

INSPECTION REPORT

NAUNTON PARK PRIMARY SCHOOL

Cheltenham

LEA area: Gloucestershire

Unique reference number: 115590

Headteacher: Mr P Aldridge

Lead inspector: Mr D Byrne

Dates of inspection: 29th November – 2nd December 2004

Inspection number: 267372

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 5 - 11
Gender of pupils: Mixed
Number on roll: 338

School address: Naunton Lane
Cheltenham
Gloucestershire

Postcode: GL53 7BU

Telephone number: 01242 513114
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Appropriate authority: The governing body
Name of chair of Mrs Sheena Jewell
governors:

Date of previous 28th June 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

This is a large suburban school in Cheltenham, Gloucestershire. It educates 338 girls and boys, aged from four to 11 years of age. The attainment when children start school is broadly average and a below average percentage of pupils are eligible for free school meals. The school population has been relatively stable in recent years, with low levels of pupil mobility. Virtually all pupils are of White British ethnic background and none speaks English as an additional language. The percentage of pupils identified as having special educational needs, including Statements of Special Educational Need, is below the national average. The school has gained the Investors in People Award and is working towards both the Artsmark and Activemark awards. A ten-place Hearing Impaired unit is located in the school which currently educates three pupils, one of whom is a Traveller.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
28076	Mr D Byrne	Lead inspector	Science Design and technology Physical education Personal, social and health education and citizenship
9334	Ms J Mynett	Lay inspector	
18027	Mrs S Mawer	Team Inspector	Foundation Stage curriculum Art and design Music
18498	Mrs D Morris	Team inspector	English Geography History Special educational needs The provision of the unit for Hearing Impairment
32226	Mrs T Quick	Team inspector	Mathematics Information and communication technology Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **very good** school that provides a very well rounded education. A rich and exciting curriculum inspires pupils to learn well and succeed in one or more aspects of school life. Very effective leadership and management by the headteacher, supported by key staff and an effective governing body, make sure that the school is constantly finding ways of improving further. The school gives very good value for money.

The school's main strengths and weaknesses are:

- A wide range of well planned, stimulating activities inspires pupils to achieve well or better, both in terms of personal and academic development.
- The quality of teaching and learning is very good overall with particular strengths in Years 4, 5 and 6.
- Very good levels of spiritual, moral, social and cultural development result in pupils being well behaved, having good attitudes and high levels of self-esteem and confidence.
- Pupils have very high standards of presentation and are skilled in using literacy, numeracy and information and communication technology to enhance their work in all subjects.
- The headteacher has a very clear vision and astute management strategies that ensure that the school moves forward in line with an effective school improvement plan.
- Good provision for pupils with special educational needs and for pupils with hearing impairment makes sure that these pupils are totally included in school life.
- There are effective systems for evaluating the quality of the school's provision, but not all subject leaders have enough time to perform their management roles and some aspects of assessment need refining.
- Very good links with parents make a valuable contribution to the pupils' education.
- Although the accommodation is very well maintained and kept meticulously clean, some aspects of it are unsatisfactory.

There has been very good improvement since the last inspection. Standards are higher overall, the quality of teaching and use of assessment has risen, planning is much better and leadership and management are more effective. The provision for pupils' care and welfare are better and the links with parents have been strengthened. Pupils are now much more involved in evaluating their own progress. Very significant improvements have been made to the curriculum and pupils now have a much broader, more balanced range of learning experiences. The provision for information and communication technology and for personal, social and health education and citizenship is much better. The condition of the accommodation is better and, despite some unsatisfactory features, effective use is made of all available space. The impact of subject leaders has been strengthened, although

more could be done to refine procedures that enable them to carry out their management roles.

STANDARDS ACHIEVED

Year 6 results

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

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

Achievement in years 3 to 6 is **very good** overall. In 2004, pupils at the end of Year 6 reached standards that were well above the national average in English, mathematics and science. Standards at the end of Year 6 have been rising steadily in both mathematics and science in recent years and in 2004 standards in English leapt considerably from previous years. Assessment data shows that by the end of Year 6, pupils achieve very well overall in each of the subjects assessed in the national tests when their results are compared to the prior attainment of similar schools. Inspection evidence supports the data in that pupils achieve very well overall in their time in school, given the average attainment on entry of most children. Standards at the end of the current Year 6, however, are not as high as in 2004 because of the nature of the current class. They are currently above average in English and mathematics and well above average in science. At the end of Year 2, standards in 2004 were well above the national average in reading and mathematics and above the average in writing. Compared to similar schools, standards were well above the average in mathematics, above average in reading and average in writing. Inspection evidence shows that pupils achieve well in Years 1 to 2, and standards are currently above average in reading, writing, mathematics and science. In the Foundation Stage, children achieve well in each area of learning. The vast majority reach the standards expected for their age by the end of reception, with a significant proportion exceeding them.

Inspection evidence shows that pupils achieve well or better in all foundation subjects¹. Pupils do very well in design and technology and history at the end of both Years 2 and 6, and standards are well above expectations. In ICT, art and design, geography and physical education, pupils achieve well and standards are above expectations. In religious education, standards match the expectations of the agreed syllabus. Insufficient evidence was available to judge standards in music. Throughout the school, pupils with special educational needs achieve well, as do those with hearing impairment. Higher-attaining pupils are given suitably challenging work that ensures that they achieve very well overall.

Pupils' spiritual, moral, social and cultural development is **very good**, promoting amongst pupils good attitudes and behaviour and very good levels of personal development. Attendance and punctuality are very good.

¹ Foundation subjects are subjects other than English, mathematics and science.

QUALITY OF EDUCATION

The quality of education is **very good** overall. The quality of teaching and learning is **very good** with some excellent features in Years 4 to 6. Teachers and teaching assistants provide good quality teaching for pupils with special educational needs and for those pupils with hearing impairment. Good assessment procedures that successfully inform teachers' planning are established for most subjects. The curriculum is very good with very good enrichment. The accommodation and resources are satisfactory overall. Provision for pupils' care, welfare, health and safety is very good. The school provides very good support, advice and guidance, and has good procedures for seeking the views of pupils. Very good partnerships exist with parents and there are good links with the community and other schools.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good** overall. The headteacher provides very good leadership and is effectively supported by key staff. The impact of the role of the deputy headteacher on management could be greater. The school is well governed.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Both parents and pupils have very high levels of satisfaction with the school and the quality of education it offers.

IMPROVEMENTS NEEDED

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

- Improve the procedures for assessment in some foundation subjects.
- Improve the management of time for some subject co-ordinators to perform their roles.
- Improve some crucial parts of the accommodation, in particular the amount of space in many classrooms, access to a suitable library for all pupils and a separate outdoor activity area for children in the Foundation Stage.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Pupils' achievement is **very good** overall. It is good in the Foundation Stage and in Years 1, 2 and 3 and very good in Years 4 to 6. Standards are currently **above average** in English, mathematics and science at the end of both Years 2 and 6.

Main strengths and weaknesses

- Children do well in the Foundation Stage and many exceed expectations by the end of the reception class.
- In Years 3 to 6, pupils' achievement accelerates and is very good overall, with particularly good achievement in Year 6.
- Pupils' achievement is good or better in virtually all subjects.
- Good support for pupils with special educational needs ensures good achievement for these pupils, and effective planning for higher-attaining pupils results in very good achievement.

Commentary

The Foundation Stage

1. Children start school with standards that are average overall, with strengths in the breadth of their vocabulary. Inspection evidence shows that children achieve well and by the end of their time in reception, virtually all children reach the standards expected for their age in each area of their learning, with a significant proportion, around 50 per cent, exceeding expectations.

Key Stage 1

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

Standards in:	School results	National results
Reading	17.5 (18.0)	15.8 (15.7)
Writing	15.8 (16.0)	14.6 (14.6)
Mathematics	18.1 (17.7)	16.2 (16.3)

There were 59 pupils in the year group. Figures in brackets are for the previous year.

