

## INSPECTION REPORT

### **BUSSAGE C of E (AIDED) PRIMARY SCHOOL**

Bussage, Stroud

LEA area: Gloucestershire

Unique reference number: 115678

Headteacher: Mrs M A Williams

Lead inspector: RWG Thelwell

Dates of inspection: 18<sup>th</sup> – 21<sup>st</sup> April 2005

Inspection number: 266546

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:	4 – 11
Gender of pupils:	Mixed
Number on roll:	232
School address:	Bussage Church of England Primary School Bussage Stroud Gloucestershire
Postcode:	GL6 8AY
Telephone number:	01453 883205
Fax number:	01453 883205
Appropriate authority:	Governing Body
Name of chair of governors:	Mr I Northcott
Date of previous inspection:	4 <sup>th</sup> – 7 <sup>th</sup> May 1999

## CHARACTERISTICS OF THE SCHOOL

The school is set in the village of Bussage, four miles east of Stroud. At present, 232 pupils are on roll; this includes 34 children in reception. Whilst pupils are drawn from a cross-section of socio-economic backgrounds, they come, in the main, from owner-occupied homes. Nearly all children attend pre-school settings before joining the school at the start of the school year in which they become five. Attainment on entry is assessed as being broadly in line with that expected for children of this age. The overall proportion of pupils with special educational needs (SEN) is below average. Three pupils have statements of SEN allocated to them under the terms of the DfES Code of Practice<sup>1</sup>; proportionally, this is average. All pupils have English as their first language.

Having gained a 'School Achievement Award' in 2002, the school received a 'Healthy School Award' in 2003. During the inspection a temporary teacher taught a class due to the deputy headteacher being on maternity leave. Owing to the absence of the regular special needs teacher because of ill health, a supply teacher supported this aspect of provision.

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<sup>1</sup> The Department for Education and Skills' Code of Practice gives practical advice to schools about their responsibilities to ensure that all pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20977	Mr RWG Thelwell	Lead inspector	Areas of learning for children in the Foundation Stage, Science, Geography, History, Physical education.
9487	Dr F Hurd	Lay inspector	
30438	Mr R Guest	Team inspector	Special educational needs, Mathematics, Art and design, Design and technology, Music.
21313	Mr H Galley	Team inspector	English, Information and communication technology, Personal, social and health education.

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a good school with very good features. It serves its community well. Under the very effective leadership of the headteacher, the staff and governors have established a caring and supportive ethos that results in pupils achieving well in their academic and personal development. The school gives good value for money.

The school's main strengths and weaknesses are:

- The school's very good commitment to inclusion results in good provision for all pupils irrespective of their stages of learning, or their physical or behavioural needs.
- Pupils now in Year 2 achieve very well to attain standards in English that are well above those expected for their age. Attainment in mathematics and science is above average.
- Standards in reading, mathematics and science are above average for pupils now in Year 6 and reflect good achievement.
- Attainment in writing for current eleven year olds is slightly below average.
- Across the school pupils make good gains in their personal development.
- Effective teaching throughout the school results in pupils' positive attitudes to learning.
- Pupils benefit from a good curriculum enriched by a very good range of out-of-class activities.
- The school's good care, guidance and support of pupils are built on very effective links maintained with parents and carers.

Since the school was last inspected in 1999 improvement has been good. All issues identified in the last report have been addressed, and overall standards, as indicated by average point scores, are higher than at the time of the last inspection. The quality of teaching has improved significantly, as have pupils' attitudes and behaviour. Considerable improvements have been made to accommodation and resources. Rates of attendance are much improved and are now very good.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	A	A	C	E
Mathematics	A	A	B	D
Science	C	C	B	D

*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.*

Inspection evidence shows results for 2004, when compared with those of similar schools, were out of keeping and considerably lower than those of previous years. Further evidence suggests they were based on inaccurate statutory assessments of pupils' attainment when at the end of Year 2. Documentation relating to tracking pupil performance between Years 3 and 6 confirms sound progress and achievement to attain standards that were above average in mathematics and science when assessed in 2004. For seven year olds assessed last year (2004), standards in reading were consistent with those of the top five per cent of schools nationally, and well above average in writing, mathematics and science.

Pupils achieve well overall. Children currently in reception achieve well. Whilst nearly all are on course to reach the recommended levels in each area of learning by the end of reception, around a third will gain them earlier. Pupils currently in Year 2 achieve very well to attain levels well above those expected for their age in reading and writing. Performance in mathematics and science is above the norm reflecting good achievement. For pupils now in Year 6 (of whom only two-thirds were on roll when assessed at the end of Year 2), standards that are above average in reading, mathematics and science represent good achievement. However, although making satisfactory gains over time, attainment in writing is slightly below average. Work reviewed in other National Curriculum subjects was at an appropriate level for the ages of pupils concerned. However, inspection evidence, including pupils' work on display, indicates attainment in art and design for pupils in Years 2 and 6 to be at levels above those expected nationally for their ages. Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good overall. Pupils have good attitudes to learning and behave very well in and around the school. They get on very well with each other and the adults with whom they work. Attendance is very good.

## **QUALITY OF EDUCATION**

The school provides its pupils with a good quality of education. Teaching is good with some very good features. Teachers have good subject knowledge and have suitably high expectations of pupils. Very thorough planning results in activities that are well matched to pupils' stages of learning. Teaching assistants contribute very well to pupils' learning. Assessment is used well to monitor and track pupil progress and help determine what is to be taught next. Teaching and support for pupils with SEN is effective. Pupils benefit from a good curriculum enriched by a very extensive range of visits and out-of-class activities. The school gives pupils good care and guidance. The school's very effective links with parents and the community, together with good links maintained with other schools, makes a strong contribution to pupils' learning.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are good. The school is given very effective leadership by the headteacher, who with the good support of staff, has developed a culture of evaluation and improvement. Management is effective, and governance of the school is good. Governors carry out their duties well and are involved fully in strategic and financial planning. They ensure all statutory requirements are met, and that in keeping with the school's very inclusive outlook, all pupils have equal access to the curriculum and associated resources.

