

INSPECTION REPORT

GRETTON PRIMARY SCHOOL

Cheltenham

LEA area: Gloucestershire

Unique reference number: 115558

Headteacher: Mrs Cheryl Cuthbertson

Lead inspector: Mr Brian Gosling

Dates of inspection: 11 – 13 October 2004

Inspection number: 266928

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 to 11 years
Gender of pupils:	Mixed
Number on roll;	82
School address:	Gretton Cheltenham
Postcode:	GL54 5EY
Telephone number:	01242 602679
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Christina Dee
Date of previous inspection:	January 1999

CHARACTERISTICS OF THE SCHOOL

Gretton Primary is a small school situated in the Cotswolds in the attractive village of Gretton. There are 82 pupils who are organised into four classes. These comprise a separate Reception class, in which currently there are ten pupils, and three other classes for Years 1 - 2, Years 3 - 4 and Years 5 - 6. There are no pupils from minority ethnic families and no pupil has English as an additional language. The proportion of pupils who are eligible for free school meals is below average. The proportion of pupils with special educational needs is also below average, and no pupil has a statement of special educational need. Nearly all the pupils join the school in Reception and leave at the end of Year 6. When children start in the Reception class, their attainment is better than that expected nationally for children of this age. The school has been awarded Investors in People status (2002) and has been recognised as a 'Healthy School' (2003).

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22453	Brian Gosling	<i>Lead inspector</i>	Mathematics; Information and Communication Technology.
9646	Geraldine Osment	<i>Lay inspector</i>	
32168	Ann Keen	<i>Team inspector</i>	Science; Art and Design; Design And Technology; Music; Physical Education; Foundation Stage.
20614	Don Kimber	<i>Team inspector</i>	English; Geography; History; Religious Education; Special Educational Needs.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Gretton Primary School is an effective and improving school. Pupils' achievement is good throughout the school and standards of attainment are high in English, mathematics and science. Teaching and learning are good overall, and parents work well with the school to support their children's learning. The school is improving because of the very good leadership of the headteacher, who has a clear vision of how the school should improve and is developing monitoring procedures to enable the school to evaluate its performance effectively. However, subject leaders are not fully effective in raising standards, although their role is being developed to monitor and evaluate both teaching and the curriculum. The school provides good value for money.

The school's main strengths and weaknesses are:

- Standards are high in English, mathematics and science.
- Pupils' attitudes and behaviour are very positive because the school's provision for their personal development is very good.
- Teaching is good across the school and very good in Years 3 - 4.
- The headteacher is providing very good leadership and has a clear idea of what the school needs to do to improve.
- Subject leaders are not fully effective in their roles.
- Pupils are happy and very well cared for at school.
- There is a very good range of out-of-school activities.
- Curriculum planning does not sufficiently ensure progression through the school.
- The school has very good links with the local community and with other schools.
- Pupils' attendance is unsatisfactory because too many parents take their children on holiday during term time.

The school's improvement since the previous inspection has been good. The major areas identified for improvement in the previous inspection report have been addressed well. Standards in writing in Years 1 - 2 have improved significantly and the provision for children in the Foundation Stage is now good. A fourth class has been established and the children under five are now taught in a separate Reception class. Since her arrival, the headteacher has focused effectively on improving the school's monitoring and evaluation procedures. However, there has been insufficient progress in the monitoring and evaluation by subject leaders of teaching and of the curriculum. Both the library and the resources for information and communication technology (ICT) have been improved.

STANDARDS ACHIEVED

Pupils' achievement across the school is good. Standards are high at the end of Year 2 and high standards are maintained at the end of Year 6.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	A	B	A*	A*
mathematics	A	C	A	A*
science	A*	A	A*	A*

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

The results of the national tests at the end of Year 6 in 2004 were very high in all three subjects. (Very high, or A*, show that the school's results were in the top five per cent of schools.) This is a

significant improvement on the results in 2003 and represents a return to the high standards achieved in previous years. However, it is necessary to be cautious when interpreting the results, as groups of pupils are small, and so results can vary significantly from year to year; the proportion of pupils with special educational needs (SEN) in 2003 was also greater than usual for the school. The results of the national tests at the end of Year 2 in 2004 were very high in reading and writing, and well above average in mathematics. This maintains the improvement shown in 2003, when results were significantly better than in previous years. The inspection confirms that standards are high in English and mathematics at the end of Year 2 and at the end of Year 6. Standards in science are above average in Year 2 and high in Year 6; standards in ICT meet national expectations at the end of Year 2 and exceed these expectations at the end of Year 6. By the end of the Reception Year, almost all children exceed the goals that they are expected to reach. Pupils' achievement is good in English and mathematics across the school, and in science and ICT in Years 3 to 6. Their achievement is satisfactory in Years 1 and 2 in science and ICT.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are very good. They display very positive attitudes to learning and their behaviour is very good. However, attendance is unsatisfactory. It is below average because too many parents take their children on holiday during term time.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching is good, overall. It is good in the Foundation Stage, Years 1 - 2 and Years 5 - 6, and very good in Years 3 - 4. Teachers plan lessons well, taking account of the range of age and ability in the class. Consequently, pupils work well in lessons, showing interest and enthusiasm. The better teaching in Years 3 - 4 results from a better use of assessment to plan tasks that reflect high expectations of all pupils. However, this is variable between classes. The quality of teaching has improved significantly since the previous inspection, particularly in Reception and Years 1 - 2.

The school provides good curriculum opportunities for pupils which are extended by a very wide range of out-of-school activities. However, curriculum planning does not ensure that pupils' learning builds smoothly upon previous experiences and that they are increasingly challenged as they move through the school. The care provided for pupils is very good, and they receive good support, advice and guidance. Overall, the school's partnership with parents is good. Many aspects of this are very positive, but the failure to maintain high attendance rates, because of holidays taken during term time by many parents, is a serious exception.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The headteacher is providing very good leadership in improving the school. The school is managed well. The work of the governors is good, and statutory requirements are met. The work of subject leaders is satisfactory, but they are not fully effective in leading and managing improvements in their subjects.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with virtually all aspects of the work of the school. Pupils are also very positive about school and are particularly pleased with the support that they receive from adults at the school.

IMPROVEMENTS NEEDED

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

- Continue to develop the monitoring and leadership roles of subject leaders.
- Develop a consistent approach to curriculum planning that ensures it is continuous and progressive, and is implemented in accordance with the school improvement plan.
- Improve the rate of attendance.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is good in the Foundation Stage, Years 1 to 2 and Years 3 to 6. Standards in English, mathematics and science are high by the time the pupils leave the school.