2. Inspection evidence shows that pupils achieve well overall in Years 1 and 2, with a noticeable increase in improvement in Year 2. At the end of Year 2, standards are currently above average in reading, writing, mathematics and science. The quality of pupils' presentation of work is of a high standard, with good skills in the application of the skills of literacy, numeracy and information and communication technology. Standards at the end of Year 2 have been steadily improving in recent years and at a faster rate than that seen in schools nationally. In 2004, standards were well above the national average in reading and mathematics and above the average in writing. This reflects the overall picture of good performance by the school in recent years, although standards

in reading have been slightly better than writing. When the results of pupils in the national tests are compared with similar schools, standards were above average in reading, well above average in mathematics and in line with the average in writing. Pupils with special educational needs receive good quality day-to-day support as a result of effective teamwork between teachers and teaching assistants and achieve well in relation to the targets in their individual education plans. Improvements in planning in recent years have resulted in higher-attaining pupils being suitably challenged in their work so that they achieve very well given their prior attainment.

3. Pupils achieve well in all other subjects other than religious education where achievement is satisfactory, and in history and design and technology where achievement is very good. These judgements represent a significant strength of the school because achievement is good in virtually all subjects. There is no statistically significant and reliable data to show a difference between the achievement of boys and girls.

Key Stage 2

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

Standards in:	School results	National results
English	29.2 (27.5)	26.9 (26.8)
Mathematics	29.0 (29.4)	27.0 (26.8)
Science	30.1 (30.7)	28.6 (28.6)

There were 52 pupils in the year group. Figures in brackets are for the previous year.

4. Standards have risen significantly since the last inspection. When the results gained by Year 6 pupils in the 2004 national tests are compared with the prior attainment of pupils in similar schools when in Year 2, it shows that in 2004, pupils achieved very well. This reflects a strong picture of test achievement in the previous five years, particularly in mathematics and science, but also reflects a good picture in English. In the 2004 national tests, pupils' performance was well above the national average in English, mathematics and science. Inspection evidence shows that because of an above average percentage of pupils with special educational needs, the natural ability of the current Year 6 is lower than in previous years and not as high as they were in 2004 and previous years. Despite this, standards are currently still above average in English and mathematics. In science, standards are still above average because of the strength that pupils have developed in applying prior knowledge and skills to carry out scientific investigations. Throughout Years 3 to 6, pupils apply their skills of reading, writing, mathematics and information and communication technology very well to support learning across the curriculum and to generate work that is extremely well presented. In other subjects, pupils achieve very well in history and design and technology, and achieve well in all other subjects, except religious education where pupils' achievement is satisfactory. There is no statistically significant and reliable data to show a difference between the achievement of boys and girls. To achieve so well in almost all subjects is a strength of the school.

5. Pupils with special educational needs received good quality support and achieve well in relation to the targets in their individual education plans. Higher-attaining pupils are given work that challenges their existing skills and knowledge, and as a result achieve very well overall.

Pupils' attitudes, values and other personal qualities

Pupils' spiritual, moral, social and cultural development is **very good**, promoting amongst pupils **good** attitudes and behaviour and **very good** levels of personal development. Attendance and punctuality are **very good**.

Main strengths and weaknesses

- The good attitudes and behaviour of most pupils enables them to make good progress because they are highly motivated and eager to learn.
- The provision for pupils' moral, social and cultural development contributes very effectively to pupils' personal development, confidence and self-esteem.
- Attendance is well above average and punctuality is much better than usually found.

Commentary

6. The attitudes and behaviour of most pupils continues to be good. Parents are very pleased that their children are happy and enjoy school. They value the warm relationships between staff and pupils, and the way they are encouraged to achieve their best, and *"invariably do"*. Pupils are very enthusiastic. They feel it is *"a good school, where they are well educated"*, it has *"a really nice atmosphere"* and *"they can make friends easily"*. Pupils like the fact that, *"teachers set suitable work because they understand your ability"*. The children in the reception class are also developing confidence and showing positive attitudes to school.
7. Teachers have high expectations of behaviour and the majority of pupils behave well both in lessons and around the school. The older pupils are very mature, showing high levels of self-esteem and working hard to present their best work. Whilst the behaviour of the older pupils is very good, some pupils, mostly in Year 1, act in a silly and immature way which can reduce their achievement in lessons. Pupils generally work and play well together and harmony is a strong feature of the school. Pupils have very good attitudes to pupils with special educational needs and learning difficulties. There is no evidence of physical or racial abuse, a result of good systems in place to deal with any incidents of bullying or oppressive behaviour should they occur.
8. The provision for pupils' spiritual, moral, social and cultural development has improved since the last inspection. Spiritual development is very good. The opportunity to develop pupils' self-knowledge and spiritual awareness is consistently promoted each week, especially during assemblies and in the personal, social and health education lessons. Pupils listen well and show great respect for the values and beliefs of others. Moral development is very good. Pupils respect the Golden Rules and class rules, which they have helped to devise. They know right from wrong and are generally aware of how their actions affect others. Fund-raising activities for charities help pupils to gain an awareness of others less fortunate than themselves. The good behaviour of most pupils in and around the school is a result of their developing self-

discipline and is reflected in the fact that only one pupil has been temporarily excluded from the school recently for totally unacceptable behaviour.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	287	1	0
White - Irish	1		
White – any other background	8		
Mixed – any other mixed background	3		
Asian or Asian British - Indian	1		
Asian or Asian British – any other Asian background	1		
Any other ethnic group	2		
Parent/pupil preferred not to say	5		

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

9. Social development is very well developed and results in productive relationships being forged, both between staff and pupils and amongst the pupils themselves. Older pupils are very caring of the younger ones and all pupils readily act as monitors in their classrooms. The school council provides older pupils with increased responsibility and engenders a good awareness of how they can meet the needs of other pupils in the school. Pupils' cultural development is very good through the provision within the curriculum for music, art and dance. Pupils have a very good knowledge and understanding of their own cultural heritage and the diversity of cultures represented in modern society. Through religious education, pupils gain an insight into some world faiths and cultures. A good understanding of European culture is developed through the provision for French as an extra-curricular activity and developing links with schools in Europe through the British Council Comenius Project.

Attendance

10. Attendance is very good and well above the national average, with very few unauthorised absences. Pupils enjoy coming to school and are enthusiastic learners. Most parents are conscientious in contacting the school when their children are away, and bring their children to school punctually in the mornings. The school encourages parents not to take holidays in term time and has very good systems in place to monitor attendance and follow up absences and lateness.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.0	School data	0.2

National data	5.1
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National data	0.4
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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 good** overall. A **very good** curriculum with a **very good** range of additional activities enriches pupils' education. Provision for pupils' care, welfare, health and safety is **very good**. The school provides **very good** support, advice and guidance and has **good** procedures for seeking the views of pupils. **Very good** partnerships exist with parents and there are **good** links with the community and other schools.

Teaching and learning

The quality of teaching and learning is **very good** overall, with some excellent features in Year 6. **Good** assessment procedures inform teachers' planning.

Main strengths and weaknesses

- The quality of teaching and learning is very good overall with particular strengths in Years 4 to 6.
- High expectations are made of all pupils regardless of ability, and pupils respond by working hard to reach their own high standards.
- Teachers manage pupils very well and successfully encourage them to apply their skills of literacy, numeracy and information and communication technology to all subjects.
- Assessment in English, mathematics and science is an integral part of teaching and informs planning so that the needs of all pupils, including those with special educational needs and higher-attaining pupils, are effectively met.

Commentary

Summary of teaching observed during the inspection in 51 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactor y	Poor	Very Poor
3 (6)	18 (35)	22 (43)	8 (16)	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.

11. The quality of teaching and learning is very good overall and better than it was at the time of the last inspection. A very high proportion of lessons observed, over four-fifths, were good or better, with two-fifths being very good or excellent. There was no unsatisfactory teaching. The improved quality of teaching and learning is very much due to the impact of the very good leadership and management of the headteacher. Good quality staff have been carefully recruited and all staff are deployed very wisely. These actions, coupled with significant improvements in curriculum planning, have resulted in pupils being given exciting lessons that are carefully planned to meet every child's needs. Teachers have benefited from good procedures for staff development by improving their subject knowledge. Numeracy, science and history are particularly well taught, with good teaching of English and almost all

other subjects. To have such a consistent picture of good or better teaching is unusual and represents very good teaching.