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

Parents have very positive views of the school. They value the effective relationships teachers develop with pupils. They consider the school is well led and managed, and that pupils are taught well and make good progress. Parents value the accessibility of staff. Pupils like coming to school and value the friendship of their classmates. They enjoy the work they are given. Pupils feel they are known well and given good support in all they do.

## **IMPROVEMENTS NEEDED**

In addition to pursuing the improvements and development already identified in its improvement plan, the most important thing the school should do to improve is to:

- Provide more opportunities for pupils in Years 3 to 6 to undertake extended pieces of imaginative and creative, independent writing.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

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

For pupils now in Year 6, standards are average overall in English, and above average in mathematics and science. In the context of the year group, this represents good achievement. Pupils currently in Year 2 attain standards that are well above average in English, and above average in mathematics and science. This represents noteworthy achievement.

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

- Children now in reception achieve well in all areas of learning.
- For pupils at present in Year 6, standards in reading, mathematics and science are above nationally expected levels.
- Attainment in writing for current eleven year olds is slightly below average.
- In reading and writing, seven year olds perform at levels well above those expected for their age.
- Pupils with special educational needs (SEN), and those who are more able, make good progress in terms of prior attainment.
- Across the school, pupils make good gains in their personal development.

#### **Commentary**

1. In recent years, nearly all children have reached the required levels of performance in each area of learning by the end of reception. This represents satisfactory achievement when taking into account attainment on entry was similar to that expected for this age. Inspection evidence indicates that children currently in reception make good progress and achieve well. Whilst nearly all are on course to attain the officially recommended goals in each area of learning by the end of their reception year, around a third will reach them earlier.

#### ***Standards in national tests at the end of Year 2 – average point scores in 2004***

Standards in:	School results	National results
Reading	18.7 (16.6)	15.8 (15.7)
Writing	16.9 (15.5)	14.6 (14.6)
Mathematics	17.5 (16.6)	16.2 (16.3)

*There were 34 pupils in the year group. Figures in brackets are for the previous year*

2. Results of statutory assessments of seven year olds in 2004 showed significant gains were made in each subject over those of the previous year. In each subject assessed, the rate of improvement (in terms of average points scored) was above the national trend. All pupils gained the required levels<sup>2</sup> in writing, mathematics and science. Whilst overall standards in writing, mathematics and science were well above average, overall attainment in reading was very high and consistent with the top five per cent of schools nationally.

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<sup>2</sup> The national expectation is that, when assessed at the end of Year 2, pupils should gain Level 2; the higher level being Level 3. For assessments made at the end of Year 6, the expected level is Level 4 with the higher level being Level 5.

When taking into account average attainment on entry, this performance reflects very good achievement.

**Standards in national tests at the end of Year 6 – average point scores in 2004**

Standards in:	School results	National results
English	27.4 (28.7)	26.9 (26.8)
Mathematics	27.9 (28.3)	27.0 (26.8)
Science	29.5 (28.9)	28.6 (28.6)

*There were 34 pupils in the year group. Figures in brackets are for the previous year*

3. Although attainment in English was average when compared with all schools, inconsistencies noted in the marking of the school's English assessment papers resulted in grades being contested and papers being returned for remarking. However, grades remained unaltered. There is much evidence to indicate that levels of attainment credited to last year's eleven year olds when they were formally assessed at the end of Year 2, were insecure and resulted in several pupils being credited with grades that were not wholly consistent with their actual levels of attainment. As such, the basis on which comparisons were made with similar schools, on grounds of prior attainment, was similarly insecure. Inspection evidence, including in-school tracking of pupils' progress, confirms standards in mathematics and science that were assessed in 2004 as above average, represented satisfactory progress between Years 3 to 6, and sound achievement.

4. Following a review of statutory assessments in 2004, it was decided that in order to raise standards further, in addition to the ongoing focus on improving the quality of writing, the school would give greater emphasis to pupils' strategies towards mental mathematics and problem solving, and to raising attainment in ICT. Lesson observations, together with a review of pupils' work, confirm that whilst further gains have yet to be made, these foci have had a positive impact on performance.

5. Levels of attainment in reading and writing for pupils now in Year 2 are well above the norm. When taking into account average attainment on entry, this represents very good achievement. Above average standards in speaking and listening, handwriting, mathematics and science reflect good achievement. Despite making satisfactory progress in the writing element of English, pupils currently in Year 6 - of whom only two-thirds were on roll when assessed at the end of Year 2 - perform at levels slightly below average. Pupils achieve well to attain standards in reading, handwriting, mathematics and science that are above average. Standards in information and communication technology (ICT) meet nationally expected levels. With the exception of art and design, where work on display is above that expected for seven and eleven year olds, work sampled in other National Curriculum subjects indicated it was at an appropriate level for the age group concerned. A separate inspection, undertaken by a representative of the local Diocesan Board of Education will evaluate pupils' attainment in religious education. Pupils who have SEN achieve well and make good progress in terms of prior attainment and targets in their individual education plans.

6. Whilst the school fell short of the targets set for the proportion of pupils in Year 6 to reach the expected levels or above in English in 2004, it met them in mathematics. Whilst

the targets set for 2005 are challenging, they are – with the exception of 42 per cent to gain the higher level in English – attainable, and reflect the school's positive attitude to raising standards and its commitment to giving pupils every opportunity to achieve their full potential.

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

Attendance and punctuality are very good. Whilst pupils' attitudes to learning are good and often better, behaviour is very good. Pupils' personal development is good overall, with particular strengths in moral and social development.

### **Main strengths and weaknesses**

- Parents and carers make very good efforts to ensure their children attend regularly.
- Pupils are very willing to show enterprise and take responsibility.
- Relationships in the school are very good.

### **Commentary**

#### ***Attendance in the latest complete reporting year (%)***

Authorised absence		Unauthorised absence	
School data	3.9	School data	0.0
National data	5.1	National data	0.4

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

7. Attendance is well above national averages. Parents conscientiously inform the school about absences, and few holidays are taken in term time. The school monitors attendance data electronically, and follows up the rare unexplained absences at the end of each week. The importance of attendance and punctuality are promoted regularly to parents.

