

INSPECTION REPORT

Leonard Stanley C of E Primary School

Leonard Stanley

LEA area: Gloucester

Unique reference number: 115688

Headteacher: Mr I Smith

Lead inspector: Mr D Clegg

Dates of inspection: 20 – 22 September 2004

Inspection number: 267205

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:	188
School address:	Bath Road Leonard Stanley Stonehouse Gloucestershire
Postcode:	GL10 3LY
Telephone number:	01453 823265
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr S Lacey
Date of previous inspection:	7 June 1999

CHARACTERISTICS OF THE SCHOOL

The school is slightly smaller than average with 188 on roll. The great majority of pupils are White British; all pupils are fluent English speakers. The proportion of pupils eligible for free school meals is broadly average.

There is a larger than average number of pupils with special educational needs; the main difficulties are social and emotional problems; 2 pupils have visual impairment.

The school won an achievement award¹ in 2001 and 2003 and gained the Investors in People award in 2001 and retained it in 2004.

¹ A national award given to schools who gain particularly good results in national tests

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
4341	Mr D Clegg	Lead inspector	Mathematics Information and communication technology Art and design Design and technology English as an additional language
13911	Ms J Gallichan	Lay inspector	
17456	Ms A Smithers	Team inspector	English Geography History Special education needs
22421	Ms V McGrath	Team inspector	The Foundation Stage Science Music Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school with some very good features. Pupils generally achieve well due to good teaching. The head teacher and governors provide a very good sense of direction and purpose and the school has the capacity to improve further. The school provides **good** value for money.

The school's main strengths and weaknesses are:

- Standards are generally above average in English, mathematics and science
- Pupils have good attitudes to work and behave well
- Good teaching throughout the school ensures that pupils achieve well; occasionally in some lessons pupils could achieve more
- The school is very well led and effectively managed but the monitoring of teaching is not as rigorous as it could be
- The provision for special educational needs is good
- There is a very good range of opportunities that enriches pupils' learning
- The school has strong constructive relationships with parents, other schools and the community

The school has made good progress since the last inspection. It has been particularly successful in addressing the recommendations outlined in the last report. Overall, results have risen steadily, and the teaching remains good.

STANDARDS ACHIEVED

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

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

Pupils generally **do well**. Children in reception make a good start and this is built on and consolidated as they move through the school. Over the years there is some variation in the standards achieved at the end of year 6 but this is due to differences in particular groups of pupils. The most recent test results (2004) are a significant improvement on 2003, particularly at the end of year 6. In 2004 a higher proportion of pupils attained the higher levels in tests at the end of years 2 and 6 than in 2003. Girls and boys achieve equally well although there is a trend for girls to attain better results in national tests.

The standards seen in the inspection are better than the test results above would indicate. Pupils are achieving above average standards in English and mathematics. Pupils in year 2 attain above average standards in science while year 6 pupils are working at average levels. Standards in information and communication technology (ICT) are in line with expectations. It was not possible to evaluate the standards attained in other subjects.

Pupils with special educational needs also do well and make good progress.

Pupils' personal development is **good**. They have a positive attitude to school and they work hard and generally behave well. There are a small number of older pupils who do not have well established work habits.

QUALITY OF EDUCATION

The school provides a **good** education.

The overall quality of teaching is **good**. Good teaching is evident in all parts of the school. Lessons are well planned and prepared and teachers have good subject knowledge and are very clear about what children need to learn. Occasionally, a minority of pupils do not achieve as much as they could, due to some weak classroom management and the fact that some pupils struggle to remain focused when working on their own.

The school provides a good broad and balanced curriculum that meets the needs of pupils; it benefits from a very good range of extra activities. There is good provision for the pupils with special needs and a well-planned programme for the youngest children.

Pupils are well cared for; there are particularly strong induction procedures.

There are very productive links with parents that make an impact on school life. Links with the community and other schools also enrich the learning opportunities for pupils.

LEADERSHIP AND MANAGEMENT

The school is **very well led** and **effectively** managed. The head teacher provides a clear sense of direction and purpose. Key staff are effective managers although there is not enough rigour in the strategies to improve teaching further. The school is very well governed.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Both parents and pupils are very positive about what the school offers. Parents feel that their children are well taught and that they do well. A small minority think that some aspects of communications could be improved. Overall, the inspection found that there was good communication between home and school.

Pupils enjoy their lessons. They feel that they are treated fairly and helped to achieve as much as they can.

