

INSPECTION REPORT

TREDINGTON COMMUNITY PRIMARY SCHOOL

Tredington, Near Tewkesbury

LEA area: Gloucestershire

Unique reference number: 115538

Headteacher: Mrs Jane Dunwell

Lead inspector: John Williams

Dates of inspection: 17 – 18 January 2005

Inspection number: 268141

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll;	63
School address:	Tredington Nr Tewkesbury Gloucestershire
Postcode:	GL20 7BU
Telephone number:	01684 293617
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Robert Newman
Date of previous inspection:	24 May 1999

CHARACTERISTICS OF THE SCHOOL

The school is situated to the south of the town of Tewkesbury, between the villages of Tredington and Stoke Orchard. This is a small rural school with 63 pupils on roll, including 12 from Traveller families. The number on roll has declined since the last inspection, when the school had seventy-seven pupils. The school is much smaller than most primary schools. Most pupils live in the local villages and the surrounding rural area but an increasing number travel from further afield. There are 30 boys and 33 girls on the school roll. Pupils come from a variety of backgrounds, including rented and owner-occupied housing. The proportion of pupils eligible for free school meals is broadly average (15.2 per cent) and there are no pupils with English as an additional language. Almost 30 per cent of pupils are identified as having special educational needs, which is well above the national average. These needs range from pupils with behavioural and emotional needs to include those with dyslexia, fine and gross motor control difficulties and speech and language difficulties. One pupil has a Statement of Special Educational Needs. New pupils enter school at the beginning of the term in which they become five years old. Their attainment on entry varies from year to year but is generally slightly below that found nationally. The headteacher has been in post for four terms. A particular feature of the school is the large proportion of pupils who move into and out of the school at times other than normal admission times.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22516	John Williams	Lead inspector	Special educational needs Mathematics Science Geography History Music Physical education Personal health and social education and citizenship
19366	William Walker	Lay inspector	
23196	Sue Chesters	Team inspector	Foundation Stage English as an additional language English Information and communication technology Art and design Design and technology Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good, effective**, school. It gives good value for money.

The school's main strengths and weaknesses are:

- All groups of pupils achieve well and reach average standards by Year 6.
- The school has a very good headteacher who is ably supported by staff and governors.
- Teaching and learning are good, although assessment is not yet used fully to track and monitor pupils' achievements.
- The curriculum is good and is enriched very successfully by opportunities outside lessons. However, the role of subject co-ordinators is not yet fully developed across the school.
- It provides very well for pupils with special educational needs.
- Children receive a very good start to their education in the reception class.
- In spite of the school's best efforts, attendance remains below average.

The school has addressed satisfactorily the issues raised at the last inspection and continued to improve its provision. The provision for pupils in the Foundation Stage is now very good. There is a good curriculum in place, integrating subjects effectively. The school has improved its resources available for religious education and provision for pupils' cultural understanding is now good.

STANDARDS ACHIEVED

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

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

Similar schools are those whose pupils attained similarly at the end of Year 2.

Achievement is good throughout the school. This is a small, rural school with few pupils in each year group. Children's levels of attainment when they begin school vary year on year. Usually, they are slightly below average, particularly in areas of social skills, language and communication. Because numbers are so small, it makes year-on-year comparison of standards invalid and statistics unreliable. There is also a high number of pupils with special educational needs in school, around 30 per cent. Added to this, about 40 per cent of pupils start at the school other than normal admission times or leave and return to the school during each academic year. This adds to the unpredictability of the statistics. However, the table above shows that the results in the 2004 national tests for Year 6 were well above average in English and science. They were in the top five per cent in the country in mathematics. This is when results are compared with all schools nationally. When compared with schools in similar circumstances they are very high in mathematics and above average in English and science. Indications are that pupils in the current Year 6 will reach average standards in English, mathematics, science and information and communication technology by the time that they leave the school.

Pupils' personal qualities are good. Most respond well to their teachers and behave well in lessons and at play. They have good attitudes. Relationships are good. **Pupils' spiritual, moral, social and cultural development is good.** Despite the school's best efforts attendance remains below average.

QUALITY OF EDUCATION

The quality of education provided by the school is good.

The quality of teaching and learning is good. Teachers plan their lessons meticulously. All staff work very well together and make a very strong team. They have good expectations that pupils will achieve well and, consequently, pupils learn productively. Teachers manage pupils' behaviour very successfully, which enables pupils to work hard in lessons. There are good assessment systems in place, particularly in English and mathematics, but these are not yet used to full effect.

