in their learning.

### Teaching and learning

Teaching and learning is very good. Excellent and very good teaching was seen in the Foundation Stage, infant phase and junior phase. No unsatisfactory teaching was seen. This makes an improvement since the last inspection when a significant amount of unsatisfactory teaching was observed. Children learn effectively due to very good teaching.

### Main strengths and weaknesses

- ? The quality of teaching and learning is very good throughout the school.
- ? Lessons are planned very well and pupils are highly motivated to succeed.
- ? Teachers are very effective in developing pupils' literacy and numeracy skills.
- ? Teachers have very high expectations of behaviour and involve pupils very well in their learning.
- ? Excellent teaching was observed in each phase.
- ? The quality of assessment is very good in English, mathematics, science and all areas of the curriculum.

### Commentary

14. The table below indicates the quality of teaching seen across the school. There is no significant difference in the quality of teaching and learning throughout the school.

#### Summary of teaching observed during the inspection in 50 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4 (8%)	20 (40%)	18 (36%)	8 (16%)	0 (0%)	0 (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.*

15. There are common strengths in teaching that underpin the very good quality of pupils' learning. These include very high expectations of pupils' behaviour, which means that pupils concentrate very well on their work. There are very good relationships between staff and pupils. The quality of planning is very good and work is matched very well to pupils' ability. Very good support from teaching assistants means that all pupils, including those with SEN and EAL are supported very well in their learning.

16. In the best lessons very well planned activities and a very lively approach capture pupils' interest and help them to move forward very quickly. During the inspection four outstanding lessons were seen, one in the Foundation Stage, one in the infant phase and two in the junior phase.

### **Examples of outstanding practice**

#### **An excellent art and design lesson for pupils in Year 2 on making thumb pots.**

Following an excellent introduction pupils were challenged to use the terracotta clay to make a thumb pot. The headteacher inspired the pupils to do well. He expertly demonstrated the necessary skills and encouraged and guided the pupils as they endeavoured to make their own pots. Excellent concentration followed as the pupils created their own designs. There was excellent use of questioning to take the pupils' learning forward. Pupils excitedly used tools to add their own individual designs. They had a very clear understanding of how clay is made waterproof by firing it in a kiln. There was a great sense of satisfaction as they commented on each other's designs. This lesson was inspiring because of the excellent role model set and the high quality clay pots which resulted.

#### **An excellent lesson for a Reception Year class on the topic 'Sound'.**

The pupils' attention was captured by the teacher from the outset. Excellent use was made of a picture of an 'Ear,' the 'Hearing Ears' display and a big book on 'Sounds' to stimulate the pupils' learning followed by a very clear explanation of the tasks. Pupils were invited to guess (a) what was in the magic box, (b) describe the sounds they were to hear on a 'Sound' walk, (c) make a wonderful 'shaker' musical instrument and (d) identify the sounds in a Lotto game. During the activities, all pupils were very interested and fully involved in the activities. There was a 'buzz' to their conversation and their vocabulary was constantly stimulated by lively questioning from the teacher and support staff. Excellent use was made of the musical area in the outdoor area of learning. This lesson was inspiring because of the excellent role models set by adults and the exciting way in which the lesson had been planned. Pupils spoke with great confidence about what they had achieved at the end of the lesson.

#### **An excellent Year 4 art and design lesson on 'Tudor Portraits'.**

The lesson had been thoughtfully planned and was very successful because there had been an outstanding demonstration of all the skills necessary to imprint and emboss the clay portraits at the outset. The pupils enthusiastically created their own portraits of King Henry VIII and Queen Elizabeth I. They expertly captured the facial features, the pattern in the fabric and the texture of fur in the clay. They co-operated very well in pairs as they evaluated their own and their partner's work. The highlight of the lesson was the viewing of the 'Tudor Portrait' Gallery at the end of the lesson. The lesson was outstanding because of excellent teaching.

#### **An excellent mathematics lesson for a lower ability Year 6 group on 'Area'.**

The quality of teaching and learning was excellent owing to the teacher's skill of explanation and the pace and excitement of his teaching. Pupils were keen and highly motivated to contribute to the lesson. They made excellent use of their whiteboards, to illustrate their answers. By the end of the lesson they demonstrated a very secure knowledge of 'area'. Pupils with SEN were excellently supported by the teaching assistant in their learning. All pupils demonstrated outstanding progress in their understanding of this topic due to an excellently taught lesson.

17. Children in the Foundation Stage are very well taught and make very good progress. Lessons are very well planned, and are firmly based on the 'stepping stones' for learning. Consequently, pupils are very well motivated to succeed. Objectives are shared effectively with pupils and they are very clear about what to do.
18. The teaching of literacy and numeracy skills is very good with very good consistent planning. Staff are confident at teaching the Literacy and Numeracy Strategies. Speaking and listening skills are developed very well, and reading is very well taught. Pupils are competent at

reading, and reading is enjoyed by everyone. Writing skills are taught well and there are high expectations for presentation. Appropriate challenge is provided for higher achieving pupils. Pupils with SEN are supported very well in their learning. There is a fully inclusive approach, which means that all pupils are given all the support that they need.

19. Lessons are well balanced and sufficient time is given for pupils to complete tasks.
20. Homework is set throughout the school and pupils tackle it conscientiously. Parents are happy overall with the amount of homework set.
21. Assessment procedures have been improved very well since the last inspection. They are very good now in English, mathematics and science. Work is assessed very well across the curriculum. The statutory test results are thoroughly analysed so that staff have a very clear picture of pupils' attainment. This is used very well to track pupils' attainment and progress. Teachers also make very good use of questions to check out progress or to extend learning.