IMPROVEMENTS NEEDED

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

- Improve the rigour of the procedures for monitoring and improving teaching and learning through classroom observation and constructive feedback
- Make sure that all pupils are fully engaged throughout lessons and improve the capacity of pupils to work under their own steam

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils achieve well and reach good standards. The youngest children make a good start and this is built on and consolidated as they move through the school. There is some variation in the standards attained by year 6 but this is due to differences in the abilities of particular groups of pupils.

Main strengths and weaknesses

- Overall, pupils achieve well in English, mathematics and science; occasionally some lower attaining pupils could achieve more in lessons
- Higher attaining pupils do particularly well
- Pupils with special educational needs are well provided for and achieve well
- The youngest children achieve well and attain above average standards in reading and mathematics

Commentary

1. In the last few years children entered the school attaining broadly what is expected for most four year olds. Prior to this, when children started reception, they were often attaining below what might be expected. These groups of pupils are still working their way through the top end of the school.

Foundation stage²

2. During their time in the reception children make a good start to school and, by the time they move into year 1, they reach the standards expected in all areas of learning. In reading and mathematics they attain better than expected standards and this gives them a good starting point for the next stage in their learning.

Years 1 and 2

3. The good start is built on and developed over the next two years. Pupils achieve well and reach the standards they should. By the end of year 2 they are attaining at or above average³ standards. Over the past three years results in national tests have improved at a faster rate than those of other schools nationally. Standards in reading and mathematics are stronger than in writing, although in comparison with other schools the results in writing are good. In the most recent tests (2004) the improving trend has been maintained; in mathematics a good proportion of pupils attained the above average levels. Standards in science are also above average. The standards seen during the inspection reflect the most recent test results; they are overall above the average. Over the past three years girls have generally attained better results than boys; this is particularly the case in mathematics.

² Foundation stage refers to children in the reception class

³ When making comparisons with other schools the report uses the test results from 2003. Although the results of 2004 are published there is no comparative information available at the time of this report

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

Standards in:	School results	National results
reading	16.1 (16.2)	15.7 (15.8)
writing	15.3 (15.0)	14.6 (14.4)
mathematics	16.5 (15.8)	16.3 (16.5)

There were 20 pupils in the year group. Figures in brackets are for the previous year

Years 3 to 6

4. The trend in performance is a little more erratic than for the younger pupils although overall standards are rising at a similar rate to other schools. Results in mathematics (in 2003) were stronger than in English and science and the difference between the attainment of boys and girls persists. There was a dip in the test results at the end of year 6 in 2003 but this was due to the relatively high number of pupils with special educational needs in the year group. In fact, the year group as a whole did better than could have been expected given what they attained in tests at the end of year 2 in 1999. The most recent test results (2004) represent a significant improvement. In particular, there has been an increase in the proportion of pupils who attain the above average levels in English, mathematics and science. Looking back to how well this group of pupils did in year 2 in 2000 indicates that there have been some significant improvements, particularly in mathematics.
5. Overall, between years 3 and 6 pupils achieve well although there are occasions when some pupils could achieve more. This is particularly the case with some of the lower attaining older pupils in mathematics lessons. Current standards for the oldest pupils are above average in English and mathematics and broadly in line with the average in science. Overall, the pupils are well equipped in the basic skills of literacy and numeracy to take full advantage of the next stage of learning.
6. Standards in ICT are in line with expectations throughout the school. Given the past limitations on resources, this represents a good level of achievement for many pupils.

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

Standards in:	School results	National results
English	26.6 (29.3)	26.8 (27.0)
mathematics	27.4 (29.0)	26.8 (26.7)
science	29.0 (28.1)	28.6 (28.3)

There were 28 pupils in the year group. Figures in brackets are for the previous year

Special educational needs

7. Throughout the school pupils with special educational needs are catered for well. They are given effective support and generally achieve well and fully meet their learning targets.

Pupils' attitudes, values and other personal qualities

This is a good feature of the school. Pupils' personal development is good; they generally work hard and have positive attitudes to their work. Overall pupils are well behaved although a small minority struggle to concentrate particularly in the middle part of some lessons. There has been one fixed term exclusion in the last school year.

