

INSPECTION REPORT

AVENING PRIMARY SCHOOL

Avening, Tetbury

LEA area: Gloucestershire

Unique reference number: 115501

Headteacher: Ms Diana Boulton

Lead inspector: Harold Galley

Dates of inspection: 28th – 30th September 2004

Inspection number: 266343

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	98
School address:	High Street Avening Tetbury Gloucestershire
Postcode:	GL8 8NF
Telephone number:	01453 833191
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Appropriate authority:	Governing Body
Name of chair of governors:	Derrick Ind

Date of previous inspection: November 1998

CHARACTERISTICS OF THE SCHOOL

The school serves the village of Avening, near Tetbury in Gloucestershire, but attracts pupils from neighbouring villages and large towns nearby. There are 98 pupils on roll, with slightly more girls than boys. All but one pupil speak English as their first language. Fifteen pupils are on the school's special educational needs register, a proportion that is slightly below average. There are no pupils with a statement of special educational needs. The school serves a mixed area with low unemployment but includes some housing association accommodation. Attainment on entry to the school varies from year to year but is broadly average. The main building of the school is over 150 years old, but recent additions give the school a modern feel. Despite recent improvements, there remains limited accommodation for physical education. The school is at the heart of village life and in August 2003 qualified for the prestigious 'Investor in People' award. Pupil mobility varies and, although average overall, was high for the Year 6 group that left in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21313	Harold Galley	Lead inspector	Areas of learning for children in the Foundation Stage, English, Information and communication technology, Personal, social and health education, History, Geography, Religious education.
9644	Mike Whitaker	Lay inspector	
20671	Jon Palethorpe	Team inspector	Mathematics, Science, Art and design, Design and technology, Music, Physical education, Special educational needs.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Avening Primary is a good school, providing good value for money. The school has improved significantly since the appointment of the headteacher in 2002 and, after a period of stagnation during which standards did not keep up with the rising national trend, standards in English, mathematics and science are now rising throughout the school.

The school's main strengths and weaknesses are:

- Teaching is good overall, with outstanding teaching in Years 5 and 6.
- Pupils' achievement is good in English and mathematics and very good in science.
- The headteacher is an inspirational leader and she is ably supported by a very good governing body.
- Attitudes to learning and behaviour are very good.
- Provision for pupils with special educational needs is very good.
- The high quality of support staff makes a very positive contribution to the quality of learning.
- Inspectors judge that parental confidence in the way in which children are introduced to school in the reception class is wholly justified.
- The use of ICT and the development of writing skills in subjects across the curriculum, although continuing to be improved, currently are not yet satisfactory.

There have been good improvements since the last inspection, with very good progress in the last two years. Teaching is vastly improved, leadership is much better and standards are now beginning to rise after a period during which standards remained static.

STANDARDS ACHIEVED

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

*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.*

The school has moved forward dramatically since the 2003 results. The table gives an accurate picture of the school in 2003 with standards not rising in line with the national trend. Since then a determined drive to raise standards, led by the headteacher, has borne fruit. The results attained by pupils in Year 6 in 2004 were easily the best ever achieved by the school. Although national comparisons are not yet available it is clear that standards in English and mathematics were at least above average and standards in science were at least well above average. Work in the present Year 6 class confirms this rising trend. The picture in Year 2 is very similar, with standards remaining static between 1999 and 2003, but rising dramatically in 2004 in reading, writing, mathematics and science. Achievement in Years 1 and 2 is good in reading, writing, mathematics and science. Children make a good start in the Foundation Stage (reception) achieving very well in personal, social and emotional development and achieving well in communication, language and literacy, mathematical development,

knowledge and understanding of the world and creative development. Pupils with special educational needs achieve very well throughout the school. Pupils' development in personal, social and health education is good. Attitudes to learning and behaviour are both very good throughout the school. Attendance is above average.

QUALITY OF EDUCATION

The quality of education is good. Teaching and learning are good in the Foundation Stage with very good teaching in the key area of personal, social and emotional development. Teaching is good overall in the rest of the school, apart from in the Years 5 and 6 class, where teaching is outstanding. The best teaching is in English, mathematics and science. In these subjects, all lessons are well organised, proceed at a lively pace and are interesting and challenging. All teachers have high expectations of behaviour, effort and work. Relationships are excellent and lead to an industrious and purposeful atmosphere in lessons. Pupils with special educational needs are very well supported and take a full part in all aspects of school life. Teachers use a range of formal and informal tests and assessments in order to prepare appropriate work for pupils in English, mathematics and science lessons. A weakness in teaching is the limited manner in which writing and ICT skills are developed in subjects across the curriculum.

The school provides an interesting, broad and balanced curriculum enriched by a good range of visits and visitors and by several stimulating after school activities. The school gives very good support, advice and guidance to pupils. Good partnerships with parents, the community and very good links with other schools make an invaluable contribution to the school's success.

LEADERSHIP AND MANAGEMENT

The inspirational leadership of the headteacher and her management are very effective. She leads with energy, vision and determination and is ably supported by teaching and non teaching staff. A very positive team spirit is a notable feature of this school. Subject leaders in English, mathematics and science are effective. The governing body performs its duties very effectively, taking a keen interest in all aspects of school life and having a clear view of what the school needs to do to improve further.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' views of the school are very positive. Parents have a very high regard for the headteacher and all her staff. Parents are especially pleased with the superb manner in which children are introduced to school, and feel their children get the best possible start to their education. Pupils are very proud of their school and are fiercely loyal. Pupils feel their views and opinions are valued and acted upon.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are to:

- Make better use of information and communication technology to support pupils' learning in subjects across the curriculum.
- Provide more opportunities for pupils to develop their writing skills in subjects across the curriculum.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

This is a school that has improved significantly since the 2003 National Curriculum tests and assessments. Achievement in English and mathematics is now good and in science it is very good.

Main strengths and weaknesses

- The results attained in the 2004 National Curriculum tests for pupils in Year 2 and Year 6 were the best ever in English, mathematics and science.
- Children make a good start in the Foundation Stage.
- Reading is given a high priority throughout the school, and learning is effectively supported by parents.
- Pupils with special educational needs are very well supported and achieve very well.
- Written skills are not developed well enough in subjects across the curriculum.
- Although provision for information and communication technology (ICT) has improved significantly recently, this subject is not used enough to support learning in other curriculum areas.