Main strengths and weaknesses

- Standards are high in English and mathematics at the end of Year 2 and at the end of Year 6.
- Pupils achieve well throughout the school.
- The school is committed to high attainment and sets challenging targets.
- Effective procedures to monitor pupils' progress have been introduced to identify areas of weakness in their learning.

Commentary

1. Children achieve well in the Reception class and almost all children exceed the Early Learning Goals¹ expected of them in all areas of learning by the time they enter Year 1. Children attain particularly good standards in their personal, social and emotional development.

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

Standards in:	School results	National results
reading	18.8 (16.4)	15.8 (15.7)
writing	17.5 (16.1)	14.6 (14.6)
mathematics	18.6 (18.0)	16.3 (16.3)

There were 12 pupils in the year group. Figures in brackets are for the previous year.

2. The school's results² at the end of Year 2 in 2004 were very high in reading and writing, and well above the national average in mathematics. (Very high indicates that the results were in the top five per cent of schools.) The results are well above average in all three tests when compared with those of schools with pupils from similar backgrounds. Teacher assessments in science in 2004 show that the proportion of pupils attaining Level 3³ was very high. However, the proportion of pupils that attained the nationally expected Level 2 or above was broadly in line with the national average and well below the average of similar schools. It is necessary to be cautious when interpreting the results of schools with small numbers of pupils, because they can vary widely from year to year, as

¹ On Early Learning Goals: QCA (Qualifications and Curriculum Authority) has produced a set of early learning goals for children in the Foundation Stage of education. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the time they start the National Curriculum in Year 1 in six areas of learning: communication, language and literacy; mathematical development; knowledge and understanding of the world; creative development; physical development; and personal, social and emotional development. The Foundation Stage continues until pupils enter Year 1, when they begin Key Stage 1 of the National Curriculum.

² On the school's results: An average points score provides schools with a single statistic with which to compare the overall grades attained by their pupils with the grades attained by pupils in other schools. At Key Stage 1, the National Curriculum Levels of attainment are given a score. For example, in mathematics Level 1=9 points and Level 2=15 points, and so on. The average test score achieved by a school is calculated by adding up all the scores achieved by the pupils and then dividing by the number of pupils who took the test. These comparisons are the ones used in the figures printed in the summary of the report. When the per centage of pupils attaining a particular level is compared to that in other schools, this is stated clearly in the text.

³ On Levels: The National Curriculum has been written on the basis that, by the end of Year 2, pupils are expected to attain Level 2 in all National Curriculum subjects. Those who achieve Level 3 are therefore attaining above nationally expected levels. It is a national expectation that all pupils should reach Level 4 by the end of Year 6. Pupils who reach Level 5 are therefore attaining above the nationally expected level for their age.

the performance of a single pupil can have a significant effect on the overall results. The trend to 2003 in the school's results at the end of Year 2 was below the national trend, but the higher results in 2003 were maintained in 2004 and improved further in English.

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

Standards in:	School results	National results
English	31.0 (28.1)	26.9 (26.8)
mathematics	29.8 (27.4)	27.0 (26.8)
science	32.2 (31.1)	28.6 (28.6)

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

3. The results of the national tests in 2004 at the end of Year 6 were very high in English and science, and well above the national average in mathematics. The results in all three tests were very high when compared to standards in schools in which pupils achieved similar levels of attainment when they entered Year 3 in 2000. This is because standards are improving at the school, due to the more effective practices being introduced by the headteacher. Although, as stated above, it is necessary to be cautious when interpreting the results where groups of pupils are small, standards have been consistently high over recent years with the exception of 2003, when results were lower in English and mathematics. The trend in the school's results to 2003 in Year 6 was below the national trend, but results improved significantly in 2004 and were much higher than the national average.

4. The school's targets for pupils' attainment in English and mathematics at the end of Year 6 are challenging. Nevertheless, these targets were surpassed in 2004, and the school has consequently revised its targets for 2005. Targets are set for pupils' attainment in year groups and classes. Targets for individual pupils in English and mathematics are specified in annual reports, but these do not appear to inform teachers' planning sufficiently. This may contribute to the continuing differences in the attainment of girls and boys: girls tend to do better than boys in English, while boys tend to do better in mathematics; there is little difference in attainment in science. These differences reflect the national picture. There is some variation from year to year, as might be expected with small groups of pupils, but both boys and girls consistently attain significantly better results than the national average.

5. The school has recently introduced effective assessment systems to monitor the attainment of pupils as they move through the school. However, pupils' work through the year is not always collected in such a way as to allow their progress to be evaluated easily and for weaknesses in their learning to be identified clearly; this is particularly so in mathematics in Years 1 - 2. The results in the national tests have shown significant variations in the last few years, although they are clearly improving. The headteacher is leading the implementation of good systems to raise attainment and to sustain even higher standards. The judgements of the inspection are that pupils' attainment in Years 1 and 2 is well above average in English and mathematics, above average in science, and meets national expectations in ICT. In Years 3 to 6, standards are high in English, mathematics and science, and exceed national expectations in ICT. These pupils have consistently demonstrated good levels of attainment when they arrived at the school and, as a group, they are capable of high attainment. Consequently, pupils' achievement is good in Years 1 and 2 and in Years 3 to 6. Pupils with SEN make good progress because they are supported well.

Pupils' attitudes, values and other personal qualities

6. Pupils' attitudes and behaviour are very good. Their personal development, including spiritual, moral, social and cultural development is very good. Most of the pupils arrive at school on time, but attendance is unsatisfactory.

Main strengths and weaknesses

- Children's behaviour and their attitudes to school are very good.
- Relationships are very good throughout the school.
- Attendance is below the national average and authorised absences are above average.

Commentary

7. Pupils are enthusiastic about their lessons and their attitudes to learning are very good. They participate enthusiastically in a very wide range of activities and clubs, and are particularly successful at sporting events, in which they have won a variety of competitions. The relationships that pupils form with each other and with their teachers are very good. Initiatives developed by the school, such as 'Big Friends, Little Friends', effectively provide support for those pupils who need it. There are awards schemes like 'The Gold Book' that recognise pupils' achievements, and encourage success and positive attitudes. Circle time⁴ is used effectively to build pupils' self-esteem and confidence. Teachers have high expectations of pupils' behaviour, which is very good both in the classroom and outside. There have been no exclusions. Pupils negotiated the rules that are displayed throughout the school, so they learn to recognise what is important and take responsibility for their own actions.