Main strengths and weaknesses

- Pupils have a good sense of responsibility
- Pupils take full advantage of the good opportunities for collaborative working
- Pupils are enthusiastic about school life and join in the many activities
- Pupils have a good level of awareness and concern about children with physical disabilities
- A minority of lower attaining older pupils do not have well established work habits

Commentary

8. Pupils are polite and friendly. They are generally outgoing and responsible, for instance the year 6 pupils take very seriously their responsibilities to the very youngest children. They spoke very positively about how much they enjoy befriending and looking after them.
9. The oldest pupils are mature and sensible and are keen to do well; they are well prepared for the next stage of learning. In lessons, the great majority of pupils work hard and try their best, although occasionally some older lower attaining pupils struggle to remain completely focused and are too easily distracted.
10. The school welcomes a number of pupils with physical disabilities who are fully integrated into the life of the school. Throughout the school there is a high level of awareness of the particular needs of these individuals and the school is very eager to help all pupils to understand the challenges some pupils face. For instance, in one class a lesson was devoted to using a range of different spectacles to explore what life might be like for someone with impaired sight.
11. Pupils generally get on well with each other; they work together in lessons making the most of the opportunities to share ideas and equipment. This good level of enthusiasm for school also spills over in to the extra-curricular activities that are well attended.
12. Pupils are successfully learning the difference between right and wrong and also have some grasp of how people are different. Cultural development is encouraged through work in the arts and the study of different countries. Moments of reflection about, for instance, people's predicaments or the beauty of nature engender spiritual development.

Attendance

13. Attendance in the last school year was above the national average. Pupils are punctual.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	6.1
National data	5.4

Unauthorised absence	
School data	0.2
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

Teaching and learning

The overall quality of teaching is good. There is no significant difference in the quality of teaching across the school. There was no unsatisfactory teaching during the inspection. There are good assessment procedures.

Main strengths and weakness

- Lessons are well planned and prepared; work is generally well matched to ability
- Teachers have good subject knowledge and are very aware of how different children learn
- Teaching assistants are well used
- Lessons are well managed but just occasionally weak management of pupils results in some older pupils not doing as well as they could
- Homework is used effectively to supplement work in lessons

Commentary

14. Good teaching is evident in all parts of the school. Careful assessment results in the work given to pupils being well matched to what they already understand. Assessments are particularly effective in the reception class where great care is taken to ascertain each child’s particular learning needs and to construct a programme of work. Teachers’ good subject knowledge enables them to be confident about their teaching and so move learning on at a reasonable pace. Teachers use a good range of strategies when teaching; effective instructions are often backed up with illustrations, for instance, when working through a mathematical calculation on the white board. Many lessons are making good use of the most up to date technology through the use of projectors linked to the internet or small computers. The lively and colourful presentation of information helps to keep pupils involved and engaged. There is a strong focus on teaching basic skills and on using skills across a range of subjects.
15. Teaching assistants make a significant impact on the success of many lessons. They are often very helpful in supporting pupils with special needs, through sitting with them during the early parts of lessons and reinforcing the key teaching points. During the main activity they often support a group of pupils who are, perhaps, working at a slower pace or working through a specific activity.
16. Occasionally some pupils do not achieve as much as they could, due to some weak classroom management. This is particularly evident in some of the lessons with the older pupils where, just occasionally, the noise level is too high and this impacts on the concentration of some pupils. The school has a good approach to managing behaviour and when this is used sensibly lessons are successful. On occasions when the procedures are not used then behaviour deteriorates and pupils who already find learning difficult begin to influence the behaviour of others.
17. During the inspection homework was regularly set and used effectively to supplement the work in lessons. The activities often reinforced the teaching or encouraged pupils to do a little research to find out more about what they were studying.

Summary of teaching observed during the inspection in 31 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	2 (8%)	13 (42%)	16 (50%)	0 (0%)	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

The curriculum

The curriculum provision is good. It is broad and balanced and meets statutory requirements well. Opportunities for enriching the curriculum are very good and have a positive effect on pupils' learning. Accommodation and resources are good.

Main strengths and weaknesses

- The curriculum for the foundation stage is good and children are prepared well for the next stage in their education
 - The exciting, innovative curriculum encourages learning
 - Curriculum enrichment is very good
 - The school is inclusive and achievement is good for all but a small minority
 - Resources and accommodation are generally good and used well
18. The curricular opportunities offered are good. The school teaches all subjects of the national curriculum and has successfully implemented the national strategies for literacy and numeracy. There is a broad and well balanced programme of learning. Recent alteration to the timetable is sensibly maximizing teaching time. Currently, there is a new curriculum initiative which makes more coherent links between subjects and focuses particularly on the rural environment; it is relevant and interesting and has the potential to raise standards further.
19. The curriculum for the foundation stage is well planned and takes full account of the national guidance. The school recognises the need to make more use of the outside area to provide more opportunities for children to play outside with larger equipment.
20. The curriculum is enriched through the very wide range of activities, visits and visitors. Clubs are well attended before school, at lunchtime and after school. There are a wide range of sporting activities available and some success has been gained in local fixtures including cross country running. Creative opportunities are available through a craft club, and participation in the choir and the orchestra. Year 6 are greatly looking forward to their opportunity to go on a residential visit which they hope will include abseiling and orienteering. The opportunity to prepare a page for the local newspaper has provided good insights into the world of work.
21. The positive approach to inclusion ensures that the majority of pupils achieve well. Provision for pupils with special educational needs is good. This is partly due to the well qualified and effective teaching assistants who support them. These pupils are very successfully integrated into the life of the school. Provision for personal, social and emotional development is good due to the care and concern shown by all adults within school. There is a formal programme to support pupils' development and prepare them to take responsibility within a school council. It is a new initiative and older pupils are on a sharp learning curve to gain the skills required.
22. The school uses its extensive grounds well. There are good sports facilities, gardens and a wild area; all of these contribute to enhancing the curriculum. A swimming pool has enabled very good achievements in swimming. The building enables the curriculum to be taught effectively. Support staff are well qualified and effective. There is a good range of resources for most subjects, but not enough computers to enable all pupils to work individually on a machine.