Commentary

1. Attainment on entry to the school is broadly average, although it varies from year to year. For example, the year group that took their Year 6 National Curriculum tests in 2003 were below average, whilst the following year group were above average. Children make a good start to their education in the Foundation Stage. In particular, they achieve very well in personal, social and emotional development. Literacy and numeracy skills are given a high priority and children achieve well in communication, language and literacy and mathematical development.

2. In the 2003 National Curriculum tests and assessments for pupils at the end of Year 2, standards were above average in reading and mathematics, but below average in writing. A feature of pupils' performance was that almost all pupils reached the expected level 2, but relatively few managed the higher level 3. The school has worked hard to tackle this weakness with considerable success. The provisional results for 2004 show that once again all pupils reached the expected level 2 in reading, writing, mathematics and science, but this time with significant increases in the proportions reaching the higher level 3. Inspection evidence confirms the continuation of this rising trend.

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

Standards in:	School results	National results
Reading	16.6 (17.9)	15.7 (15.8)
Writing	14.3 (14.3)	14.6 (14.4)
Mathematics	16.9 (17.4)	16.3 (16.5)

There were 15 pupils in the year group. Figures in brackets are for the previous year

3. The picture in Year 6 is very similar to that in Year 2, with relatively disappointing results in 2003, but sharply rising standards in 2004. In the 2003 tests, standards were average in English, below average in mathematics and above average in science. An above average proportion of pupils reached the expected level 4, but relatively few managed the higher level 5. In 2004, this picture changed dramatically. In science, all pupils reached level 4 and almost all did in English and mathematics. This time, though, there was a big increase in the proportion of pupils reaching the higher level 5, with 69 per cent reaching this level in science, and 56 per cent in English and mathematics. An analysis of pupils' work in the present Years 5 and 6 class confirms this rising trend. The school undertook a thorough analysis of the 2003 results and, as a result, has focused on challenging more able pupils as well as improving pupils' attainment in writing. The school has been highly successful in both strategies, although the development of writing skills in subjects across the curriculum remains a weakness. Throughout the school there are no significant differences between the achievement of boys and girls.

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

Standards in:	School results	National results
English	27.0 (26.3)	26.8 (27.0)
Mathematics	26.3 (26.3)	26.8 (26.7)
Science	29.7 (28.8)	28.6 (28.3)

There were 9 pupils in the year group. Figures in brackets are for the previous year

4. Standards in ICT meet nationally expected standards at the end of Year 2 and Year 6. However, the development of ICT skills across other subjects remains a weakness, although the school is aware of this and has a determined strategy to address this shortcoming. In religious education, standards meet the expectations of the locally agreed syllabus. In other subjects, standards are at the expected levels.

5. Pupils with special educational needs achieve very well for their ability. In the Year 2 National Curriculum tests in 2004, all pupils reached the expected level 2. The expected level 4 in Year 6 was reached by the vast majority of pupils in English and mathematics, and by all pupils in science. These results show how well the special needs pupils have achieved. Regular reviews are made and pupils move off the special needs register when they have improved sufficiently.

6. The school set itself challenging targets in 2004 which were nonetheless realised, and has similarly challenging targets for 2005 and is on course to meet these as well.

7. After a period, between 1998 and 2003, where standards did not rise in line with the national trend, this is a school that is improving significantly and where standards are rising dramatically.

Pupils' attitudes, values and other personal qualities

Pupils respond very well to the excellent relationships and positive ethos in the school. Their behaviour is very good and they demonstrate very good attitudes towards school. Pupils' spiritual, moral, social and cultural development is good, as is their attendance.

Main strengths and weaknesses

- Pupils show interest and engagement in their lessons and take full advantage of the opportunities the school offers them.
- Pupils respond very well to staff's high expectations and behave very well in lessons and around the school.
- Relationships at all levels in the school are excellent and contribute significantly to pupils' good personal, social and moral development.

Commentary

8. Pupils at this school are enthusiastic and display very good attitudes to their learning. They are keen to take full advantage of the opportunities it offers. Although only in their second week of full-time attendance, the youngest children in the reception class showed growing confidence in carrying out the class's daily routines; their personal and social development is very good. In lessons, pupils are responsive, very attentive, and very keen to contribute. There is, especially in the Years 5 and 6 class, an impressively purposeful learning atmosphere. Pupils enjoy taking part in extracurricular activities such as various after school clubs, representing the school in competitive sport against other local primary schools, and contributing to the running of the school through work on the school council.

9. Behaviour is very good. Pupils are polite and considerate towards adults and each other and move around the school in an orderly fashion. Staff have high expectations of behaviour that are clearly understood by pupils and regarded by them as fair and consistent. The very high standard of behaviour in lessons contributes significantly to the quality of learning in the school. There is a small minority of pupils with behavioural problems; these pupils are well managed and their behaviour is effectively contained. Bullying is not an issue; no instances of oppressive or threatening behaviour were observed during the inspection and both parents and pupils agree that it is not a problem. Some pupils, in their Ofsted pre-inspection questionnaire responses, expressed some concerns about behaviour. The school has addressed some of these concerns by revising breaktime play arrangements and by providing play equipment. There has been one exclusion over the preceding year.

10. Relationships at all levels are excellent. Adults in school make very good role models of co-operative working for children. Teachers treat pupils with respect - all contributions in lessons are valued no matter how far off the mark they may be. This encourages pupil confidence. The school is an inclusive community - all pupils, no matter what their ability or background, are fully included in all activities. Parents appreciate the fact that all children are treated as individuals, and this contributes significantly to pupils' very good personal development. Overall, pupils' spiritual, moral, social and cultural development is good. Social and moral development are very good. School rules are debated with pupils and amended if necessary. Pupils are given numerous opportunities to contribute to the social life of the school, through acting as monitors and school councillors. Pupils in Years 5 and 6 are being trained in peer mediation. Pupils are active in their community through charity fundraising. They have a well developed sense of right and wrong, promoted by their work in personal, social and health education lessons.