8. Pupils' social, moral, cultural and spiritual development is very good. They are taught the benefits of good behaviour, and learn what is acceptable and what is unacceptable. All members of the school staff are actively involved in the implementation of the behaviour policy. Through assemblies, pupils learn about moral issues, such as helping those in need. They learn about a variety of cultures, and in French lessons they develop an appreciation that people have languages other than their own. The daily act of collective worship contributes well to the spiritual development of pupils, providing good opportunities for prayer and reflection.

9. Pupils' very good attitudes make a positive contribution to their good achievement. They like school, and are particularly appreciative of the support and guidance that they receive from teachers, as well as teachers' willingness to listen to their ideas.

10. Attendance is low in comparison with other schools, and has declined since the previous inspection. This is mainly due to the large number of parents who take their children out of school for term-time holidays. Although all absences for holidays are authorised, the school promotes the importance of high attendance clearly. For example, the prospectus contains a clear statement on attendance and the home/school agreement acknowledges the importance of high attendance. Nevertheless, in the last school year almost a third of pupils were absent for more than one week due to a holiday, and almost three-quarters were absent for some time as part of a holiday. This hinders pupils' progress, and also disrupts teachers' planning and the smooth running of the school. Although the majority of pupils achieve well, the school has undertaken extensive analyses of attendance records which show that some pupils may be adversely affected by missing out on schooling.

⁴ On 'Circle time' - this is the provision of a discussion period which provides good opportunities for pupils to talk about issues that face them in everyday life.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.3	School data	0.0
National data	5.4	National data	0.5

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teaching and learning are good. The curriculum provided is also good. The care of the pupils is very good, and the school's links with the local community and with other schools are very good, while the partnership with parents is good.

Teaching and learning

Teaching and learning are good in the Foundation Stage and in Years 1 and 2, while they are very good in Years 3 to 6 because of the high quality of the teaching in Years 3 and 4. The use of assessment is variable, but is good overall. It is satisfactory in Years 1 and 2, and good in the Foundation Stage and Years 3 to 6.

Main strengths and weaknesses

- Teaching is good overall, and very good in Years 3 - 4.
- Teachers manage lessons well and insist upon high standards of behaviour.
- Pupils are keen to learn and are attentive in lessons.
- The effectiveness of the use of assessment to plan sufficiently challenging tasks is variable.

Commentary

Summary of teaching observed during the inspection in 29 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	9	14	6	0	0	0

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

11. The quality of teaching is good across the school and very good in Years 3 - 4. Very good teaching was seen in all classes in Years 1 and 2 and in Years 3 to 6, but particularly in Years 3 – 4, where three-quarters of the lessons seen were very good. The quality of teaching has improved since the previous inspection, particularly in the Foundation Stage and in Years 1 - 2.

12. Lessons are calm and orderly throughout the school, because teachers prepare lessons well and insist that pupils maintain the highest levels of behaviour. Consequently, pupils work well in lessons. They are attentive to the teacher when instructions and explanations are given, and they are keen to answer questions that are put to the class. Teachers use a good variety of teaching methods. Pupils work well collaboratively and also maintain concentration when working on their own. Teaching assistants provide effective support to pupils, often in working with small groups. Resources are prepared well and used effectively to support pupils' learning. Teachers generally use assessments well to plan lessons, taking account of the range of age and ability in the class: different work is given to the different year groups. However, in many lessons, teachers' expectations of what the pupils can achieve are not high enough, because the assessments of pupils' learning are sometimes not used well enough to plan tasks that ensure sufficient challenge

for all pupils, particularly the most able. Marking is used well by some teachers to show pupils how they can improve. However, although there are many encouraging comments, the quality of marking is variable. Parents are very supportive, and homework is used well to reinforce and extend pupils' learning.

13. In the best lessons, a brisk pace is maintained, and teachers ensure that pupils remain attentive and fully involved. For example, in the introductions to lessons, the use of whiteboards means that all pupils concentrate on solving the problem set by the teacher. With very effective contributions from the teaching assistants, the different year groups are often taught separately at the start of the lesson to prepare them for the different learning tasks. This is very effective because the teaching assistants are very well informed of the learning intention of the lesson and they provide good, appropriately challenging explanations for a particular group of pupils. However, the most important feature of the best lessons is the careful use of assessments of what pupils already know, understand and can do, to plan tasks that will extend their learning and be challenging for all pupils. There is a 'buzz' of endeavour in these lessons that further adds to pupils' enjoyment and creates a very positive climate for learning.

14. In the Foundation Stage, the two teachers work well together to use effective methods to help children learn, taking account of their preferred learning styles. They share a good knowledge of the curriculum for children of this age and assess their learning well to identify the next step in each child's learning. Pupils with SEN are supported well in lessons and make good progress towards the targets set for them. Teachers and teaching assistants work well together to provide additional support for pupils as necessary. Teachers frequently plan tasks in which pupils with SEN work actively with other pupils. By approaches such as this, the self-confidence of pupils with SEN is strongly nurtured and this boosts their learning. This was apparent during the inspection when some were observed taking their turn in talking to the rest of the class.

15. Significant improvements in teaching have been promoted as a result of increased monitoring in the school. Currently, this is predominantly carried out by the headteacher. She has been successful in increasing the better use of assessment when planning lessons and also in sharing the best practice through the school; this includes the use of a variety of teaching styles and the setting of clear learning objectives that are shared with pupils. The headteacher is the subject leader for mathematics, and she has established regular opportunities for other subject leaders to carry out their monitoring role. Despite this, they do not sufficiently monitor teaching to be able to share the best practices across the school and to identify weaknesses in teaching and learning.

The curriculum

Curriculum provision is good. There are very good opportunities for enriching pupils' learning that include after school clubs and games activities. There is a good match of teachers to the curriculum. The quality of resources and of accommodation is satisfactory.

Main strengths and weaknesses

- The curriculum provided is good, with interesting opportunities that broaden pupils' experiences.
- Pupils with SEN are supported well.
- In many subjects, insufficient attention is given to curriculum planning that ensures progression in pupils' learning as they move through the school.
- The good number of teaching staff is enhanced by 'job share' arrangements.
- There is a very good range of out-of-school activities that enriches learning.