12. Teaching is good in the Foundation Stage with some very good features. A good quality curriculum that is carefully planned, with accurate assessments of children, ensures that the needs of each child is identified and provided for. Teaching and support staff work together well to provide a wide range of suitable activities with a good balance between activities that enable children to act on their own as well as under the direction of adults.
13. In Years 1 to 6, very good lesson planning anticipates and demands that pupils apply their skills of literacy and numeracy to learning across all subjects. These links are taught very well and this shows in the very high quality of pupils' recorded work. A great sense of pride amongst pupils in the quality of their work has been very successfully embedded through the efforts of the teachers. Teachers' knowledge and understanding of information and communication technology have improved significantly in recent years as a result of better staff training. Good use is made of computers to bring learning to life, with some very good use of the newly acquired interactive whiteboard. Teachers and teaching assistants give great attention to identifying higher-attaining pupils so that they are given work that matches their needs. This has resulted in a steady increase over recent years in the percentage of pupils reaching standards that exceed the expectations for their age in the national tests at the end of both Years 2 and 6. This is particularly noticeable in Year 6. Despite large numbers for each part of the day, due to a need to adapt staffing ratios, some outstanding teaching results in even the brightest pupils being challenged and extended. In this year group, lessons move with a very rapid pace, pupils are set very high expectations and are motivated to learn with some very exciting starting points for learning. Throughout the school, teachers are skilled at exploiting pupils' existing ideas through well-led discussions and very well structured sessions at the end of lessons. Pupils' work is marked regularly and intelligently. It includes more than simple comments by offering constructive ideas and advice and setting targets for pupils for even higher standards. Homework is an effective tool for linking lessons with the home and is used wisely by teachers to support learning.
14. Pupils with special educational needs benefit from good teaching. Support staff and teachers are skilled at providing materials which match their abilities so that they can successfully take part in all lessons. Pupils feel valued and this sense of security gives them the confidence to tackle new and challenging tasks and to learn very well during lessons. Pupils work very hard for most of the time and willingly take responsibility for what they do.
15. Assessment is effectively used by all staff to monitor pupils' achievement so that the quality of teaching and learning can be evaluated. Work is set according to the outcomes of assessment, particularly in English, mathematics and science. Whilst there are rudimentary assessment systems in other subjects and religious education, it could be better in geography, history and music.

The curriculum

The curriculum is **very good** with **very good** enrichment. The accommodation and resources are **satisfactory**.

Main strengths and weaknesses

- The very good curriculum in English, mathematics and science underpins the good achievement in almost all subjects.
- Very effective links are made between subjects and these positively impact on pupils' learning and their levels of motivation.
- The curriculum for the Foundation Stage is well planned and balanced.
- The school makes very good provision for enriching learning through a very good range of educational visits and visitors.
- There are areas of weakness in the accommodation that limit pupils' learning opportunities.

Commentary

16. Very good improvements have been made to the curriculum since the last inspection. Under the very good leadership of the headteacher, subject planning has improved significantly and teaching time has been lengthened to provide a more balanced curriculum. The curriculum provides more opportunities now for sports and for pupils to develop their independent skills. Provision for information and communication technology has also improved, with more resources and staff training. Most subjects in the curriculum have benefited from these improvements and are enabling pupils to reach good standards and achieve well. Planning is also used very effectively to link subjects together in order to enrich the learning and provide some innovative practices, especially in design and technology. Regular evaluations by subject co-ordinators ensure that the very good curriculum is maintained. Personal, social and health education is given a high profile within the curriculum and pupils' skills are promoted well. Planning, however, needs a more cohesive whole-school approach and citizenship is still being developed.
17. The good curriculum in the Foundation Stage enables children to achieve well in all areas of learning. Although there is still no access to a secure outdoor area, the school grounds are used regularly to support most of the areas of learning and the spacious indoor accommodation provides sufficient space for structured play. There is a high focus on helping the children to reach good standards in literacy and numeracy, and this positively impacts on achievement through the school.
18. Pupils benefit from a very extensive range of educational visits that are carefully selected to extend and improve their education. A good range of activities at the annual residential visit for older pupils in Year 6 successfully develops their social and academic skills and helps promote confidence and self-esteem. Children in reception extend their knowledge and understanding of the world through carefully chosen visits and visitors to school. In the past, this has included a visit to a Mosque with Muslim pupils from a school in

Gloucester. The provision for extracurricular activities is very good and enthusiastically supported by pupils across the school. Parents are pleased that opportunities have been extended to younger pupils. Pupils' participation in sport and in the arts is very good. The expertise of specialist coaches, the opportunity for pupils to learn to play a wide range of musical instruments and the skills of a visiting artist together provide a wealth of skills and expertise that enhance pupils' learning

19. The accommodation is satisfactory overall, although there are some unsatisfactory features. A very diligent and conscientious caretaker and cleaning staff maintain the buildings very well. The headteacher makes sure that all available space is very efficiently used, but many classrooms are too small, children in the Foundation Stage do not have a suitable outdoor area and there is no access to a suitable library. Outdoors, facilities are very good overall. There is an attractive environmental area and very well resourced playground areas.

Care, guidance and support

Provision for pupils' care, welfare, health and safety is **very good**. The school provides **very good** support, advice and guidance and has **good** procedures for seeking the views of pupils.

Main strengths and weaknesses

- The school provides a safe, caring and supportive environment where pupils can grow into happy confident individuals.
- The very inclusive nature of the school provides effectively for all pupils, including those with special educational needs, those with hearing impairment and higher-attaining pupils.
- Good induction arrangements help facilitate children's transition from the playgroup into the reception class.
- Good consultation with pupils ensures they are given a voice and are involved in decision-making processes in the school.

Commentary

20. This is a very caring school with good systems in place to ensure the well-rounded development of pupils. Concerns raised about health and safety issues during the last inspection have been rectified. Arrangements for child protection and procedures relating to health, safety and security are well thought through. Risk assessments are undertaken regularly and the governors take their responsibility for health and safety issues conscientiously. Reward systems are valued and help motivate pupils to try hard and do well. Midday supervisors are well trained to care for pupils very well at lunchtime.
21. Procedures to monitor and support pupils' personal and academic development and progress are very good. Class teachers know their classes very well and pupils are involved in target-setting in both academic subjects and personal development. Targets are negotiated and reviewed with pupils and their parents at the twice-yearly consultation evenings. Pupils are well aware of their targets and this helps them know how well they are doing. The school has good systems in place offering support and guidance for those pupils with special educational needs, and involves outside agencies as necessary. Pupils in public care are effectively supported.
22. The sensitive induction process into the school is effectively implemented through the good links with the on-site playgroup. The pre-visits and previous contact with the school ensure the children settle in well. The transition to secondary schools is well managed through regular contact with secondary school staff, and ensures pupils' progression to the next stage of education is as smooth as possible.
23. Pupils are very happy and feel it is a safe and secure school. They speak confidently about the care and help received and that there is 'always somebody you can talk to if you have a problem'. Opportunities to consult with pupils and to take their views into consideration are being effectively developed

through the new school council. Pupils speak enthusiastically about the *healthy* tuck shop they are setting up, arising from their discussions. They feel they are being given a good range of opportunities that encourage them to be more responsible and involve them in the decision-making processes of the school.

Partnership with parents, other schools and the community

Very good partnerships exist with parents, and there are **good** links with the community and other schools.

Main strengths and weaknesses

- The majority of parents are very supportive and hold the school in high regard.
- A large number of parents volunteer their time to help in the school on a regular basis.
- The school has forged good links with the local community which help to enrich pupils' learning experiences.
- The good links with partner institutions promote curriculum development and learning opportunities for pupils.

Commentary

24. The school has fostered close liaison with parents and maintains an 'open door' policy to ensure they are kept regularly informed and fully involved in their children's education, both at home and in school. This is having a very positive effect on pupils' learning and their levels of achievement. Most parents express high levels of satisfaction about the work of the school. They think the school is well managed and find the headteacher and staff highly approachable. They value the balance between the academic and personal development which helps ensure their children receive a well-rounded education.
25. Information for parents is good. Regular newsletters keep parents updated and well informed on different school events and the curriculum. The parent/pupil/staff consultation meetings are very well attended and information evenings are popular as they keep parents updated on new developments and important events. The school effectively consults with parents about different issues via annual questionnaires, provides feedback in the governor's report and acts on the responses. The annual reports to parents are good, clearly stating what pupils have covered and what they know, can do and understand, as well as including targets for improvement. Parents of pupils with special educational needs and those with hearing-impaired children are kept fully informed about their children's progress and are involved in the review processes.
26. A large number of volunteer parents give their time to the school on a regular basis by, for example, listening to reading, helping out in the classroom or on trips. The Parents' Association raises significant funds for the school. This money is effectively used to sponsor the annual visit of the 'Life Education Bus' and to buy additional resources such as the new sound system.
27. Links with the local community are good and enhance learning. Many local visitors such as the school nurse, vet and local clergy support the delivery of the curriculum. A local company has sponsored the school rugby kit and has helped purchase books for the school. Pupils' artwork is displayed in a local

estate agents' office, and the choir sings Christmas carols annually at Emmanuel Church with the Cotswold Male Voice Choir.