11. Pupils' spiritual development is good. Assemblies provide opportunities for reflection and links with the adjacent parish church contribute towards the Christian dimension. Other faiths are addressed in religious education lessons. Pupils are encouraged to see the spirituality in the world around them: for example in their own wildlife garden with its pond full of amphibians. In science, the infinitesimal size of micro-organisms causes pupils to pause and wonder.

Overall, cultural development is satisfactory. Pupils are given a number of opportunities to explore their own cultural heritage: for example by learning maypole and traditional country dances, from watching performances by visiting theatre companies, and by taking part in musical festivals. Pupils work with visiting artists and put on their own shows. Since the previous inspection the school has attempted to introduce pupils to the cultures of other societies by arranging a Caribbean week and by inviting Indian visitors into school. These initiatives, however, do not introduce pupils to the concept of Britain as a multicultural society. It is understood that the headteacher has plans for a link with a multi-ethnic inner city school.

12. Attendance is good. There are very good arrangements for promoting good attendance. The school's administrator immediately telephones the home of any child who is unexpectedly absent and the school has introduced a weekly House award for the best attendance.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.9
National data	5.4

Unauthorised absence	
School data	0.3
National data	0.4

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – any other mixed background

No of pupils on roll
95
1
2

Number of fixed period exclusions	Number of permanent exclusions
1	0
0	0
0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Teaching is good overall, with outstanding teaching in the Years 5 and 6 class. The school makes very good provision for pupils with special educational needs. The school is very well regarded by parents and pupils, and is a highly valued, integral part of the community.

Teaching and learning

The quality of teaching and learning is good. Teaching in the reception class is good, with very good teaching in personal, social and emotional development. Teaching in the Years 1 and 2 class is good, in the Years 3 and 4 class it is satisfactory with good features. In the Years 5 and 6 class it is outstanding.

Main strengths and weaknesses

- Relationships are excellent at all levels leading to a very positive atmosphere in all classes.
- Teachers' planning is good, leading to well organised, clearly structured lessons.

- Teaching of pupils with special educational needs is very good.
- More able pupils are challenged effectively.
- The quality of learning is significantly enhanced by the superb work of teaching assistants.
- Teachers do not do enough to develop pupils' writing skills in subjects across the curriculum.
- Teachers do not make enough use of ICT to support pupils' learning.

Commentary

Summary of teaching observed during the inspection in 27 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7	15	5	0	0	0

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

13. The teaching of children in the reception class is consistently good, with very good teaching in personal, social and emotional development. The excellent relationships at all levels lead to a calm, purposeful and secure atmosphere which enables children to settle quickly and happily to the routines of school life. Planning is thorough and is based on the recommended Early Learning Goals, and covers all the required areas of learning for this age group. Children are provided with a good range of both indoor and outside activities leading to much productive learning through play. Teaching and non teaching staff place a significant emphasis on the development of early literacy and numeracy skills leading to good achievement in these key areas. Teaching in the area of physical development is satisfactory. Staff provide a wide range of lively and interesting activities, but, while the outdoor play area is well supervised, children are rarely given enough guidance on how to improve their performance.

14. There are a number of consistent features to teaching in Years 1 to 6. All lessons are well planned, have a clear structure and proceed at a lively pace. Excellent relationships encourage pupils to give their full attention and sustained, determined concentration is a feature of most lessons. Teachers make effective use of the National Literacy and Numeracy Strategies to plan lessons that are both interesting and challenging. A feature of most lessons is the manner in which teachers prepare work for pupils of differing prior attainment. A significant improvement in teaching since the last inspection is the challenge presented to more able pupils, the success of which is reflected in the vastly improved proportions of pupils reaching the higher levels in National Curriculum tests in Years 2 and 6. Teachers make good use of a range of formal and informal assessment strategies and, as a result, know their pupils' strengths and weaknesses well. Marking is good, with a clear policy understood by staff and pupils, which gives pupils useful and evaluative feedback about their work.

15. There are some differences in teaching across the school, with teaching being consistently good in Years 1 and 2, satisfactory with some good features in Years 3 and 4, and outstanding in Years 5 and 6. The superb teaching in the Years 5 and 6 class is characterised by extremely thorough subject knowledge, especially in science, by lively, upbeat presentations, challenging questioning and an excellent rapport with pupils. The pace of these lessons is always lively and sometimes dynamic.

16. Teaching and support for pupils with special educational needs is very good. A limited amount of work is done by the learning support assistants outside the classroom on a one to one basis, but the vast majority is done by teachers and learning support workers within the classroom. This ensures equality of opportunity. Work is well matched to pupils' needs, and good attention is paid to the targets in pupils' individual education plans. In all classes, the high quality of support provided by teaching assistants (known as 'learning support workers') makes a considerable contribution to the quality of learning for all pupils.

17. There are two weaknesses in teaching that were apparent from a scrutiny of pupils' work over the last year. One is that pupils' writing skills are not developed well enough in lessons across the curriculum and another is the weak use of ICT to support pupils' learning. The school is aware of these shortcomings and has strategies in place to deal with them. Already in the new term, for example, pupils in the Years 5 and 6 class have completed some outstanding written work as part of their study of 'The Tudors'

18. Teaching has improved significantly since the last inspection, with more good and very good teaching and an elimination of unsatisfactory teaching.

The curriculum

The school provides a good curriculum.

Main strengths and weaknesses

- The curriculum is broad and balanced, an improvement since the last inspection.
- There are effective links between subjects, which makes learning interesting and relevant.
- The school provides a good and varied range of activities outside the school day.
- A good range of visits and visitors enlivens pupils' learning.
- Provision for pupils with special educational needs is very good.
- The development of pupils' writing skills in subjects across the curriculum is unsatisfactory.
- Teachers' use of ICT to support learning in other subjects is weak.

Commentary

19. The curriculum meets statutory requirements, an improvement since the last inspection, and all pupils are fully included. Teachers' thorough planning ensures that pupils' skills are built on systematically as pupils move through the school. Teachers use the National Strategies for Literacy and Numeracy well. However, a scrutiny of pupils' work over the course of the last school year showed that the use of pupils' writing skills was not being developed consistently across all subjects.