8. Pupils' attitudes and behaviour have both improved since the last inspection. There have been no exclusions in the last academic year. Behaviour is particularly impressive in the playground, where pupils observe the rotas for the use of the football area and adventure playground, and behave sensibly and considerately. Older pupils play happily with younger ones, and much mutual affection amongst pupils is evident. The highest score in the Ofsted pre-inspection pupil questionnaires (90 per cent) was for the friendliness of other pupils. Movement around the school is orderly, and pupils are quiet and attentive in assemblies. Very few instances were observed in class where attitudes and behaviour fell below their usual high standard. Pupils are noticeably confident and willing to discuss their work with staff and visitors. They are used to being treated with courtesy and consideration by adults in school, and have a very good understanding of right and wrong. School councillors see themselves as a significant body in their community, and have made important contributions through playground management and fundraising. The school's charitable fundraising nearly always arises from pupil initiative, and considerable sums are donated annually to local and national charities.

9. Partly through these fundraising efforts, and partly by other means, such as displays and discussions of important issues, the school makes very good provision for pupils' social development as citizens. Staff provide very good role models by their courtesy and strong teamwork, and as most pupils live close to the school, they are well aware of its use as a setting for local organisations and activities. Expectations of behaviour are consistently

high, and pupils annually review and revise school rules. Moral messages are reinforced through assemblies, and through ‘circle times’ in all year groups. This emphasis on good citizenship means that pupils are well aware of natural and other crises around the world, and good provision is made for them to learn about the beliefs and decorative arts of other cultures. Satisfactory provision is made within the curriculum for pupils’ spiritual development.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides pupils with a good quality of education. Teaching is good with very good features. Procedures and use of assessment to elicit what pupils know and can do are effective. The curriculum is good and is enriched by a very extensive range of visits and out of school activities. Effective provision is made for pupils with SEN. The school takes good care of its pupils. Whilst good links are maintained with other schools, links with parents and the community are very good.

### Teaching and learning

Teaching and learning are good with some very good features. Strengths are in the teaching of children in reception, and in the teaching of literacy, numeracy and science. The quality of teaching has been improved significantly since the last inspection. Procedures and the use of assessment are good.

### Main strengths and weaknesses

- Children in reception are taught well.
- The skills of literacy and numeracy, together with science, are taught effectively.
- Teachers’ good subject knowledge, together with very thorough planning, results in lessons that meet the needs of all pupils ranging from those with SEN to higher attainers.
- Teachers make very effective use of ICT to support teaching and learning.
- Teaching assistants contribute very well to pupils’ learning.
- Procedures and the use of assessment are good.

### Commentary

#### *Summary of teaching observed during the inspection in 41 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	7 (17%)	27 (66%)	6 (15%)	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.*

10. The teaching of children in reception was at least good in over nine out of every ten lessons observed. It was very good in a quarter of lessons seen. Very good knowledge and understanding of the needs of the age group are reflected in the preparation and delivery of lessons, and in the careful and ongoing monitoring of children’s performance. Detailed planning, based on recommended Early Learning Goals, covers all required areas of learning for children of this age. Children are provided with a very good range of interesting activities with an appropriate balance between activities directed by adults, and those children choose for themselves. As such, much learning is gained through play, with adults working alongside children to explain, question and enthuse. In all lessons observed many

opportunities were created to develop and extend children's language, and to develop their independence. These were a marked feature of the good practice observed.

11. Teachers make effective use of the National Strategies for Literacy and Numeracy to plan lessons that are both interesting and challenging. Nearly all lessons observed in both subjects were good or better. All teachers focus well on pupils' speaking and listening skills, and use questioning well to elicit pupils' understanding and to develop vocabulary and use of language. Pupils' reading books are matched closely to their ability, and pupils are given a range of opportunities to use their developing skills of writing in other subjects. In mathematics, interesting tasks, allied to clear explanations, reinforce pupils' understanding of concepts taught. A particularly effective element of numeracy lessons is the emphasis given to pupils having to explain how they arrive at their answers. Teaching of science, in which all lessons observed were at least good, resulted in pupils carrying out a variety of activities that enabled them to use their developing skills of scientific enquiry to good advantage, and learn well.

12. Very thorough planning, underpinned by teachers' good subject knowledge, ensures lessons meet the different learning needs of pupils in each class. In nearly all lessons observed, learning objectives were explained clearly at the outset, thus enabling all pupils to understand what was expected of them. At all times, teachers had suitably high expectations of pupils in terms of performance and behaviour. This contrasts well with the findings of the last report that found instances of teachers' expectations being too low. In nearly all subjects being taught during the inspection teachers made very effective use of interactive whiteboards and other computers to support teaching and enhance pupils' learning. Good use is made of homework to assist pupils' learning. It is used well to reinforce key skills taught in lessons, provide opportunities for research, and extend knowledge and understanding.

13. Pupils with SEN are taught well, and, in keeping with the very inclusive nature of the school, are included fully in all activities. Effective support given to pupils either in class or when withdrawn for individual or small group teaching, enables them to make good gains in terms of prior attainment and to meet targets in their individual education plans. Teachers provide equally well for higher attaining pupils who are given tasks well matched to their stages of learning.

14. Teaching assistants contribute very well to pupils' learning. They work in close partnership with teachers who ensure all adults working with pupils have a clear understanding of learning objectives, methods and resources to be used.

15. Information from the school's good assessment procedures is used effectively to track and measure pupil progress, modify curriculum provision, and set targets for learning. The oral feedback given to pupils in class, together with marking of work in books, is good. Teachers take care to record their appreciation of effort and ensure pupils have a clear understanding of how they can improve.

## **The curriculum**

The curriculum is good with some very good features.

## **Main strengths and weaknesses**

- Children in reception benefit from a very good curriculum.
- The curriculum for pupils in Years 1 to 6 is broad and well balanced.

- A varied and very extensive range of activities enriches the curriculum.
- Provision for pupils with SEN, or who are higher attainers, is good.
- Good provision is made for pupils' personal, social and health education.
- Very good accommodation is used well to promote learning.