28. Links with other schools and colleges are good. Productive links with neighbouring primary schools result in a number of different initiatives, including curriculum links, sporting activities and joint staff development sessions. The school provides placement opportunities for students from Gloucester University and local secondary schools. Links with the local secondary schools to which pupils transfer are generally good. The partnership with Balcarras Secondary School is particularly well developed, with sporting activities and good strategies to ease pupils' transition to secondary school.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good** overall. The headteacher provides **very good** leadership and, overall, is **effectively** supported by key staff. The impact of the governance of the school is **good**.

Main strengths and weaknesses

- The headteacher has a very clear picture of where the school is going and devises very effective strategies to get there.
- Key staff work very well with the headteacher to ensure that there is a good emphasis on pupils doing well, both academically and personally.
- Procedures for school self-evaluation are very good, but some subject leaders have very little dedicated time to do this in school time.
- Financial management is good and ensures that the best is gained from the available income.

Commentary

29. Very good leadership by the headteacher provides the school with a very clear educational direction. As a result of significant improvements in the curriculum and some very astute staff appointments and deployments, standards are higher than they were at the time of the last inspection and the overall quality of education is much better. The headteacher knows every child well and has established an ethos that values not only academic standards but also the personal needs of pupils and staff. High standards are expected of both staff and pupils in terms of both academic and personal development and there is a very good commitment to including all pupils in school life regardless of ability, gender or educational need. Improvement in the management structure of the school has resulted in the impact of management on the school being very good.
30. The school is very well managed. The headteacher has built an effective team of key staff to share essential management duties. Key staff have clear roles and responsibilities and ensure that vital areas of the school such as the Foundation Stage and provision for special educational needs are effectively managed. Despite taking a lead role in managing assessment across the school, the impact of the deputy headteacher on the school's management is

relatively weak. Good monitoring systems that include analysing the school's achievements enable accurate evaluations to be made of the impact of teaching on learning. The outcomes of such monitoring, coupled with a very effective performance management of staff and rigorous analyses of assessment data, accurately identify areas for improvement in the school. These are included in a detailed and manageable school improvement plan and ensure that resources are efficiently deployed to raise standards. Even though subjects are mostly well led and managed, the subject leaders of some foundation subjects do not have enough dedicated time to perform their roles during the school day, which results in staff giving a considerable amount of their own time to monitor standards in some subjects. Day-to-day procedures are very effectively maintained through an efficient and hard working administrative team.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	832 094	Balance from previous year	31 807
Total expenditure	802 673	Balance carried forward to the next	61 228
Expenditure per pupil	2 140		

31. The school's finances are effectively managed. Both the headteacher and governing body have a good long-term view of future demands on the budget. Costs are carefully controlled, and anticipated changes to income, especially through changes in pupil numbers, are predicted and planned for. Given the relatively low income received by the school and the very good quality of education and levels of achievement, the school gives very good value for money.

PROVISION FOR PUPILS WITH HEARING IMPAIRMENT

Provision for pupils with hearing impairment is **good**.

Main strengths and weaknesses

- Pupils achieve well due to good teaching and very good support.
- Inclusion opportunities are very good for younger pupils.
- Leadership is good and members of the hearing impairment team are effective in their roles.
- There are limited opportunities for joint planning decisions between unit staff and mainstream colleagues.
- The lack of a whole-school signing ethos limits interaction between pupils from the unit and those in the main school.
- Despite their best efforts, the school is not able to fully meet the needs of Year 7 pupils.

Commentary

32. Pupils with hearing impairment achieve well, both in the unit and in mainstream classes. This is because teaching is good, and teaching assistants are very skilled in promoting and supporting their needs. The teacher of the deaf plans and prepares lessons in the unit effectively, so that pupils benefit from good visual approaches which help them to learn well. The unit staff are proficient at signing, and interact very well with pupils. This leads to confidence and self-esteem and provides very good relationships.
33. Inclusion opportunities are very good for younger pupils. They spend much of their day in their peer groups, joining in with all the available activities. The support that they receive from the unit teaching assistant at these times is exceptional and this results in full integration and shared learning with mainstream pupils. Consequently, social skills are good. A high quality example of this was seen in Year 2, where pupils from the unit joined in fully with drama activities linked to 'The Great Fire of London'. They were able to work with their peers to devise and present a short drama due to the very good support and guidance that they received. Inclusion for older pupils is more limited, but when it does take place it is successful in promoting friendships. This was evident in a physical education lesson, where pupils played netball together, laughing and joking with their peers.
34. The unit is well led and effectively managed and the good quality of the provision has been maintained since the last inspection. Staff are well organised to meet individual needs. There is a clear overview of what each pupil receives, and their achievements are very carefully assessed. This helps staff to provide activities that are closely linked to abilities, and ensures success. However, there are too few opportunities for joint planning with mainstream teachers. Consequently, there are times when pupils with hearing impairment are not well enough prepared for mainstream lessons. This impacts on how much of the lesson they can understand.
35. There is limited signing expertise among mainstream staff and pupils, and this results in teachers and pupils having to ask a member of the unit staff to interpret for them, restricting interactions and limiting some social and educational opportunities. This is particularly evident at lunch and break times.
36. The unit staff work very hard to meet the needs of all pupils and this is mostly successful. However, despite their best efforts, the school does not have the facilities, the appropriate peer group or the role models to cater fully for the needs of pupils in Year 7. This impacts positively on the quality of their learning overall.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

37. Children make an effective start to their education in the two reception classes and achieve well in all areas of learning. The children's attainment on entry is at an average level overall. By the end of the reception year, nearly all children attain the early learning goals and about 50 per cent of them exceed expectations. Provision was satisfactory at the last inspection and improvement has been good. This is due to the effective leadership and management of the subject and very strong teamwork in the unit. Activities are now more challenging than they were in most of the areas of learning.
38. The quality of teaching and learning is good overall with some very good features. The children are quickly made to feel secure in the reception classes and soon become engrossed in their learning as a result of very supportive relationships and a well-planned and structured environment. Teacher-led tasks and free-choice activities are balanced well during the day. Assessment is good and activities take good account of the different ability levels of the children. Although the curriculum is good overall, in physical development it is only satisfactory because there is no secure outdoor area for the children to use. However, indoor provision is relatively spacious and there is room for structured play. The grounds around the school are sometimes used to support most of the areas of learning. Resources are adequate but do not always extend some aspects of reading and mathematical development.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- This area of learning is well planned.
- Children quickly settle into classroom routines.
- Behaviour is very good and children show growing levels of responsibility.
- Confidence and independence is developed well in the free-choice areas.

Commentary

39. Good teaching in this area of learning means that the children achieve well. By the time they leave the reception classes all reach the required standards and many exceed expectations. This area of learning receives a high focus and is central to the Foundation Stage curriculum. Because induction arrangements are effective, the children quickly settle into school life. They are keen to learn and soon begin to acquire key skills. Teachers and teaching assistants work closely to reinforce the qualities of caring and sharing and, as a result, the

behaviour of the children is very good. They are already showing good levels of confidence and responsibility in choosing what to do and work independently. For example, in the 'space ship' imaginative area, a boy decided that he wanted to make an alien's hat so that he could join his friends in role-play activities. Adults are skilled at knowing how young children learn effectively, and plan activities that lead to sustained interest and good levels of motivation.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- There is a strong emphasis on children acquiring language skills across all areas of learning
- The literacy lesson is well taught.
- The book corners are inadequate to support reading developments

Commentary

40. The children achieve well in this area of learning because of good teaching. Language flourishes across all areas of learning, and as a result nearly all children reach the required standards and about half of them exceed expectations. The recent focus on studying nocturnal creatures has helped the children to develop their speaking and listening skills. This was evident during a lesson in which the children were preparing questions for the visit of a barn owl to the school. Interest levels were high so most children confidently suggested a good range of appropriate questions, speaking fluently and using a broad vocabulary. Because they are taught to listen carefully, the children respond well to questions, wait for their turn to speak and remember what they have been taught.
41. Literacy is taught well. Good organisation enables adults to work productively with small groups on reading and writing activities. Most groups are set by ability so that support can be matched closely to the children's needs. Phonic sounds are practised regularly and children are already reading words and short sentences from a good variety of books. Although the teachers choose interesting texts in lessons, the reading corners do not encourage the children to stay and read as there are no tables or chairs, and books are not displayed well. Writing skills are promoted well across all areas of learning. As well as writing freely in many contexts, the children are helped to improve letter formation by regular handwriting practice. By the end of reception, most children are writing their own sentences confidently and the higher-attaining children, after finding information about mini-beasts, write their own mini-beast fact files. A particular strength in the teaching is the way in which children are encouraged to write their own class books on different topics. The children are well prepared for the transition to Year 1, helped also by the good support they receive at home with their progress in reading.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses:

- There is a strong emphasis on helping children to learn the language of mathematics.
- Early numeracy skills are taught well.
- There is a shortage of some resources to support the teaching of mathematics.