## **The curriculum**

**The quality and range of the curriculum are very good.** All statutory requirements are met. The provision of extra curricular activities is very good and is valued by pupils and parents. The standard of accommodation is excellent and the quality of resources is very good.

## **Main strengths and weaknesses**

- ? Very good curriculum planning linked to comprehensive schemes of work for all subjects.
- ? Excellent school learning environment.
- ? There is a very good range of extra curricular activities.
- ? The very effective use of the ICT suite.
- ? Further opportunities to develop pupils higher order reading skills through a designated school non-fiction library.

## **Commentary**

22. The quality and range of opportunities provided are excellent in the Reception classes and very good throughout the infant and junior phases.
23. Very effective schemes of work are monitored by senior management and outcomes rigorously assessed. Provision for sex education and education about the misuse of drugs is very good and embraces the very good support of external agencies such as the school nurse. There is very good provision for pupils' personal, social and health education, which includes well-organised day and residential visits. The curriculum is fully inclusive and is equally appropriate for boys and girls whatever their backgrounds.
24. The provision for pupils with SEN is very good, led by an effective SEN co-ordinator who has ensured that systems are in place to enable these pupils to be fully included in the life of the school. Individual education plans are detailed with clear targets so that the pupils concerned receive good support both in class and in small groups. The provision for pupils with EAL is also very good and they receive support as appropriate to their needs.
25. The school makes very good provision for a wide range of extra curricular activities which the children thoroughly enjoy. There are very good links with the secondary schools to which the children transfer and these include visits to schools and observations of teaching.
26. The accommodation at the school is very good and the displays both in public places and classrooms are excellent. The children benefit enormously from the time and care taken by staff to create such high quality displays as they provide a high calibre learning environment which helps establish high expectations and a success culture for all pupils. The presentation of work in the school entrance hall is excellent and helps set a tone for the whole school. The

pupils had designed and made an excellent range of fairground roundabouts which rotated when attached to batteries. There is also a very good ICT suite which is used well to support pupils' learning.

27. Resources in the school are very good but the lack of a designated school non fiction library may be an area the school may wish to consider in order to further develop children's higher order reading skills.

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

The care, guidance and support for pupils are excellent overall and contribute greatly to pupils learning and development. Health and safety procedures receive considerable attention and are very good. Achievement and personal development are monitored very well. The involvement of pupils in the school's work and development is very good.

### **Main strengths and weaknesses**

- ? The school is an excellent learning environment where pupils are valued and cared for.
- ? Pupils have trusting relationships with staff.
- ? Induction arrangements are excellent.
- ? Pupils' guidance is very well supported by very good assessment of their learning needs.
- ? The deployment and hard work of all staff helps all pupils to achieve very well.

### **Commentary**

28. The school works very hard to promote the care of all its pupils. Much thought, care and sheer hard work has created a stimulating working environment. Equally hard work and attention to detail maintains the school as a safe, secure and attractive place where learning is enjoyed. Routine procedures are secure and quietly yet very effectively handled. Staff are aware of such matters as child protection and first aid. Training in these and other matters are part of the school routines as required. The school's use of assessment in relation to pupils' learning is very good and helps in their development as learners.

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

Partnership with parents and the community is very good overall. Partnership with parents is very good. Links with the community are very good. Links with other schools are very good.

### **Main strengths and weaknesses**

- ? Parents hold the school in high regard.
- ? Information to parents is good; they particularly value the regular meetings with staff.
- ? Links with local secondary schools are very good.
- ? The work of the Hardwicke Parochial School Association results in a very good contribution to pupils' learning and personal development.
- ? Written reports on progress are of good quality.

### **Commentary**

29. Parents feel that the school works hard to keep them informed about its activities. Written reports about pupils progress are good and most usefully focus on what specific progress pupils have made in their learning and personal development since the last report. Parents recognise and value the hard work of staff on behalf of pupils. They value the many opportunities, both formal and informal, that they have to discuss any issues that may arise. The induction arrangements for new pupils are excellent and are much appreciated by parents. Links with local secondary schools are very good and help parents and pupils to make informed choices about the next stage of learning. These transfers are subsequently well supported. The work of the school's parent teacher association leads to considerable

support being provided, particularly to pupils' personal development through enabling social and other activities to be provided for example the provision of playground games. Many pupils were seen enjoying these. Links with the local community, for example through links with the parish, are secure and productive.

## **LEADERSHIP AND MANAGEMENT**

The quality of leadership and management of the school is excellent. The governance of the school is also excellent. The headteacher provides inspirational leadership with very good support from all staff. Applications of the principles of best value are excellent. There has been significant improvement in all areas of leadership and management since the previous inspection.

### **Main strengths and weaknesses**

- ? Leadership by the headteacher is outstanding and he provides very clear vision and focus for the school's work.
- ? The management of the school is excellent.
- ? The expertise and contribution of the governors is outstanding.
- ? The secretary makes a very significant contribution to the smooth running of the school.
- ? Teamwork is very strong and everyone is doing their best for the pupils' education.
- ? Approaches to financial management are excellent.