## **Commentary**

16. Children in reception are given a very good range of activities that cover all required areas of learning. The curriculum for pupils in Years 1 to 6 is broad and well balanced, has an appropriate emphasis on literacy and numeracy, and meets statutory requirements. In addition, the school provides French for pupils in Year 6 equating to half an hour per week during the year. The school ensures all pupils are included fully in all activities regardless of their stages of learning, physical or behavioural needs. Teachers make effective use of the National Strategies for Literacy and Numeracy, together with a comprehensive range of schemes of work. Such schemes help ensure the systematic development of pupils' skills, knowledge and understanding as they move through the school. The resulting planning of lessons is both thorough and detailed, and incorporates good provision to assess what pupils know and can do. Links made between subjects are good.

17. The school complies fully with the Code of Practice for pupils with SEN, and provision is good. Individual education plans are clear, realistic and achievable. The school provides copies of education plans to parents to enable them to work with pupils at home in partnership with the school. Pupils benefit from effective support in class, given by teaching assistants, and by teachers when withdrawn for individual or small group tuition.

18. The school provides well for pupils' personal, social and health education. Provision meets requirements relating to sex and relationships education, together with good emphasis given to the safe use of drugs and medicines. The School Council is a pupil controlled body and effective in promoting personal development. The school's good provision resulted in it gaining a 'Healthy School Award' in 2003.

19. The curriculum is enriched by a very good range of out-of-class activities. There are many and varied extracurricular activities offered in the form of clubs that are well attended by both boys and girls. A very good range of visits and visitors enhance pupils' learning. Pupils respond well to these activities that play an important part in raising attainment and achievement.

20. There are sufficient well qualified teachers to ensure the curriculum is well taught, and that pupils' needs are met. A good number of teaching assistants contribute very effectively to pupils' learning, and work in close partnership with teachers.

21. Accommodation has been improved considerably since the last inspection. Improvements include a secure outside play area for children in reception, a library and computer suite. Accommodation is now very good and provides access for pupils with disabilities. The outdoor provision is equally good. Pupils benefit from a large field and playground, together with a developing conservation and environmental area. Staff make effective use of accommodation to promote learning. Resources are good across the curriculum, with no weaknesses.

## **Care, guidance and support**

The provision of support, advice and guidance based on monitoring is good with a variety of very good features. The provision for pupils' care, welfare, health and safety is good. The involvement of pupils through seeking, valuing and acting on their views is good.

### **Main strengths and weaknesses**

- The extent to which each pupil has a good and trusting relationship with an adult is very good.
- Induction arrangements are good.
- Pupils' access to well informed support, advice and guidance is good.

### **Commentary**

22. Staff in the reception classes visit prospective pupils in their pre-schools, with which they have well established links. Parents and children visit twice before starting school, and complete a booklet about themselves for staff information. Staff are skilled at settling children into school. Pupils joining the school in older age groups are made very welcome and given a 'buddy' to support them in their first weeks.

23. There is a rolling programme of first-aid training to ensure that appropriate cover is always available. The child protection liaison officer is fully qualified and regularly updates staff. Teachers carry out risk assessments before off-site visits, following local authority guidance. Qualified contractors check equipment, and the local authority health and safety staff audit the school annually. The governors check the site annually but do not use a checklist to ensure continuity and full coverage. The school suffers very little vandalism. An issue related to health and safety has been passed to the governors for consideration.

24. The School Council has been in place for several years, and pupils know their contribution is valued and makes a real difference to school life. Although the two youngest age groups are not on the Council, their views are sought through 'circle time' or by councillor representatives. Pupils' views on the creative arts week were canvassed through a questionnaire.

25. Relations between adults and pupils in the school are characterised by mutual respect. Pupils know that they can always find an adult they can trust to confide in, perhaps one of the teaching assistants or the headteacher, if not their own class teacher. Good academic assessment of pupils is matched by a very good knowledge of them as individuals, and staff try hard to ensure all pupils are given every opportunity to develop at their own pace. Provision to support and guide pupils at all stages of learning, ranging from those with SEN to higher attaining pupils, is good.

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

Links with parents and the local community are very good. Links with other schools are good.

### **Main strengths and weaknesses**

- Procedures to ensure satisfaction and deal with complaints and concerns are very good.
- The quality of pupils' annual reports is very good.
- The school provides an essential focus for community life in the village.

## **Commentary**

26. Nearly two-thirds of parents returned the pre-Ofsted inspection questionnaires, a relatively high rate of return. All parents viewed the school to be well led and managed, 98 per cent considered it has high expectations of its pupils, and 97 per cent felt that pupils make good progress; parental views are confirmed by the inspection. Parents support the school in many ways, through the very active parents' association; by offering technical expertise and experience to enrich the curriculum; and by practical help in and out of the classroom. Pupils' proficiency in reading is due in part to the support of their parents. A sizeable proportion of parents are staff or governors. Available places are always oversubscribed.

27. Many parents attending the pre-Ofsted meeting with inspectors spoke warmly of the school's approachability. Any complaints or concerns are swiftly followed up, and feedback is always given. The headteacher is usually available at short notice. Parents' ideas and suggestions are welcomed, whether from individuals or the parents' association. Regular newsletters keep parents well informed of forthcoming activities and a website (designed by a parent) will be available from September. The current governors' report to parents meets requirements and gives a good picture of school life in the preceding year. The prospectus is very informative, and each class provides parents with termly curriculum information. Pupils' annual reports are of admirable design, giving grades for effort and achievement across the curriculum and in detail for English, mathematics and science. Accompanying comments demonstrate teachers' good knowledge of pupils' personal and academic development, and targets are appropriate and achievable. There are three parent consultation sessions annually. Although some parents expressed concern about homework arrangements, inspectors found homework is well planned and appropriate to age groups.

28. The school has good relations with Thomas Keble Secondary School, to which most pupils transfer. More able pupils have additional mathematics or design and technology teaching provided by Keble staff, and transfer arrangements are well planned and regularly reviewed. A small neighbouring primary school uses the Bussage school field for sport. The school regularly competes in inter-school sporting events. Pupils participate in a joint choir, and the Stroud schools art exhibition. Joint activities organised by the diocese create links with other church schools.

29. The school is the largest source of employment in the Bussage estate, and a source of social life for many residents, many of whom attend its events. Past parents and pupils remain warmly attached to it. The link with the local church means that members of the congregation become involved with school life, through the pupils' Christian club, through helping with reading, or by providing personal reminiscences. The school hall is used by the local church for services and other activities. A range of organisations and clubs make use of the site and building for sporting events and private functions.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are good overall. The headteacher gives very effective leadership. The management and governance of the school are both good.