Commentary

42. Good teaching enables children to achieve well. Almost all reach the required standards and about half of the children exceed expectations. In numeracy lessons, there is a very good focus on helping children to use mathematical language confidently. In a lesson on time, for example, the teacher carefully reinforced vocabulary such as 'before' and 'after', and helped the children to develop the vocabulary further by sequencing different events in the day correctly. Because the outdoor area for learning is limited and resources especially for problem-solving are just adequate, the higher-attaining children are not always challenged sufficiently by the current choice of games for free-choice activities. However, the regular access to sand and water activities helps the children to gain a good understanding of measuring. By the end of reception, most children are accurately recording addition and subtraction sums up to twenty.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The very rich curriculum provides a wealth of opportunities for children to learn about the world.
- Cultural awareness is enhanced through visits and celebrations.
- The school grounds are often used to investigate the natural world.
- Children have good opportunities to use computers.
- More opportunities are needed for the children to choose their own materials when making models.

Commentary

43. Teaching is good and ensures that children achieve well. Nearly all reach expected standards and half exceed expectations. Children are given abundant opportunities to learn about the world through a very innovative curriculum, good resources and frequent visits and visitors. During the inspection, the chance for the children to see a live barn owl considerably heightened their experience of the world and their sense of awe and wonder. In religious education, current teaching is focusing on how candles are used in important celebrations, such as Christmas and Divali. In order to widen the children's cultural awareness, exchange visits are arranged with a school nearby, where Muslim children attend. As part of the exchange, the children visit the local mosque. The imaginative play areas are changed regularly to keep interest levels high and, whether it is a café, hairdresser's, castle or spaceship, the children are challenged well in their learning. Teachers clearly recognise the importance of learning through investigations and, whenever possible, the grounds are used to help the children to find out about the natural world. The pond and environmental areas are used particularly well during a mini-beast topic. The children's ICT skills are good because computers are readily available and used effectively to support the different areas of learning. In the

'spaceship' imaginative area, the children use the mouse confidently to draw rockets and make pictures of what they see in space. The children regularly work on design and technology projects and recently designed and made their own beds and teddy bears after reading the story of *'Goldilocks and the Three bears'*. Although the children showed a good level of skill in making their models, most of the materials were the same and chosen by the teacher and not the children.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strength and weaknesses

- Children make good gains in their learning through regular physical education sessions in the school hall.
- Although outdoor provision has improved, there is no continuous access to a secure outdoor play area.

Commentary

44. Because the teaching is good, nearly all children are on course to reach expected levels and about half will exceed expectations. There is a large hall, with plenty of equipment, which is used three times a week for lessons. In one lesson seen, the teacher encouraged the children to move with good levels of co-ordination and control and to learn new skills in stretching and jumping. The children with special educational needs were well supported and helped to achieve well. Although the lesson was well planned and organised, time was not given for children to demonstrate their newly acquired skills to the rest of the class, and therefore, the sharing of ideas and learning from each other was missing. The outdoor environment has improved since the last inspection and there are more resources and equipment for the children to use. They learn to ride and control large wheeled toys and move confidently on a small adventure playground. This provision is provided in the large school playground and, although adequate for physical development, it does not give the children regular and continuous access to a secure outdoor play area. Children are developing their fine motor skills well through the regular use of pencils, scissors, brushes and other tools. They also develop a good awareness of a healthy lifestyle when they drink milk each day and have healthy snacks.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- There are good opportunities for imaginative play.
- More choice of materials is needed in art and craft sessions.
- Regular music lessons help children to learn a good range of songs

Commentary

45. Teaching is good in both classes and so the children achieve well. Nearly all reach expected standards and about half exceed expectations. There is a wealth of opportunities for imaginative play in the home corners. The children themselves prepare these areas, and so their painting, printing and collage skills quickly improve. In the 'Ugly bug' café, they send out invitations and prepare a meal for some of the older pupils in the school. When the children acted out the story of Cinderella going to the ball, they all dressed up and invited guests to join them. Although there are many occasions for art and craft skills to be developed, the children need more choices in selecting materials themselves, rather than having them chosen by adults. The children regularly take part in planned music-making sessions and are building up a good repertoire of songs and learning to play instruments correctly. There are fewer occasions for them to have free access to musical instruments to accompany their imaginative play.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards are above average in all aspects of English, due to good teaching and support.
- Very good practical approaches enable pupils to achieve well in speaking skills and help to promote very good personal development.
- Procedures for guided reading are very good and are understood by all pupils.
- Cross-curricular links with other subjects, and the use of literacy skills to support them, are major strengths of the provision.
- The subject is well led and managed.
- There is a weakness in library facilities which impacts on pupils' opportunities to undertake independent research.

Commentary

46. Pupils achieve well across the school. Data from the 2004 national tests for pupils at the end of Year 6 show that standards were well above the national average, whilst at the end of Year 2, they were well above the national average in reading and above the national average in writing. The work seen during the inspection confirms these good standards. When the 2004 results for Year 6 are compared with the prior attainment of pupils in similar schools when in Year 2, the pupils achieve very well between Years 2 and 6. Standards at the end of Year 2 in reading were above the average for similar schools and in writing they were in line with the average. Inspection evidence shows that standards are currently above average overall at the end of Year 2 in both reading and writing. Standards for the current Year 6 are not as good as in 2004 because

the natural ability of the current group is lower. Pupils are still achieving well, however, and inspection evidence shows that standards are above average overall. Pupils with special educational needs also achieve well and make good progress towards the targets in their individual education plans. There is no statistically significant difference between the performance of boys and girls. Standards have improved since the last inspection in reading and writing at the end of Year 2, and, after a slight dip in results over the last two years, standards at the end of Year 6 have improved as well.

47. Overall standards in speaking and listening are above average due to the good practical approaches used in lessons. This was exemplified in Year 2, where pupils were able to talk confidently and knowledgeably about 'The Great Fire of London' due to a dramatic approach that enabled them to act out the story and research words to describe the events. Because of this, their achievement in that particular lesson was very high. Pupils across the school talk clearly and confidently in class and to adults. They make good use of a varied range of vocabulary and show good awareness of the conventions of conversation. Pupils' language is extended by careful questioning and through opportunities to present ideas and observations to their class. Older pupils convey their opinions clearly and listen carefully to others. Pupils achieve well in speaking and listening because teachers create a wide and varied range of opportunities, offering very good role models and exciting lessons so that pupils want to talk about their work.
48. Standards in reading are above average, and a significant minority of pupils in Years 5 and 6 are well above average. They achieve well in reading from the earliest years. A major strength is the new guided reading procedure, which is helping to raise standards further. Pupils know and understand the system, and enjoy it. One pupil in Year 6 liked the system because "*I know exactly what I am expected to do and the books are really exciting*". The quality of books in the classrooms is good. Pupils are encouraged to choose and read independently on a daily basis. Good phonics teaching in the younger classes provides a solid basis for pupils to achieve well.
49. Standards in writing are above average across the school. The quality of writing in pupils' books, particularly their presentation, is exceptionally good. It shows that their work is valued and that they are proud of it. A recent focus on improving writing is having a positive impact on pupils' skills and in the range of writing undertaken. Some very good writing is evident in pupils' books from the time when they worked with a local author. The impact of this experience can clearly be seen in the style and content of work undertaken following her visit.
50. Teaching and learning is good overall, with very good teaching in Years 4, 5 and 6. Lessons are very well planned and teachers have high quality skills in the teaching of grammar. Very good exemplars and modelling helps pupils to understand the value and importance of writing. This is transferred to very high standards of pupils' presentation across the curriculum. Marking of pupils' work is a particular strength of teaching. It clearly indicates ways to improve and what the next target might be. Teachers generate a pride in the finished pieces of work, presenting them very well and taking great care to value pupils'

contributions. Work is carefully planned to meet the needs of all pupils and some very good support by teaching assistants ensures that pupils with special educational needs achieve as well as other pupils. Teachers do not, however, plan enough opportunities for pupils to use the limited library facilities.