Care, guidance and support

There is good attention to the health, care and welfare of all pupils. Pupils receive good support, advice and guidance based on good assessment and teachers' knowledge of each individual pupil. There are good opportunities for pupils to express their views.

Main strengths and weaknesses

- Induction procedures are very good because the school has established close links with the on-site playgroup
- Pupils are encouraged to express their views and opinions about the life of the school during class meetings and circle time ⁴
- Systematic health and safety checks ensure that pupils work and play in a healthy and safe environment

Commentary

23. Pupils make a smooth transition from pre-school to the reception class and settle quickly into school routines. Before entering the reception class they are invited to stay for lunch and use the school hall for physical activities. As well as regularly seeing school staff, they are introduced to their 'buddy', a pupil from year 5. When children begin in the reception class their 'buddy' (now in year 6) supports them at break and lunchtimes and engages in activities such as reading with them. All this helps them to make a confident start to full-time school which is appreciated by parents.
24. There is a great deal of respect between all members of the school community and adults are interested in knowing about pupils' views. Class meetings and circle time are well established and pupils know that these activities provide them with a chance to discuss aspects of their school life and offer their views about improvements that could be made. Class rules are discussed and decided upon by pupils. A school council is planned for the near future, developing from the experiences gained through the class meetings.
25. The emphasis on taking good care of each pupil is very evident in the day-to-day management of the school. Parents were particularly positive about this aspect of the school's work, commenting that teachers know their children very well and treat them sensitively. Pupils are confident that they receive the help they need to achieve the next steps in their learning or support if they have a problem. The school's approach to ensuring a safe learning environment is very thorough. Termly checks are made on the premises and action taken to eliminate any potential hazards. First aid procedures are well organised and child protection procedures meet requirements.

Partnership with parents, other schools and the community

This is a strong feature of the school. There are very productive links with parents that make a positive impact on school life. Very good links with the community and other schools enrich learning opportunities for pupils.

Main strengths and weaknesses

- Very good relationships with parents lead to their active support
- Parents receive good information about pupils' progress but expectations in terms of homework are not always fully understood by all parents
- The school makes very good use of its strong links with the local community and other schools to benefit pupils' learning

Commentary

26. Parents are very supportive of the school and are confident that their children receive good teaching and that the school is well led and managed. They find the school approachable and appreciate the easy access they have to the headteacher and teachers. The school is not complacent and actively listens to parents' requests and concerns. Parents give good support through the 'Friends' association whose financial support provides extra activities for pupils, such as theatre visits, and enables the school to continue the use of its own pool.

⁴ Circle time is an occasion when pupils sit in a circle and have the opportunity to talk about how they feel about particular concerns

27. Parents receive good information about the life of the school and are kept up-to-date with activities and events through regular newsletters. Statutory information for parents is comprehensive and fully meets requirements. Reports are very informative and give parents a good overview of their child's achievements and progress. Parents are invited into school for regular consultation meetings with teachers where targets for the next steps in learning are discussed and reviewed. However, parents do not have to rely on these formal occasions to find out about their child's progress as the school operates a genuine open door policy. The school works hard to communicate effectively with parents and is reviewing how to ensure homework expectations are clear to all. A homework diary has been introduced this term for pupils in year 6 and plans are in place to extend this into other year groups.
28. The school is an integral part of the local community. Volunteers from the community help in a number of ways, for instance with classroom activities, computer skills or swimming. There is a strong relationship with the church, the Vicar being a regular visitor to the school. The church is used for services and as a valuable learning resource. The school welcomes members of the Monday Club⁵ for lunches and school concerts and pupils also benefit from the growing relationship with the secondary school, which specialises in the performing arts, and pupils are now enjoying music teaching by a specialist from the school.

