

INSPECTION REPORT

HORSLEY CHURCH OF ENGLAND PRIMARY SCHOOL

Horsley, Stroud

LEA area: Gloucestershire

Unique reference number: 115685

Headteacher: Mr M J Fry

Lead inspector: Fiona M Robinson

Dates of inspection: 18th – 19th May 2005

Inspection number: 267076

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 years
Gender of pupils:	Mixed
Number on roll:	103
School address:	The Street Horsley Stroud Gloucestershire
Postcode:	GL6 0PU
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Patricia Rowan
Date of previous inspection:	2 nd November 1998

CHARACTERISTICS OF THE SCHOOL

Horsley Church of England (VA) Primary School is a smaller than average school, situated in the village of Horsley, near Stroud. Pupils are from a range of backgrounds; they are all white European and all of them speak English. When children join the Reception class their skills are above average, but this does vary from year to year. The percentage of pupils with a statement of special educational need is average. These are for pupils with specific needs within the autistic spectrum, hearing impairment, and speech and language. There is an average percentage of pupils with special educational needs and these are mostly pupils with moderate learning difficulties. Few pupils join or leave the school during the school year. The school received the Schools Achievement Award in 2000 and 2003, the Healthy Schools Award in 2004 and the Gold Artsmark in 2002 and 2005.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22182	Fiona Robinson	<i>Lead inspector</i>	English English as an additional language Art and design Music
9417	Liz Owen	<i>Lay inspector</i>	
19765	Pauleen Shannon	<i>Team inspector</i>	Foundation Stage Science Geography History Religious education
20301	Peter Isherwood	<i>Team inspector</i>	Mathematics Information and communication technology Design and technology Physical education Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good school which provides a very good education for its pupils. Standards are well above average in English, mathematics and science at the end of Year 6 because pupils are very well taught. As a result, they achieve very well in relation to their ability. The headteacher provides excellent leadership that motivates everyone to give of their best. This enables the school to make improvements at a very good pace. The commitment of the headteacher, staff and governors to provide for the very good spiritual, moral, social and cultural development of the pupils is a key to its success. The school provides very good value for money.

The school's main strengths and weaknesses are:

- Standards in English, mathematics and science are well above average by Year 6.
- Standards are excellent in art and design.
- The headteacher provides excellent educational direction to the work of the school.
- Pupils' interest in school life, their relationships with one another, and the range of activities they are given are excellent.
- The children get a very good start to their education.
- The quality of the curriculum is very good, with excellent opportunities provided for enrichment.
- The provision for special educational needs (SEN) is very good.
- A very strong, successful partnership has been created with parents and the community.

The school has made very good improvements since the previous inspection. Key issues have been very well tackled. In particular, standards in English, mathematics, science and information and communication technology (ICT) have improved significantly as a result of the school's very effective systematic monitoring and evaluation of its work. The quality of the curriculum is very good, and very good use is made of assessment to inform planning. Provision for ICT is good and the quality of resources is much improved. The school development plan is a very good document for guiding advancement. The school is very well placed to improve further.

STANDARDS ACHIEVED

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

Key: A – well above average; B – above average; C – average; D – below average; E – well below average.

Pupils' achievement is very good. They usually enter school with above average standards; however, this varies year-on-year owing to the small size of the cohorts. Children make very good progress in the Reception year. By the end of that year standards are good, with most children exceeding the Early Learning Goals¹. They make very good progress in the infant phase and the junior phase. They show very good attitudes to learning. At the time of the inspection, standards were well above average in Year 2 in reading, writing, mathematics, science, art and design, history, geography and design and technology. They were above average in ICT and all other areas. In Year 6, standards were well above average in English, mathematics, science, design and technology, history, geography, music and physical education. They were excellent in art and design and above average in ICT. In the 2004 National Curriculum tests, Year 6 pupils achieved

¹ Early Learning Goals are the identified targets children are expected to have achieved by the end of their Reception year.

well above average standards in comparison with those of all schools and of similar schools in English, mathematics and science. Pupils are well placed to meet or exceed their current targets.

The development of pupils' personal qualities is very good and this leads to their very good attitudes and increasing sense of responsibility. Their behaviour is very good and they show an outstanding interest in school. Relationships are excellent throughout the school. Attendance and punctuality are satisfactory. The provision for the spiritual, moral, social and cultural development of pupils is very good.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. Teaching and learning are very good overall. Excellent teaching was seen in the junior phase in English and science. Very good teaching was seen in the Foundation Stage, infant phase and junior phase. Pupils with SEN are taught very well, and their achievement is very good. The curriculum is very good. It is broad, balanced and stimulating. An excellent range of extra activities enriches the curriculum, especially in art and design, drama and music. The use of assessment is very good, especially in English, mathematics and science.

The school cares well for its pupils during the school day. Partnerships with parents and the community are very good and these enhance pupils' education.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is very good. The governance of the school is very good. Leadership by the headteacher is excellent. He provides inspiration and a very clear focus to the work of the school, and receives excellent support from key staff. Teamwork is very good and support staff are used very well to support the curriculum. The management of the school is very good. Governors have a very good understanding of the strengths and areas for development of the school. They are very supportive of the school's work and monitor its work very well. All statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

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

IMPROVEMENTS NEEDED

This is a school with many strengths. There are no significant areas for improvement.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is very good. The achievement of boys and girls is very good in the Reception class, in Years 1 and 2, and in Years 3 to 6. Standards are well above average.

Main strengths and weaknesses

- There are well above average standards at the end of Year 6 in English, mathematics and science, with very good achievement.
- Standards are excellent in art and design.
- Children get a very good start to their education.
- Achievement is very good for pupils with SEN. They are very well provided for.
- Higher attaining pupils and those with special gifts or talents are identified and challenged: their achievement is very good.

Commentary

1. Standards have improved since the last inspection, when they were above average in English and mathematics. They were average in science and in all other subjects except for ICT, where they were below average. They are now well above average in English, mathematics, science, design and technology, geography, history and music. They are excellent in art and design and above expectations in ICT. Standards for the seven-year-olds are well above average in reading, writing, mathematics, science, art and design, design and technology, history and geography. They are above expectations in ICT and all other areas. Religious education was not inspected during this inspection, as Horsley is a voluntary aided church school. Pupils' achievement is very good in both the infant and junior phases.

2. In the most recent national tests for seven-year-olds in 2004, standards were above average in writing, well above average in mathematics and science, and very high (in the top five per cent) in reading when compared to those of all schools. Trends are upwards, and improvements are above national trends.

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

Standards in:	School results	National results
reading	18.6 (18.5)	15.8 (15.7)
writing	15.3 (16.6)	14.6 (14.6)
mathematics	17.5 (18.6)	16.2 (16.3)

There were 16 pupils in the year group. Figures in brackets are for the previous year.

3. The 11-year-olds attained well above average standards in English, mathematics and science in comparison to those of all schools. Trends are above national trends. The headteacher is the driving force behind developments in teaching and learning. He is very well supported by key staff and this has a positive impact on driving up standards. Strengths and weaknesses are identified and tackled well.

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

Standards in:	School results	National results
English	29.2 (29.8)	26.9 (26.8)
mathematics	29.2 (31.4)	27.0 (26.8)
science	30.5 (32.6)	28.6 (28.6)

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

4. Lesson observations, discussions with pupils and scrutiny of work all show that pupils' achievement is very good. The teachers' planning is very good and rightly focuses on meeting the needs of all the children in the class. This works well in ensuring that pupils' achievement is better than expected.