51. Cross-curricular links with other subjects are very good. Literacy lessons often use topics from subjects such as history and geography to create interest and motivate pupils. A good example of this was evident in a Year 5 lesson where pupils used notes taken during a geography video about life in a village in India to write their own diary as if they themselves lived there. Because of the evocative subject material, pupils' writing was exciting, sequential and humorous.
52. The subject is well led and managed and this has a positive impact on the provision and on standards. Good analysis of data is helping to identify key areas for improvement and led to the recent focus on writing and to the good new guided reading strategy. The lack of a library, however, suitable for the ages and abilities of the pupils is a weakness of the provision. The facilities are currently unsatisfactory and limit opportunities for pupils to undertake independent research. Provision is better than it was at the time of the last inspection as a result of better leadership and management that includes much better use of assessment data to inform planning.

Language and literacy across the curriculum

53. The use of literacy skills across the curriculum is very good and is a key feature in pupils' successes and the good standards. Pupils' work in many subjects shows their very good use of literacy. Examples in history include writing in the style of Samuel Pepys, writing reports about the reign of Henry VIII and writing letters home as a sailor on board a Tudor ship. Geographical studies include many accounts of other cultures and countries, such as, in Year 2, recording the most important services needed in any settlement and, in Year 5, taking notes during a video. Pupils use writing well in science to describe their experiments and link literacy very well with ICT in many other subjects.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards are consistently high.
- Pupils in Years 4, 5 and 6 achieve very well because of very effective teaching.
- Subject leadership is very good.
- Assessment data is carefully analysed to identify areas for improvement and to set class and individual targets.
- Pupils work with pride, and standards of presentation are very high.

Commentary

54. Pupils achieve very well overall in mathematics. In the 2004 national tests, the pupils' performance was well above the national average at the end of both Years 2 and 6. When the Year 6 national test results are compared with the prior attainment of pupils in Year 2 in similar schools, pupils achieved very well between Years 2 and 6. In comparison with similar schools according to free school meals, standards at the end of Year 2 in 2004 were well above average. Over recent years, standards have risen steadily across the school and at a rate that is above the national trend. Inspection evidence shows that standards are currently above average at the end of both Years 2 and 6. The slight decline in standards compared to 2004 is due to the natural ability of the current classes, with an above average number of pupils with special educational needs in Year 6. Pupils with special educational needs also achieve well and make good progress towards the targets in their individual education plans. There is no statistically significant difference between the performance of boys and girls. Standards have improved since the last inspection.
55. The quality of teaching and learning is very good overall and is one of the main reasons for the strength of mathematics in the school. There is a very good emphasis on practical mathematical work in Years 1 and 2. Teaching is especially effective, enabling very successful learning in Years 4, 5 and 6. Lessons across the school are well planned and structured to build on previous learning in line with the National Numeracy Strategy. There is an emphasis throughout the school on mental mathematics. Pupils vocalise their ideas and are encouraged to share their ideas of different ways of achieving a mathematical result. Imaginative techniques are employed to support the good development of problem-solving. Very good relationships exist between the teachers and the pupils in their class. Pupils are also supportive of each other; there is convivial, healthy competition and co-operative relationships. One significant feature of the very good lessons is the high quality planning for tasks that are carefully prepared to ensure challenge at the right level of attainment. Teachers make good use of praise and encouragement. The teachers' marking of pupils' work is very good and often involves pupils by setting targets for their own improvement. Most pupils enjoy mathematics and have a very positive attitude to the subject. Year 6 pupils enjoy problem-solving, mathematical games and investigations and can describe in detail their mathematical curriculum. The majority of pupils are becoming confident and self-evaluative of their learning. They take pride in their work. The presentation of their written work is of a very high standard. Information and communication technology is used very effectively to support pupils' learning. Homework is effectively used to support learning.
56. The subject is very well led and managed. The subject leader is knowledgeable and enthusiastic with a clear view of the strengths and weaknesses of the subject. She strives for improvement in the pupils' learning and endeavours to make mathematics an enjoyable subject. Good monitoring procedures that include regular analysis of assessment data provide a clear picture of the school's strengths and weaknesses. There has been good improvement since the last inspection.

Mathematics across the curriculum

57. Mathematics skills are used very well across the curriculum. The success of initiatives to extend pupils' ability to apply skills learned in mathematics is particularly evident in their work in science and many other subjects.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards have been consistently high at the end of Year 6 for many years and pupils achieve very well overall.
- Pupils benefit from very good teaching that expects them to develop good skills of experimentation and investigation as well as acquiring a good knowledge and understanding of scientific ideas.
- Very effective leadership and management have established high expectations for pupils across the school.

Commentary

58. Pupils achieve very well overall in science. Teacher assessment for pupils at the end of Year 2 showed that in 2004, standards were above the national average and in line with the average for similar schools. For pupils at the end of Year 6, standards were well above the national average, and by prior attainment compared to similar schools, pupils achieve very well in Years 3 to 6. The work seen during the inspection confirms that the current Year 6 pupils are achieving very well given their prior attainment, but standards are not as high as they were in 2004. This is due to the natural ability of the current class. Standards are currently above average by the end of both Years 2 and 6. There is no statistically significant difference between the performance of boys and girls. Standards have improved since the last inspection and have been consistently above or well above average for the last five years.
59. By the end of Year 6, pupils have developed a very good knowledge and understanding of how to explore and investigate scientific ideas. These very good standards are as a result of pupils being expected to think for themselves from a young age. By the end of Year 2, pupils have a good knowledge and understanding for their age of most areas of science, with a relative strength in their understanding of materials and their properties. They develop a good knowledge and understanding of the significance of fair testing in science as well as developing good skills of following instructions to perform scientific experiments. As they move through the school, pupils respond positively to the steadily increasing expectations for them to make their own decisions. Their ability to make predictions and state their views about the possible outcomes of experiments and investigations also steadily increase. By the time pupils reach the end of Year 6, the vast majority have the confidence to act on their own or

work with classmates to plan, perform and gather information and data to support or refute their scientific predictions and hypotheses. Pupils have a particularly good knowledge of gathering quantitative data, for example, by taking accurate measurements, and then choosing the best options for recording the information so that it can be accurately interpreted. Many pupils make good use of mathematics and literacy skills when doing this. Throughout the school, pupils take great pride in their work and make particular efforts to present their work in as neat and attractive a way as they can. This adds to the value the school gives to science and reflects the school's aim of setting high standards in everything.

60. The quality of teaching and learning is very good overall. Teachers have a good knowledge and understanding of the requirements of the National Curriculum, and work together to make sure that the school scheme is carefully planned and systematically taught. Lessons are well planned to strike a good balance between imparting knowledge and in developing practical skills in pupils. Teachers have a good awareness of the difference between practical activities that are suited to illustrating scientific ideas and principles (experiments) and practical activities that are designed to deepen pupils' knowledge and understanding of their existing ideas (investigations). High expectations are made of pupils to move on from making judgements based on simply observing what happens to measuring and recording quantifiable data that is interpreted to make conclusions. Good links are made between science and other subjects. Many opportunities are planned for pupils to apply mathematics, literacy and information and communication technology to support learning in science. Most lessons are carefully planned so that work is relevant to pupils' own lives and involves answering a question. This motivates pupils to want to learn, and in lessons pupils are curious and have very good social skills when working in groups. As part of a very good lesson, pupils in Year 5 were riveted by investigations to explore the relative effect of different sized canopies on the rate of descent of a parachute. Their confidence to plan, gather data and record it with minimal support was unusually good. Effective assessment systems and day-to-day evaluations by teachers ensure that pupils' needs are known and planned for. Good use is made of marking to reinforce good achievement as well as to direct and support individuals as required.
61. The subject is very effectively led and managed. Very good subject knowledge and a strong commitment to developing pupils' ability to work on their own are reflected in a well thought-out scheme. Supportive and well directed staff development, coupled with good systems for evaluating standards means that there is a good level of continuity in what and how science is taught across the school. Resources are satisfactory, although more science-based reading books would improve one area of relative weakness. The provision in science is much better than it was at the time of the last inspection and the improvement has been very good.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Teachers are confident with the subject.
- Standards by Year 6 are above expectations.
- The subject leadership is very good.
- The school has a well-equipped ICT suite.