20. Teachers' planning identifies effective links between subjects and a good range of examples of this were evident. Links between drama and history enlivened pupils' interest in their projects about the Ancient Greeks and Anglo Saxons, and a trip to Brecon cleverly combined geography, English, science and ICT. A good range of visits and visitors help to bring the curriculum to life. Interviews with older pupils confirm the range and depth of knowledge that resulted from visits as part of their studies in history. An annual residential trip makes a significant contribution to pupils' personal development. The provision this village school makes for activities outside the school day is impressive and these are well supported

and much enjoyed by pupils. These cover a range of sporting activities, such as football, country dancing and netball, as well as art and craft sessions and a popular French club. French is taught weekly to pupils in Years 5 and 6 in a good initiative funded by the parents.

21. Good support is given to pupils with special educational needs by teachers and learning support workers. This enables pupils to make good progress in relation to their prior attainment, and to targets set within individual education plans. The school has a clear special educational needs policy which meets the requirements of the Code of Practice for special educational needs. Individual education plans provide detailed targets, appropriate to the needs of each pupil, which are reviewed regularly.

22. The school has a well organised and effective approach to pupils' personal development. The school council gives pupils a first insight into the responsibilities and rights of citizenship, and older pupils undertake a good range of activities to support school routines.

23. Within the teaching staff there is a good balance of experience and expertise and a very high level of teamwork. The contribution that support staff make to curriculum provision is very good indeed. The accommodation is satisfactory, with several important additions, including a well appointed ICT suite, since the last inspection. Outdoor provision for physical development in the reception class is only just adequate. Resources are satisfactory and well used.

24. Improvement in the curriculum since the last inspection is good.

Care, guidance and support

This is a school in which pupil care has the highest priority; there are very good procedures for ensuring pupils' physical and emotional well being. Support, advice and guidance are very good and based on a thorough knowledge of pupils' academic and personal development. Pupil involvement in the running of the school is good.

Main strengths and weaknesses

- Pupil safety, security and welfare are very well promoted.
- Comprehensive assessment procedures and a thorough personal knowledge ensure that very high quality support is available to all pupils.
- Arrangements for induction into the Foundation Stage are excellent.
- Pupils' involvement in the life of the school and in the management of their own learning is good.

Commentary

25. The school provides a very safe and supportive environment for all its pupils. The headteacher is the designated person for child protection purposes and has received the necessary training and all staff, including support staff, are regularly updated on the procedures involved. All know what to do in cases of concern. All the necessary health and safety procedures are in place. Risk assessments are carried out on all school activities and health and safety inspections of the premises are regularly carried out by the health and safety governor and staff representative. All staff have had basic first aid training. The school's administrator telephones the home of any child who fails to arrive in the morning and there are careful arrangements to ensure the safety of children leaving school at the end of the day. The

school works hard to promote healthy living. For example the school cook will serve chips only twice a week, children are encouraged to have water available in classrooms, the school has a 'walk to school' week, and participation in sport is encouraged. An annual visit from the 'Life Education' van helps older pupils deal with the hazards of life from road safety to substance abuse, and there are close links with the school nurse over the sex education programme.

26. Since the previous inspection, the school has made considerable improvements in its assessment procedures; the use of assessment to support individual needs is now very good. In addition, relationships between staff and pupils are excellent and staff have a thorough knowledge of pupils' development. In the Ofsted pre-inspection questionnaire 94 per cent of pupils said that there was an adult in school to whom they could turn if in need. Consequently, all pupils have access to very good support and guidance based on a very clear understanding of their academic and personal development. Induction arrangements are excellent; in the Ofsted pre-inspection questionnaire all parents expressed satisfaction with the arrangements for transferring children from pre-school group to school. There is close liaison between the pre-school group and the school; the pre-school leader works voluntarily in the school one afternoon a week. Children visit school in the term before they start and their start is staggered. In the early days of children's attendance parents are encouraged to settle their children in the classroom. The classroom atmosphere is warm, friendly and welcoming. At an early stage in the autumn term the reception class teacher takes parents through their child's Foundation Stage profile.

27. Procedures to identify, assess and monitor pupils with special educational needs are very good. A system of 'early intervention' is used, so any problems are addressed at the earliest stage. Assessment of pupils' performance is used well to ensure pupils are set tasks suitably matched to their ability.

28. Pupil involvement in the life of the school is good. There is a family atmosphere in this rural school and older pupils realise that they have responsibilities towards the younger children. They respond well to their responsibilities. There is a school council that debates issues such as bullying, play equipment and activities for supporting charities. Pupils on the school council understand the need to consult and report back to their classmates. Pupils in Years 5 and 6 are presently being trained in peer mediation to help resolve playground disputes. Pupils' views are sought by questionnaires and pupils feel that they are listened to. Pupils are involved in the management of their own learning through the discussion of targets.

29. The school has worked hard and effectively to maintain the high quality of provision described in the last inspection report.

Partnership with parents, other schools and the community

The school has forged good links with its community and with parents who are very supportive. Very good links with partner institutions broaden and enrich pupils' experiences and smooth their transition between stages of education.

Main strengths and weaknesses

- There is good parental involvement in, and support for, the school.

- Very good links with partner institutions, especially the cluster of neighbouring primary schools, enhance pupils' learning.
- Good community links contribute towards pupils' academic and personal development.

Commentary

30. Parents are very happy with the school. In the Ofsted pre-inspection questionnaire no significant concerns were raised. Parents feel welcome and a number work voluntarily in school - the pond and wildlife area was created by voluntary parent labour. Parents feel that the school is readily (and informally) approachable and listens to their concerns. Parental views are regularly sought by the school. The school provides information of a good quality about school events and pupils' progress. Informative, easy-to-read newsletters are sent home weekly and a recently developed website provides parents with an alternative method of communication. Parents are offered termly consultation meetings with staff (with a choice of early or late appointments). Information evenings on, for example, science and literacy are arranged. Pupil reports are comprehensive and address all areas of the child's work in some detail; parents can respond by means of an attached slip or by arranging an appointment. The Friends Association acts as a social bridge between school, parents and the community; the funds it raises benefit pupils' learning, by, for example, paying for French tuition for Years 5 and 6. Parents make a very good contribution to their children's learning through their whole hearted support for the home reading scheme.