5. Children join the Foundation Stage (Reception/Year 1 class) with above average skills and understanding in all areas of learning. However, cohorts are small and this can vary year-on-year. The skills and understanding of children now in Years 2, 3 and 6 were broadly average on entry. Most children this year are on course to exceed their Early Learning Goals in all areas of learning by the end of the Reception year, with a significant minority achieving better than this. Their achievement is very good as a result of very good teaching.

6. Pupils with SEN achieve very well because of the support they receive from teachers and teaching assistants and because work is set at the correct level.

7. The school has special strengths in identifying pupils who are especially gifted or talented. Individual programmes are set up for them and staff work very hard to ensure that the needs of these pupils are met effectively. The school does very well for them, and pupils and parents are very pleased about this.

Pupils' attitudes, values and other personal qualities

Pupils' attendance is satisfactory, and their attitudes and behaviour are very good. Pupil's spiritual, moral, social and cultural development is very good.

Main strengths and weaknesses

- Pupils show great interest in school life and in the exciting curriculum offered to them.
- Pupils are very keen to take on responsibility, both in their work and in activities around school.
- Relationships across the school are excellent.
- Pupils are very self-confident and open to different viewpoints and cultures.
- Behaviour is very good in lessons and around the site.

Commentary

8. Attendance is broadly in line with the national average, and is effectively monitored. Attendance would be above average were it not for the amount of holiday taken during the school term. The headteacher discourages this practice and is vigilant over the amount of holiday time that is authorised, which at times pushes up the unauthorised absence figure. Most pupils arrive at school on time, and the school works with parents when problems arise.

9. Pupils are very keen to come to school, and describe school as 'fun' and 'exciting'. They are confident and look forward to a challenge in their work. They are helpful and considerate, and older pupils show care and concern toward their younger peers. Pupils behave very well in lessons, and are attentive and responsive to their teachers. Playtimes are friendly and lively occasions, and pupils enjoy playing on the 'log world' and grass when weather allows. The school curriculum and ethos encourage pupils to take the initiative and think creatively, and pupils regularly organise fund-raising events, assemblies and other activities with little prompting from adults. The recently established school council has quickly become an effective way to further involve pupils and to give them opportunities to organise and run meetings, as well as giving them another route by which to express their views.

10. The warmth of relationships between pupils and adults in school, and between pupils themselves, is a particular strength, and pupils work together constructively. Teachers quickly pick up on any minor problems that arise, and use circle time² and personal, social and health education (PSHE) very effectively to address any issues and encourage good relationships. The school deals with any instances of bullying or unpleasant behaviour very effectively, using a 'safe to tell' approach, working with groups of pupils. Good behaviour is promoted through a consistent, positive approach, and pupils are very clear about what is expected and what is not acceptable.

11. Pupils' personal development is very well promoted, and they have many opportunities to develop their attitudes and behaviour. Pupils are interested in other cultures and faiths, and the school works hard to give pupils experiences of these by bringing in visitors as part of the curriculum, and by taking pupils out to experience different cultural and religious traditions. Pupils are encouraged to think and reflect on their experiences, and are developing self-knowledge and spiritual awareness. They empathise with others and listen to their views, and are clear about the difference between right and wrong, taking responsibility for their actions.

Ethnic background of pupils

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

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
98	0	0
2	0	0
1	0	0
1	0	0
1	0	0

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

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.9	School data	0.1
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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is very good. Teaching and learning are very effective and the curriculum is very good, with an excellent range of extra-curricular activities. Provision for pupils with SEN is very good. The school cares well for its pupils and involves pupils very well in every aspect of school life. Partnerships with parents and the community are very good. Assessment procedures are very good.

Teaching and learning

The quality of teaching and learning is very good throughout the school. Pupils with SEN are very well taught. Excellent teaching was seen in English and science in the junior phase. No unsatisfactory teaching was seen. Strengths in teaching have been maintained since the previous inspection and the overall quality has improved from good to very good. There have been very good improvements in assessment, which was underdeveloped previously.

² During 'circle time' children sit in a circle and discuss personal feelings and thoughts.

Main strengths and weaknesses

- Lessons are planned very well throughout the school and children are well motivated to succeed.
- Teachers have high expectations of behaviour, and pupils are involved very well in their learning.
- Literacy and numeracy skills are taught very well.
- Some excellent teaching was seen in English and science.
- The quality of assessment is very good in English, mathematics and science.

Commentary

Summary of teaching observed during the inspection in 23 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
3	18	2	0	0	0	0

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

12. Teachers plan their lessons very well. Work is matched very well to pupils' ability, which enables them to achieve very well. Insistence on high standards of behaviour ensures that pupils have equality of opportunity to succeed. There is excellent support provided for pupils with SEN and for those who are higher achieving or gifted and talented. Where teaching is very good or better, pupils have a very clear understanding of what the next steps in learning are.

13. Teaching is very good across the curriculum, and examples of very good teaching were seen in English, mathematics, science, art and design, music and physical education. Teaching was very good overall for the youngest children in the Foundation Stage. Activities were very well planned, and matched very well to their age and experience. The work of teachers is greatly enhanced by the work of teaching assistants and other adult support. They fulfil these roles very effectively. Pupils benefit greatly from this assistance, as observed when they supported pupils in the use of computers to enhance work in English, mathematics and science.

14. The activities provided are interesting and varied. The teaching of literacy and numeracy skills is very good. According to the pupils, lessons are interesting and fun. Inspectors agree with this view. Staff are confident in teaching English, mathematics and science. Speaking and listening skills are developed very well through the use of skilful questioning, and reading is very well taught throughout the school. Writing skills are taught very well and there has been an improvement in the quality of writing, recording and presentation of pupils' work. This is proving effective, as evidenced in the scrutiny of work. Very good use is made of homework and there has been very good development of target setting in English, mathematics and science. Information and communication technology (ICT) skills are developed well in core subjects and they are put to good use to support learning across the curriculum. For example, they are used well in science to record results of experiments in investigative work and for research in history and geography.

15. Where teaching was excellent, the teachers were excellent role models. The quality of planning was excellent and all pupils were highly motivated and achieved very well. Excellent teaching was seen in two English lessons and one science lesson.

Examples of outstanding practice

A Year 3 and Year 4 English lesson for a mixed ability group, where outstanding teaching resulted in pupils making very good progress and achieving very good standards.

The teacher inspired pupils from the outset and engaged them in excellent, productive learning. Following the consolidation of prior learning through very good questioning, the class was plunged into darkness as the teacher read the extract from *Silver Sea* to the music of *Jaws* and a PowerPoint presentation featuring sharks. Pupils sat on their blankets (beaches) as the sharks encircled their 'islands'. The mood swiftly changed from one of calm to fear. Pupils listened spellbound and were very keen to discuss the setting of the story afterwards. A lively discussion ensued and pupils were inspired to develop language to build up tension and suspense, and to create mood in their subsequent written extracts. There was excellent co-operation between pupils in paired discussion work. There was also excellent consolidation of the pupils' work at the end of the lesson by the teacher. Pupils soon realised that the atmosphere of a story can easily be changed through the appropriate choice of adjectives. For example, 'The fearsome shark slid silently through the clear water.' The lesson was inspiring because of the outstanding challenge, pace and content of the teaching.