Commentary

62. Pupils' achievement in ICT is good, including those pupils with special educational needs. Inspection evidence shows that standards are above expectations at the end of both Years 2 and 6. Standards are much higher than they were at the time of the last inspection. This is testament to the hard work of the subject leaders and the commitment and determination of the headteacher, staff and governing body in improving provision.
63. By the end of Year 2, pupils have good basic skills on which to build in Years 3 to 6. Year 2 pupils develop good skills of writing, storing and editing short pieces of writing and also in gathering data and using data-handling programs to generate graphs and pie-charts. By the end of Year 6, pupils are competent at using word-processing packages to compose, edit and merge pictures to create impressive pieces of research. Pupils develop a good knowledge and understanding of data-handling and interpretation and are familiar with gathering data through sensors and using it to draw conclusions, for example about weather patterns.
64. Teaching and learning is good overall, with some very good teaching in Years 3 to 6. Teaching and support staff are committed to using computers to support pupils' learning and most are confident in doing so. Improvements to the overall provision for ICT have influenced pupils' learning, which is now good. The use of the interactive whiteboard is adding impetus to teaching, although its potential is yet to be fully exploited. The curriculum is well planned and interesting, supporting the provision of challenging tasks for pupils. The curriculum is enriched by a weekly computer club and during the Year 6 residential visit pupils make good use of ICT skills to create presentations depicting the main events of their stay.
65. The subject is very effectively led and managed and this has been responsible for the very good improvement in provision since the last inspection. Good strategies for staff development have instilled an enthusiasm in teaching and support staff for the subject. Care is taken to ensure that Internet security is as secure as it can be. Very effective procedures for monitoring teaching and learning have resulted in a very well planned action plan to further raise pupils' standards and achievements. Effective assessment procedures are in place and pupils are developing their own self-assessment strategies. Resources in the computer suite have been improved significantly since the last inspection

and are currently of a good quality. In the classroom, however, pupils have only limited access to computers, which reduces opportunities for pupils to easily use ICT as a tool for learning. Subject leaders energetically seek ways of improving further the quality of the curriculum. The subject has benefited from good links with one local high school and there are plans to develop links with schools in Europe through the British Council Comenius Project. There has been a very good improvement in the quality of provision in information and communication technology since the last inspection.

The use of information and communication technology across the curriculum

66. The use of ICT to support the learning across the curriculum is good. The school capitalises on using pupils' developing skills to enhance learning and standards in other subjects. ICT is used most effectively to support English, mathematics, science, art and design, design and technology and the humanities. Pupils are very confident to use ICT to create designs, to produce good quality stories and poems and to interpret and represent data. Research skills are effectively developed using CD-ROMs and fully protected Internet links.

HUMANITIES

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- Pupils achieve well in geography and standards are above expectations at the end of both Years 2 and 6.
- The good and varied range of opportunities is closely linked to many other subjects.
- Geography contributes well to pupils' awareness of other cultures.
- There are too few books available in the library to support learning in geography.
- Systems for assessing standards and pupils' achievement are weak.

Commentary

67. Standards in geography are above those expected in Year 2 and Year 6. Evidence from pupils' past work shows that, by Year 2, pupils are beginning to recognise and make observations about different localities, and are able to answer questions based on their study of the immediate environment, making good use of geographical language. By Year 6, pupils recognise the impact of physical geography on people's lives and begin to understand how the environment can be improved or damaged. Year 5 pupils, for example, were able to recognise the human processes that had enabled a village in India to change and improve over a ten-year period. They showed good understanding of some of the physical processes that had inhibited these changes, and

understood that people had helped themselves and improved their own lives. The practical approaches used in the lesson ensured that pupils developed a greater understanding of India and its geographical difficulties. Pupils achieve well in their lessons because of good teaching and a varied curriculum.

68. The quality of teaching and learning is good. By adopting a practical approach to lessons, teachers successfully harness pupils' curiosity. Good links are made to many other subjects and this helps pupils to consolidate their learning, both in geography and also in literacy and other skills. High expectations are made of pupils to present their work well and during lessons, pupils respond with confidence to expectations to apply good speaking skills. The study of other subjects promotes understanding of countries, cultures and customs that are different from their own, and helps to develop a good awareness of cultural diversity.
69. The impact of the leadership and management is good overall despite very little dedicated time for subject leaders to perform their management roles. There is a clear and well prepared action plan to drive improvements, and this includes the need to develop a useful and manageable assessment system. Planning is regularly monitored so that there is a clear view of what is being taught. The local environment and locality is used well to promote learning and pupils use the Internet well to find information. Some good topic boxes ensure that each class has a good selection of books and resources for their particular studies. However, there are too few books in the school library to further promote independent learning and to enable pupils to follow their own interests in the subject.

History

Provision in history is **very good**.

Main strengths and weaknesses

- Pupils achieve very well in history because of very good teaching, but the systems for assessing pupils' attainment and achievement are relatively weak.
- There is a very good range of learning opportunities which help to enrich pupils' experiences.
- The presentation of pupils' work is of a very high standard.
- Leadership is very good despite a lack of time during the school day to perform some management duties.

Commentary

70. Standards in history are well above those expected of pupils in Year 2 and in Year 6. By Year 2, pupils show a very good understanding of events from the past, and are beginning to use dates and sequence events. They were able to give valid reasons for the causes of 'The Great Fire of London', and showed very good prior knowledge as they named characters and discussed the evidence they had found in excerpts from Samuel Pepys' diary. By Year 6, pupils' work is of a very high quality. Their understanding of the periods that

they study is very good and they produce very good structured work, using dates and historical terms very well. They showed very good understanding of the conditions found on a Tudor ship, describing in detail the difficult lives of the sailors, often showing excellent knowledge of the major issues and customs of the time.

71. Pupils achieve very well in lessons. They benefit from very good teaching which provides very well planned activities and a wide range of different and exciting approaches. Teachers enjoy teaching the subject and have very good skills in the development of pupils' enquiry skills.
72. The very good curriculum supports learning very well and provides high levels of enrichment and enjoyment. Because there are very good links with a wide range of other subjects, learning improves. The mainly active approaches are very successful in helping all pupils to become fully involved in lessons and to gain inspiration from their studies. Year 6 pupils, for example, in their study of the Tudors, have compared world maps from Tudor times with those of today in geography lessons. They have studied and painted miniatures in the style of Tudor portraits during art and design lessons, and have learned some Tudor dances as part of physical education. All of this has led to in-depth knowledge and understanding of the period that they study.
73. Pupils' work is very well presented, both in books and around the school. Their written accounts are highly valued and contribute well to standards in literacy. History displays around the school show very good examples of past high quality work, and help to raise pupils' self-esteem and pride.
74. The subject is very well led and managed. There is a very good curriculum that is well planned and monitored, although the subject leader has little time to perform essential management duties. Planning is regularly monitored. There is a clear overview of provision, but the lack of a manageable way of assessing and recording pupils' achievement hinders the effectiveness of monitoring. A good range of visits benefit learning for pupils across the school. These include visits to museums, local buildings, as well as special 'history days'. Resources are satisfactory overall, although the range of history books to suit all ages is limited. The provision in history has improved significantly since the last inspection.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Teaching and learning are both satisfactory.
- Subject leadership is satisfactory.
- There are planned links to other subjects in the curriculum.