### **Commentary**

30. The headteacher provides outstanding leadership and leads the school with the full support and confidence of the governors. He has established a very supportive staff team who are fully committed to making excellent provision for the all round development of pupils. There is a very clear focus on maintaining very high standards shared by both staff and governors. In partnership with governors, staff, parents and pupils, he has created a very positive, vibrant ethos. The very hard working and dedicated staff team work very well together and are very strongly committed to improvement. Key staff lead and manage their areas with commitment and enthusiasm and are very effective in their roles. The headteacher is also given excellent professional support by the deputy headteacher. All members of the school family feel fully involved and valued for their contribution to the life and work of the school. They carry out their roles very well.
31. The management of the school is excellent. There are highly effective procedures in place to enable the school to run smoothly on a day-to-day basis. There are outstanding strategies for evaluating how well the school is doing in order to plan for the future.
32. The very experienced secretary provides highly effective administrative and financial support. She makes a very significant contribution to the life of the school.
33. The governance of the school is excellent and this is an aspect which has improved considerably since the last inspection. The Chair of Governors works very closely with the headteacher and provides an excellent steer to the work of the governing body. Governors act as critical friends to the school and are very well aware of the school's strengths and weaknesses. They bring great expertise to their roles and have a very good understanding of the work of the school. This is achieved through regular reports by the headteacher and personal visits to see at first hand what is going on. This whole area of strategic planning is very much improved since the previous inspection.
34. Teachers are very well supported by the teaching assistants. There is a very good team spirit amongst all the staff and an excellent shared commitment to succeed. Staff make a very positive contribution to pupils' learning, attainment and development. They are excellent role models. Induction and mentoring systems are excellent. There are very high quality performance management procedures in place and the professional development of staff is excellent.

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

Income and expenditure (£)	
Total income	754,501
Total expenditure	751,330
Expenditure per pupil	1,703

Balances (£)	
Balance from previous year	67,062
Balance carried forward to the next	73,023

35. The management of the school's finances is excellent. The healthy carried forward figures are due to a planned major expenditure on Early Years outdoor classroom in partnership with the Diocese during summer/autumn 2003. The best value principles are central to the management and use of resources and these are managed excellently.



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

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

Provision for children in the Foundation Stage is very good and there has been very good improvement since the last inspection in curriculum planning and resources. Children are prepared very well for transfer to Year 1. The children enter the two Reception classes in the September before they are five. Most children have attended some form of pre-school provision. All children including those with SEN, achieve very well because the teaching is very good. The curriculum is very good and planned to provide a wide range of interesting and relevant activities, which are very well matched to their needs. All adults set very good role models for the children and manage them very well. There is a good ratio of adults to children, ensuring that the needs of all are very well met. Staff work very well as a team and children's progress is monitored very well. The accommodation is very good indoors and the Foundation Stage is making very good use of an excellent, bright, purposeful outdoor classroom recently opened.

Management and leadership of the Foundation Stage are very good. Materials, space, time and equipment are used very well to support learning. The co-ordinator has created very productive partnerships with parents and other staff. She has very effectively developed the curriculum and assessment. She has high expectations and a very clear vision of what can be achieved which is very effectively shared with other members of the team.

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

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

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

- ? Children's achievement is good.
- ? Teaching is very good.
- ? They develop good levels of personal independence.

#### **Commentary**

36. Teaching is very good and as a result children make very good progress and achieve very well in their social development. All children are on course to achieve their Early Learning Goals, with a significant number achieving more than might be expected. This reflects the emphasis the school places on developing the whole child. Teachers have established secure routines so that children feel safe and confident. They provide excellent role models for the children and have high expectations of behaviour. The very careful structure of the sessions provides children with plenty of opportunities to make choices, play alone or with others and to learn to share and co-operate. The children are friendly, co-operative and confident. They are developing good independent skills, such as when they manage their own clothes. Staff use every opportunity to praise the children's independence and they have a good sense of right and wrong as a result.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

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

- ? Achievement is good because teaching and learning are focussed on developing children's skills through an interesting curriculum.
- ? Children enjoy handling books and make very good progress in starting to read.

- ? Teachers and learning support assistants take every opportunity to develop children's language skills.

### **Commentary**

37. Early indications are that the majority of children are on course to meet the expectations in this area of learning and a significant number are on course to exceed these. Very good teaching ensures good coverage of speaking and listening, reading and writing skills. Already children are making very good progress through the many opportunities they are given to talk and listen. All staff take every opportunity to develop the children's vocabulary through probing questioning and consistent insistence that children answer in sentences. For example, 'What are the names of the bears?' A child replies, 'Their names are Mummy bear, Daddy bear and Baby bear.' Children enjoy books and listen attentively when a story is read to them. For example, when the teacher read the story of 'Peace at Last,' the children were hanging onto her every word and looking very carefully at the pictures. Although it is only early in the year most children are on the early stages of the reading scheme. Many can write their first name and are making very good progress with their writing. This is evident when they sequence and illustrate the story of the 'Owl Baby.' Vocabulary is constantly extended through play, for example when they dress the baby.

### **MATHEMATICAL DEVELOPMENT**

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

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

- ? Every opportunity is taken to promote children's mathematical development.
- ? Achievement is good because teaching and learning are focussed on developing children's skills through a practical curriculum. As a result children achieve well.

### **Commentary**

38. Teaching and learning are very good. Teachers plan a very good range of interesting activities to promote mathematical understanding. Most children will achieve their learning goals by the end of the Reception year and a significant number will exceed these. Work from last year indicates that by the summer the majority will be able to add and subtract to ten, name shapes, complete sequences and use comparative language accurately. Children are engaged by lively activities such as number bingo, matching games and practical tasks. Every opportunity is taken to encourage children to count and order as they arrange their counters and coloured teddy bears, look at books and give out materials. The children are enthusiastic and confident. They watched spellbound during a very good lesson as the teacher held up a sparkling silver bag and put on her magic hat. They were able to name most of the shapes that emerged from the bag for example, block, cube and cuboid. They eagerly learnt the name of the new shape 'the sphere.' This very good teaching, which embeds mathematics and problem solving in every day life, gives a solid foundation for later learning.

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

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

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

- ? Teaching is very good and children make very good progress.
- ? A wide range of interesting activities is planned to promote learning in this area.