### **Main strengths and weaknesses**

- The headteacher provides caring, supportive and well focused leadership.
- There is a strong commitment to teamwork throughout the school.

- The very inclusive nature of the school enables pupils of all abilities and needs to achieve well.
- The governing body plays a full and active part in the management of the school.
- The school's culture of self-evaluation and ongoing development is underpinned by a very clear and well structured improvement plan.
- The school's finances are managed very well.

## Commentary

30. As reported at the time of the last inspection, the headteacher gives very good leadership. She sets a very clear direction for the school's development, based on an outstanding awareness of the needs of pupils and staff in the school community. The headteacher has developed a very good rapport with all sections of the school community, leading to a positive and supportive learning ethos. Under her guidance, the school has received awards for 'School Achievement' and for being a 'Healthy School'.

31. The roles of key staff are well defined and built on strengths and interests. Effective teams have been established, and all adults in the school work very well together and are committed to providing high quality education. Subject co-ordinators, particularly in English, mathematics and science, have a clear view of the school's strengths and weaknesses and have worked hard to maintain and improve provision in their subjects.

32. Performance management of teaching and non-teaching staff is managed well. All staff receive useful, evaluative feedback on their performance, with targets on how to improve further. The induction and continuing development of new staff is very good. There has been productive in-service training to improve teachers' skills. A positive example is in ICT, where teachers' subject knowledge has been improved significantly since the last inspection. The school's ongoing development is underpinned by a clear and well structured improvement plan that sets appropriate targets together with timescales and success criteria by which outcomes will be evaluated.

33. The school is very inclusive and has a good reputation for meeting a wide range of needs. Induction of new pupils is effective and managed well, and their specific needs are assessed quickly so pupils are made to feel positive about being in school. Pupils with particular strengths across the curriculum are identified and encouraged to develop these skills through a wide range of additional activities provided. The school's provision for SEN complies with statutory requirements of the Code of Practice and is managed well by the SEN co-ordinator.

34. The governing body, which is led well by an experienced and effective chairman, carries out its duties well and ensures all statutory requirements are met. Governors are fully supportive of the school and act as 'critical friends', effectively monitoring provision. Collectively, they have a good understanding of its strengths, curriculum provision and the standards pupils achieve.

### **Financial information for the year April 2004 to March 2005**

Income and expenditure (£)		Balances (£)	
Total income	537,753	Balance from previous year	51,578
Total expenditure	505,192	Balance carried forward to the next	32,561
Expenditure per pupil	2186		

35. Although the 'carry forward' figure is above recommended levels, it includes, in addition to a planned contingency fund, money allocated for a range of appropriate developments and purchases. The efficient school financial systems allow the school to run smoothly and staff to work effectively. Finances are managed very well, and resources have been improved considerably since the last inspection. The school's detailed policy with regard to operating the principles of best value is followed closely. The minor recommendations of the last audit report have been acted on. The school's cost per pupil is below the national average. Taking into account the many strengths in key areas of provision, 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**

Provision for children in the Foundation Stage (reception) is **good**. Since the last inspection, considerable improvements have been made for children's outdoor structured play. At present, 34 children are in reception; of these, ten share a class with pupils in Year 1. Close liaison with pre-school settings, together with good induction procedures, helps children's smooth entry into reception. Over recent years assessment of children on entry to reception has shown overall levels of performance to be in keeping with those expected for children of this age. Inspection evidence indicates that whilst nearly all children are on course to reach the officially recommended goals for each area of learning by the end of their reception year, around a third of children will reach these goals earlier.

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

- Children now in reception achieve well in all areas of learning.
- Children are taught well and benefit from a curriculum that provides a very good range of interesting and relevant activities for each area of learning.
- Information from very effective procedures to assess what children know and can do is used well to help provide appropriate and suitably challenging learning opportunities.
- Leadership and management of the provision for children in reception are good.

#### **Commentary**

36. Children make good progress in their **personal, social and emotional development**, and achieve well. Effective teaching and support enable children to settle quickly into the day-to-day life of the school. From the moment children join reception, sensitive talk and guidance from adults help children understand the difference between right and wrong, and reinforce an understanding of acceptable and unacceptable behaviour. Adults set up a good range of activities that allow children to make choices, share and take turns. Children do so willingly. They follow adults' clear and well paced instructions and begin tasks eagerly. Relationships between children, and all with whom they work and play, are very good, as is behaviour. Children are keen to take responsibility as for example, in carrying out their duties as 'monitors', and in managing their own activities. This results in the development of good levels of independence and prepares children well for future learning.

37. Achievement in **communication, language and literacy** is good. Children are taught the importance of listening carefully and taking turns to speak. There are many planned opportunities for children to speak with, and listen to, adults and each other: for example, as part of their work on 'Where we live'. Having heard the story 'Lucy's Quarrel' children listened attentively to their friends and then gave their own ideas on what it means to be a member of a community. Carefully chosen texts, together with a well taught programme of phonics (letter sounds), are used well to help children recognise an increasing number of words in familiar context. Such was the case when children enjoyed 'helping to read' the stories 'Whatever the weather' and 'The turtle who danced with the crane'. Whilst many children were observed making effective use of their phonic knowledge to construct, read and write three and four letter words, several children were heard to read confidently from the reading scheme. Through a variety of activities children learn the correct way to shape and write letters with increasing control. Inspection evidence indicates that by the end of

reception, whilst nearly all children write their names, the majority write simple sentences unaided.

38. Progress and achievement in **mathematical development** is good. During the inspection, children were observed counting and ordering numbers to twenty and beyond. They readily corrected the puppet 'Henry Helephant' who had considerable difficulty in sequencing numbers. Children sing and play a range of number rhymes, play finger games, and put together number puzzles and jigsaws to reinforce learning. Their understanding of 'more than' and 'less than' is good. Children sort objects in a variety of ways, for instance, by colour, shape and size, and by threading objects and repeating patterns. Children recognise, name and sort coins that they then use in their class shops. Children respond well to the effective use of computer technology, as for example, when the interactive whiteboard was used to support children's ability to estimate (but not count) and then write how many objects they had seen on the screen. Throughout all activities, adults work effectively with children to support, reassure and praise.