Commentary

75. Standards at the end of Year 2 and Year 6 are in line with expectations of the locally agreed syllabus. Achievement is satisfactory for all pupils, including those with special educational needs. Pupils have a sound understanding of the major Christian festivals and how other faiths, for example, Jews and Hindus, celebrate their own festivals.
76. Evidence from lesson observations, discussions with pupils, scrutiny of work and photographs show that teaching and learning are satisfactory at both key stages. Teachers plan a unit of work for each term with planned links to different subjects. In the satisfactory lessons in Years 4 and 5, music was used to support the learning in religious education. The religious content of the lessons was limited. Again in a satisfactory lesson in a Year 1 class where religious education was linked to art, the religious education content was hidden and the religious significance lost. The religious education content was clear in the good teaching in the Year 2 lesson when pupils were encouraged to dramatise the story of Zaccheus. In a Year 5 lesson linked to their study of the Hindu faith, some very good artwork was produced. Evidence of pupils' work shows satisfactory coverage of the curriculum. Pupils visit the local church. Year 6 have clear memories of a visit to a mosque when they were in the reception year. Visitors from different Christian faiths and other world faiths are invited to talk to the pupils. Pupils in both key stages produce suitable amounts of well-presented work in their religious education books. Resources are adequate. There are some religious education books in the library and the school has some artefacts. Good links occur between religious education and the assembly themes.
77. Leadership and management of the subject are satisfactory. The religious education policy has recently been reviewed and a scheme of work has been devised that reflects the locally agreed syllabus. The subject has an action plan that includes the need to develop further the current assessment system. The quality of provision is similar to that found at the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

The limitations of time made it impossible to make secure judgements about provision in **design and technology** and **music**.

78. The school has adopted an innovative approach to the way that **design and technology** is planned and taught. By blocking the best part of a week each term, the whole school participates in design and technology activities at the same time. This not only serves to engage all pupils of all ages across the school at once, but also acts as a superb vehicle for training staff and monitoring standards. The most recent events show that standards are well above expectations overall, with pupils having a very good knowledge and understanding of the design process, especially the importance of evaluating what they do. The quality of pupils' recorded work is of a high standard and includes detailed technical plans. High quality three-dimensional products are also produced, reflecting good quality instruction and guidance from teachers and teaching assistants. The subject is very effectively led and managed, and this has resulted in improved standards since the last inspection.

79. In **music**, pupils receive a weekly class lesson from their teacher and a new scheme of work ensures that all elements of the curriculum in music are covered. Musical productions receive a high profile in the school, with three shows and a Year 6 leavers' production each year. About 60 pupils are learning to play instruments, including recorders, and there is a small choir that performs regularly in the school and local area. From the evidence of hearing singing in assemblies and hymn practices, the pupils have built up a good range of songs. They sing now with more energy and enthusiasm than they did at the last inspection and clearly enjoy singing together. The singing is tuneful and the words of songs are clear and audible. The leadership and management of the subject are satisfactory, although teaching has not been monitored recently and assessment is in the very early stages of development.

Art and Design

Provision in art and design is **good**.

Main strengths and weaknesses

- Good leadership and management have strengthened the provision since the last inspection.
- Pupils achieve well and effectively develop their skills through the school.
- The curriculum is widened significantly through very strong links with other subjects.
- The teaching is good and with many very good features in the challenging work set for pupils.
- Further developments are needed in assessment.

Commentary

80. Since the last inspection, the co-ordinator has made good improvements to provision. Standards are now above average at the end of Years 2 and 6, and pupils achieve well. Planning has improved significantly to enable pupils to develop their skills progressively through the school and more focus is given to the teaching of textiles. These improvements are impacting positively on the standards and quality of work.
81. The very good curriculum in art and design provides a rich and varied programme of experiences for pupils. Very effective links are made with other subjects, alongside the skilled teaching of important techniques. For example, in Year 6, pupils extend their skills in using textiles when they produce very well presented collage portraits of Tudor kings and queens for their history topic. Art is also used well as a vehicle to promote other cultures. This was seen in Year 5, when pupils used pastels very effectively to represent a variety of Hindu gods as part of their topic in religious education. Visiting artists further enhance the curriculum by working alongside pupils on extended projects. In one such project, the pupils produced a three-dimensional backdrop on the Victorians for a drama production.

82. The teaching and learning is good and with very good features, especially in Years 3 to 6, where the most challenging work was seen. A particular strength of the teaching is the good use made of the work of well-known artists to improve pupils' ideas and techniques, as well as enriching their spiritual and cultural awareness. In the best lessons seen, the teachers have a well developed knowledge and understanding of art techniques and how to apply them. In Year 5, this was very clearly seen when the teacher skilfully demonstrated the techniques of how to create Indian designs and use them for print-making. At every stage of the lesson, the pupils were challenged in their learning and were highly motivated to succeed. Work is displayed beautifully around the school to celebrate pupils' achievements and to illustrate what they have learned.
83. Assessment procedures are satisfactory and teachers have a good knowledge of pupils' progress through informal assessments and collecting evidence for records of achievement. However, there are no consistent procedures in place yet through the school for assessing work. Nevertheless, pupils' completed work is regularly evaluated, and this helps pupils to know how well they are doing and what they need to do to improve their work further.

Physical Education

Provision in physical education is **good**.

Main strengths and weaknesses

- Pupils enjoy physical education and achieve well, with some particular strengths in dance.
- Teachers have a good knowledge and understanding of physical education, which results in good teaching with some excellent features.
- Very good leadership and management are extending the curriculum so that all pupils have the chance to succeed.

Commentary

84. Pupils achieve well by the end of both Years 2 and 6. Standards are above expectations overall and have improved since the last inspection. By the end of Year 2, pupils have good levels of co-ordination, and the majority move safely and with good levels of co-ordination. When participating in activities involving the use of small ball skills, pupils demonstrate that they can send and receive balls with good levels of accuracy overall. Pupils confidently catch and throw balls and work well in pairs and small groups. In Years 3 to 6, pupils achieve well and build on the skills gained in Years 1 and 2. Pupils' games skills develop well, and during netball training, they demonstrated reasonable mastery of three types of passes. Co-ordination and movement around a defined space are good, with pupils enthusiastically participating in small team games based on defending and attacking territory. By the end of Year 6, not only have pupils developed better skills of games but they have also developed some very good qualities in dance. During an excellently taught lesson, pupils showed total commitment and considerable levels of creativity in performing short sequences of dance movements. Both boys and girls have the confidence to choreograph and perform very good quality dances that apply traditional Celtic dance steps. By the end of Year 6, pupils have experienced a wide range of physical education activities,

including swimming. All pupils reach the nationally expected standard by the age of eleven and a high proportion of them exceed it.

85. The quality of teaching and learning is good across the school, with some excellent features in Year 6. Lessons are well planned, and good subject knowledge informs good, and at times excellent, instruction and guidance. Some very imaginative starting points for lessons inspire and motivate pupils. Throughout the school, good use is made of praise and encouragement so that every pupil feels confident to try things out, regardless of ability. Very good teamwork between teachers and teaching assistants enables very good inclusion for pupils with special educational needs. Teachers value pupils' own views and encourage them to think about how well they are doing and whether or not they could do even better. The very good relationships between teachers and pupils in physical education lessons results in pupils behaving very well overall. Everyone enjoys lessons and pupils respond very well to expectations for them to do their best.
86. The subject is very well led and managed by a team of staff. The senior subject leader has been in post for a relatively short time and has injected infectious enthusiasm and high levels of commitment to making the best possible provision for the subject. The curriculum is being revised and improved so that there is a broader range of activities for pupils that are planned across the school. Very good links are being established with outside agencies to extend provision, for example, with Cheltenham Town F C to support coaching in soccer, and links with a local sports firm to provide additional coaching in other areas of sport. A sports co-ordinator based in the local secondary school, coupled with close links with other primary schools, results in pupils participating in a wide variety of inter-school sports. Pupils are regularly encouraged to participate in local arts events, such as the local dance festival. Pupils benefit from outdoor adventure activities during their residential educational visit and there are plans to use the school grounds for orienteering. Resources are satisfactory overall and are effectively supplemented through primary school sports organisations. The provision for physical education has improved significantly since the last inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

87. The school has taken effective steps to establish a coherent approach to this area of pupils' development. The school's provision is now very good, although the quality of planning does not yet fully reflect this. The different elements of this aspect of the school's curriculum are taught as part of subjects such as science and religious education and also as part of activities such as circle time, where children are encouraged to share their views and feelings about a variety of things. Issues such as drugs awareness and sex and relationships education are included in the science curriculum as well as initiatives to focus on such issues by bringing in outside experts and advisers.

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	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	3
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	3
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
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	3
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
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	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

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