LEADERSHIP AND MANAGEMENT

The school is very well led by the head teacher. Key staff play a full part in ensuring that the school is well managed. The governing body is particularly effective; governors are instrumental in setting the strategic direction of the school.

Main strengths and weaknesses

- The head teacher and governors provide the school with a strong sense of direction and purpose
- Very good use is made of performance data, but there is not enough observation of teaching
- All aspects and the key subjects of the school are well managed

Commentary

29. The school benefits from clear sighted leadership. There is a strong element of teamwork that pervades the work of the school, with all those involved in the life of the school sharing high aspirations. The head teacher gives a firm steer to ensure that the work of the school is focused on raising standards and ensuring that all pupils do as well as they can.
30. The school is adventurous and confident about taking on new initiatives to improve the provision. This is evident in the setting up of the breakfast and after-school clubs. The responses to the last inspection report have resulted in a good level of improvement that indicates the leadership's capacity to effect change. This is particularly evident in the much-improved management of special educational needs provision and the improved work of the foundation stage.
31. Teachers take their management roles seriously and are very keen to support each other and help to move the school forward. The senior managers have a good sense of the school's strengths and weaknesses having a particularly sharp understanding of how well pupils are doing. This is achieved through the effective analysis of performance data that informs much of how the school develops. There is, however, not such a rigorous understanding of the strengths and weaknesses in teaching and learning. This is because there is not enough regular observation of lessons followed by constructive feedback to teachers about what went well and what could be improved.

⁵ A group of residents from the community who meet together regularly

32. The governing body is very effective; governors fully meet their statutory responsibilities. They are well organised and knowledgeable about the school and are very keen to see it do well. Governors are a confident and assertive group who have a strong sense of what needs to be done. They effectively communicate their high aspirations to the head teacher and are astute at supporting what the school does but also challenging it to do even better.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	507,976	Balance from previous year	52,760
Total expenditure	482,860	Balance carried forward to the next	24,903
Expenditure per pupil	2,568		

33. There are secure financial procedures. The higher than average balance carried forward from the previous year was to facilitate the resourcing of the new building.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

Commentary

34. At the time of the inspection the reception children were attending for mornings only. This is part of a very well planned induction programme. Consequently it was only possible to judge provision in three of the six areas of learning⁶. Children receive a good start and achieve well. Very positive relationships, between staff and children, and a stimulating curriculum promote good attitudes to learning. The overall quality of teaching is consistently good. Staff systematically share information with parents about the curriculum and children's progress. Very good assessment procedures ensure the planned activities build on previous understanding, and are well matched children's needs. There has been very good improvement since the last inspection in teaching and learning, provision for children with special needs and curriculum planning which are now good.
35. The indoor accommodation and resources are good. The outdoor environment does not provide the same stimulation as activities in the classroom. There are missed opportunities for children to exercise independence and collaboration in outdoor challenges such as constructing on a larger scale, creating imaginary worlds or playing with sand and water.
36. The school acknowledges the need to improve the use of the outdoor environment to promote all areas of learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are encouraged to make decisions about their work and play
- There are clear expectations about how children will behave and school routines are consistently reinforced
- There are very good relationships and a high level of care

Commentary

37. The good management of staff and resources results in children being fully engaged in activities; they are successfully learning to concentrate and persevere. The balance of adult led and child-initiated activities ensures coverage of the curriculum, and also encourages children to work independently. The staff place a high priority on promoting social development, and set clear expectations for behaviour and collaboration. Children frequently share equipment and take account of the needs of others. Adults regularly give praise and encouragement which results in good levels of self-confidence and self-esteem in children.

COMMUNICATION, LANGUAGE AND LITERACY

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

⁶ National guidance for planning a curriculum for the foundation stage refer to six areas of learning for which schools need to make provision

Main strengths and weaknesses

- Very good assessment leads to good levels of challenge for all children
- Well managed resources and parental involvement contribute to very good achievement in reading

Commentary

38. Children are regularly assessed. The expectations placed on them are well matched to their competencies in reading and writing. This contributes to good progress over time. Assessments show there has been good improvement in achievement in the last two years. Very good achievement in reading is promoted by good teaching, which includes the systematic teaching of letters and sounds and the use of large books to promote an enjoyment of books. Books are well organised, enabling children to enjoy texts which are well matched to their needs. These are shared with adults at home and at school. In a reading diary parents are offered helpful guidance on how to support and comment on their child's reading.
39. The teaching of writing is good. Children are given good individual support when they write, and are encouraged to use their knowledge of sounds and letters to build words and sentences. By the end of the reception year the majority write using plausible spelling and simple punctuation. This is in line with expectations for their age. Children respond well to questions and express their views and feelings well. Children's talk is promoted well and this leads to good achievement.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children achieve well and make good progress
- Teaching is well planned and focused on small groups
- Teaching assistants make a very positive contribution to teaching and learning