39. Achievement in **knowledge and understanding of the world** is good. Children carry out a range of simple investigations and can name parts of a plant and talk about what they need to grow. A good range of activities helps children gain an understanding of chronology. The school site and immediate locality are used well to support children's awareness of place and position. Such was the case when, during the inspection, children were accompanied on their well planned and productive walk to the shops. In addition to developing understanding of locality, the walk supported children's work on 'People who help us'. Children respond well to the good opportunities to use computer technology to enjoy a range of interactive programs.

40. Children achieve well in their **physical development**. In their fine manipulative skills, children handle tools, scissors, paintbrushes, construction kits and malleable materials safely and with growing control. In an outdoor session, children were observed making effective use of large play equipment including their ship 'HMS Bussage'. A review of planning shows regular planned opportunities for children's structured play to support physical development and enhance aspects of co-operative and imaginative play.

41. Achievement in **creative development** is good. Children use a good range of media to draw, paint, print and model. Work on display includes a vibrant collaborative work in the style of Kandinsky, and intricate weaving in paper and material. Children make effective use of small world toys to create imaginative environments, and have many opportunities for structured role play in the 'Garden Centre' and 'Fruit and vegetable shop', with adults often supporting activities to add realism and encourage the use and development of language. In music making children successfully handle and play a range of simple instruments and are led well and given much encouragement as they enjoy singing songs from memory.

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

### **ENGLISH**

Provision in English is **good**.

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

- Levels of attainment in reading and writing for pupils currently in Year 2 are well above average.

- The positive involvement of parents in their children's reading makes a very good contribution to pupils' learning in this key area.
- Effective teaching across the school results in pupils' positive attitudes to learning.
- Standards in writing for pupils now in Year 6 are a little below average.

## **Commentary**

42. Pupils now in Year 2 achieve very well in reading and writing to attain levels of performance that are well above those expected for their age. As a result standards have remained consistently well above the national average for many years. Indeed, the results in the 2004 National Curriculum assessments, where attainment in reading was very high, and writing was well above the norm, were the highest ever attained by pupils at the school. Standards at the end of Year 6 were average. Inspection evidence indicates current eleven year olds achieve satisfactorily overall to attain standards that are above average in reading, but slightly below that expected for their age in writing.

43. 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. Each class takes part in a silent reading session each day, and these sessions are observed with great commitment by all pupils. Guided reading sessions, where a teacher works with a small group of pupils all reading the same text, are well organised and contribute well to pupils' progress. The school has worked hard and with considerable success to engage parents in actively supporting their children's reading. A large proportion of parents regularly completes pupils' reading diaries and these often include useful and evaluative comments. Pupils are proud of their reading books and diaries, and take them home with enthusiasm and commitment.

44. All teachers have a warm rapport with their pupils, and the very good relationships contribute significantly to pupils' achievement in speaking and listening. Pupils feel confident that their contributions will be listened to with respect, both by adults and fellow pupils. Pupils across the school are made aware of the needs of an audience when speaking or reading in front of the class or a larger audience, such as in assemblies.

45. Attainment in writing for current seven year olds is well above average. Pupils construct grammatically correct sentences, and use appropriate punctuation accurately. The proportion of pupils working at the higher level (level 3) is well above the norm. Handwriting is above average at the end of both Year 2 and Year 6. Across the school, pupils take a pride in the neat presentation of their work. Pupils in Years 3 to 6 have a good knowledge and understanding of grammatical structure and punctuation. However, pupils achieve less well in terms of extended pieces of imaginative and creative, independent writing. Standards in the present Year 6 are slightly below average, although, taking into account their previous levels of attainment, overall achievement in writing is satisfactory.

46. Teaching and learning are good overall, with instances of very good and excellent teaching. Teachers have good subject knowledge and suitably high expectations of pupil performance. Activities are matched well to pupils' stages of learning and lessons move at a lively and sometimes dynamic pace. Across the school, reading skills are taught particularly well. Teachers of younger pupils have a very good knowledge of how to use phonics to promote successfully the development of early reading skills. Teaching in Years 3 to 6 is equally good in reading where teachers organise especially effective guided reading sessions and promote reading well in lessons across the curriculum. In writing, teachers of pupils in Years 3 to 6 focus very well on the structured aspects of this key skill, but they do

not give pupils enough opportunities to attempt extended pieces of personal writing. Although there are some outstanding examples of poetry and script writing, these aspects of writing are too rare.

47. Teachers keep a good range of assessment records, particularly in reading, that ensures that work given to pupils is well matched to their prior attainment. Marking of work is effective. Work is marked regularly and teachers give pupils much encouragement and praise for effort. In most cases, marking gives pupils a picture of their strengths and weaknesses together with an understanding of what is needed to improve their work.

48. Leadership and management of English are good. Provision is monitored on a regular basis and the school is well aware of what is needed to improve further. Teaching is monitored, and useful evaluative feedback is given to teachers. There is a clear desire to reflect on practice and to address areas of relative weakness. Overall, standards have risen above the national trend since the last inspection, and improvement over this period has been good.

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

49. Most subjects contribute soundly to the development of pupils' language and literacy skills. For example, in science, pupils often discuss their tasks with partners or their work group and write reports of their findings. In history, pupils give detailed written accounts on the period of history they are studying, whilst in geography pupils write about a range of topics including what it must be like to be a child in an Indian village.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Standards for pupils currently in Years 2 and 6 are above average.
- Good teaching results in pupils achieving well and having positive attitudes to mathematics.
- The subject is led and managed effectively.
- Good use is made of thorough assessment procedures to inform planning and raise pupil attainment.

### **Commentary**

50. Results of end of year assessments in 2004 showed overall standards for seven year olds to be well above average, and above average for eleven year olds. Such results were consistent with the overall levels of performance for the previous three years. Inspection evidence based on lesson observations, a review of past work and discussions with pupils, indicates levels of attainment for pupils at present in Years 2 and 6 to be above average. Such standards represent good achievement and are in keeping with the findings of the last inspection.