31. Links with partner institutions are very effective. The school is one of a group of seven small schools whose headteachers meet regularly and who co-operate in a number of areas, such as the employment of an information and communication technology technician. Pupils benefit from joint artistic and sporting events, and learning support workers visit each other's schools to further professional development. There is good liaison between the school and the secondary school to which the majority of pupils transfer. Transition, in the form of 'Move through' days, is particularly effective - while the Year 6 pupils are visiting their secondary schools for their familiarisation days, the pre-school children visit the reception class, and all the other pupils visit the classes to which they will be moving in the next academic year. There are good links with nearby higher and further education institutions; during the inspection several students were seen gaining experience of primary education. Parents of pupils with special educational needs are kept fully informed of their progress, and are regularly invited to take part in reviews.

32. There are good links with the community. The local environment is well used to support learning; pupils visit historic houses, a nearby arboretum and good use is made of the adjacent village church. Pupils take part in local activities such as a country dance festival and raise money for local charities. School activities are regularly reported in the community magazine and in various local newspapers. Notable local figures visit the school including its near neighbour, HRH the Princess Royal.

33. The high quality of provision has been maintained since the last inspection.

LEADERSHIP AND MANAGEMENT

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

Main strengths and weaknesses

- Governors have a very good understanding of the strengths and weaknesses of the school, and help to shape its development.
- The inspirational headteacher has a clear vision and high aspirations for the school, with a particular focus on pupils' achievement.
- The headteacher has been instrumental in creating an effective team, and leads by example.
- The school rigorously monitors performance, and takes appropriate action to remedy any weaknesses.
- Best value principles are embedded in all the school's spending on development.

Commentary

34. Governors are well aware of the school's strengths and weaknesses, and make major contributions to the school improvement plan. They keep themselves well informed of the school's work, enabling them to be fully involved in strategic planning. Governors keep themselves knowledgeable about recent educational development through close liaison with the school and training courses.

35. The headteacher has been in post a relatively short time, but has already made a major contribution to its development. She has evaluated the school's situation accurately, and has put in place policies and systems which are already leading to improved pupil achievement. She has been particularly effective in creating, and empowering, a hard working team from those who were already in post, together with new appointments, who have been carefully chosen. All are keen to improve their practice and provide the best education possible, and are clear about where they want the school to be. They have all created a very positive ethos, with a positive climate for learning.

36. Self-evaluation, and monitoring of pupils' performance, is the basis for the recent improvements in pupils' achievement. Rigorous analysis of results clearly indicates pupils' strengths and weaknesses, and leads to appropriate teaching to take pupils forward. Whilst particularly good work is done by the learning support workers with pupils at the lower end of the ability scale, the school attaches appropriate importance to the higher ability pupils, ensuring that all achieve well, and to promoting a fully inclusive school. The school is on an upward track, and is well placed to improve even further.

37. The provision for pupils with special educational needs is very well managed by the special needs co-ordinator who is the headteacher. As in other areas of the school, teamwork is the overriding factor, with the head, class teacher, learning support worker, parent, pupil, and where necessary, outside agency, all working together for the good of the pupils.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	334,649	Balance from previous year	51,223
Total expenditure	345,682	Balance carried forward to the next	18,375
Expenditure per pupil	3,674		

38. The budget is run very efficiently, with spending decisions relating directly to the school's improvement plan. The school has applied best value principles of competition, for example, in obtaining quotations for the recent buildings work. Financial control by the administrative

officer and bursar is very good, and the governors have adequate information to monitor spending on a monthly basis. The minor recommendations of the last audit have been acted upon.

39. The school's carry forward has been high for the last two years, but the school's reasons are well founded and convincing, and have been accepted by the local education authority. For example, the school needs to upgrade a playground and create another access to the next door church hall which is used for assembly, lunch and PE lessons. This will be costly but will reduce the safety risks of walking along the road. Although expenditure per pupil is high compared with the national average expenditure matches income and the school gives good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

With the exception of insufficient resources for outdoor play, the overall provision for children in the Foundation Stage is **good**. The inspection took place at the start of term when children had only been in school for just over a week. Parental confidence in the high quality of induction is wholly justified. Close liaison with local settings ensures children make a calm and relaxed start to their school careers. Assessment of children on entry to school shows some variations from year to year, ranging from just below to just above average, but broadly average overall. Children are on course to exceed the expectations for this age group in all areas of learning, apart from physical development, where there are some gaps in provision and children are unlikely to meet the expectations by the end of the school year. Teaching is very good in personal, social and emotional development, and good in other areas, apart from physical development, where teaching is satisfactory.

Main strengths and weaknesses

- Children achieve very well in personal, social and emotional development.
- The quality of teaching is good.
- Effective team work between teaching and non teaching staff makes a positive contribution to the quality of learning.
- The early identification of special educational needs enables these children to achieve as well as their peers.
- There are insufficient resources to support some aspects of physical development.

Commentary

40. Children make very good progress in their **personal, social and emotional development** and their achievement is very good. Most children are on course to exceed the expected levels by the end of the school year. Relationships are excellent at all levels and the wide range of practical activities, both indoors and outside, give children the chance to play and work together and develop their social skills. Appropriate talk and guidance from adults help children to understand the difference between right and wrong, and reinforce their understanding of what is acceptable and unacceptable behaviour. Children quickly learn the importance of sharing and taking turns. Staff provide a very orderly and calm atmosphere in which children feel happy and secure.

41. Achievement in **communication, language and literacy** is good. From the start of their time in school, children are taught the importance of listening carefully and taking turns to speak. Children have many planned opportunities to speak with, and listen to, adults and to each other. The teacher's speech is a good role model for children and skilful intonation and phrasing makes explanations interesting and relevant, and key vocabulary is explained in careful detail. The development of early reading skills is given a high priority and children's first reading diaries are used well to encourage reading at home and school. A notable feature of the good teaching in this area of learning is the effective small group work introducing children to letter sounds (phonics).