An excellent English lesson for a Year 5 and 6 class on acting and writing from another character's point of view.

The quality of teaching and learning was excellent, owing to the teacher's skill of explanation and the pace and excitement of her teaching. Pupils were very keen and highly motivated to contribute to the lesson. The teacher had high expectations and made very effective use of questioning, for example by asking 'What does 'he yowled softly' mean?' There was a very effective review of the plot of the extract *Find the White Horse*. Pupils enjoyed the very expressive reading of the passage detailing the barbecue incident, and thoroughly enjoyed acting out the dialogue section of this incident. There was plenty of challenge as pupils acted out their roles. They made very good progress, because of the way in which the teacher inspired them to discuss the different characters' point of view toward the injured pigeon. Her questions included 'Why were they having a barbecue?' and 'What were the individual reactions likely to be when the food was discovered to be missing?' Pupils really became the characters they were portraying. By the end of the lesson, they had completed lively pieces of writing which they were eager to read to one another. All pupils demonstrated an excellent understanding of this topic, due to the excellent challenge provided by the teacher.

An excellent science lesson for a Year 3 and 4 class on food chains, with excellent cross-curricular links with science, art, English and geography.

There was a buzz of activity as the pupils, who were highly motivated, worked very well together in groups to plan a dramatic performance based on their knowledge of the food chain. The teacher inspired the pupils from the outset and engaged them all in excellent, productive learning. Work was matched very well to pupils' needs, including the higher achieving pupils and those with SEN. Explanations were very clear and there was excellent co-operation between pupils in groups as they practised their drama. The teaching assistant made an exceptional contribution to motivating a group of pupils. The teacher was an excellent role model and was very successful in developing the pupils' scientific knowledge. All pupils achieved highly and were confident to share their efforts with one another.

16. The system of assessment is very good in English, mathematics and science, with very good procedures in place and a very good programme of regular assessment. This was a minor issue at the time of the last inspection and has been addressed very well. There is a very good system of assessment in the Foundation Stage which clearly identifies how well children are doing. Very good procedures are in place in most areas across the curriculum and good use is made of these to plan the next steps in learning. The school has worked hard to improve the quality of record keeping. Very good use is made of marking across the school.

17. Pupils with SEN learn very well because of very effective planning by teachers. Pupils with a statement of special educational need receive very good support, both from teachers and from teaching assistants. Individual education plans (IEPs) are of a very good quality. Targets are linked very effectively to the English and mathematics aspects of the National Curriculum and this has a very positive effect on raising standards.

The curriculum

The curriculum is very good. It is rich, vibrant and interesting, with excellent opportunities for enrichment. Resources are very good and accommodation is satisfactory. There is very good provision for pupils with SEN and for children in the Foundation Stage.

Main strengths and weaknesses

- There are excellent opportunities for pupils to develop their creativity.
- Very good links are planned between subjects.
- There are very good opportunities for pupils to use their speaking skills.
- The curriculum provides for the needs of all the children. Consequently, all groups achieve very well.
- Pupils' PSHE is very well promoted.
- The school overcomes well the impact of lack of space on teaching.

Commentary

18. The school fulfils its aims 'To promote the highest standards through a rich exciting and balanced curriculum.' It is vibrant and interesting, with excellent opportunities for enrichment. There are many strengths in the curriculum, including its focus on developing pupils' creativity. The school has recently achieved the Gold Artsmark for the second time. Provision for art, music and history is excellent and it is very good for all other subjects. A particular strength is the development of a curriculum that links subjects together in a highly innovative way, so that learning is very meaningful for all children. Subjects are delivered through topics in a way that encourages pupils to apply different skills to each subject. For example, a Roald Dahl story is used as the springboard for a study of mini-beasts, with huge spiders designed in the style of Picasso. Children then extend their knowledge of other animal habitats through drama, using models they have designed of different regions of the world. The result of this seamless dovetailing of subjects and skills within a topic is one where children are highly enthusiastic, confident, creative learners.

19. The curriculum provides for the needs of all children. The youngest children get off to a very good start and develop the skills to learn independently. Pupils with SEN are very well catered for and achieve very well. Pupils with particular talents and aptitudes are also very well catered for, both through the broad curriculum provided and the excellent range of clubs running throughout the year. Very good use is made of the talents of staff, parents and outside providers to run clubs for infants and juniors. The extensive range of enrichment activities, trips and visitors enlivens all subjects. This imaginative and interesting curriculum contributes to pupils' very positive attitudes and high achievements.

20. The weaknesses in the curriculum identified at the time of the previous inspection have been fully addressed. Pupils have many opportunities to use their investigative and problem solving skills in science and mathematics. Provision for ICT has also improved significantly, with the consequent impact of improved standards, which are now good.

21. The school caters very well for pupils' PSHE. Personal, social and health education (PSHE) has a high profile in the school and makes a strong contribution to pupils' personal, spiritual, moral and cultural development. Reception children are helped to settle in easily and make very good progress in their personal development. The school is a very happy, well-ordered community, in which all pupils are valued. As a result, pupils behave very well and have very positive, and at times excellent, attitudes to learning. Pupils are encouraged to value each other and their school, and develop an appreciation of the local environment and the wider world.

22. Provision for pupils with SEN is very good. There has been good improvement in the provision for pupils with SEN since the previous inspection, when it was reported as being good. Pupils are provided with a very good range of activities which match individual need and ensure that they achieve very well.

23. Accommodation is satisfactory. Staff provide a welcoming learning environment filled with attractive displays of children's work. The school has worked hard to overcome the lack of space and has significantly improved the accommodation since the time of the previous inspection. It has made very good use of community resources for physical education and drama provision. However, there are still shortcomings, as the playground is small, the headteacher has no office, and there is no hall. Class 3 is L-shaped, with limited headroom, and gets very hot, and the Reception class has no outside area for the physical aspects of learning. The school has a clear plan for future developments and a disability plan to improve access. Resources are very good, and are used well to provide a practical, high quality curriculum. There is an attractive library area and increased ICT provision.

Care, guidance and support

Arrangements for pupils' care, welfare, health and safety are good. Provision of support, advice and guidance based on monitoring is very good. Involvement of pupils through seeking, valuing and acting on their views is very good.

Main strengths and weaknesses

- Pupils are very confident to turn to adults in school for help and advice.
- The school ethos is one which cares for all pupils and looks at the whole child.
- Assessment forms a very good basis for monitoring progress, target setting and giving advice.
- Pupils' views are sought and respected.
- Potential problems arising from the site are well managed.

Commentary

24. The nature of the school site presents a number of potential problems for health and safety, but these are well known and suitable arrangements are made to keep pupils safe at all times. The headteacher is familiar with child protection procedures, and staff from all the cluster group schools have had recent update training. Regular health and safety audits are carried out, involving school governors, and first aid procedures are in place.

25. The excellent relationships in school mean that all pupils have a number of people to whom they can turn should problems arise, including fellow pupils and adults in school. Very effective assessment information is well used as the basis for giving advice to pupils about their work and progress. Targets are set termly, with pupils' involvement, so that they have a clear understanding of how they are doing and what they need to do to improve. The PSHE programme is very effective in both content and delivery, and its contribution to pupils' welfare and health has been recognised by the Healthy Schools award.