Commentary

40. Children achieve well; assessments indicate that progress has improved in the last two years. A scrutiny of last year's work shows good curriculum coverage and good levels of challenge in recorded work. Most children complete simple calculations, count accurately in ones and tens and have a good understanding of shape, pattern and the use of measurement. By the end of the reception year in 2004 most achieved standards above those expected for their age.
41. Children successfully use mathematical vocabulary to describe the properties of shape. Teachers use a range of activities and practical tasks to consolidate understanding. The well planned activities promote good attitudes and achievement.
42. Very effective use is made of teaching assistants who make a very positive contribution to children's learning. All staff interact well, promoting children's talk and reinforcing the correct use of mathematical terms effectively. Support for children in small groups is well organised to ensure all children experience small group work with adults during the routine. This leads to good achievement. Very good support for a child with special needs ensures needs are continually assessed and met very well.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD, CREATIVE DEVELOPMENT AND PHYSICAL DEVELOPMENT

43. It is not possible to make a judgement of provision in these areas of learning because no teaching was observed, although children were observed engaging in creative play during child initiated activities. Children play imaginatively when they use play dough, play people, construction toys and puppets. They develop good control of tools and materials as they cut and stick.
44. A collection of photographs indicates that children enjoy a good range of first hand experiences to develop their knowledge and understanding of the world. For example, they have explored habitats in the school grounds, studied growth in pond life and the garden, and used playground equipment to experience push and pull forces. They have also joined in a range of school celebrations and talked to visitors from the fire and health services.
45. Children use the school hall and swimming pool for physical development and have access to wheeled toys in the adjacent outdoor environment.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision for English is **good**.

Main strengths and weaknesses

- Standards of attainment are above average and pupils achieve well
- There are good assessment procedures and pupils' progress is carefully tracked
- There are good links across other subjects and so learning is more meaningful

Commentary

46. Standards in all aspects of English reading, writing, and speaking and listening, are above average by the end of years 2 and 6. Good teaching, based on carefully matched work, has ensured that the majority of pupils achieve well compared to their prior attainment. Pupils with special educational needs make good progress. There is an overall upward trend of improvement. Standards have varied year on year. This is due to differences in the ability range of different groups of pupils. However, most pupils achieve well and do better than expected.
47. Good teaching of speaking and listening skills enables most year 6 pupils to speak clearly and confidently and most listen attentively. They respond well to questioning and discuss their ideas with friends and adults. Younger pupils also do well through effective teaching strategies to promote speaking and listening. For example, they sit facing their partner and make eye contact while discussing feelings with one another. Pupils listen to differing opinions from other members of the group while, for instance, debating the pros and cons of TV and zoos. They articulate ideas clearly as they present a summary to the class.
48. Pupils enjoy creative writing and welcome opportunities to develop their ideas effectively. They write for a good range of purposes and in particular styles. Year 4 pupils, for instance, make very good use of powerful verbs while planning a description of a winter street scene, while year 6 write interesting autobiographies. Teachers take time to teach basic grammar, for example, year 2 are challenged to make the plural of regular and irregular nouns. There are clear expectations that pupils spell correctly and present their work in neat and legible handwriting. Pupils regularly submit poems for publication in a locally produced anthology and a significant number are successful.

49. Younger pupils read regularly at home and this supports the work done in school. There are opportunities for all pupils to read each day but in some classes this is more structured than in others and this makes some difference to how much is achieved. For example, where there are opportunities to read for pleasure together with comprehensive tasks that develop reading skills, greater progress is evident because pupils are more focused.
50. Good teaching is a key factor behind the good achievement. Teachers' expectations of what pupils might achieve are high and teaching is lively and engaging. Lessons are well structured so that pupils build on what they already know and understand. In the majority of lessons tasks are interesting and adapted so that pupils of all abilities can undertake them successfully and higher attaining pupils are regularly challenged. Occasionally tasks are too mundane and do not engage pupils as much as the more interesting work.
51. A wide range of assessments are undertaken so that individuals' progress is carefully tracked and additional support provided for pupils who are not making sufficient progress. Gradually, pupils are being given individual targets to help them improve although some of these are too general. Pupils are not sufficiently involved in determining these targets and this limits their ability to analyse how they can improve.
52. Recently, there have been good developments in the analysis of test data. This has shown staff the strengths and weaknesses in pupils' performance and the teachers are beginning to use this information. However, some use is more effective in improving learning. There is insufficient observation of teaching to help all staff share good practice and make improvements in their own styles and strategies.