51. Standards are maintained by thoroughly planned lessons together with effective teaching. During the inspection, the quality of teaching in mathematics was at least good in five of the six lessons observed. Teachers make effective use of the National Numeracy Strategy and provision meets the requirements of the National Curriculum. Teachers have

good subject knowledge and provide interesting and relevant tasks that are matched well to pupils' stages of learning, ranging from those with SEN to higher attainers. In nearly all lessons seen, learning objectives were shared with pupils so they knew what was expected of them, and lessons proceeded with good pace. On many occasions, teachers made particularly effective use of interactive whiteboards to enliven teaching and learning. In all lessons observed, teachers had suitably high expectations of pupils' behaviour and performance, and gave good praise and encouragement.

52. The impact of effective teaching is that pupils are keen to learn and respond well to the tasks they are given. A successful feature of all mathematics lessons is the emphasis placed on pupils' mental and oral activities. Whether in the introductory 'warm up' session to the lesson, or during the main activities, pupils are eager and confident to explain how they arrive at their answers. However, some teachers have not yet fully grasped the need for pupils to demonstrate speedy recall of facts during the 'warm up' or 'starter sessions'. Whilst the school's target for developing the investigative and problem solving element of the curriculum is having a positive impact on pupil performance, it is acknowledged that this is an aspect where there is room for further development.

53. Assessment procedures are thorough and resulting information is used well to inform lesson planning and in the formulation of individual education plans. Careful analysis of statutory assessment results enables the school to monitor and track pupil performance, to set targets for learning, and modify curriculum provision. Marking, which acknowledges pupils' effort, gives clear directions as to how pupils can improve their performance. Work in pupils' books and folders is well presented and reflects pupils' good attitudes towards the subject and pupils' ability to sustain concentration and effort.

54. Leadership and management of the subject are good. Effective systems are in place to monitor pupils' work and the quality of teaching. Although the co-ordinator was absent during the inspection, the subject's 'shadow co-ordinator' has a full understanding of the subject and its developmental needs, and provides good leadership in the co-ordinator's absence. Staff have appropriate access to further professional subject development, and resources for teaching mathematics are good.

### **Mathematics across the curriculum**

55. Pupils use mathematical skills effectively in many aspects of the curriculum. For example, data handling is used well both in information and communication technology and in science lessons. Pupils measure and weigh in design and food technology, and make good use of timelines in history.

## **SCIENCE**

Provision in science is **good** with very good features.

### **Main strengths and weaknesses**

- Standards for pupils now in Years 2 and 6 are above average. This represents good achievement.
- There is a strong emphasis on scientific enquiry.
- Effective teaching results in pupils' positive attitudes towards science.
- Very good use is made of ICT to support teaching and learning.
- The subject is led and managed well.

## Commentary

56. When last inspected, levels of attainment at the end of Years 2 and 6 were judged to be average. Since then, there has been a steady improvement that reflects the school's ongoing focus on practical and investigative activities within science lessons. Inspection evidence indicates standards for current seven and eleven year olds are above those expected for their ages, and represent good achievement.

57. Lesson observations, together with a review of pupils' work, confirm a strong emphasis on scientific enquiry. The emphasis on practical activities, together with the school's ongoing focus on speaking and listening, enables pupils to learn well through setting up and conducting a good range of interesting investigations requiring them to predict, experiment and observe. In so doing, pupils gain a clear understanding of the need to ensure their investigations are carried out in a 'fair' manner. The subject provides good opportunities for pupils to work collaboratively, to talk about how to solve tasks, and discuss what they observe. Such was the case during the inspection when pupils in Year 5 worked very well in small groups to conduct a variety of investigations into how and why sound travels through air and water.

58. In all lessons observed, teaching was at least good. Teachers' very thorough planning, underpinned by good subject knowledge, provides a programme of activities that are well matched to pupils' stages of learning. Teachers give pupils clear explanations of lesson objectives and of what is expected of them as lessons unfold. In lessons observed it was clearly evident that pupils respond well to teachers' high expectations. Across all age groups seen pupils enjoy the practical nature of science lessons and respond well to teachers' questions such as, "Why do you think that?" and "How can you find out?"

59. Teachers make very effective use of computers and interactive whiteboards to support teaching and make learning interesting. A very good example was observed in Year 6 when the teacher's skilful use of a program on Van Helmont's experiment relating to what plants need for healthy growth enhanced pupils' learning considerably.

60. Leadership and management of science are effective. Monitoring of the quality of teaching and learning, together with the use of information gained from lessons and 'end of unit' assessments, ensures curriculum provision is constantly under review, and that the performance of pupils is tracked and monitored. As such, pupils are given every opportunity to perform to the levels of which they are capable.

## INFORMATION AND COMMUNICATION TECHNOLOGY

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

### Main strengths and weaknesses

- Resources are much improved since the last inspection.
- An effective programme of professional development has raised teachers' confidence and improved their subject knowledge.
- Effective teaching results in pupils' positive attitudes to ICT.
- Teachers make very good use of interactive whiteboards to enliven lessons.
- Good use is made of ICT to support learning across the curriculum.

## **Commentary**

61. Since the last inspection, resources for ICT have been improved significantly with the provision of a well equipped computer suite and the purchase of five interactive whiteboards. Standards for pupils now in Years 2 and 6 meet those expected nationally for their ages and represent satisfactory achievement. This is mainly as a result of effective and well organised teaching. As a result of an effective programme of in-service training, teachers have a secure knowledge of the subject and ensure that an appropriate range of work, that meets with National Curriculum requirements, is provided.

62. Pupils in Years 1 and 2 use the Internet and CD-ROM encyclopaedic programs to good advantage to support their geographical study of Scottish islands. They use a 'paint' program with skill, showing good control of the cursor. In Years 3 to 6, pupils effectively develop their word processing skills. Older pupils use PowerPoint presentations well to illustrate their studies in subjects such as history and geography. Pupils in Year 6 successfully combine text and graphics to provide lively accounts of the lives of famous people such as Richard Branson and Jim Carrey. In a lesson observed in the computer suite pupils in Year 3 used the Internet with much confidence to gain information about the wives of Henry VIII as part of their studies on the Tudors.