26. There are very good arrangements for children starting school, including effective links with the playgroup which most pupils attend, and support for Reception children from Year 6 buddies.

27. Pupils are confident to express their views, and they are listened to and action taken when they do. They respond to regular consultation, and the school council provides an additional opportunity for them to influence school life. Pupils have been very influential in redesigning the playground area, and their artistic talents have been at the forefront of the development of a number of features in school, including the stained glass window, the library area and the tapestries.

28. Pupils with SEN receive very good support in school. There is early identification of need and, as a result, very effective strategies to improve learning are put in place as soon as possible. There are very effective programmes to address needs, with the result that the pupils achieve very well. Good quality advice and support from outside agencies is used effectively by the school to develop learning.

Partnership with parents, other schools and the community

Partnership with parents and the local community is very good. Partnership with other schools is good.

Main strengths and weaknesses

- Very strong and productive links have been established between the cluster group primary schools.
- There are very good working relationships with parents.
- The school is a real focal point for the local community.
- The school makes very effective use of the area's resources.

Commentary

29. Parents are very supportive of the school and the education that their children are receiving. They feel very well informed about their children's progress, and feel that the school is very sensitive about any problems which their children may have. Regular parents' evenings and reports give them ample opportunity to discuss their children's progress, and their feedback from the written reports is monitored by the headteacher. The school has successfully managed to satisfy a variety of aspirations from parents with widely differing views about what they want from school for their children. Open days, curriculum information evenings and regular newsletters further inform parents about school life.

30. The school forms a strong focus for the village community, and the performances, church services and other events are well attended by many people from the village, as well as parents. Close links are established with the church, especially since the development of proposals to extend the use of the church by the school and the community for a range of activities. Local people are used very effectively as a resource for pupils' learning. For example, at a Remembrance ceremony attended by pupils, a Second World War veteran spoke about his experiences, and a local potter led a cluster project where pupils made clay heads, which were exhibited widely. The school also makes extensive use of local features and resources to enrich the curriculum, including Westonbirt arboretum, museums, art galleries, sports coaching, and dance festivals.

31. The headteacher has been a key driver in the development of the local primary schools cluster group, which now meets regularly and shares in-service training days. Joint sporting events have taken place and the joint arts project was hugely successful. Funding has recently been obtained to undertake a joint literacy project based upon a local Victorian mansion. A technician for ICT and the education psychologist work across all cluster schools. There are the normal induction arrangements in place with local secondary schools, and the headteacher attends liaison meetings on behalf of the cluster.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management of the school is very good. The governance of the school is very good. The headteacher, in partnership with key staff, provides excellent leadership which motivates everyone to give of their best. This enables the school to make improvements at a very good pace. Application of the principles of best value is very good.

Main strengths and weaknesses

- The headteacher provides excellent, focused leadership and a very clear vision for the school's work.
- The school is very well managed.
- Teamwork is very good and all staff are doing their best for the pupils' education.
- Procedures for monitoring and evaluating the work of the school are very good.
- Provision for pupils with SEN is very well led and managed.
- Staff performance management is very good.
- Approaches to financial management are excellent.

Commentary

32. The headteacher provides a dynamic steer to the work of the school. He works in close partnership with his staff, who are determined that all pupils will achieve the highest standard they are capable of achieving in all aspects of school life. Key staff very effectively manage their areas in terms of regular monitoring of planning, pupils' work and teaching. The staff team work very well together and are strongly committed to improvement. They carry out their roles very well. All members of staff feel fully involved and valued for their contribution to the life and work of the school.

33. The school is managed very well. Very good systems are in place to monitor all aspects of the school's work. The school makes very effective use of its self-evaluation to inform the headteacher, staff and governors of its strengths and areas for development. The secretary is experienced and provides highly effective administrative and financial support. She makes a significant contribution to the life of the school.

34. There is very good leadership and management of provision for pupils with SEN. This ensures that the systems in place are of a very high quality and have a very positive impact on raising standards. The achievement of pupils with SEN is very good, like that of their classmates. The team approach to supporting these pupils is a strength. Pupils who have special gifts and talents are very well supported in their learning. They too achieve very well, making very good progress in developing their specialisms, especially in art and design and music.

35. The governance of the school is very good. The chair of governors works very closely with the headteacher and provides very good leadership to the work of the governing body. Governors are very well aware of the school's strengths and weaknesses. This is achieved by visits to see at first hand what is taking place in the school. The whole area of strategic planning has improved considerably since the previous inspection. Governors take a proactive role in monitoring the work of the school.

36. There are very good performance management procedures in place, and the professional development of staff is very good. Induction systems for new staff are excellent.

37. The financial aspects of the school are excellently managed. Finance has been used very effectively to resource the improvements in the school building. Current plans are to develop the outdoor playground. Governors have very effective financial oversight of the finances and the budget. In consequence, all decisions about spending are linked very efficiently to the school development plan (SDP). The best value principles are central to the management and use of resources, and these are managed excellently.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	310,001.00	Balance from previous year	1,999.00
Total expenditure	309,957.00	Balance carried forward to the next	2,043.00
Expenditure per pupil	3,009.00		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

38. Provision in the Foundation stage is very good. Teaching is very good and children achieve well. They settle in quickly and work from an interesting curriculum.

39. Children enter Reception with a varying range of abilities, with the levels of many above those expected for pupils of their age. Teaching is very good and, as a result, children achieve very well. The teacher's commitment to including and valuing each child is excellent, resulting in children who are confident and eager to learn. Assessment information is used to plan activities that are very well matched to children's abilities. The leadership of the Foundation Stage is very good. The co-ordinator provides a curriculum that caters very well for the mixed age class of Reception and Year 1 pupils. Parents are made to feel very welcome and their contribution, both at home and school, is highly valued. The inside accommodation is very well organised to provide a lively practical curriculum. However, the very restricted outside area means that there is limited opportunity to provide a continuous outside curriculum on a daily basis.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Achievement is very good because teaching and learning are focused on promoting children's confidence, independence and social skills.
- The teaching assistant makes an excellent contribution to the children's learning.

Commentary

40. Teaching is very good; children make very good progress and achieve very well in developing their social skills. As a result, by the end of their time in Reception, all children are on course to exceed their Early Learning Goals, with most children achieving highly. Admission arrangements are very effective, with very good relationships between staff, parents and the local pre-school. The Reception staff establish secure routines so that all children feel safe and confident. This helps them settle easily. Both the class teacher and teaching assistant are very caring. They use every opportunity to praise children's independence, develop their confidence and support any who have SEN. Reception children regularly plan their own choice of activities. The teacher gets excellent support from the experienced and enthusiastic teaching assistant. Children are encouraged to take turns, listen to each other and talk about their day. They respond very well to being helpers. Staff provide many opportunities for children to learn to co-operate through playing games. As a result, many children work successfully, both alone and in small groups. The Reception staff provide a stimulating practical curriculum which encourages children to learn. Reception children mix well with the Year 1 pupils in the class. There are very good transition arrangements between home and Reception, and between Reception and Year 1. Reception and Year 1 pupils have many opportunities to play and work together. Both staff have very high expectations of children's behaviour. When children do not do as expected, they are dealt with firmly but fairly so that they learn how to appreciate the needs of other children. Children respond very well to this, and as a result, their behaviour is very good and their attitudes are very good – often excellent. Reception children enjoy school and show real interest in what they are doing. They are eager to start the day and learn.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Achievement is very good because every opportunity is taken to develop the children's language skills.
- Higher attaining children are very well catered for.