## Commentary

39. Teaching and learning are very good and children achieve very well. Most are working at levels expected for their age and a significant number exceed these. A very good range of appropriate interesting activities is planned to stimulate children's curiosity and enhance their understanding. For example, during an excellent lesson on the topic 'sound', children were invited to guess (a) what was in the magic box, (b) describe the sounds they heard on a 'sound' walk, (c) make a wonderful musical instrument and (d) guess what the sounds were in a Lotto game. All children were very interested and involved in the activities and their vocabulary was constantly stimulated by lively questioning from the teacher and support staff. Excellent use was made of the musical area in the outdoor area of learning. The learning was consequently excellent in this lesson and appropriate reference was made to a stimulating display and the big book entitled 'Sounds.' Computer skills are well taught on a daily basis and staff build up children's confidence in using the computer. As a result, they have very positive attitudes and display equally good skills. Very good use is made of the digital camera by the children to capture their learning.

## PHYSICAL DEVELOPMENT

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

### Main strengths and weaknesses

- ? Children move confidently on outdoor play equipment.
- ? Children use small tools and equipment well.
- ? They are well co-ordinated and move about confidently.

## Commentary

40. Most children's physical development meets expectations for their age and exceeds expectations in the case of a significant minority. They are confident and well co-ordinated as they move around the classroom and school. They use space well during physical development lessons. They move thoughtfully in response to music such as the Castanets and the Drum songs. Children enjoy exploring going 'on', 'over', 'under' and 'through' apparatus and show a clear understanding that exercise is good for them. Most children control equipment such as pencils and crayons carefully and accurately. They use small tools and equipment well. Children have very good opportunities for outdoor play and excellent use is made of the new outdoor classroom.

## CREATIVE DEVELOPMENT

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

### Main strengths and weaknesses

- ? Children enjoy music and singing.
- ? The imaginative outdoor play area is used very well to encourage children's creative response.

## Commentary

41. Children achieve very well because they are taught very well and experience a wide range of creative activities. Most children's creative development meets expectations and some children exceed these in music. They are given a very good range of opportunities for role-play and their development is very well supported by the involvement of staff in play activities. Children's ideas are followed and extended well. Provision for music is very good. Children learn to use visual and sound cues for playing simple instruments as well as singing and listening with great enjoyment. They develop skills in painting, drawing and other techniques

and have valuable opportunities to express their own ideas in a number of media. There has been good improvement since the last inspection.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **very good**.

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

- ? Teaching is good and often very good.
- ? The shared subject leadership is very good.
- ? Attainment is very high compared to national expectations.
- ? Pupils achieve very well compared to pupils in similar schools.
- ? Staff have high expectations of pupils and pupils achieve very well.
- ? Presentation of pupils' work, particularly in Year 6 is exemplary.
- ? The subject is well resourced but the addition of a school non-fiction library would allow the further development of the children's higher order reading skills.

#### **Commentary**

42. Standards in English have improved since the last inspection. Currently, they are above average for pupils in reading and writing by the age of seven. By the age of eleven standards are well above average. In the 2003 national tests standards were high in writing and above average in reading by seven. By the age of eleven standards were high in English. Pupils are on target to meet or exceed their current targets.
43. Standards have risen due to improved teacher planning, resulting in work being matched very well to the ability of all pupils including those with SEN. There is also a very clear focus on monitoring pupils' work closely in infant and junior staff meetings, resulting in excellent use of assessment to inform planning.
44. The inspection found that all pupils including those with SEN and EAL and higher attaining pupils achieve very well throughout the school. Very good planning and well informed teaching assistants ensure that all pupils are given effective support. All pupils are valued for their efforts and consequently they have very good self-esteem.
45. Overall standards in speaking and listening are well above average in Years 1 and 2 and well above average in Years 3 to 6. All staff encourage pupils to develop confidence in speaking across all subjects by expressing personal views and reflecting on the thoughts of others. Very good questioning techniques are applied by staff to enable pupils to contribute an opinion and for them to know that this will be valued. Ample opportunities are also given to children to discuss and answer questions in pairs or groups.
46. Standards in reading have improved in the infants and are now above national averages; by the age of eleven pupils attain standards that are well above. The school has a structured reading programme which allows all pupils to make good progress. Reading has a high profile in the school and there are many opportunities for independent, group or supported reading. Pupils enjoy their reading and are keen to share their texts with adults or other pupils. Class and fiction libraries in both the infants and juniors are well stocked with books of very good quality. Pupils in the later stages of the juniors are also encouraged to read books from home. Pupils are developing appropriate strategies to address new words and are encouraged to read at home to adults. The school does not have a central non-fiction library and this limits the pupils' opportunities to practise their higher order reading skills.
47. Standards in writing are above average at the end of Year 2 and well above at the end of Year 6. The pupils achieve very well due to inspired teaching based on very good planning and

which ensures that all pupils have opportunities to write effectively across the whole range of genres. Descriptive writing is particularly encouraged through stimulating classroom discussions.