The school provides a good broad and balanced curriculum. Recent improvements mean that teachers now plan their work around topics which involve several different subjects. This promotes and sustains pupils' interest. Provision for personal, social and health education and citizenship is good. The school has a very good philosophy on inclusion and all pupils have full access to all school activities. It cares for its pupils well and has very good links with parents.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management of the school is good. The leadership of the headteacher is very good. Management is good, overall. Governance is good. The school complies with all statutory requirements. The headteacher has evaluated the strengths and weaknesses of the school very well and, together with all members of the school community, has put in place an exemplary plan for improvement. She has a very clear vision for the future of the school. The curriculum is managed well, although the school has recognised the need to develop the role of subject co-ordinators.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are pleased with the school and support it well. Pupils say that they like their school and are happy to be there.

IMPROVEMENTS NEEDED

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

- develop and fully implement the planned assessment systems to monitor and track pupils' achievements and use this to inform and direct teaching and learning.
- develop management responsibilities to include the leadership of subjects throughout the school.
- continue to seek ways to improve attendance.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards are average and all groups of pupils achieve well.

Main strengths and weaknesses

- Children in reception make a very good start to their education.
- By Year 6, pupils achieve average standards in English, mathematics and science.
- All groups of pupils achieve well.
- The gap between boys' and girls' attainments is narrowing.

Commentary

1. Children's levels of attainment, as they start school, vary each year. This year's intake has attainment levels which are slightly below what is expected for the age group. There is a wide range of ability but some children have below average personal, social and emotional and communication, language and literacy skills. They make a very good start in the reception class because of the very good provision. They achieve well throughout the Foundation Stage¹, particularly in developing their social and linguistic skills. However, indications are that, by Year 1, only about half of the year group is likely to reach the goals set for each area of learning.
2. Pupils achieve well in Years 1 and 2. The current year group is likely to reach average standards in reading, writing, mathematics, science and information and communication technology, by the end of Year 2. However, standards year-on-year fluctuate because of the varying numbers of pupils with special educational needs and the level of pupil movement in each class. Because of the very small numbers in each year group, these factors have a considerable impact on standards and care must be taken when interpreting the results of national tests. Bearing this in mind, in the 2004 tests at the end of Year 2 standards in reading, writing and mathematics were very low - in the bottom five per cent of all schools nationally. When these results are compared with those of similar schools, they are also very low – in the bottom five per cent of schools. This particular year group has an imbalance of boys over girls. Also, 60 per cent of pupils in this year group are identified as having special educational needs and over 50 per cent of pupils moved to the school after the normal admission time in reception. This goes a long way towards explaining the poor test results for this year group.
3. The test results for Year 6 pupils in 2004 are also subject to the same need for caution because of the small number of pupils involved. The results were well above average in English and science when compared with all schools. In mathematics, results were in the top five per cent nationally. When compared with schools in similar circumstances results were above average in English and science and very high in mathematics. Pupils continue to achieve well through Years 3 to 6. Indications are that pupils in the current Year 6 will reach average standards in English, mathematics, science and information and communication technology by the time that they leave the school.

¹ The Foundation Stage is the curriculum for those children in the pre-reception and reception classes. There are six areas of learning in the Foundation Stage: personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development. There are average goals set in each of these areas, which it is expected children will reach by the time they start Year 1.

4. All groups of pupils achieve well throughout the school. There are no pupils for whom English is an additional language or who are at an early stage of acquiring English. However, 19 per cent of the pupils currently on the school's roll are Travellers, 29 per cent are pupils identified with special educational needs and around 40 per cent of pupils have come to the school, or left and then returned, other than at normal admission times. It is to the school's credit that all of these groups of pupils achieve well. They do, because of the:
- good quality teaching.
 - good curriculum, which provides good challenge for pupils whatever their background or ability.
 - very good support given by learning support workers.
 - very good inclusive philosophy of the school, which respects and values every pupil and ensures that they are fully integrated into school life.
5. In previous years, there has been evidence that boys underachieve. They underperformed in both reading and writing. The school has identified a number of reasons for this and put in place initiatives to address the issue. As a result, boys are performing better and the gap between boys' and girls' attainment is steadily narrowing and is no longer significant. Their reading and writing standards are improving because:
- the integrated curriculum enables boys to write about subjects that potentially interest them more.
 - the school is increasing the range of books, paying particular reference to boys' literature.
 - teachers plan shorter targeted sessions and a wider range of more practical activities in lessons.
- These strategies have also motivated the boys more in mathematics. This, together with targeted intervention from all staff, to help boys overcome their individual barriers to learning, has resulted in good improvement in their attainment.