42. Progress and achievement in **mathematical development** are good. At the start of each day, the calling of the register is used effectively to introduce children to the order of numbers and to make comparisons. Children say confidently, "We have more packed lunches than school dinners today." Children sing and play a range of number rhymes and finger games and put together number puzzles and jigsaws to reinforce learning. Good teaching leads to an enthusiastic response from children and children clearly enjoy lively counting games, with most already familiar with numbers up to 10.

43. Provision in **knowledge and understanding of the world** is good and children achieve well in this area of learning. The children's topic on 'Ourselves' contributes well to their knowledge of different body parts. Children have a good range of opportunities to use computers and many manipulate the mouse with dexterity and skill. A project on toys successfully introduces first ideas about history as children compare toys of long ago with their own. A range of Bible stories enables children to learn about Christianity as well as about other world faiths.

44. Achievement in **physical development** is satisfactory. In their fine manipulative skills, children handle tools, scissors, paint brushes, construction kits and malleable materials safely and with increasing skill. The reception class uses the infant playground and has a good range of bikes, trikes and scooters. Although these sessions are lively, full of robust activity and are well supervised, many opportunities to develop children's skills by setting challenges are wasted. Despite many positive features, teaching in this area of learning is only satisfactory. The lack of any climbing frames means that some aspects of the curriculum in this area of learning are not covered.

45. Achievement in **creative development** is good. Children use a range of media to draw, paint and print. There are many opportunities, both indoors and outside, for imaginative play. Children sing with enthusiasm and skill and use different body parts to add percussion to their songs. Children enjoy listening to music and use their imagination to suggest what different sounds remind them of.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards have improved significantly in the last two years.

- As a result of consistently good teaching, pupils achieve well in Years 1 to 4, and very well in Years 5 and 6.
- The positive involvement of parents in their child's reading makes a very good contribution to pupils' learning in this key area.
- Attitudes to learning are very good throughout the school.
- Leadership and management in English are excellent.
- Writing skills are not well developed in other subjects.

Commentary

46. On entry to Year 1 pupils' skills in all areas of English are average. As they move through the school, pupils achieve well in all aspects of the subject and, by the end of Year 6, standards are above average in reading, writing, speaking and listening.

47. A notable feature of provision throughout the school is the effective promotion of reading skills. In all classes, a significant amount of time is allocated to giving pupils the chance to settle with a book and read quietly. Guided reading sessions, where a teacher works with a small group of pupils all reading the same text, are very well organised. Silent reading sessions are impeccably observed and make a significant contribution to the very positive attitudes pupils have towards reading. A major factor in pupils' achievements is a successful home reading strategy that is supported with terrific commitment by almost all parents. Pupils are proud of their reading books and diaries and take them home with enthusiasm and commitment.

48. Speaking and listening skills are effectively promoted through lively and constructive class discussions. Teachers' clear explanations are easy to follow and allow all pupils to take a full part in all activities.

49. A main focus of the school over the last two years has been the development of writing skills and this has paid off. Younger pupils are aware of how to construct correct sentences, using appropriate punctuation accurately. Older pupils write in a wide range of genres, often writing long, complex and well constructed accounts and stories. A feature of written work is the quality of personal accounts that are frequently intimate, amusing and evocative. An example, written by a younger pupil about his family concluded, 'We love each other as much as the clouds love the sky'. A key factor in raising standards in writing has been the improving proportion of pupils reaching the higher levels, both in Year 2 and Year 6.

50. Pupils with special educational needs are very well supported throughout the school and achieve as well as their peers. Teachers work hard to ensure that these pupils have work that is well matched to their prior attainments, but which is interesting and challenging. The support pupils with special educational needs receive from learning support workers is excellent in all classes. Support staff work closely with class teachers and show great skill in the manner in which they provide support throughout lessons.

51. Teaching and learning are good overall, with some outstanding teaching in Years 5 and 6. Teachers have a thorough understanding of the National Literacy Strategy and basic skills are taught well. Pupils' knowledge and understanding of letter sounds and basic spelling patterns are promoted well.

52. Lessons are planned effectively and most proceed with good pace. Teachers manage pupils very well and all lessons have a calm, purposeful atmosphere. Teachers make effective

use of regular assessments of pupils' work and this ensures that work set for each pupil is well matched to their prior attainments. Teachers' marking is good, giving pupils a clear idea of the quality of their work. In the Years 5 and 6 class teaching not only includes these positive attributes but has a dynamic pace and good use of humour as well as challenging questioning from a teacher who clearly knows her pupils' strengths and weaknesses intimately.

53. Leadership and management of English are excellent. The headteacher leads the subject with determination and energy. She has quickly identified what needs to be done to improve standards and has created a superb team spirit. Standards of provision are constantly monitored and there is a clear desire to reflect on practice and improve wherever possible. Areas of weakness have already been identified and steps are in place to address these. Provision has improved since the last inspection, with very good improvements in the last two years.

Language and literacy across the curriculum

54. Although there are some good examples of English skills being used in other subjects, pupils' use and application of literacy skills are not consistent in subjects across the curriculum. This term, pupils in the Years 5 and 6 class have already completed some excellent written work as part of their study of 'The Tudors' but a scrutiny of pupils' work over the course of the last year shows such work to be far too rare. Younger pupils spend much useful time discussing their work in subjects such as history, geography and religious education, but do not have enough opportunities to develop their writing skills in these subjects.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well as a result of consistently good teaching, with upper juniors achieving very well through very good teaching.
- There is good emphasis on problem solving and investigative work.
- Test results are rigorously analysed.
- The use of information and communication technology is underdeveloped.
- The monitoring of teaching and learning is at an embryonic stage.

Commentary

55. Pupils' achievement in the 2003 National Curriculum tests was below expectations, particularly for the more able pupils. Evidence from the 2004 results, although not yet validated, indicate that the school has tackled this problem very well, with nearly all pupils achieving well. Standards observed were above average at the end of Year 2, and well above average at the end of Year 6.

56. The improvement in achievement was brought about by thorough analysis of test results, followed by good and sometimes very good teaching. The particular strengths in teaching in mathematics which were observed included:

- Thorough planning, with clear and appropriate objectives made known to pupils.