Literacy across the curriculum

53. There are good links with other subjects and these are growing further through introducing curriculum initiatives. Older pupils write well about conditions for young Victorian children at work. Factual information is presented in science lessons and ICT is used to word process written work. However, photocopied worksheets are used too frequently in the humanities and while this provides support for some pupils it is also restricts others in developing a creative and interesting style.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well, particularly the higher attainers
- Lessons are well planned although occasionally some older pupils could do better
- The subject is well managed; performance data is well used but there is not enough observation of teaching

Commentary

54. Standards in mathematics have varied in the last few years, mainly due to differences in the ability range of different groups of pupils. However, pupils generally achieve well and reach, or exceed, the standards that might have been expected. This is particularly the case in the year 1 and 2 classes where standards have risen better than in most schools. In years 3 to 6 pupils also do well. In 2004 in national tests at the end of both years 2 and 6, standards rose further. Results were particularly good at the end of year 6 where more pupils reached the higher standards. (There is no information by which to compare the 2004 results with those of other schools). By the time pupils leave the school they are well prepared for the next stage. They have a secure grasp of basic numeracy, they know how numbers work and understand, for instance,

the relationship between fractions, decimals and percentages. The majority of pupils are confident about using what they know to solve problems.

55. Sustained good teaching is a key feature of the subject. The curriculum is well planned and lessons move along steadily; pupils cover a lot of ground, building carefully on what they already know and understand. What pupils are taught is informed by assessments and analysis of how well they have done; any who may be struggling with particular aspects of the subject are given extra help. The analysis also helps the school to adjust what is taught. For instance, the analysis picked up that a high proportion of pupils were struggling with problem solving. The teachers therefore began to emphasise this particular aspect and spent more time teaching pupils how to tackle problems presented in different ways.
56. The subject is effectively managed and led. All staff share high aspirations and work effectively together. There is a good knowledge of the strengths and weaknesses in how well pupils perform. However, there is not enough understanding about the strengths and weaknesses in teaching. Whilst most teaching observed is good, there are some occasions when weak classroom management or pupils not being fully engaged for long enough reduces how much they learn. There is not enough observation of lessons and as a result teachers are not given enough opportunity to improve their teaching.

Mathematics across the curriculum

57. Mathematics is used in a range of subjects across the curriculum. In particular it is used in science when pupils are recording results in tables and graphs. ICT is also used in both teaching mathematics and in supporting learning through using programs designed to teach particular aspects of mathematics. There is also some use made of mathematics in design and technology where children measure when planning their designs.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Well planned lessons build on previous learning but there are insufficient opportunities for pupils to raise and investigate scientific questions
- Teaching assistants promote learning very well
- Assessment procedures do not help pupils understand how they can improve

Commentary

58. Standards have risen and pupils achieve well. Last year (2004) pupils did well attaining above average standards. The current year 6 pupils are working at levels close to the national average. However, standards are above average in year 2.
59. Teaching is good overall although it ranges from satisfactory to very good. In the best lessons teaching is adapted to meet the needs of all pupils. Teaching assistants are used to good effect, particularly for supporting lower attaining pupils. Teachers' sharp questioning encourages pupils to explain their thinking and use the correct scientific vocabulary. Resources are used very well. In year 4 an ICT program was used very effectively to illustrate the functions of major organs of the body, and a three-dimensional model made the relative size and position of organs explicit. Whilst teachers promote good understanding by enabling pupils to draw on practical experiences and first hand observations, there are missed opportunities for developing pupils' own hypotheses. There were, for instance, few opportunities observed for pupils to raise their own science questions before carrying out fair tests to try out their own theories.

60. Learning is good overall. In a very good year 1 lesson pupils successfully explored the absorbency and flexibility of a wide range of building materials. In year 6 more able pupils made good progress as they applied what they knew about conductivity and made a range of electrical switches. In some lessons, however, the pace of learning drops when pupils work independently. This occurs when the recording tasks are a little unimaginative and do not allow pupils to extend their knowledge or understanding.
61. New assessment procedures were introduced last year. This information is not yet used to raise pupils' awareness of how they can improve their work. The subject leaders have begun a scrutiny of assessments, however, and they acknowledge the need to improve the teaching of scientific skills.
62. The subject is well managed. A well-planned curriculum and good resources are having a positive impact on teaching. Teaching has been monitored recently during a whole school focus on science. As a consequence, there is good view of what needs improving, including the need to promote more opportunities for scientific enquiry.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well given the restrictions in resources
- The subject is well managed; resources have improved significantly but some limitations still impact on the teaching