Commentary

41. Children enter Reception with a range of communication skills. Teaching is very good. As a result, by the end of Reception, most children are on course to exceed their Early Learning Goals, with many achieving highly. Children develop confidence in speaking, with many opportunities planned for them to express their ideas through talk. There are very good opportunities for children to talk in sentences and for more fluent communicators to extend their vocabulary. The teaching assistant and parent helpers make an excellent contribution. They are highly effective in helping to extend children's communication skills in very small groups and in the imaginative play area.

42. Reception staff lay the foundations for establishing very positive attitudes to reading, through sharing attractive big books, familiar rhymes and traditional stories. Children's early reading and writing skills are extended through regular letter and word games. The teacher has high expectations of the children. The planned use of interesting materials, including rhymes, poetry and stories, ensure that skills are taught in a lively way which children enjoy. Consequently, the children have very positive attitudes to reading and enjoy sharing books. They know how to use the library area and regularly choose as many as nine books to share at home. A few children need more encouragement to choose to look at books independently during choice times. Many opportunities are given for children to write for a range of purposes, and handwriting is regularly taught. Consequently, children develop fluent writing skills quickly. There is a very good partnership with parents, who support reading activities at home.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Achievement is very good because teaching and learning are focused on developing children's skills through a practical and interesting curriculum.
- Teaching is very good.

Commentary

43. Children enter Reception with a range of mathematical skills. Teaching is very good. There is a focus on first-hand practical activities through the use of attractive resources. As a result, by the end of Reception, most children are on course to exceed their Early Learning Goals, many achieving highly. The teacher has high expectations of the children, with higher attainers achieving exceptionally well in their number skills. Every opportunity is taken to extend children's mathematical language. The contribution by the teaching assistant and parent volunteers is excellent in motivating the children to learn in very small group situations. For example, in a very well taught lesson, very good use was made of the imaginative play area, set up as Horsley Garden Centre. Children enthusiastically used coins to buy items for sale, with excellent support from a parent volunteer. Children have regular use of water and sand activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children achieve very well because of very good teaching, which is focused on developing their skills through a practical, imaginative curriculum.
- Children benefit from a wide range of trips and visits.

Commentary

44. There is a very good range of activities to enable children to develop their senses and widen their understanding of the world. As a result, by the end of Reception, most are on course to exceed their Early Learning Goals, with many achieving highly. Good use is made of social and snack times to help children learn about being healthy. Children have many opportunities to develop their knowledge and curiosity of the world around them. There are regular trips to the local village and places of interest, such as Cheltenham Museum. These help children to build up their picture of the wider environment. First-hand experiences, such as planting seeds or looking at a lawn mower, all increase children's knowledge of the world. In a very well taught lesson the children explored aspects of an island by making individual seascapes. They showed real pleasure and enthusiasm for the imaginative pieces of work they produced. Staff widen children's knowledge of different cultures by teaching them about special times of the year and various festivals. The class frequently has an investigation area for children to explore informally. Staff build up children's pleasure and confidence in using computers by giving them daily opportunities to practise and develop their skills.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children are very well taught and achieve well.
- There is no outside area for children to practise their physical skills daily.

Commentary

45. Teaching is very good and children achieve well. As a result, most are on course to exceed their Early Learning Goals by the time they leave Reception. The school has worked hard to overcome the lack of both a school hall and an outside Reception area, and it uses resources in the local community, including a community hall and the local leisure centre. There are regular planned opportunities for children to develop their physical skills and confidence safely. These include swimming during the summer term. However, children do not have daily opportunities to use tricycles and a range of small games equipment informally. Reception children have regular sessions to help them develop their physical skills and learn to respond to music. Children behave very well when they leave the school grounds for their physical education sessions. They have very good attitudes to learning. In a very well taught lesson, children squealed with delight, showed good co-ordination and responded confidently to music. They develop their manipulative skills by handling dough, scissors and small toys.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- The 'imaginative area' is used very well to extend children's creativity.
- Children achieve very well because teaching is very good.

Commentary

46. Children enter Reception with a variation in the extent of skills. Teaching is very good and children achieve very well. By the end of Reception, most are on course to exceed their Early Learning Goals. There are many opportunities for children to develop their creativity and skills. Children have regular access to a good range of materials, with many planned opportunities to paint, draw, make models and learn about artists, such as Van Gogh. Both members of staff develop children's skills and creativity through a range of interesting topics. Reception children take part in many imaginative play experiences in the classroom, but the lack of a large outside area restricts further opportunities. The imaginative play area is regularly changed and linked to each topic. Care is taken to provide topics, costumes and resources that appeal both to boys and to girls. There are planned opportunities for children to sing rhymes, and they often explore and handle musical instruments informally.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards in English are well above average by Year 2 and Year 6.
- Pupils achieve very well because of very good quality teaching and learning.
- Pupils with SEN make very good progress against their specific targets.
- The subject is very well managed.
- Teaching assistants support pupils very well in their learning.
- English makes a very effective contribution to the spiritual, moral, social and cultural development of pupils.

Commentary

47. Standards in English have improved since the last inspection, when they were above average for pupils by the ages of seven and 11. Currently, they are well above average in reading and writing by the age of seven. By the age of 11, standards are well above average. In the 2004 National Tests, standards were high (in the top five per cent) for reading, well above average in mathematics and science, and above average in writing compared to those in all schools. By the age of 11, standards were well above average in English. Pupils are on target to meet or exceed their current targets.

48. Standards have risen throughout the school because of improvements in teachers' planning, which has resulted in work being matched very well to the ability of all pupils. This includes the higher attainers, those who are gifted and talented, and those with SEN. The well above average standards reached are due to very good teaching and very effective use of assessment.

Very good support is provided by teaching assistants, who have a very good understanding of pupils' individual needs. The analysis of pupils' work, together with lesson observations, confirms this picture. All pupils are valued for their efforts and show very good self-esteem.

49. From a broadly average starting point, standards in speaking and listening are well above average by Year 2 and Year 6. Most pupils speak confidently and make themselves understood. Younger pupils have an improving vocabulary as a result of very good teaching. There is very good provision for pupils with speech and language difficulties. Individual pupils are supported very well in their learning by teaching assistants, who consistently discuss their work with them. All staff encourage pupils to develop confidence in speaking in all areas of the curriculum by reflecting on the thoughts of others and expressing personal views. They encourage pupils to discuss topics in groups and in pairs. They also use drama activities or interesting starts to lessons to help pupils to communicate effectively. For example, in an excellent Year 3 and 4 lesson, pupils sat on their blankets in the darkness. As the teacher read expressively an extract from *Silver Sea* there was a 'PowerPoint' presentation accompanied by the music from *Jaws*, which resulted in a change in the pupils' mood from one of calm to one of fear. In discussion, one pupil said to another, 'Take care, the sharks are stalking us!'