Pupils' attitudes, values and other personal qualities

Attendance has improved since the previous inspection but, despite the best efforts of the school, it remains at an unsatisfactory level. Pupils' attitudes are generally good, particularly in the Foundation Stage and amongst the older pupils, and they behave well in class and about the school. Their personal development is good.

Main strengths and weaknesses

- The school works very hard to improve the attendance rate; however, the overall attendance rate remains unsatisfactory.
- Pupils have positive attitudes to learning.
- Behaviour is generally good in class and about the school.
- Relationships are good.
- The school has high expectations of pupils' conduct and reacts promptly to any report of bullying or racism.
- The moral and social development of pupils is very good; the spiritual and cultural development is good.

Commentary

6. The headteacher has taken firm and constructive action to improve the attendance rate, which, over recent years, has been consistently well below the national average. By close monitoring and a rigorous approach to recording authorised and unauthorised absence she has been able to identify the cause of the problem in some detail. Much of the absence is the result of a very small number of pupils being away from the area for extended periods during the spring and summer terms. The secondary cause is that a high proportion of families have taken their children for holidays during term-time. The twin effect of these absences is damaging for the education of all the pupils as teachers are obliged to divert their time from

the rest of the class in order to cover areas of learning which these pupils have missed. The governors have agreed an action plan of measures to reduce the level of absence of whatever category and there has been a significant improvement over the last year.

7. Tredington primary school is a happy place. Pupils feel secure in the well-ordered environment. They arrive in good spirits, sometimes a little late, but they settle quickly and teachers are able to make a prompt start to the day. The mixed-age classes help to engender a relaxed environment where pupils are at ease with one another, often helping and supporting each other in class. Older pupils have a very good attitude to their work. They listen attentively, concentrate effectively and collaborate in a friendly and fruitful manner. This is particularly apparent amongst the senior pupils when they are taught as a year group. They are well motivated, very responsive, and show themselves to be mature, sensible students. Younger pupils start lessons well, but some are easily distracted. They show interest in their work but their attention span is limited and sometimes they become fidgety or develop their own agenda, looking around for stimulus. Children in the Foundation Stage generally work hard and respond well to their teacher. They are familiar with routines and most try to follow them. Again a minority are more challenging, showing a reluctance to share or a determination to dominate their group. In all these circumstances it is the hard work and skill of the teaching staff and the consistent application of the *Golden Rules* that sustains the working environment and ensures the success of the lesson.
8. The interaction between older and younger pupils that is encouraged in the classroom is reflected elsewhere in the school day. Pupils are anxious to help and readily take responsibility, for example, as “buddies” to new pupils, as helpers at Assemblies, or representing their colleagues on the school council. Relationships are generally good. Pupils recognise that sometimes the behaviour of a few falls below the high expectations set by the school. They are conscious that occasionally bullying does occur. Their sensitivity in this area has been raised by the whole-school review of the anti-bullying and anti-racism policy over the previous term. However, they are well aware that no form of oppressive behaviour is tolerated and they know what action to take should they see or experience any bullying.
9. Provision for pupils’ personal development is good. Pupils are made aware of different faiths and beliefs through their lessons in religious education. They are encouraged to show respect for other people’s beliefs and feelings. The school has a number of Traveller children who are particularly well supported and integrated. Their contribution to the nature of the school is particularly valued. Pupils play and work well together. Assemblies and personal, social, health education (PSHE) and citizenship (C) lessons develop their understanding of feelings and emotions.
10. Provision for pupils’ moral and social development is very good. Staff work very hard to help their pupils to an understanding of right and wrong and to develop a social awareness. They use the school motto “Friends Learning Together” most successfully in this. Pupils profitably devise their own *Golden Rules* for class and school life. In a very successful assembly pupils are encouraged to believe that just because they blot their copybooks today, by breaking a *Golden Rule*, this will not be held against them tomorrow. Thus the school actively and successfully helps its pupils to learn how to live in a community. Pupils also involve themselves in charity appeals, demonstrating initiative and community spirit.
11. Lessons in religious education and geography develop pupils’ understanding of other cultures and help prepare them well for life in a diverse multicultural society. Topics include a consideration of the food that people of different cultures favour and the clothes and life styles of people of different races. The school also arranges music and drama workshops on a regular basis. Many of the school’s educational visits involve the countryside and much use is made of the rural nature of the area. Particular use is also made of the fact that Traveller children attend the school and the school uses stories from Traveller culture. A recent visit to an art gallery involved an examination of the work of Chinese and Japanese artists. This helped to broaden pupils’ perspective, as had a study of Aboriginal art earlier.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5.9	School data :	1.5
National data:	5.1	National data:	0.4

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

Exclusions

There were no exclusions in the previous academic year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The school has a good curriculum. It includes all pupils very successfully and ensures that they achieve well. The school cares for its pupils well and has very good relationships with parents.