This from a Year 2 child:

*From a car window  
The smell of perfume in the air  
The bright yellow sun on the breeze  
Some cows mooing in their barns  
as I go past the meadow in the dust.*

and this from a Year 6 child:

*The sea was glistening as the  
waves lashed upon the soft damp sand.*

48. Pupils have ample opportunities to share their writing with peers and high quality displays of written work help share and celebrate the high standards. Homework provides pupils with further valuable opportunities to practise their writing, and in Year 6 some excellent examples of pupils' extended writing were apparent. Recently introduced individual pupil targets, utilising pre-printed cards or stickers, are helping to focus on improvement or establish what pupils need to do to achieve a higher level.
49. Handwriting and presentation throughout the school is very good and by Year 6 is excellent due to the high teacher expectation and the formal teaching of handwriting skills. Work is thoroughly marked but in a few instances could be further improved by explaining why work is good, or otherwise, and what the pupil might do to improve.
50. In the lessons observed teaching was very good overall. This high quality was due to teachers who had high expectations and planned very well for all pupils. They were constantly encouraged to do their best. Work provided was challenging; all the teachers have very good relationships with pupils and high quality questioning ensured that no one was allowed to be a spectator in lessons. Pupils worked hard, concentrated and wanted to contribute to lessons as they knew they would receive a positive response from their teacher.
51. In many lessons pupils' vivid descriptive responses not only helped stimulate others but also demonstrated what pupils can achieve given the right learning environment.
52. Both of the joint subject leaders know their subject well. They provide very good leadership not only through ensuring all staff are involved in the monitoring of pupils' work but also through the quality of their own teaching. They are enthusiastic about their subject and ensure that this enthusiasm is absorbed both by other teachers and the pupils.

### **Language and literacy across the curriculum**

53. All aspects of the English curriculum are developed and visible in other subjects. Lessons for example in history and ICT, enabled pupils to develop effectively their speaking and listening skills whilst well structured and presented science work demonstrated the high quality of their report writing.

### **MATHEMATICS**

Provision in mathematics is **very good**.

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

- ? Standards of attainment are very good at the end of Year 6.

- ? Pupils make very good progress in their learning.
- ? Teaching, particularly in the junior classes, is very effective.
- ? Procedures for monitoring the effectiveness of provision in mathematics are very good.
- ? Pupils cover a very large amount of work.
- ? Planning is very thorough and effective.
- ? There is not enough use of ICT in mathematics lessons.
- ? Younger pupils, particularly those with less ability in mathematics, need greater access to practical materials to support their learning, with less time spent on written recording.

## Commentary

54. Standards in mathematics are very good overall. By the end of Year 6 they are very high, compared with all schools nationally and with similar schools. These standards are reflected in the work of past pupils. By the end of Year 2, standards are above average. Pupils make very good progress in the infant classes, building well on the very good foundation laid down in the Reception year, and then go on to make very good progress in the juniors. This represents very good improvement since the last inspection. Pupils' attitudes to learning in mathematics are very good. In all the lessons seen, the vast majority of pupils remained productively on task throughout the lesson. Pupils with SEN and EAL make very good progress in mathematics and many succeed in attaining at least good standards in relation to prior achievement.
55. Pupils' learning in mathematics is very good and results in the very good progress made by most pupils by Year 6. The organisation of two ability sets in the junior classes has been very effective in raising standards. Some pupils in the lower ability sets are given the confidence to achieve above expectations. For example, in their use of mental strategies in partitioning two digit numbers in order to perform calculations, pupils in the lower ability Year 4 set are attaining standards above those expected for pupils of their age. Pupils in the same set in Year 6 handle squares and square roots of numbers with confidence and are able to apply them to solving problems. The higher ability sets, in Years 4 and 5 for example, receive targeted teaching, planned to stretch their understanding, enabling them to attain standards well above normal expectations for their age groups. Pupils are given many opportunities to apply their mathematical understanding in a variety of areas. For example, in a Year 5 lesson, pupils applied well their understanding of triangles well in their work on co-ordinates.
56. The National Numeracy Strategy is well established in the school and the national framework of objectives is closely followed in curriculum planning. The regular routine, well established in every class, of practising and being tested on mental recall of number bonds has also been instrumental in driving up standards. The improvement since the last inspection can be particularly seen in pupils' ability to engage in accurate, quick thinking mental arithmetic. This provides an accurate tool with which pupils approach problem solving. In the infant classes, including Year 1, more able pupils have a very secure grasp of the significance of place value in numbers with more than one digit and are able to talk with confidence about this. Less able pupils in Year 3 are unable to talk with full understanding about the meaning of multiplication facts, which they are beginning to know.
57. The work seen in pupils' books showed that they work very hard and cover a large quantity of work. The wide range of topics taught covers all the required aspects of mathematics in the national curriculum and methods of recording are suitably varied. Pupils have a very positive attitude to learning and are well motivated to succeed. This is reflected in the presentation of their work, which is very neat and carefully set out, in their books and on worksheets.
58. Teaching in mathematics is very good. This is evident from the work seen in pupils' books as well as from evidence gained from lesson observations. Several lessons were seen, across the age range of the school, which were very good or better. Planning is excellent. Teachers use their subject knowledge to apply very helpful teaching methods which ensure the involvement of all pupils in lessons. For example, in one Year 6 lesson, the teacher built on prior understanding of squaring numbers to enable pupils to understand 'squared' units for

measuring area. Teachers have very high expectations of both attainment and behaviour in mathematics lessons. Lessons have a very effective brisk pace and very good use is made of teaching assistants to support pupils who might otherwise find this challenging. Relationships between teachers and pupils in lessons are very good. This is evident in the way that pupils respond to the teachers' well focused use of questions and in pupils' responses to teachers encouraging them to explain aloud their mathematical thinking. In a Year 4 lesson, for example, the teacher enabled lower attaining pupils to describe very clearly the way in which they broke down two and three digit numbers in order to double and quadruple them. Pupils enjoy the success of their achievements in mathematics and often show delight in the encouraging praise which they receive. Teachers' assessment of pupils' progress, both through informal questioning in lessons and through tests is very good.