50. Pupils achieve very well in reading, with their knowledge and enjoyment of books developed very well alongside their reading skills. There is a very well structured reading programme, with pupils working through a published scheme. Standards are currently well above average in Years 1 and 2, and in Years 3 to 6. There are very good opportunities during the school day for pupils to use their reading skills in silent reading, in pairs and in groups. Most tackle new reading material with confidence, and are very clear about the strategies that they need to use to work out how to read books and sentences. Pupils enjoy reading with parents and carers at home, and this helps them to progress well. They enjoy reading the books of J K Rowling, Dick King-Smith, Charles Dickens and Roald Dahl. Book areas in classrooms are well organised, and the bright, attractive and very well resourced library area is used confidently by pupils for research and to develop their independent learning skills. This is a very good improvement since the time of the previous inspection.

51. The school provides regular, well targeted support for pupils with difficulties with their reading. Very well taught reading skills ensure that pupils read accurately and fluently. By Year 6, pupils read in a mature, expressive way. A strength in reading is the way in which the very good speaking skills of older pupils enable them to understand harder words and to explore books at a deeper level of reading.

52. Attainment in writing is currently well above average for seven-year-olds and 11-year-olds. The subject co-ordinator has inspired staff to work very hard and successfully to raise standards in writing. Pupils achieve very well because of very good teaching. Standards have risen because of:

- very good in-service training led by the subject co-ordinator;
- revised planning, which is of a very good quality;
- very interesting writing tasks set for a range of audiences;
- valuable opportunities for extended writing;
- the way in which pupils' writing is celebrated in displays.

The school has targeted writing as an area for improvement, with high expectations of standards of handwriting and spelling, and focused marking, so that pupils are clear about what they have to do to improve. The following is an example from a Year 3/4 class lesson with a focus on writing on the theme 'A Strange situation': 'Everybody was feeling happy now. The sun was shining brightly and the sea was as gentle as an unrolling bundle of silk.'

53. Teaching is very good, and examples of excellent teaching were seen in Years 3 and 4 and Years 5 and 6. Pupils concentrate very well in lessons and work very hard. The teaching is of a very good or better quality, with an emphasis on helping pupils to develop their literacy skills through purposeful and enjoyable activities. They write for a wide range of purposes across the rich curriculum. This enables pupils to achieve very well. In an excellent Year 5 and 6 lesson, for example, pupils were very successful in writing from another character's point of view, because they

had first of all thoroughly enjoyed exploring the thoughts and feelings of the characters at a picnic, through drama and role play. As a result of very good teaching, Year 1 and 2 pupils were able to make very good use of adjectives in their poetry entitled 'In the Ocean.' Teachers and teaching assistants have a very good understanding of the subject and teach it very well.

54. The subject is very well led and managed by the subject co-ordinator. The teaching, planning and learning are very well monitored. Very good use is made of assessment to formulate pupils' targets. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development through stimulating resources and exciting, well-chosen texts. Very good use is made of ICT to support learning and to develop pupils' independent learning skills. There has been a considerable improvement in the teaching of reading and writing since the last inspection.

Language and literacy across the curriculum

55. This is a strength of the school. Pupils are provided with valuable opportunities to develop and apply their literacy skills in other subjects, especially in mathematics, science, art and design, history and geography. Information and communication technology (ICT) is well used to help pupils to make a final presentation of their work, such as when writing stories, poems and project evaluations, and presenting the results of fair testing in science.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Pupils achieve very well because of the very good quality teaching and learning.
- Pupils attain much higher than expected standards.
- There is a very good emphasis on applying mathematical skills to problems.
- Assessment procedures are very good, but occasionally there are missed opportunities to use marking to develop learning.
- Mathematics is used very effectively in other areas of the curriculum.

Commentary

56. There has been very good improvement in the provision for mathematics since the previous inspection. Standards have remained well above average at the end of Year 6 and have risen to well above average in Year 2. The present Year 6 is very small, and statistically it is unreliable to compare it with other groups. Levels of work seen match those reported in the most recently published National Tests. The school has very successfully addressed issues raised in the previous report by ensuring that there is a greater emphasis on applying mathematical skills to practical or word problems and setting work at levels which challenge the higher attaining pupils. The small amount of unsatisfactory teaching reported last time has been eradicated, and the quality of teaching is now consistently very good.

57. All groups of pupils achieve very well throughout the school because teachers set work which matches their needs and give very good support when it is necessary. Pupils with SEN make very good progress because of the additional support they receive, both from the teachers and from the very high quality teaching assistants. No differences were observed in achievement levels of boys and girls in the inspection period.

58. By the end of Year 2, most pupils have a good understanding of the four rules of number. They work with numbers over 20, and often much larger than that. Most recognise coins, and the higher attaining pupils make up their own word problems, using money. All recognise a range of two-dimensional shapes, and the average and higher attaining pupils have better than expected knowledge of three-dimensional shapes. Most pupils measure accurately. Simple block graphs are

used to record and discuss information. As they get older, pupils build very well on their previous knowledge. By the time they reach Year 6, pupils work with five and six numbers and have better than expected knowledge and understanding of the four rules of number. They use brackets in problems and plot coordinates in all four quadrants. They measure angles accurately and work out the perimeter and area of regular shapes by using formulae. They also use and interpret a number of different types of graphs.

59. Pupils learn very well because of the consistently very good teaching. All lessons are very well planned, with work set at different levels for different age groups and for different attainment levels within each year. Questioning is used very effectively to assess what pupils know and understand, and also to illustrate to pupils that there may be more than one solution to a problem. The work set interests the pupils and catches their imagination; as a result, they are eager to learn. Younger pupils really enjoy learning about money in the 'shop', while Year 6 pupils have a great deal of fun analysing the 'teacher's' bank statement. Relationships are very good and there are very high expectations of behaviour. Pupils respond very well to these expectations and show very good attitudes in all lessons. This means that teachers and teaching assistants can give support to groups and individuals in the knowledge that the rest of the class will apply themselves very well. Very good assessment procedures ensure that both teachers and pupils know what they have to do to move on to the next stage of learning. Marking is positive, and it is very instructive if pupils have a problem. However, there are missed opportunities to challenge pupils by asking questions such as 'Is there another way to do this?'

60. The subject is very well led and managed. There is a constant drive to raise standards. Regular monitoring of teaching and learning, both by observation and by looking at plans and evaluations of lessons, has a very positive effect on ensuring that standards remain at high levels. Resources are very good and are used very effectively in all classes. There is very good, well planned use of ICT to develop pupils' mathematical skills.

Mathematics across the curriculum

61. There is very good use of mathematics in other areas of the curriculum. Activities involving mathematical skills are very well planned in all subjects. There are particularly strong links with ICT where pupils input data, produce a variety of charts and graphs, and use spreadsheets. Pupils record and measure in science and in design and technology. They learn about time in history and record temperatures and rainfall figures in geography.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards are well above average by Year 2 and Year 6.
- Pupils enjoy the interesting and practical science curriculum.
- Teaching is very good and pupils achieve very well.
- There are very good links with other subjects.
- There are very good opportunities for pupils to use their speaking skills.
- Pupils who have SEN achieve very well.
- Assessment arrangements are very good.

Commentary

62. Standards and achievement in science are well above average by Year 2 and Year 6, with over half the pupils attaining the higher levels. This is a significant improvement from the time of the previous inspection. Staff have very high expectations of their pupils. They use assessment information very effectively to plan for the different needs of all the pupils.