Teaching and learning

The quality of teaching and of learning are good. Pupils achieve well. As a result, standards continue to rise. The systems used to track pupils' achievements are good. However, they are not yet fully implemented or used consistently to provide sufficient useful information for teachers.

Main strengths and weaknesses

- Teachers plan meticulously for all subjects.
- Learning support workers are very well deployed and give very good support to pupils.
- All staff ensure that all pupils have full access to all school activities.
- Assessment systems for the core subjects are good.
- The assessment information collected is not yet used sufficiently to track and monitor pupils' achievements.

Commentary

Summary of teaching observed during the inspection in 11 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5	4	2	0	0	0

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

12. The quality of teaching and learning is good, overall, with a high proportion of very good teaching. This is an improvement since the last inspection when, although good, it was variable throughout the school. Now, teaching is consistently good in all key stages.
13. Teachers plan very effectively. Their plans for each subject are meticulous in their detail. There are clear objectives for lessons. Opportunities for assessment are detailed within the planning. Teachers evaluate their lessons and annotate where improvements can be made to help move pupils' knowledge and understanding forward more quickly. Teachers share with the pupils what it is they want them to learn. Most teachers check at the end of lessons how well pupils have achieved. They do this simply and effectively by asking the pupils to assess for themselves how well they think they have understood their learning. This system is beginning to feed successfully into the assessment procedures and give teachers a useful measure of how well pupils have achieved.

14. The teaching assistants are very effective. They are well-qualified and enthusiastic members of staff and contribute very significantly to the good quality of education that the pupils receive. They play a major role in successful classroom management and enable different groups of pupils to receive the support they need to succeed. This enables all groups of pupils to achieve well. Relationships between adults are very good. Staff are very good role models for the pupils. Consequently, pupils respect staff and are eager to do their best for them. All staff work very well together. They make a strong team. This enables them to give constant and valuable support to all pupils. Hence, pupils feel valued and secure as they learn.
15. The school has a very good philosophy of including everyone in its work. It values and respects each person in the school community. Hence, staff ensure that all pupils have equal opportunities to take part in all school activities. Parents and pupils report that they appreciate this and feel that this contributes well to the effective learning that takes place.
16. Teachers use a good range of systems to assess how well pupils are achieving. There is a wealth of good practice in existence, particularly in the Foundation Stage, where data collected is used very successfully to plan lessons and to track children's achievement. More and more, the pupils are learning how to assess their own work accurately. Although there is still some way to go, marking is becoming increasingly informative. Teachers are beginning to use the information gathered to track and monitor individual pupils' progress. However, this is mostly in English and mathematics. The school has recognised this as a developing aspect of the school's work. It is seeking ways to improve assessment so that it gives teachers useful information in each subject. Useful, informative and manageable systems are being implemented to gather data that will successfully monitor and track pupils' achievements.

The curriculum

The curriculum provides a good wide range of worthwhile experiences. Provision for pupils with special educational needs is very good. The school has a good level of teaching staff to meet the needs of the curriculum. Other teaching and learning resources, including the accommodation, are satisfactory.

Main strengths and weaknesses

- Recent improvements ensure that the curriculum is rich and stimulating.
- The school provides a very good range of extra-curricular activities to enrich its curriculum.
- The curriculum provided for pupils with special educational needs (SEN) is very good
- The school has a generous number of teachers, suitably qualified and experienced to meet the demands of the curriculum.

Commentary

17. The school's curriculum is good. Teachers have worked hard recently to make it more interesting and stimulating. They now plan their work in themes to incorporate different subjects, to last for half a term or so. For instance, a science topic about *Light* might include aspects of geography and art and craft, with strong links with ICT and music. Pupils are enthused by this approach and this helps their learning. Planning is essential with mixed age group classes to ensure that pupils do not miss out on or repeat work; so teachers plan very carefully on a two- or three-year cycle. The curriculum meets requirements with regard to all National Curriculum subjects and religious education and is broad and balanced.
18. The school provides very good extra-curricular activities to enhance and enrich its curriculum. Pupils are very enthusiastic about this aspect of its provision. Out-of-school clubs, both at lunch-time and after school, include both sporting and artistic activities and are very well attended. There is also a popular homework club to support pupils in Key Stage 2. Visiting teachers enhance the music provision by providing instrumental tuition, and a wide range of other visitors come into school to give talks and demonstrations to offer enrichment and

stimulate interest. These include musicians, sports coaches, writers and artists. There is also a very good programme of regular visits to places of interest to support topic themes. This might include a visit to a farm, to a museum or art gallery, or to a Roman Fort. In Key Stage 2, pupils have the opportunity to go on two residential visits. These involve outdoor and adventurous activities and are also very worthwhile social experiences.