Commentary

16. Curriculum provision is good. Curriculum review and evaluation has been imaginative and, over the last 18 months or so, the school has experimented with different types of curriculum organisation and ways in which the school day is organised. In the current term, with much enjoyment, pupils in Years 3 to 6 have started to learn French in a weekly lesson. The school plans to teach a different language next year to accommodate the fact that there are two year groups in each class. A continuing review of lesson times ensures that pupils experience a good balance of subjects that fully reflects national expectations. The school is very successful in ensuring that pupils' physical education is not impoverished because of limitations in the accommodation for the subject: strategies include the use of other premises, such as the gymnasium at the local secondary school. The curriculum is also enhanced by a range of visitors, such as theatre groups, and visits to places of interest. The school also organises special weeks, such as the 'Fit for Life Week', that focus pupils' attention on a range of learning opportunities linked by a common theme. The good quality of education provided through the school ensures that pupils are very well prepared for the next stages of their education, further enhanced by good arrangements to prepare Year 6 pupils for transition to their secondary schools.

17. There is good provision for pupils with SEN. The special educational needs co-ordinator (SENCO) has improved the quality of individual education plans (IEPs) since taking over the role. Class teachers are now more fully involved in preparing the targets for pupils' learning in the IEPs. Monthly reviews of the pupils' progress are now conducted, and teaching assistants make a major contribution to this systematic assessment. Parents are also informed, consulted and involved in supporting their children's learning.

18. Subject plans provide a broad coverage of topics within subject areas. However, as is already recognised by the school and included in the school improvement plan, there is inadequate attention to progression in the school's planning for many subjects. This is because curriculum planning is completed by class teachers for all subjects separately from that for other classes. Subject leaders have not developed approaches to curriculum planning for the whole school in their subjects. This creates difficulties in the monitoring of the curriculum because subject leaders are not sufficiently aware of the planning for their subjects in other classes. It also prevents them providing more effective support for colleagues.

19. Some parents have expressed concerns about the 'job-share' arrangements among teaching staff. However, in this small school, there is a good number of staff to support pupils' learning and improve the breadth of curricular experiences. This is further encouraged by the 'job share' arrangements, which bring a wider range of professional expertise and enable the responsibilities of subject leadership to be shared. Teachers who share classes work closely together, especially when covering the same subject, and give freely of their time to attend planning meetings. Pupils speak enthusiastically of the benefits of having more than one teacher and refer particularly to the physical education specialists among features that they like best about their school; they also cited 'coming to meet their friends', and 'playtimes', showing a commendably rounded perspective on what their school offers them.

20. The school offers a very wide range of activities and clubs that take place out of school hours, partly as a result of the increased number of teachers in the school; these activities support pupils' learning very well. There are many clubs, including art and craft, JAM ('Jesus and Me'), and recorders. The wide variety of sports activities and the high levels of participation in them are particularly impressive. Last year, the school was successful at inter school competitions in soccer, athletics and cross-country. In the last year, almost all pupils in Years 3 to 6 represented the school in one or more sports activities and a high proportion of pupils in Years 1 and 2 also takes part in extra curricular activities. Residential visits for pupils in Years 5 - 6 alternate between venues, with an emphasis on environmental studies one year and outdoor pursuits the next.

21. Despite the limitations of a small school and of the Victorian building with no grassed areas, the school is very diligent in ensuring that its available facilities and resources are never less than satisfactory. These include the use of sports facilities outside the school and the provision of a set of laptop computers that can be used to access the Internet around the school.

Care, guidance and support

The school has procedures of high quality to ensure the care, guidance and welfare of pupils. Achievement and personal development are monitored effectively. Pupils have good opportunities to express their views, which are then acted upon by the school.

Main strengths and weaknesses

- Pupils are very well cared for and they are happy in school.
- Older pupils take very good care of younger pupils.
- The very good relationships between pupils and adults help the pupils to feel secure in school.

Commentary

22. First aid and medical support, child protection and health and safety procedures are thorough and effective. The play area is small for the numbers of pupils, but it is very well supervised at playtimes and lunchtimes. Through the 'Big Friends/Little Friends' scheme, older pupils provide very good care and support for the youngest children during recreation times. The induction procedures for the youngest children are well planned and enable them to settle happily and quickly into school routines. It was very clear during the inspection that the pupils were happy in school. They are kind and polite to each other, and very courteous to adults; they work well co-operatively when asked to do so.

23. All adults who work in the school form very close and trusting relationships with pupils. In the pre-inspection questionnaire, pupils said that there are adults that they are happy to go to if they have a concern. Teachers know the pupils very well. The close community and good relationships allow teachers to gather pupils' views well, and they are able to monitor pupils' personal development effectively. The good personal, social and health education (PSHE) programme gives pupils opportunities to express ideas and opinions, and also the confidence to share their feelings with teachers and classmates. The celebrations of pupils' achievements in assemblies also contribute positively to pupils' personal development. Teachers listen well to pupils during lessons and they value their contributions; this helps to build self-esteem. There is good support for pupils with SEN. Teaching assistants work closely with class teachers to give additional support in some lessons. Parents are fully informed and have helpful information on IEPs that helps them to provide support for their children at home.

Partnership with parents, other schools and the community

The school has a good partnership with parents. Links with the community and with other schools are very good.

Main strengths and weaknesses

- Parents have very positive views about the school.
- There is very good information for parents.
- The very good links with the local community enrich the curriculum.
- There are very good arrangements with other local schools.

Commentary

24. Parents are very happy with almost all aspects of what the school provides. Although a few parents do not think that the school seeks the views of parents well enough, the school has devised procedures actively to seek their views. A questionnaire was issued recently, in response to which all parents said that they were comfortable in approaching the school. Parents attend meetings and subject workshops in large numbers. They help in classrooms and take part in social and fund raising activities organised by the Friends of Gretton School (FOGS). However, a weakness in the partnership is that many parents take their children out of school for term time holidays. All parents receive a copy of the home/school agreement that provides details of what parents can expect from the school and the school's expectations of parents.

25. The quality of information provided for parents has improved since the previous inspection and is now very good. The annual reports to parents show what the pupils have been learning, the skills they have acquired, their effort and attainment. They also specify targets for improvement in English, mathematics and science, and these are reviewed at the termly consultations between parents and teachers. Newsletters are written in a friendly style; they contain good information about what each class is learning and include contributions from pupils. Teachers take great care to ensure that parents understand what their children are learning and how they can best support them. They willingly spend time with parents before and after school to address any queries that might arise. Parents are very supportive of homework, and the help they give their children is having a positive impact on the good standards of achievement throughout the school.

26. The school is an integral part of the local community. Members of the clergy from St. Peter's Church in Winchcombe regularly lead assemblies, and pupils distribute harvest gifts to elderly people in the village. Together with members of the church, pupils make posies for Mothering Sunday and take part in the Christingle service in the village church at Christmas. Pupils contribute to the Winchcombe Flower Show and the village newsletter. The school holds an open afternoon during the Gretton Festival when parents, members of the community and past pupils are invited to visit. These opportunities contribute positively to the pupils' personal and social development. Sudeley Castle, Winchcombe Business Enterprise and local public houses provide some financial support for the school.