63. The curriculum is taught in a practical, first-hand way which the pupils enjoy. Each aspect of science is covered well. The school has improved the opportunities for pupils to investigate and solve problems for themselves. In discussion, younger and older pupils report that they enjoy their science activities and investigations and can make suggestions confidently. There is a very good emphasis on helping pupils to clarify their thinking through questioning and discussion. Infants and juniors use the correct scientific vocabulary confidently. Pupils with SEN particularly benefit from this practical curriculum and make good progress with their learning, achieving well.

64. Owing to the timetable arrangements, no science lessons were observed in the infants. Work samples show that pupils' attainment is well above average. Teachers provide many opportunities for pupils to investigate and solve problems, using proformas which help pupils clearly organise their work. An impressive feature of the teaching is the use of pupils' own questions at the start of every topic that they then go on to solve. This ensures that most able pupils are very well challenged. In discussion, Year 2 pupils are very enthusiastic about their science activities. They can explain how an electrical circuit works, using the correct vocabulary, and also how plants can grow successfully.

65. By age 11, pupils have a very good understanding of what a fair test is and know how to plan and organise a test for themselves. Teaching is very good, and at times excellent, with all pupils achieving very well. Teaching in both junior classes is characterised by high expectations of all pupils, including the most able, so that they achieve very well. Lessons are lively and interesting, with very good questioning, which challenges all children. In an excellent lesson there was a buzz of activity as the pupils, who were highly motivated, worked together in groups to plan a performance based on their knowledge of the food chain. The teaching assistant made an exceptional contribution to motivating a group of pupils. An excellent feature of the curriculum is the way science is delivered in a highly imaginative way that links it with art, geography and English skills. Scrutiny of pupils' work shows that marking is helpful. It is thorough and positive and tells pupils what was good about their work and, at times, how to improve it. However, pupils do not have science targets to work towards.

66. Science makes a very good contribution to pupils' personal development. Pupils have very good opportunities to work in groups, share resources and discuss their learning. The curriculum covers aspects of health and safety very well. There are very good links between subjects. For example, pupils get very good opportunities in science lessons to use their speaking, drawing, mathematics and computer skills. Very good use is made of trips and of visitors to the school. Owing to the limited outdoor space, there is no environmental area to extend pupils' ability to observe and classify living things. This is, however, an area identified for improvement.

67. The leadership of the subject is very good. The subject co-ordinator is enthusiastic and knowledgeable about science. She runs a 'Young Investigators' club for older juniors. She has a thorough action plan in place, and has a clear understanding of the standards pupils attain and the quality of their work. She also ensures that the subject is very well resourced, with plenty of equipment for each topic. There has been a very good improvement since the time of the previous inspection. The school has improved the opportunities for pupils to develop their investigative skills and ensures that higher attainers are very well challenged.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- Pupils achieve well and attain higher than expected standards because of the well planned activities provided by teachers.
- Standards in multi-media presentation and word processing are high, but they are not as well developed in the use of sensing equipment.
- Resources are used effectively to develop learning.
- Information and communication technology (ICT) is used very effectively to support other subjects.

Commentary

68. There has been very good improvement since the previous report, when standards were unsatisfactory. The school has greatly improved resources, staff have become more confident, and there has been increased use of ICT across the whole curriculum.

69. Standards at the end of both Year 2 and Year 6 are higher than expected. Pupils of all attainment levels achieve well because of the good quality teaching and learning. There is a good mix of skill development, either by direct input from the teacher or by printed instructions from the computers. Teachers link ICT very well to other areas of the curriculum, ensuring that work carried out is relevant to what the pupils are learning. As a result, both ICT and skills in other subjects are developed well.

70. By the end of Year 2, pupils show good mouse control on the computer. They word process and use computers to produce art work. In discussion, pupils explain clearly how to program and operate a 'roamer'. All explain the importance of logging off the computer correctly when they have finished their work. As pupils get older, they build well on previous learning. At the end of Year 6, pupils produce very high quality multi-media presentations, for example, on healthy lifestyles. These incorporate both sound and moving graphics. Word processing skills, including the use of many different fonts and borders, are at a much higher than expected level. Pupils use the internet with confidence to research many topics; they understand the rules related to internet access. However, their skills in the control and monitoring elements are not as well developed as other areas. In the past there have been too few opportunities for them to use electronic monitoring devices. Present planning in the school is addressing this.

71. The subject is very well led and managed. There has been a great and very successful drive to raise standards throughout the school. The subject co-ordinator is determined to ensure that this improvement continues and this has a very positive effect on learning. Resources are very good and are used very effectively to raise standards. Interactive whiteboards are used very effectively to aid pupils' learning. The school uses the services of the cluster group technician very well and he makes a positive impact on ensuring that standards improve. A very good after-school club enables pupils to develop their skills in digital imaging very effectively.

Information and communication technology across the curriculum

72. Standards have improved greatly in ICT because of its application across the whole curriculum. Teachers plan activities in all subjects. In English, pupils word process a variety of different pieces of work. All mathematics lessons observed included work on the computer; younger pupils answered problems about addition and subtraction, while older ones used spreadsheets. Pupils of all ages input data and produce graphs. Pupils record in science and they use the internet to research projects and topics in other subjects. In music, computers are used to develop composition skills, and performance in physical education is recorded by the use of a digital camera.

HUMANITIES

73. Work was sampled in **geography**, with only one lesson observed in the infants and none in the juniors. It is therefore not possible to form an overall judgement about provision. From discussion with pupils and work sampling, standards are well above average by Year 2 and Year 6. Pupils in Year 1 and Year 2 develop their geographical understanding and basic map skills through studying the features of the local area and local trips. They learn about the wider world through stories about the travels of a toy called Barnaby Bear. In a very well taught lesson, infants talked confidently about life on Papa Westray and geographical features of an island. Junior pupils extend their mapping skills through an in-depth study of the local area. They explore environmental issues and study contrasting localities. In discussion, Year 6 pupils show they have a very good understanding of mapping skills and use correct geographical terms. Limited work was seen in older pupils' books, as the major geography focus of the curriculum takes place after the summer half-term break. The curriculum planned makes a very good contribution to pupils' cultural development. An impressive feature is the link between subjects. For example, during a science lesson, pupils referred to the geographical models they had designed when discussing how geographical features and climate have an impact on animals' habits. The subject is very well led, with the co-ordinator ensuring the provision of very good resources.

74. Work was sampled in **history**, with no lessons observed. It is therefore not possible to form an overall judgement about provision. From discussion with pupils and work sampling, it is judged that standards are well above average by Year 2 and Year 6. The planned curriculum is vibrant and exciting. Particularly impressive is the excellent range of visits and experiences to help bring the subject to life. For example, the infants visit Cheltenham Museum to learn about Victorian times and the juniors visit the Black Country Museum and the Museum in the Park. The school's impressive linking of subjects is shown clearly in the Tudor Feast day and Victorian day, when pupils experience life in the past through drama, music and art. Infant pupils can recall famous characters from the past, such as Florence Nightingale and Robin Hood. They talk enthusiastically about a class museum which they set up with items from home. Junior pupils build up their historical skills and knowledge through in-depth topics covering different periods. Year 6 pupils clearly enjoy history and understand the difference between factual information and opinion. The work they produced at home as part of their extended research project on 'Changes in the Twentieth Century' is beautifully presented, to very high standards. Very good use is made of pupils' writing, numeracy, drawing and computer skills. The subject makes an excellent contribution to pupils' social and cultural appreciation of the wider world. The subject is very well led by an enthusiastic co-ordinator, who ensures that the subject is very well resourced.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

Provision in art and design is **excellent**. Standards are well above expectations for the seven-year-olds and excellent for the 11-year-olds. This is a very good improvement since the last inspection.