59. In a minority of lessons where teaching was no better than satisfactory, teachers made insufficient use of practical materials and, from evidence in pupils' books, place too much emphasis on written recording for younger and less able pupils. For example, low attaining pupils in a Year 1 class struggle with recording the answers to questions on number bonds and, in a lesson seen, were not supported with enough oral and practical work. Good use is made of ICT to support learning in mathematics. For example, Year 6 folders show clear evidence of formulae and mathematical calculations which have been accurately used on spreadsheets.
60. Leadership in mathematics and the management of the subject by the two co-ordinators is good. They have an accurate awareness of standards in mathematics in the school. Their monitoring of pupils' achievements and ability to identify areas for improvement, are excellent. Those identified in the past have been appropriately included in the school improvement plan. A 'cluster' meeting of staff, which was observed, was an excellent example of a briefing for other teachers on subject audit and analysis.

### **Mathematics across the curriculum**

61. Mathematical skills are used well across the curriculum. There is also an improvement in planning for the use of mathematical skills in lessons. Charts and tables are used to record investigations in science; co-ordinates, scales and graphs in geography and timelines in history. A wide range of graphs are used to record and display findings as when recording temperatures.

### **SCIENCE**

Provision in science is **very good**.

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

- ? Pupils achieve very well by the age of eleven.
- ? There is very good emphasis on the use of scientific language.
- ? Investigation skills of pupils are very good.
- ? The quality of teaching is very good.
- ? The management of the subject is very good.

#### **Commentary**

62. The majority of pupils are working at levels well above expectations for their age as a result of very good teaching by eleven. Standards were good at the time of the inspection for Year 2 pupils and very good for Year 6 pupils. By the age of eleven in the 2003 National Curriculum tests pupils achieved very high standards (in the top 5%) in comparison to all schools and similar schools. Boys and girls do equally well and there is appropriate challenge through questioning and tasks for the higher achieving pupil and those with SEN. Pupils with SEN and EAL achieve very well in relation to their prior attainment.

63. Examination of pupils' work and discussion with them shows that investigative skills are well above average. Year 6 pupils had a very good understanding of 'Forces in Motion' as a result of high quality investigative work. They recorded the results very well and by the end of the lesson had a very clear understanding that objects weigh less in water. They know how to make their test fair and confidently used appropriate vocabulary such as force metres, calculation, gravity and Newtons.
64. The quality of teaching is very good throughout the school and, as a result, pupils make very good progress. Teachers in the infant and junior stages have a very good knowledge about the subject and use this very effectively to explain the scientific principles in a way that pupils understand. The quality of planning is very good and activities are matched very well to pupils' ability. There is excellent expectation and challenge provided for junior phase pupils. There is also a very high insistence on high standards of behaviour throughout the school. There is very good use of assessment to inform planning and as a result, pupils have a very good understanding of how they can improve.
65. The management of the subject is very good. With very good systems in place to monitor and improve the provision, the school has a very good capacity to improve further.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **good**.

### **Main strengths and weaknesses**

- ? The very effective use of the new ICT suite.
- ? The confident use of ICT by all staff.
- ? The direct teaching of ICT skills is good.
- ? The excellent support and guidance offered by the ICT technician.
- ? The scheme of work and linked assessment opportunities.
- ? The pupils' individual ICT portfolio demonstrating ICT coverage and skills development.
- ? ICT links with other subjects identified in planning.
- ? Further opportunities are required to allow pupils to practise their ICT skills in their own classroom.

### **Commentary**

66. Standards in ICT have improved dramatically since the last inspection so that now at the end of both Year 2 and Year 6 they are above expectations for children of this age. This is due to the very effective ICT suite and the increased confidence, knowledge and enthusiasm of the teaching staff. In addition, the high level of expertise of the ICT technician both, technically, and in the support of the teaching of ICT skills enables pupils of all abilities, including SEN and EAL pupils, to achieve well.
67. The high quality of teacher planning linked to a well-structured scheme based on national guidelines ensure appropriate coverage of all aspects of ICT. This planning is further enhanced by a comprehensive assessment programme supplemented by each child having a portfolio demonstrating the range and depth of the ICT skills covered.
68. The school also benefits from a primary subjects resource web site expertly developed by the ICT technician.
69. Teaching seen was mostly good with some being very good. In the lessons observed in the ICT suite, covering most age groups, teachers made very effective use of the digital projector to demonstrate ICT skills to the pupils. Teachers also include valuable opportunities in these sessions to develop links with other subjects, for example in a Year 2 lesson, drawing tools and flood filling were used by the teacher both to reinforce the mathematical language of vertical and horizontal and their work, in art, of the Dutch painter Mondrian.



70. Good, interaction and questioning ensured pupils were focused and that the lesson moved at pace whilst allowing the teacher to assess the pupils' understanding and making good progress in the acquisition of skills. The very good use and advice of the ICT technician also ensured that the pupil pairs worked effectively together. In many lessons teachers presented pupils with very interesting scenarios that fired their interest and thus made the application of ICT skills more purposeful e.g. developing an estate agents property database. Additionally the access to the primary subjects resource web site was invaluable.
71. Scrutiny of pupils' work, discussion and observations revealed that pupils were confident and enthusiastic about the use of ICT and thoroughly enjoyed their lessons. They were very positive about the use of ICT and were beginning to realise how effectively it could support learning in other subjects.
72. The new and enthusiastic ICT co-ordinator is being very well supported by the very experienced ICT technician. Systems are already in place via the schools policy and scheme of work for ICT to enable them to make further improvements such as the use of digital projectors in classrooms. The formal monitoring of teaching is programmed for next year but incidental monitoring already exists. The assessment and recording of pupil progress is already firmly in place.

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

73. Good use is made of ICT to support learning in art and design, design and technology, history, geography, mathematics and science. Future developments envisaged by the school to improve cross-curricular use include access to Broadband and the purchase of digital projectors for classrooms to increase Internet use.

## **HUMANITIES**

### **History**

No history lessons were observed in the infant classes, but analysis of pupils' work and discussions enabled a secure evaluation of the quality of overall provision to be reached. Five lessons were observed in the junior classes.