27. Pupils have opportunities to take part in sporting activities against other local schools. Children from Gretton Playgroup take part in activities at the school every week, which helps with their induction into the Reception class. The school collaborates successfully with the local cluster of schools to provide additional resources, including a Shakespeare theatre workshop and a residential trip for pupils in Years 5 - 6. Pupils have good opportunities to spend time in the secondary school to which most pupils transfer, through a wide range of physical education and ICT activities. These opportunities help to make transfer a smooth process.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The leadership of the headteacher is very good and she is providing a clear direction for the school. However, although the leadership of subject leaders is satisfactory, their monitoring role is not fully effective. The management of the school is good overall. Governance is also good.

Main strengths and weaknesses

- The headteacher provides very good leadership that is focused on improvement.
- Subject leaders do not make a sufficient contribution to the standards pupils achieve.
- The headteacher has established effective procedures to monitor and evaluate the school's provision.
- The governing body is developing its role well.

Commentary

28. The headteacher, who arrived in January 2003, is providing very good leadership. She has a very clear vision of how the school should develop and what needs to be done to achieve this. The role of subject leaders has been reviewed and revised, with an emphasis on their leadership responsibilities and opportunities. The school's practice of individual teachers writing the medium-term teaching plans in all subjects for their own class is being changed: each subject leader is now writing the curriculum plans across the school for their subject. This is intended to give them a greater understanding of pupils' work across the school and to ensure progression. These developments are helping to create the degree of teamwork essential to a successful school and are supported by most members of the teaching staff. There is no deputy headteacher.

29. Subject leaders, many of whom are responsible for more than one subject, provide satisfactory support and guidance in their subjects, mainly through the informal channels that are well established in this small school. Time is provided each term for subject leaders to develop the monitoring and evaluation of their subjects. They choose how this time is to be spent, and can select from a variety of agreed strategies: these include looking at pupils' work and at teachers' planning and assessments, working collaboratively with colleagues and observing lessons as their confidence grows. However, subject leaders are still not sufficiently rigorous, and this restricts their ability to identify weaknesses and take effective action; this was a factor in the fall in results in 2003. The headteacher recognises this and has established procedures to address it, but there are a number of factors that constrain the pace of development: most subject leaders lack the commitment to exercise their professional skills rigorously and effectively in monitoring teaching and learning. The planning of the curriculum is still too variable from class to class, and pupils' work is often not presented in such a fashion as to make it easily accessible to monitoring and evaluation procedures. Until subject leaders monitor their subjects rigorously, they will not gain a sufficiently secure understanding of the provision for their subjects across the school, to be able to identify weaknesses and to take effective action to improve standards. Indeed, at present, subject leaders do not have a clear view of standards in their subjects in other classes.

30. This difficulty does not arise in the Foundation Stage. The two teachers work together well and form an effective team. They influence and inspire each other to develop new ideas and have a shared vision of the expectations for the Reception class. The SENCO provides good leadership, and has enthusiastically and effectively established the role in little more than a year. He provides good support for colleagues, promptly and wholeheartedly sharing ideas. He has helped colleagues to adapt to changes, including those which reflect national expectations for pupils with SEN.

31. The school is managed well overall. The headteacher has established very good management procedures. These include the development of the school improvement plan, the monitoring of absence, planning for professional development, and improved health and safety arrangements. The results of the national tests are analysed to identify weaknesses in pupils' learning, and the headteacher has developed an effective system for the monitoring and evaluation of teaching,

learning and the curriculum. She has evaluated the school's provision very well and is using this to improve further the management of the school. A planned programme has been devised to enable subject leaders to take greater responsibility for standards in their subjects as their confidence grows.

32. The school improvement plan for 2003/04 is better than that for the previous year, which was inherited by the headteacher: this was essentially a list of priorities. The whole staff and the governors are involved in the production of the plan, and it provides a useful focus for school improvement. Roles and responsibilities are clearly defined, and there is an evaluation of progress that informs the planning for the following year.

33. Governance of the school is good, and governors ensure that statutory requirements are met. The governing body has organised a suitable number of committees and governors are linked to curriculum areas. All governors make at least one monitoring visit to classrooms during the year, and the frequency of these visits is increasing. These in addition to meetings with subject leaders, allow governors to establish a clear understanding of the strengths and weaknesses in the school's educational provision. As a result, governors are increasingly able to hold the school to account for its decisions and actions, and to make a greater contribution to the strategic management of the school. Financial management is good, and the principles of best value are applied well. The carry forward from the previous financial year is a little above the recommended amount; this is because funds allocated for buying computer equipment were not spent until after the end of the financial year.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	272,318.00
Total expenditure	278,365.00
Expenditure per pupil	3,059.00

Balances (£)	
Balance from previous year	22,069.00
Balance carried forward to the next	16,022.00

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

Main strengths and weaknesses

- Provision for all six areas of learning is good and has improved significantly since the previous inspection.
- Standards exceed the goals normally expected for children of this age.
- Children's attitudes and behaviour are very good.
- The two teachers work together effectively and ensure that the Foundation Stage is managed well.
- Teaching is good.
- Assessments are comprehensive and they guide planning effectively.
- The outside accommodation is not used as effectively as it could be to support children's learning.

34. There were ten children in the Reception class at the time of the inspection. The children's level of attainment when they start school exceeds national expectations for their age. The quality of teaching in the reception class is good, and the children achieve well. Consequently, children are likely to attain the Early Learning Goals in all six areas of learning, and many children exceed those goals. There are two teachers who share responsibility for the Reception class. They are knowledgeable about the curriculum and assess children's learning well to identify the next step for each of them. The leadership of the Foundation Stage is good. The two teachers work together effectively to devise learning opportunities. However, the outside accommodation is not used as well as it could be to support children's development and their learning in all six areas of learning in the Foundation Stage. The school has created a separate Reception class since the previous inspection and the provision for the Foundation Stage has improved, particularly in the areas of personal, social and emotional development, and in physical and creative development.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

35. Children are likely substantially to exceed the Early Learning Goals in their personal, social and emotional development, partly due to the high standards that are apparent when children arrive in school. The teachers know the children very well. Children are clearly happy and settle well, due to the very good relationships that are developed between them and the adults in the classroom. They display very positive attitudes to their learning, which provide a very good foundation for their future education. They clearly understand what behaviour is acceptable and what is unacceptable, and they behave very well. Children are given good opportunities to exercise independence in choosing from the activities on offer, and they sit quietly and listen attentively both to the teacher and to recorded tapes. Teaching in this area of learning is good, and all children achieve very well.