Commentary

63. By the time pupils leave the school they are working at expected levels across a range of ICT skills. They use computers confidently to improve the appearance of their work, for instance through word processing. They research information on the internet and they learn to use technology to monitor or control situations and events. This level of competence has been achieved with, until recently, a relatively low level of resourcing. The school has been restricted in the use of computers as there is no room for an ICT suite. This has resulted in teachers working with limited resources to teach key skills within their classrooms.
64. It is a credit to the way the subject is managed that teachers have felt confident enough to do this and do it well. A regular survey of teachers' own level of skills ensures that the subject manager knows the kind of training that is needed to keep teachers up to date. This has resulted in a teaching force that is relatively confident and knowledgeable about the technology. This has also resulted in the key decision to equip classrooms with the most recent technological teaching aids. These are just beginning to be used and are making an impact on teaching across several subjects. For instance, in a successful mathematics lesson the teacher used resources from a government website to provide pupils with a very good demonstration and illustration of how to sort a range of two-dimensional shapes.
65. The school has recently acquired a new range of computers that enable it to take full advantage of wireless technology. This is a significant development and has the potential to greatly increase the amount of 'hands-on' time for each pupil. It is already making a positive impact on teaching and increasing the use of ICT across the curriculum. However, there are not enough computers to enable all pupils to work on their own if needed and this makes a difference to how much progress some children make in lessons. For instance, in a good year 6 lesson it was noticeable how much more was achieved by those pupils working individually than those who had to share a laptop.

Information and communication technology across the curriculum

66. This is a good feature of the subject. ICT skills are used across several subjects. Computers are making an impact on English, mathematics and science through using word processing, data handling programs and control and monitoring technology. However, ICT is also impacting on aspects of art and design and music by, for instance, using programs to help design wallpaper and through using technology to help compose simple pieces of music. ICT is also being used to enhance work in history, for example, year 6 are currently working on presenting information about Victorian England through text, pictures and sound.

HUMANITIES

67. Pupils' work was sampled in history and geography. There was insufficient year 6 work available to make a judgement about standards. Due to timetabling arrangements only geography lessons were observed. The teaching and learning in these sessions was satisfactory. It is not possible to form an overall judgement about the provision in history or geography.

68. Planning indicates pupils have covered appropriate elements of the history curriculum. Work undertaken by year 1 and year 2 pupils shows an understanding of contrasts and similarities of the seaside today and in the past. They know about Florence Nightingale and Guy Fawkes. Pupils in year 3 to year 6 gain insights into the lives of the Tudors and Victorians.

69. Good use is made of the local environment to support the geography curriculum. Younger pupils walk around the neighbourhood observing the houses and learn the correct vocabulary to describe them. By year 3 pupils can use secondary sources to identify familiar places within the village and recognise where they are on a map. Year 4 pupils extend this using an atlas to identify the country of origin of familiar food.

70. A new curriculum initiative (see paragraph 18) will provide greater links across these subjects and this has the capacity to make learning more meaningful. If fewer photocopied worksheets are used and pupils are given the opportunity to decide how to record their work for themselves this also has the potential to impact on achievement. Visits to places of interest make a good contribution to learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

71. No teaching of art was seen during the inspection and the evidence available was limited. There is no overall judgement about the quality of provision. However, pupils spoke very positively about art lessons and there were some fine examples of good art work, particularly the carefully observed pencil drawings in year 5.

72. Only one design and technology (DT) lesson was seen and there is not enough evidence to make an overall judgement about the subject. The evidence from the lesson, which was a good one, and from looking at a range of pupils' work would suggest that standards are securely in line with expectations. Year 6 pupils work confidently, have a good knowledge of a range of materials and know how to join them using different techniques. From previous work it is clear that teachers plan for pupils to experience the full range of the subject including planning projects and evaluating their own work.

73. It is not possible to make a judgement about provision in physical education (PE) because no lessons were seen during the inspection. The accommodation for PE is good, and the range of extra curricular sporting opportunities is very good. Planning indicates all activities in the PE programme are taught. Last year, year 6 pupils achieved above expected standards in swimming.

74. It is not possible to make a judgement about provision in music because no lessons were seen during the inspection. Opportunities for music tuition have been extended through a good

partnership with a local secondary school. Most year 6 pupils currently undertake recorder, violin, keyboard or clarinet tuition. There is good enrichment of the curriculum through involvement in the Stroud Music Festival, services at Gloucester Cathedral, musical workshops and school performances.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PHSE)

75. Only a small number of lessons specifically concerned with PHSE were observed. However this aspect is given a high profile throughout the school. It is an important element in the school assemblies where moral or socially responsible themes are focused on each week.

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	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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