63. Teaching and learning are good overall. It is very evident that pupils demonstrate much enthusiasm for ICT and clearly enjoy the tasks given them. Teaching in the ICT suite is good with lively, well organised lessons that have a good, often dynamic pace. For example, pupils in Year 4 responded with confidence and enthusiasm to the teacher's skilful explanation and demonstration on how to create and edit pie charts based on simple data collected earlier. A strong feature of the good quality of teaching observed during the inspection was the imaginative and skilful use made of interactive whiteboards to enhance learning across the curriculum.

64. The subject is led and managed well. A well organised programme of professional development has been well received by teaching and non teaching staff, greatly enhancing staff confidence and improving subject knowledge. The school has a sound range of assessment procedures to elicit what pupils know and can do, and to monitor and track performance. This marks a considerable improvement on the findings of the last inspection.

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

65. In addition to teachers making very effective use of interactive whiteboards, pupils make good use of their developing ICT skills to support learning across the curriculum. In addition to using computers for a variety of literacy and numeracy activities, pupils were observed using Internet search engines and CD-ROM programs to gain information to support work in history and geography. In science computer technology was used to good advantage to clarify aspects of an investigation regarding data handling, and to elicit information on how sound travels.

## **HUMANITIES**

66. Only one lesson could be observed in both geography and history. As such, insufficient evidence is available to make overall judgements on standards or the quality of teaching. However, a review of planning together with past work shows the programmes of study for geography and history meet the requirements of the National Curriculum.

67. Pupils' previous work, together with displays, confirms that in **geography**, pupils in Years 1 and 2 have satisfactory opportunities to learn about their own environment, and compare it with life in other localities. For example, having listened to a story about life on a fictional island, pupils in Year 2 undertook a range of activities to develop their appreciation of the difference between their own locality and that of a small island, and to gain an understanding of physical and human geographical features. Through the travels of Barnaby the school's bear, pupils gain an appropriate understanding of places and countries further afield. Work in Years 3 to 6 involves pupils in learning what life is like in an Indian village, how rivers are formed, how our growing need for clean water is met, and giving consideration to a range of environmental issues. Work reviewed was to a standard in keeping with levels expected for pupils' ages.

68. In **history**, work on display and in books shows pupils gain a satisfactory knowledge and understanding of the lives of famous people such as Florence Nightingale and Neil Armstrong, and of important events including the Gunpowder Plot. Between Years 3 and 6 work sampled shows pupils work at levels expected for their ages on topics including the Victorians, Britain since 1948, and Ancient Egypt. Good emphasis is placed on pupils' understanding of primary and secondary sources of evidence, and how these are used to gain information about the past. In a lesson observed pupils in Year 3 responded well to their teacher's effective use of the interactive whiteboard to enhance their learning about the six wives of Henry VIII. A common strength in provision for both subjects is the effective use of visits to support learning.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

69. Only one lesson of each could be seen in art and design, design and technology and music. Although two lessons were observed in physical education, no firm judgements are made regarding standards or the quality of teaching in these subjects.

70. Observation of a very good **art and design** lesson, together with bright, attractive and well presented displays, indicates pupils' skills in this subject are developed well and that provision meets requirements of the National Curriculum. Work on display shows pupils' good awareness of the styles of a variety of artists and an ability to work in their style. There is much evidence confirming the subject contributes well to pupils' cultural development; such work includes noteworthy Aztec masks and an impressive Zulu tapestry. In a very good lesson observed, which focused on pupils using a variety of media to create flowers, pupils responded with much enthusiasm to the teacher's very good subject knowledge and delivery as they produced art of a high quality.

71. A scrutiny of teachers' planning, a review of work on display, together with evidence from one lesson, confirms that appropriate provision is made for **design and technology**, and that pupils have an age appropriate understanding and ability with regard to the design, make and evaluate process. In the only lesson observable pupils in Year 6 worked with much enthusiasm and interest as the teacher made effective use of computer technology to introduce the new topic of Fairground Rides.

72. Inspection evidence based on one lesson, a review of planning, together with singing heard in assembly, indicates programmes of study in **music** comply with requirements of the National Curriculum. The one lesson observed was effective and well resourced. Pupils in Years 1 and 2 worked with much interest and enjoyment as they responded well to good teaching to develop their understanding of rhythm as they played a range of non-tuned percussion instruments. Singing heard in daily acts of worship was judged to be at levels

appropriate for pupils' ages. Pupils have access to instrumental tuition provided by visiting specialists.

73. In **physical education** two outdoor games lessons were observed. Whilst pupils in Year 3 worked with enthusiasm to develop throwing, catching and striking skills associated with rounders, Year 4 pupils responded well to good teaching to improve their techniques of running and throwing. In both lessons, pupils performed at levels in keeping with those expected for their ages. A review of planning confirms appropriate provision is made for outdoor adventurous activities and for swimming. The school has a positive outlook towards sports and pupils benefit from participating in a good number of sporting events and tournaments with other schools.

### **PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)**

74. As only one lesson could be observed in this curriculum area, no judgements can be made about overall standards or quality of teaching. However, inspection evidence confirms pupils' personal, social and health education is well established throughout the school, and that pupils of all ages make good gains in this element of provision. During the week of inspection a theme of 'choices' was taken for assemblies and was used to good advantage to encourage pupils to think for themselves about their lives, their responsibilities and their rights. A detailed scheme of work is in place to help teachers plan a comprehensive programme of work for pupils of all ages. Provision meets statutory requirements relating to sex and relationship education, and on the importance of the safe handling and use of drugs and medicines. During the inspection a visiting theatre group presented a stimulating play for older pupils exploring many of the issues concerning drugs awareness. The play had an extremely powerful message leading to much thoughtful and perceptive discussion amongst pupils.

75. From early on in their schooling pupils are taught to distinguish the difference between right and wrong and to understand the responsibilities of living in a community. Inspection evidence confirms pupils receive important health and safety guidance, such as the importance of keeping fit and healthy eating. Work relating to this aspect of PSHE led to the school gaining a 'Healthy School' award in 2003. Pupils of all ages enthusiastically take on responsibilities given them, including representing their friends on the School Council that meets regularly to discuss matters relevant to pupils. Pupils derive much enjoyment in taking part in a variety of charity fundraising activities throughout the year. In so doing pupils come to appreciate the situations of others less fortunate than themselves.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
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
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
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	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
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	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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