COMMUNICATION, LANGUAGE AND LITERACY

36. Overall, the quality of teaching is good in this area of learning, and almost all children are likely to exceed the Early Learning Goals. Children interact very well, and they play together co-operatively. Their speaking and listening skills are particular strengths when they enter the school, and they are given many opportunities to develop those skills through constant, effective questioning by teachers and the teaching assistant. Children take the first steps in learning to read effectively.

They understand how books are organised and the direction that print takes in English. Much attention is paid to learning the sounds that letters make and to using that knowledge to create words. Teachers use effective methods to help children learn and, by the end of the Reception year, children are able to form letters correctly, to write words and to create their own sentences. Teachers plan learning according to national guidance and they have high expectations of what children can achieve; as a result, achievement is good.

MATHEMATICAL DEVELOPMENT

37. The quality of teaching and learning is good, as is children's achievement. By the time they leave the Reception class, children exceed the expectations for their age. Sufficient emphasis is placed on learning to count, which the children are able to do well. They learn to recognise and write numbers. Through teaching numbers in familiar contexts, such as recognising the numbers on house doors, children become familiar with the number system. Very effective learning occurs when children are able to use mathematics in practical activities. However, on occasion, the less able children are not given sufficient time to consolidate their learning through play that is adapted to their learning needs. Children have a growing awareness of mathematical vocabulary, such as 'taller' and 'shorter', and the computer is used well to consolidate previously learned skills.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

38. Teaching is effective. Children learn to use construction toys appropriately to initiate their own learning. Their knowledge and understanding of the world develops well in activities such as growing vegetables, and then cooking and eating them. They are taught about a variety of cultures, and they begin to develop a suitable appreciation of the needs and beliefs of others. A topic on teddy bears is used effectively to teach the children about both past and present events. They look at their parents' and grandparents' teddy bears, and record the adventures and travels of Eddie the teddy. The quality of teaching in this area is good, and the children's achievement is good. Consequently, children are likely to exceed the Early Learning Goals in this area. They gain experience in the use of everyday technology, such as using the photocopier and computer, and they operate the tape recorder to support their own learning.

PHYSICAL DEVELOPMENT and CREATIVE DEVELOPMENT

39. Teachers provide a variety of activities to enhance children's creative development, and the school has improved the provision for physical development since the previous inspection. However, the outside play area has not been developed as an effective learning environment for either physical development or for other areas of learning. In music and movement sessions, children are encouraged to move in different directions and in a variety of ways to develop a sense of space; they do so with growing confidence. Teachers provide a wide range of activities that enable children to develop their manipulative skills well: they successfully use a selection of simple tools and small equipment. Children exercise their imagination and increase their ability to express their thoughts clearly. Teachers provide good opportunities for children to create their own collages and pictures; for example, they made an autumn collage from leaves and berries. Teachers set up a variety of creative experiences to enable children to achieve well. Children learn a repertoire of songs and, in well-planned lessons, they learn to explore how sounds can be made. Children are likely to exceed the Early Learning Goals in these areas of learning.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils attain high standards.
- Teaching is good and stimulates pupils, especially in Years 3 to 6.
- Pupils have very positive attitudes and enjoy lessons.
- Recent curriculum innovations are improving pupils' learning.
- The role of the subject leader is insufficiently developed to monitor standards across the school effectively.
- Opportunities for writing are exploited successfully in other subjects.

Commentary

40. Standards of attainment in English are high at the end of Year 2 and Year 6, and improved significantly in 2004. Pupils in Year 6 achieve well in relation to their performance in the national tests when they were in Year 2, because of the good quality of teaching and learning in Years 3 to 6. Pupils in Year 2 also achieve well. Pupils with SEN are supported effectively, and they achieve well throughout the school. The school has been very successful in raising standards of writing in Years 1 - 2 since the previous inspection. At that time, improvement in writing for all pupils in Years 1 - 2 was identified as one of the major targets for school action. Greater attention to the practising of basic writing skills that are more precisely tuned to individual pupils' capabilities have brought about improvements. Despite these improvements in writing skills, there has been inadequate use of assessment and the recording of pupils' progress to ensure a precise focus upon meeting individual needs and capabilities. However, the subject leader is currently working with the support of the local education authority to introduce new assessment procedures.

41. The school has successfully maintained the good standards of speaking and listening throughout the school that were noted at the time of the previous inspection. Year 1 - 2 pupils often discuss topics in pairs before whole class discussion takes place; this helps pupils to develop confidence in speaking. In Years 3 to 6, pupils continue to develop these skills well. They listen carefully to each other, and they are given frequent opportunities in many lessons to discuss topics with other pupils as well as with their teachers. Pupils in Years 5 - 6 listened intently to their classmates as they took turns spontaneously to tell part of a story that they had created together.

42. The quality of pupils' reading skills is very good throughout the school. Reading sessions guided by the teacher have recently been introduced in addition to the literacy hour further to promote pupils' interest. Older pupils in Years 3 to 6 read fluently and with good expression, and many attain high standards. Their enjoyment of reading aloud together was evident in their enthusiastic, confident and accomplished reading in class. The very good writing skills developed by pupils in Year 2 and in Year 6 are well above expected standards. Most pupils in Year 2 develop a fluent handwriting style, are careful and accurate with their use of punctuation, and use interesting vocabulary. The writing of Year 6 pupils is often mature and demonstrates a good knowledge of genre and styles of writing; they use their skills well to show their understanding and express their views in other subjects. The very good quality of their work is the result of their own very positive attitudes and enjoyment, and of consistently good teaching.

43. The quality of teaching and learning throughout the school is good. Pupils have very good attitudes to lessons and this has a very positive impact on their learning. The best lessons are characterised by a lively pace and by a strong sense of purpose and challenge. Good relationships and a sensitive approach by teachers underpin pupils' confidence and readiness to engage fully in

their learning. Pupils respond well to varied teaching strategies that include opportunities for paired discussions, role-play and the use of computers. Teachers consistently ensure the full involvement and effective inclusion of all pupils. However, variations in the quality of marking mean that pupils are not always well informed as to how they can improve the standard of their work. Also, opportunities are sometimes missed at the end of lessons to help pupils reflect upon their own progress in relation to the learning objectives for the lesson.

44. The subject leader has recently introduced innovations to improve standards; these include guided reading and more comprehensive assessment practices throughout the school. In addition, there is now regular work on spelling for younger pupils. The subject leader is enthusiastic and has carried out a detailed analysis of the national test results. However, she is not yet fully effective in monitoring teaching and learning, because the opportunities available are not used with sufficient rigour and focus on identifying strengths and weaknesses to raise standards.