Provision in history is **very good**.

### **Main strengths and weaknesses**

- ? The standard of pupils' work in history is very good.
- ? The management of the subject is very good.
- ? There are good links made with other parts of the curriculum.
- ? The quality of teaching is good overall and there are effective assessment arrangements in place.
- ? Very good use is made of visits outside school to support the history curriculum.
- ? There have been very good improvements in standards and the breadth of the curriculum since the last inspection.

### **Commentary**

74. Work seen in pupils' books and displayed around the school is of high quality and demonstrates a rich curriculum to which pupils respond with enthusiasm and interest. Work in books is neat and carefully presented. This reflects a very positive attitude to this subject by pupils. They make very good progress in their acquisition of the skills of historical enquiry and develop a keen sense of the historical sequence of important events and periods in history. Pupils in Year 6 are able to recall many key facts about the historical periods which they have studied at school. Pupils with SEN and EAL are able to be fully involved in lessons and make

very good progress. There has been very good improvement in pupils' achievements in history since the time of the last inspection.

75. On the evidence of the lessons seen and a scrutiny of pupils' work, teaching in history lessons is very effective. Pupils are enabled to use their historical thinking skills and knowledge to appreciate arguments for and against different interpretations of history. For example, in their work on Tudor homes in a Year 4 lesson, pupils were encouraged to interpret historical evidence in a variety of ways. In a Year 6 lesson on the Labours of Hercules, pupils were able to take notes on the key points and to demonstrate well their knowledge of ancient Greek times.
76. History lessons have a good pace, enabling pupils to cover a large amount of work in the time available. Teachers make good use of questioning to develop pupils' understanding of the issues covered. For example, in a Year 4 lesson on the Tudors, the teacher used a good balance of different types of question to draw out pupils' existing knowledge of the subject. Teachers make good use of resources to provide pupils with historical evidence. For example, in the Year 3 lessons seen, effective use was made of photographs of Victorian children to encourage pupils to consider contrasting living conditions. In the junior classes, teachers devise tests at the end of each unit of work which reinforce pupils' knowledge and enable teachers to effectively identify gaps in learning.
77. The two subject co-ordinators monitor curriculum coverage very well. Planning enables very good links with other subjects to be made, particularly literacy. The school makes very good use of out of school visits, for example to the Gloucester Folk Museum and the Black Country Museum to enrich the curriculum.

## Geography

78. In **geography** no lessons were observed. It is therefore not possible to form an overall judgement about provision. There is every indication from pupils' work that standards are good by Year 2 and very good by Year 6. This makes a significant improvement since the last inspection. In addition the quality of the curriculum is now excellent and lessons are very well planned. Pupils are adept at map work in the infant phase. They construct plans and maps, making good use of symbols to plot their journey to school. Pupils use the appropriate terminology, such as road, shop and tree when talking about the symbols they have used. Older pupils cover a wide range of work and effective use is made of ICT to support their learning. In Year 6 the pupils talked knowledgeably about visits they had been on to local areas and were able to contrast these with contrasting localities such as Africa and the Caribbean.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

### Art and Design

Provision in art and design is **excellent**. Standards reached by the seven year olds are above the level expected for pupils of similar ages. They are well above expectations for the eleven year olds. This is a very good improvement since the last inspection.

### Main strengths and weaknesses

- ? The curriculum is rich and stimulating.
- ? Pupils enjoy their art and design. They use a wide range of skills and techniques to produce work of a high standard.
- ? Teaching is excellent.
- ? The subject is very well led and managed.

## Commentary

79. The curriculum is broad, balanced, relevant and rich. All teachers have a very good subject knowledge and understanding. Pupils benefit from the excellent input from the headteacher, especially in pottery and clay work.
80. Standards are good for Year 2 and very good for Year 6 pupils particularly in clay work and all pupils, including those with SEN and EAL, make very good progress. There is a very good range of creative opportunities available to pupils. They are very competent when using different media, and are very confident in evaluating their own work and other pupils' work. This was expertly demonstrated in an excellent Year 4 lesson on 'Tudor Portraits.' The lesson had been excellently planned and was very successful because there had been an excellent demonstration of all the skills necessary to imprint and emboss the clay portraits. The children co-operated well in pairs as they evaluated their own and their partner's work. The pupils were encouraged to use the strengths and areas for development in their work with one another at the end of the lesson.
81. The quality of teaching seen is excellent. The work in Years 1 and 2 is built on very successfully in Years 3 to 6. There is a very good range of work on display throughout the school. Pupils in Year 5 have produced some excellent work on 'Shelters' and 'Gloucester.' Pupils in year 2 confidently produce pictures in the style of Mondrian and confident and competent use is made of ICT to support their learning. Clay work is of a particularly high quality, which demonstrates the high quality input from staff, especially the headteacher.
82. The subject has a firm place in the curriculum and all pupils mention that art and design is one of their favourite subjects. The co-ordinator monitors standards, teaching and learning and provides very good educational direction for the subject. The subject makes an excellent contribution to their spiritual, moral, social and cultural development.

## Design and Technology

Provision in design and technology is **very good**.