- A brisk pace in the introduction, continued throughout the lesson.
- Very good support for the lower ability pupils by the class teachers, and in particular by the learning support workers.
- Group work well managed, with appropriately challenging work for each ability group.
- Teachers' good subject knowledge, enabling clear explanations and demonstrations.
- Very good marking, giving praise where necessary and constructive comments to help pupils improve.
- Pupils being well managed and well motivated, causing them to display very good attitudes and behaviour.

57. Where the above elements of teaching were observed, the pupils worked with enthusiasm and made good, and sometimes very good, progress. The main area for development is the use of information and communication technology to support pupils' learning. Teachers are beginning to use ICT to introduce and teach topics, but there is insufficient use of appropriate computer programs to help pupils to consolidate their knowledge and understanding.

58. The co-ordinator has only been in post a short time, but is already having a positive impact on the subject. In particular, the analysis of test results is used very well to identify where individual pupils' strengths and weaknesses lie. From these analyses, individual targets are set, and appropriate work is given. For example, an emphasis has been put on problem solving, especially two step problems, and pupils now have a much better grasp of this aspect. The co-ordinator checks planning for each class to ensure that the appropriate curriculum is being taught, but she does not monitor pupils' written work. At the moment, she does not monitor teaching and learning, although this is a planned priority in the school's development plan. There has been good improvement since the last inspection, particularly in the quality of teaching, the emphasis on problem solving, and the use of assessment.

Mathematics across the curriculum

59. Mathematics is used well in other areas of the curriculum. For example, in geography pupils draw graphs to show temperature differences in Europe. In science, pupils use measuring skills and data handling skills in recording the results of their experiments, and in design and technology, pupils use measuring skills when making their artefacts.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Pupils of all abilities, throughout the school, achieve very well.
- Teaching is good overall, with very good teaching for older pupils.
- There is very good emphasis on experimental and investigative science.
- The leadership of the subject is very good.
- Pupils enjoy their science lessons and are keen to learn.
- Test results are rigorously analysed.
- Assessments are regular and the results are used well.

Commentary

60. Test results for 2003 showed some underachievement for the higher ability pupils. This situation has now been remedied very effectively, and all pupils are achieving very well. This has partly been achieved by the rigorous analysis of test results to identify clearly where pupils' strengths and weaknesses lie, and the subsequent planning of appropriate work to remedy the deficiencies in skills, knowledge and understanding. Regular end of unit assessments are further used to ascertain how well pupils are learning.

61. The other factor in this improved achievement is the good quality of teaching. Over half the observed lessons came into the very good category. The particular aspects of good science teaching included:

- Well planned and well prepared lessons.
- Good use of the correct scientific language.
- A clear exposition, enabling all pupils to follow and be included.
- The creation of a constructive, purposeful atmosphere, with pupils well managed and well motivated.
- Teachers' good knowledge and understanding of the subject.

62. Where the above features were evident pupils listened attentively, were totally absorbed in their work, and showed exemplary behaviour. This enabled them to make very good progress. On occasions, the higher ability pupils could have been challenged more.

63. Teachers have recognised the benefit to pupils' learning of experimental and investigative science. The teaching of this has been enhanced through the purchase of new books, and the visit of an advanced skills teacher. These have given teachers more ideas and more confidence to tackle this work. Teachers are more aware of the need for pupils not just to do the experiments and record their results, but to explain what they have done and why.

64. The common ground behind all these factors is the very good leadership of the co-ordinator. Her scientific background is used very well to develop the curriculum and to support other members of staff. Her enthusiasm and outstanding ability as a teacher are providing a very good role model for others. Information and communication technology is being used to support learning in science. For example, a microscope attached to a computer is recording how mould spreads on bread by taking a snapshot every half hour. However, this is an area for further development. The co-ordinator monitors plans and assessments. There are plans to develop her role by monitoring the teaching and learning through lesson observations. Good progress has been made since the last inspection, particularly with assessment, and the use of ICT to support learning, and with regard to the proportions reaching the higher levels in Years 2 and 6.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is just **satisfactory**, but significantly improved since the last inspection.

Strengths and weaknesses

- Resources are much improved since the last inspection.
- Teachers' confidence has improved significantly in the last two years.
- Pupils enjoy their lessons, and older pupils talk about ICT with confidence.
- Assessment strategies are weak.

- Teachers' use of ICT to support learning in other subjects is unsatisfactory.
- The school is aware of some historic shortcomings, and ICT features prominently in the school's improvement plan.

Commentary

65. Since the last inspection, and in particular in the last two years, the school has improved provision in ICT by setting up a well equipped computer suite in addition to a satisfactory number of classroom computers. A programme of professional development has improved teachers' subject knowledge and thus their confidence in teaching ICT. Good use has been made of a highly skilled technician who the school shares with other local schools. The school now has both the resources and expertise to fulfil all National Curriculum requirements, an improvement since the last inspection.

66. All pupils make satisfactory progress. As a result, standards in Years 2 and 6 are on course to meet the nationally expected standards by the end of the school year. Pupils in Years 1 and 2 use word processing satisfactorily and use the mouse well to 'drag and drop'. Pupils use 'paint' with accuracy and skill to present pictures of flowers and use a data handling program to present a graph of their favourite car colours. In Year 6, pupils have constructed a multimedia presentation using a 'PowerPoint' program to illustrate a visit to Brecon in Wales. They selected images taken with a digital camera and added their own captions. Historic weakness in provision means that there are still some gaps in pupils' knowledge and understanding. For example, few Year 6 pupils know how to use e-mail, a skill normally expected of younger pupils.

67. Teaching and learning are satisfactory. Teaching in the ICT suite is good, with all lessons being well prepared, lively and interesting. However, in classroom lessons, teachers do not use ICT enough to support pupils' learning. The marking and assessment of pupils' work is a weakness throughout the school. Pupils are rarely given clear guidance about the strengths and weaknesses of their work or what they need to do to improve.

68. There have been some recent weaknesses in leadership, with the school being without a subject leader until recently. However, the headteacher, with useful support from the governing body, has identified weaknesses and has developed a detailed strategy to improve provision. Certainly, teachers' confidence has improved and there is a positive determination across the school to tackle shortcomings in provision.

69. Although the school recognises that further developments are necessary, improvement since the last inspection is satisfactory.