Language and Literacy across the curriculum

45. Skills in speaking are often developed well in other lessons, as pupils are frequently encouraged to talk in pairs, groups and in whole class discussions. Opportunities for pupils to develop their writing skills are also exploited well in other subjects, particularly in religious education, history and geography.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are high at the end of Year 2 and of Year 6.
- Teaching is good.
- There is an over-reliance on worksheets that are not kept in such a way as to enable pupils' progress to be monitored easily.
- The subject leader has been instrumental in raising standards.

Commentary

46. Standards are high throughout the school and the achievement of pupils, including those with SEN, is good. The headteacher is also the subject leader and she has actively monitored provision in the subject. Consequently, improvements are being implemented across the school and this led to improved results in the national tests in Year 2 and Year 6 in 2004.

47. Pupils in Years 1 - 2 develop a good understanding of the number system and a quick recall of number facts to 20. They have a good knowledge of standard and non-standard measures, which they apply in simple tasks. Teaching is improving and is now good. There has been an emphasis on setting clear learning objectives, with attention being given to the range of age and ability within the class. The two teachers in this Year 1 - 2 class work well together to ensure that their planning is continuously guided by assessments of pupils' learning. For example, they communicated by telephone during the inspection to share information about pupils' learning that suggested that the next day's lesson should be amended to allow pupils more time to understand fully the new concepts that they were being taught. This close attention to pupils' learning needs makes a significant contribution to the high standards that they attain. However, there tends to be an over-reliance on commercially produced worksheets; pupils' progress cannot be monitored easily in using these, because pupils' work is sometimes not given a title or date, and worksheets are not kept in any particular order.

48. The very good grasp pupils have of the number system is one of the major factors contributing to the high standards in Years 3 to 6. They have a very quick recall of multiplication facts to 12x12, square numbers and square roots that clearly exceeds national expectations. This permits them to enjoy lessons, as they can apply their knowledge of number efficiently and easily. Teachers have high expectations of what pupils can achieve and they share the learning objectives of the lesson with them. Explanations are clear and helpful, and lessons are prepared well, with different tasks to ensure that all pupils are challenged suitably. Pupils respond well and with enthusiasm. They are co-operative and work well together to share their ideas in completing the tasks they are set. Teaching assistants made good contributions in the lessons seen. They had a clear understanding of the purpose of the lesson and how this was to be achieved, because they worked closely with the teachers. Pupils are productive in class and many produce work of high quality. However, there are different systems of keeping pupils' work, some of which is in books, some on worksheets. This does not facilitate the monitoring of pupils' progress, nor does it enable actions to improve learning to be easily identified.

49. The subject leader has analysed the results of national tests well to identify weaknesses in pupils' learning. This has highlighted a number of areas, such as the application of mathematical understanding, in which pupils' learning can be improved. She has been able to observe lessons as part of performance management, and has a very clear understanding of the strengths and weaknesses in teaching across the school. This has led to common practices being adopted in all classes, with consequent improvements in pupils' learning.

Mathematics across the curriculum

50. There are some good examples of pupils employing their numeracy skills in other subjects, particularly information and communication technology. This is assisted by curriculum planning being carried out by the class teacher for all subjects, as it enables them to identify links across the curriculum. However, it is dependent on the knowledge and expertise of the individual teacher, and so is variable across the school.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are high by the end of Year 6.
- Teaching is good in Years 3 to 6.
- The subject leader is not sufficiently effective in ensuring high standards across the school.

Commentary

51. Standards in science are high by the end of Year 6 and pupils' achievement is good. These high standards have been sustained for a number of years. Improvements since the previous inspection have been good and have contributed considerably to the maintenance of high standards. In Year 2, the standard of work seen was good and pupils' achievement was satisfactory. The school now provides pupils with good opportunities for practical work, so they are able to consolidate their learning and understand the scientific ideas involved. Since the previous inspection the school has provided more investigative work to develop pupils' skills of enquiry, observation and recording.

52. In Years 1 - 2, pupils enjoy the practical nature of lessons and they are questioned well as a class to develop their ideas and thinking. A very good lesson in Years 3 - 4 helped pupils to consolidate their knowledge and understanding about absorbency. The pupils had a good

opportunity to investigate for themselves and draw their own conclusions. In Years 5 - 6, pupils develop their skills, and ability to plan and organise their own fair tests. However, pupils throughout the school do not have individual targets to help to focus them on activities which would improve the standards of their work.

53. The quality of teaching is good in Years 3 to 6 and satisfactory in Years 1 to 2. National guidelines are used to ensure that programmes of study are covered appropriately. However, teaching throughout the school is not monitored sufficiently well and, as a result, the school does not identify adequately the strengths and weaknesses in the subject. In Years 1 - 2, there is insufficient challenge, because teachers' expectations of what pupils should achieve are not high enough, and there is no effective assessment system; as a consequence, pupils do not make enough progress. In Years 3 to 6, the teaching provides greater challenge, which results in high standards by the end of Year 6.

54. The subject leader has identified the need to develop assessment procedures. However, despite the opportunities provided, she lacks the confidence to monitor and evaluate the quality of teaching effectively in order to raise standards in Years 1 to 2. Curriculum planning is looked at informally, but it is not evaluated effectively to identify weaknesses in the school's provision.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- Standards are good in Years 3 to 6.
- There are good links with other subjects in Years 3 to 6.
- The subject leader is not effective in raising standards across the school.

Commentary

55. Standards meet national expectations in Years 1 - 2, and exceed national expectations in Years 3 to 6. Pupils' achievement is satisfactory in Years 1 - 2 and good in Years 3 to 6. There is limited space in the school and it is, therefore, not possible to create a computer suite. Nevertheless, the school has installed computers in each classroom and invested in five laptop computers that can be connected to the Internet from anywhere within the school. Together this represents a good number of computers within the classroom.

56. In Years 1 - 2, teaching is satisfactory. Pupils demonstrate a satisfactory level of expertise and clearly enjoy working with computers. In the lesson seen, the laptop computers were not employed and the activity was, therefore, restricted to Year 2 pupils. They listened attentively to the teacher's clear explanations and worked well collaboratively at the computers, quickly becoming familiar with the use of the 'stamp' tool in a drawing program. An examination of pupils' work over the previous year revealed that there were very few examples of pupils' work in the subject. This, together with the level to which they develop their ICT skills, indicates that there is insufficient depth to the work to develop skills fully and to use them in other subjects.