Main strengths and weaknesses

- The curriculum is rich and stimulating.
- Pupils enjoy their art and design. They use a wide range of skills and techniques to produce work of a high standard.
- Teaching is very good.
- Leadership and management of the subject are outstanding.

Commentary

75. The curriculum is excellent. It is broad, balanced, relevant and rich. All teachers have a very good knowledge and understanding of the subject. Pupils benefit from the excellent input from the headteacher, especially in pottery, clay work and project work. They have had excellent opportunities to work with famous artists and sculptors on projects. For example, they produced deer sculptures of a high quality when working alongside Serena de la Hey on the 'Willow Deer Project'. A wonderful wall hanging entitled 'Horsley through the Seasons' followed a very successful 'Wall-Hanging Project'. The school has recently received the Artsmark Gold award for the second time. In the Reception area of the school are excellent examples of clay heads reminiscent of those on Easter Island. The headteacher led the inset programme for seven schools at the outset of this recent highly successful project. The subject makes an outstanding contribution to the spiritual, moral, social and cultural development of the pupils.

76. Standards are very good for Year 2 and excellent for Year 6 pupils, particularly in clay work, creative embroidery and sculptures. All pupils, including those with SEN, make very good progress. There is an excellent range of creative opportunities available to pupils, who are very competent when using different media. They are also very confident in evaluating their own work and that of other pupils. This was demonstrated well in a very good lesson involving Year 1 pupils. The lesson had been very well planned, and was very successful because there had been a very good demonstration of the skills necessary to produce two-dimensional and three-dimensional flowers, based on the painting of 'Sunflower' by Van Gogh. The pupils enjoyed exploring colour, texture and shape as they created their pictures. They co-operated very well in pairs as they evaluated their own work and that of their partner.

77. The quality of teaching is very good. All work is very well planned. The very good work evident in Years 1 and 2 is built on very successfully in Years 3 to 6. There is an excellent range of work on display throughout the school. Pupils in Years 1 and 2 created their very own 'Jurassic Parks' using natural materials, while high quality models of giant insects are on display in Years 3 and 4. Pupils in Year 2 confidently produce pictures in the style of Monet and Matisse, and confident and competent use is made of ICT to support the learning of the older pupils. Junior phase pupils have been inspired by Picasso, Escher, William Morris, Lowry and Dali. Clay work is of a particularly high quality, which demonstrates high quality input from all staff, especially the headteacher.

78. All pupils mention that art and design is one of their favourite subjects. The subject co-ordinator provides excellent educational direction for the subject. Standards, and teaching and learning are very well monitored on a regular basis. There is outstanding involvement of pupils of all abilities in every aspect of work in art and design.

Music

Provision for music is **very good**.

Main strengths and weaknesses

- Pupils are achieving very well because of very effective music teaching by the specialist teacher.
- The quality of singing is very good.
- The music curriculum is enriched by a range of extra-curricular clubs and by visits from professional musicians.
- The subject is very well led and managed.

Commentary

79. By the end of Year 2, standards are above expectations for pupils of this age. They are well above expectations by Year 6. The standard of singing is very good throughout the school, as a result of very good teaching by the specialist teacher. All pupils, including those with SEN, achieve very well. This achievement is supported by opportunities for them to perform, which encourages an appreciation of music as well as promoting confidence through the use of drama. There has been very good improvement in standards since the previous inspection, which were then broadly average, and in planning and curricular experiences, which are now very good.

80. The quality of the curriculum is very good and the subject makes a very effective contribution to pupils' spiritual, moral, social and cultural development. The musical experiences offered enrich and promote pupils' musical development. Pupils experienced a very good range of non-European music in a very successful multicultural week. They were captivated by listening to and playing with a steel band, and enjoyed taking part in an African drum workshop. Valuable opportunities have been provided for them to listen to and dance to Japanese music. They enjoy working with different visiting musicians and have the opportunity to learn the recorder, flute, cello and keyboard. Pupils regularly take part in the Stroud Music Festival, and in church and community events.

81. Teaching is very good throughout the school. All pupils benefit from teaching by the specialist music teacher. Lessons have very clear objectives and these are discussed fully with the pupils. This engages their interest and encourages them to participate fully. Within the lessons, pupils' musical vocabulary is developed very well. For example, Year 1 and Year 2 pupils created very effective 'Sound Picture' graphic scores, because very clear explanations were given by their teacher and their musical skills and vocabulary were developed very well. Within the lessons, musical elements such as dynamics, texture and diction are very well taught. Pupils listen very carefully and are given valuable opportunities to refine their singing and perform. For example, in a very good singing lesson, Year 3 and 4 pupils sang 'Join with Us,' 'One More Step' and 'The Nations of the Earth' very well. They are able to sing very well in two parts, with very clear diction. During lessons, teaching assistants support pupils very well in their learning.

82. The subject co-ordinator provides very good, clear, educational direction for the subject. Pupils respond very well to his enthusiasm and the excellent subject knowledge of the specialist teacher. Concerts and performance also contribute very well to pupils' overall musical experience. The subject is regularly monitored and there is very good use of assessment to inform planning.

83. There is insufficient evidence to make possible an overall judgement on provision in **design and technology**. No lessons were observed during the inspection period. Work produced earlier was seen, and there were discussions with pupils. The quality of work was well above that expected. Pupils in Year 2 produce very good labelled diagrams of vehicles, based on a visit by a father who brought a range of vehicles into school. Pupils plan and make glove puppets. Pupils in Year 5 and 6 produced very good quality models, using a pulley and handle, and developed them into fairground rides. Pupils show very good understanding of the design process and evaluate their work very effectively. The subject is very well led and managed. There is very good educational direction and a determination to ensure that standards rise even further.

84. Only a very small amount of physical education was observed and it is not possible to make a judgement on provision. Planning shows that all areas are covered. Standards in swimming are higher than expected, with many pupils swimming beyond the expected 25 metres. The school effectively addresses the barriers to learning caused by lack of a school hall and field by using the village hall and local sports centre. The subject is very well led, and there is a good range of additional activities, including football, netball and cross-country running. Pupils develop both dance and social skills when they take part in local dance festivals.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in PSHE and citizenship is **very good**.

Main strengths and weaknesses

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

Commentary

85. The arrangements for PSHE and citizenship, including drugs education, are very good. Pupils' citizenship skills are developed very well through circle time, religious education, science and music. This area contributes very well to pupils' spiritual, moral, social and cultural development. The school sees pupils' personal development as an important part of its work. Pupils are learning how to develop a healthy and safe lifestyle, and they learn about the importance of a healthy diet in science. They gain confidence and interact very well with others. The arrangements for drug and health education are very good.

86. The very caring school ethos supports pupils' personal development, and 'circle time' gives them very good opportunities to share feelings and to discuss a range of topics. These sessions are effective in building the pupils' confidence and enabling them to share their feelings with others. As pupils get older, they are given increasing responsibility, which prepares them well for the next stage of their education.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	4
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	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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