Information and communication technology across the curriculum

70. As described in the section above, the use of ICT across the curriculum is unsatisfactory. Teachers' knowledge of how to use ICT is underdeveloped and, during the inspection, many opportunities to enhance pupils' learning were missed.

HUMANITIES

RELIGIOUS EDUCATION

Provision in religious education (RE) is **satisfactory**.

Main strengths and weaknesses

- All aspects of the locally agreed syllabus are covered well.
- The subject plays an effective part in pupils' spiritual, moral, social and cultural development.
- Not enough use is made of ICT to support pupils' learning.

Commentary

71. The school has maintained standards in religious education since the last inspection. All pupils, including those with special educational needs, play a full part in lessons. Pupils' achievement is satisfactory and attainment at the end of Years 2 and 6 meets the expectations of the locally agreed syllabus.

72. By the end of Year 2, pupils have a sound understanding of many Christian festivals and stories from the Old and New Testaments. After listening to stories such as 'The Prodigal Son' and 'Joseph and his coat of many colours' pupils write useful, lengthy and accurate accounts. They learn about other world faiths, particularly Islam, and can recall key features of that faith.

73. In Years 3 to 6, pupils build on their knowledge and understanding of Christianity and other major world faiths. Written work demonstrates a sound understanding of what pilgrimage means. Although ICT is not used enough to support pupils' learning, a good example took place when pupils watched a 'virtual Hajj' on the electronic whiteboard. A strength of provision in Years 3 to 6 is the opportunities pupils have to write at length about their studies.

74. Teaching is satisfactory. Effective use is made of questioning and teachers ensure that there is a balanced approach to learning from the teaching of religions as well as learning about the different faiths. Opportunities for pupils to reflect and work together, enable RE to promote successfully pupils' spiritual, moral, social and cultural development. Interviews with Year 6 pupils confirmed that pupils find their RE lessons stimulating, interesting and relevant.

75. Subject leadership is satisfactory and has ensured that RE maintains a high profile in overall curriculum planning and that standards have been maintained since the last inspection.

76. Not enough lessons were observable in **geography and history** to make a secure judgement about provision in these subjects. However, a review of teachers' planning and a scrutiny of last year's work by pupils across the school show that the programmes of study for each subject meet the requirements of the National Curriculum. Pupils' previous work shows that, in geography, pupils in Years 1 and 2 have appropriate opportunities to learn about their own environment and compare and contrast it with life in other countries. In Years 3 to 6, pupils develop a sound knowledge of the mountains and rivers of Europe and benefit greatly from a residential trip to Brecon, which covers many aspects of the geography curriculum. In history, pupils in Years 1 and 2 learn about the Ancient Greeks and produce a useful timeline to show how long ago the Great Fire of London was. Pupils in Years 3 to 6 enjoy a range of activity days to bring history to life and Year 6 pupils are able to talk with confidence and authority about their Anglo Saxon and Victorian days as well as recalling a visiting theatre workshop to support their studies of the Ancient Greeks. A weakness in both subjects is the limited use of ICT to support learning and the limited range of written work throughout the course of the school year.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

77. There was insufficient work seen in art and design, design and technology, music and physical education to make clear judgements on standards and provision. Planning for all four subjects indicates that all areas are covered and meet the requirements of the National Curriculum, although assessment is not yet embedded.

78. Discussion with older pupils showed that in **art and design**, they had an understanding of the works of Max Escher and Amedeo Modigliani, and had created pictures in their styles. Much of the good artwork displayed around the school was closely connected with other curriculum areas. For example, pupils had used pastels to draw the stick insects they keep in their classroom, and had drawn Tudor portraits for their history study.

79. Discussion with pupils about **design and technology** confirms that they have made a variety of artefacts, including biscuits, slippers and a burglar alarm, and that the appropriate processes of design, make and evaluate have been followed. A 'Catwalk Week', where pupils designed and made fashion clothes from paper, provided a grand finale to the summer term.

80. The school is without a **music** specialist, and has decided to employ a musician to take pupils once a week. This ensures that the curriculum is covered.

81. Although facilities for **physical education (PE)** at the school itself are unsatisfactory, good use is made of the village hall and a nearby field to enable the required curriculum to be followed. New gymnastic equipment has been purchased, and the fact that half classes now use the hall for PE lessons, the best possible use is being made of the facility. This is an improvement since the last inspection. Older pupils have weekly swimming lessons at Cirencester, and almost all pupils leave the school able to swim 25 metres. Opportunities for competitive sports are provided through competitions and tournaments against other schools in football, netball, athletics and swimming.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHCE)

Provision for pupils' personal, social, health and citizenship education is **good**.

Main strengths and weaknesses

- A wide range of topics are covered, especially for older pupils.
- The school council gives pupils useful insights into citizenship.
- A popular residential trip for pupils in Years 5 and 6 makes a positive contribution to personal development.
- A wide range of well run after school activities effectively supports pupils' personal, social and health education.
- There is a limited amount of written work to support learning in this subject.

Commentary

82. The school makes good provision for developing pupils' confidence and self esteem. The excellent relationships throughout the school help each pupil to feel valued within the supportive school community. Through their involvement in the school council, pupils begin to learn how to play an active role as a citizen. They are encouraged to help in the running of the school day

and take part in many school routines, such as preparing the hall for assembly and collecting registers.

83. The school organises a good range of after school activities, a range that is especially impressive given the small size of the staff. Activities such as football and netball promote health education in a positive and enjoyable manner. Two well resourced playgrounds make a positive contribution to pupils' social development as children learn to play together in a calm, constructive atmosphere. In lessons throughout the school, pupils are encouraged to become independent learners.

84. An annual residential trip that is organised for pupils in Years 5 and 6 makes a very positive contribution to personal development giving pupils the chance to live away from home for a few days and take part in a range of stimulating and often unusual activities. Interviews with Year 6 pupils confirm how popular and useful this exercise is.

85. There was insufficient evidence to make a reliable judgement about the quality of teaching, although teachers' plans show this subject has a satisfactory part in overall curriculum planning. A weakness in provision is the limited range of written work to support learning in PSHCE.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3

How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	2

The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
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).