### Main strengths and weaknesses

- ? Very good developmental planning.
  - ? Enthusiastic staff.
  - ? Very good resources.
  - ? A wealth of evidence regarding the design, making and evaluation process.
  - ? The quality and range of the many completed pupil products displayed around the school.
83. Standards in design and technology are above at the end of the infants and well above at the end of the juniors. Although only two lessons were observed evidence from pupils' design proposals, the scrutiny of work, discussions with the subject co-ordinators and the innumerable completed products around the school make this a secure judgement. This shows very good improvement since the last inspection due to:
- Improved planning and teacher knowledge.
  - Higher expectations and improved organisation and resources to match year group needs.
  - An improved curriculum based on national guidelines which is rigorously monitored.
  - A high quality subject co-ordinators portfolio of evidence.
84. Products on display demonstrated the very good access pupils have had to a range of materials and techniques and how the acquisition of skills has been planned for and developed across year groups. Products, many with cross-curricular themes include, in the younger years, cardboard box theatres, puppets, moving pictures, wind up machinery, textiles (Joseph's coat) and the making of fruit salads; whilst work with the older children include

lifting mechanisms, bridges, working models, fairground roundabouts, Tudor houses, Viking shelters and battery powered pottery clocks. All the work is of a very good quality.

85. In the lessons seen teaching was either good or very good due to high quality questioning which, for example extracted from the children opinions regarding how to make a structure stronger and discussions about the materials that might be used. Pupils enjoyed their lessons because they were fully involved in making decisions and were able to collaborate and consider each other's designs. All children felt included and were able to achieve very well.
86. Leadership in the subject is very good and has ensured that there is a robust policy and scheme of work in place as well as assessment procedures which include pupils' self review sheets.
87. Lesson outcomes are effectively monitored via the products made. The subject is well resourced and opportunities for whole school co-operation occasionally utilised for example when a patchwork quilt was made for a retiring NNEB.
88. A weekly Year 6 model club has helped further pupils' interest in the making of, for example, high quality aeroplanes, cables cars and marble runs. The school's scheme of work incorporates very clear guidelines on health and safety issues regarding the use of tools.

## **Music**

89. In **music**, pupils were only observed in one very good lesson in Year 3, although the whole school was heard singing tunefully and expressively in assemblies. It is quite clear that the very good orchestra, which accompanies the pupils' singing in assembly, is a commendable strength of the school. For example, 'Walk in the Light' was well sung by pupils and professionally accompanied by the orchestra. The able music specialist leads the weekly 'singing' assembly and also trains the choir, orchestra and recorder groups. The headteacher and deputy headteacher, both accomplished guitarists, also play in assembly. It is apparent that the very good subject expertise of teachers is used well to help pupils to progress well. Standards are above expectations by seven and well above by the time pupils are eleven. Older pupils sing 'Make me a Channel of Your Peace' tunefully, with full awareness of breathing, diction and dynamics. They obviously enjoy singing and making music.
90. Junior age pupils are given valuable opportunities to study the violin, cello, flute, clarinet and recorder. Concerts and performance also contribute very well to pupils' overall musical experience. The subject makes a very effective contribution to pupils' spiritual, moral, social and cultural development. There have been very good improvements since the previous inspection in terms of high quality accommodation, very good resources and the very good quality of the curriculum.

## **Physical Education**

Provision in physical education (PE) is **good**

### **Main strengths and weaknesses**

- ? Standards of pupils' achievement in PE are generally good.
- ? There is a good range of extra-curricular activities to support the curriculum.
- ? Teaching of specific skills in some lessons could be improved.
- ? Improvement since the last inspection has been good.

### **Commentary**

91. Standards of pupils' attainments in PE are good by the end of Years 2 and 6 and pupils make good progress across the age range of the school. Pupils enjoy PE and games and have a

positive attitude to this area of the curriculum, demonstrated not only in lessons but in their keen participation in after school activities. Standards have improved since the last inspection.

92. The curriculum provides pupils with an appropriate range of types of activity, including games, gymnastics, dance and, in the juniors, swimming,. All pupils, including those with SEN and EAL are fully included and pupils wear appropriate clothing for the activity in which they are involved. Teachers pay careful attention to health and safety issues. Resources are used well to support the curriculum. For example, in three dance lessons music was well selected to enhance the quality of pupils' movement. Pupils' positive attitudes and good behaviour was exemplified by the care taken in handling the equipment used in a Year 5 lesson on tennis skills.
93. Teaching is effective overall. Lessons are very well planned and good 'warm up' and 'cool down' activities are incorporated into lessons. Teachers instructions are very clear and activities are well organised within lessons. Pupils respond well and listen carefully. At times, not enough emphasis is placed on the teaching and development of particular skills. For example, in a Year 1 dance lesson the teacher did not talk to the pupils in enough depth about developing the quality of their movement, and, in a Year 6 football lesson, there was no detailed teaching of dribbling and passing skills. Teachers often plan lessons using commercially produced materials which have improved the consistency of provision across the school.
94. There is a wide range of after school sports clubs including football for all junior ages, including a girls' club, netball, gymnastics and cricket. Pupils participate with enthusiasm. Management of PE by the subject co-ordinator is very good. He is well informed, has a very good overview of curriculum coverage and an accurate view of pupils' achievement in the subject. Management of the subject, in these respects, has improved very well since the last inspection.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

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

### **Main strengths and weaknesses**

- ? Provision is planned very well into the curriculum.
- ? Cross-curricular links are clearly identified.

### **Commentary**

95. The arrangements for PSHE including drugs education are very good. The programme of work is taught through circle time, religious education, music and science. Pupils learn about the importance of a healthy diet in science for example, and about the effect of exercise on their bodies in both physical education and science. The arrangements for drug and sex education are very good. The school sees pupils' personal development as an important part of its work. This programme helps pupils develop a safe and healthy lifestyle, gain confidence and interact very well with others. PSHE also makes valuable links to history in exploring changing times, social interests and conditions.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>1</b>
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	1
Value for money provided by the school	2
<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	2
<b>Pupils' attitudes, values and other personal qualities</b>	<b>1</b>
Attendance	1
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	1
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>1</b>
The governance of the school	1
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	1

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