57. The quality of teaching and learning is good in Years 3 to 6 because teachers plan lessons with suitably high expectations that link to pupils' learning in other subjects. For example, pupils in Years 3 - 4 considered alternatives to the word 'said' in amending a text using the overtyping function, while pupils in Year 5 - 6 employed their numeracy skills in completing a spreadsheet. The teaching assistants in these classes make a good contribution to developing pupils' ICT skills by providing support and guidance to one year group while the teacher works with the other. The use of the laptop computers, as well as the computers in the library adjacent to the classroom for the oldest pupils, allows all pupils to be fully involved at a computer. These lessons are well

organised, with clear learning objectives that are shared with the pupils. Consequently, they understand what is expected of them and they are keen to complete their tasks. They gain good experience in a range of ICT applications, including the use of the Internet and the production of multimedia presentations.

58. The differences in the provision between classes remain, because the subject leader is not sufficiently rigorous in monitoring and evaluating the teaching of the subject. Consequently, the strengths in the teaching and learning in ICT are not shared across the school, and the weaknesses are not addressed. The quality of teaching and learning across the school varies according to the enthusiasm and expertise of individual teachers.

Information and communication technology across the curriculum

59. There was little evidence of ICT being used in other subjects in Years 1 - 2 beyond some artwork produced on the computer. There are very good links to other subjects in Years 3 to 6, where ICT is used to enhance pupils' learning. However, the planning for this is completed by individual teachers and so depends upon their expertise. The subject leader does not monitor the planning for the subject sufficiently to develop the links made with other subjects throughout the school.

HUMANITIES

60. One lesson was observed in both geography and religious education, and two lessons were seen in history. Teacher's planning and pupils' work were examined. Pupils were asked about their work, and teachers' were consulted. The curriculum for each of these subjects is planned to provide the full range as set out in the National Curriculum and the locally Agreed Syllabus for religious education. The school has identified ways of improving curriculum plans so as to ensure progression in pupils' learning as they progress through the school.

61. In **geography**, pupils successfully develop their fieldwork and investigation skills, as they make and record observations about autumn and change in the school locality. They learn about people and places in other localities, such as India and Japan. They develop their understanding of physical geography in work on rivers, and in comparing patterns of climate in Gretton with those in other parts of the world.

62. Pupils' enjoyment of **history** was evident in the two lessons observed in Years 3 to 6 and in talking with Year 6 pupils. They responded enthusiastically to the very good teaching in these lessons. Pupils in Years 3 - 4, who were working on the life of Roman soldiers, discussed their ideas readily with their partners and confidently shared these ideas with the class. In a very good lesson taught by the headteacher in Years 5 - 6, pupils used a variety of sources, including the Internet and census data on Gretton from 1851 and 1881, to research features of Victorian life. These very well organised lessons, underpinned by the fostering of strong relationships between pupils, and between pupils and teachers, enabled pupils to attain good standards.

63. In **religious education**, pupils in Years 3 - 4 applied themselves fully in a lesson in which they learned about Jesus' ascension. They responded well to the effective use of visual resources and to opportunities for discussion. Year 6 pupils spoke enthusiastically about the different teaching approaches that stimulate their learning. These included opportunities for role-play, drawing cartoons and special events such as 'Fit for Life Week'. The school makes good use of loaned religious artefacts and has plans to extend its own stock of artefacts for religious education and history.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

64. One lesson was seen in each of art and design, music and physical education. Art and design, and design and technology are taught in alternate weeks and, therefore, no design and technology lessons were taught during the inspection. Pupils' work and teachers' planning were looked at and subject leaders were consulted. Pupils were questioned about their work in school and they were observed at play.

65. In **art and design** and **design and technology**, the work displayed shows that pupils have good opportunities to experience a range of techniques and to explore a variety of textures and media. In the one lesson seen, pupils in Years 5 - 6 developed techniques and skills in representing light and shade in their drawings. Pupils study the work of famous artists, such as Picasso and Seurat, using the techniques observed to develop their own skills. They also use computer programs to investigate colour. A good standard of work was seen in the Years 1 - 2 where pupils had created individual faces from clay. An interesting example of the way in which teachers use artists as a stimulus for pupils' work was seen in Years 3 - 4: pupils created a class reproduction of Michelangelo's 'The Creation' with each pupil working on a separate section of the painting. The school has identified areas that need to be addressed, such as developing drawing skills in Year 3 to 6. However, the role of the subject leaders is not yet sufficiently developed to support teachers through monitoring lessons.

66. In **music**, pupils in Years 1 - 2 effectively explore different sound sources and use them expressively. Pupils have useful opportunities to make sounds from kitchen utensils and to use them as musical instruments. In assemblies, pupils listen to music as they come in, and the headteacher is careful to ensure that pupils' attention is drawn to the music and the instruments used. Pupils sing tunefully in assemblies, and the recorder club provides pupils with good opportunities to learn to play a musical instrument. Information and communication technology (ICT) is used to support music. In **physical education**, the school overcomes the limitations of the accommodation well. There is no playing field. However, the school uses the village field and the facilities at the local secondary school for athletics and gymnastics. Pupils from Years 1 to 6 use the public pool for swimming lessons. Physical education is valued in the school and this is reflected in the trophies that are won by the school for athletics, rounders, cross-country and football. The school currently holds several awards for small schools. Pupils generally show good co-ordination and control of their movements. They are aware of space and the needs of others around them, and they develop good balance, co-ordination and control. There are a number of opportunities for pupils to enjoy out-of-school clubs for netball, athletics, rounders, cross-country and football.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

67. One lesson was seen and teachers' planning was looked at. Pupils were also asked about their life in school.

68. The provision for **personal, social and health education (PSHE)** has been developed recently. The curriculum covers sex and relationships education, and drugs awareness: good use is made of the services of outside agencies that include the school nurse and road safety officers. Circle time, in which pupils can share their viewpoints in a supportive environment, is much enjoyed by them: it has been introduced across the whole school, and the subject leader has been very effective in helping to develop approaches that are subsequently shared with colleagues. The curriculum plans in the school were developed initially from local education authority guidelines. They have been further improved by drawing upon professional training for circle time that has proved inspirational. Year 6 pupils speak enthusiastically of the lively and supportive lessons. They appreciate, for example, the use of drama to help them examine feelings, as well as the caring approach that is evident in these lessons, and the good humoured atmosphere in which they are

conducted. Teachers often draw upon topical issues to provide pupils with opportunities to share ideas, and this enables the pupils to become fully involved in discussions.

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	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	2
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	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	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
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	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	4
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).