19. Overall, the school provides very well for pupils with special educational needs and for those Traveller children who may have missed out on lessons. They are fully included in all school activities. Pupils' individual education plans (IEPs) provide very well for their needs. They are reviewed half-termly and have sharp and clear learning and progress targets. Resources are good. The school also identifies pupils who are gifted academically. There are plans to make provision for those who have other outstanding gifts and talents.
20. The school has a clear programme for personal social health and citizenship education. This helps pupils to understand personal, moral and cultural issues that they might meet in later life. Good use is made of the school's relationship with the school nurse in delivering its health and sex education and, in particular, teaching about the dangers of drugs and alcohol. Pupils are given opportunities to perform in a choir, in concerts and in school productions.
21. Governors have made the maintenance of small classes a high priority. This has required a considerable investment in teachers. The ratio of pupils to teachers is 15.6:1, which is very generous compared with the national average of 23.4:1. However, it reflects the particular problems of small schools with several year groups in the same class and is an effective use of financial resources. The teachers are suitably qualified and benefit from good guidance and access to development courses to raise their levels of expertise in all areas of the curriculum. They are well supported by a satisfactory level of teaching assistants. This all makes a positive contribution to the good quality of education and the raising of standards.
22. Learning resources in the school are satisfactory. Shortages that were identified in the previous report have been resolved by appropriate investment and effective use of the loan service provided by the Local Education Authority.
23. The classroom accommodation is satisfactory. Rooms are light and bright and sufficient in size for the numbers currently using them. The school hall remains something of a problem. It is of insufficient size to accommodate a full range of physical education activities. In addition, its occasional use as a classroom is not always suitable due to the low heating level. The outdoor accommodation is very good. It has been developed in an attractive, varied and practical way to meet pupils' needs in all seasons, to stimulate their imagination and develop their physical skills.
24. The school has developed good working relations with local secondary schools, and transfer arrangements are good. Teachers from the secondary school visit the Year 6 pupils, and pupils take part in joint activities with the secondary school. This benefits the pupils by building confidence as they move to the next stage of their education.

Care, guidance and support

There is good provision for pupils' care, welfare and safety. Teachers and other adult staff are sensitive to the needs of all those in their charge and relate sympathetically to them. They provide well-informed support, advice and guidance. Induction arrangements for all pupils are good. The school actively seeks and values pupils' views.

Main strengths and weaknesses

- Governors ensure a safe working environment.
- The school emphasises the importance of a healthy and safe life style.
- Relationships are good.

- Pupils have access to well-informed support and guidance.
- Induction arrangements are good.
- The school seeks pupils' views and acts on them.

Commentary

25. This is a caring and inclusive school. Teachers know their pupils in the context of their family and are sensitive to their individual needs. They work closely with other responsible agencies to ensure pupils' welfare and follow the locally agreed procedures for child protection. Over the last year the school has followed a comprehensive programme to raise the awareness of pupils in all areas of healthy and safe living. This has included a review of its policy on behaviour and bullying and the procedures to ensure Internet safety. The school is not complacent. Further liaison is planned with the educational psychologist to ensure that all children, particularly those with social or emotional problems, have access to the guidance most appropriate to their needs.
26. The governors have a very responsible attitude towards health and safety matters. They regularly review their policy and ensure that risk assessments are carried out in all areas of school life. Their recent success in developing land to provide safe facilities for parents to park whilst dropping off or picking up their children is a significant example of their concern for safety and their determination to succeed. Teachers make good use of the increasingly systematic assessment procedures to monitor pupils' achievement and personal development, particularly in the Foundation Stage. This is an inclusive school where the standard of attainment of pupils varies widely. None the less teachers are now more able to use assessment information effectively to target support, advice and guidance for each pupil. They take every opportunity to discuss strengths and weaknesses with the pupil as well as with parents and carers. The effect is to raise the achievement of all pupils whatever their situation. The process starts from the pupil's first contact with the school. Induction procedures are well focused on the personal development and level of attainment of the pupil, at whatever age he or she joins the school. Contact and liaison with the family are a vital part of this process. It is inevitably developmental and variable but it is clearly focused on the needs of the child.
27. The views of pupils are sought about their personal needs and about the school generally. The school council acts as a routine sounding board, but more general questionnaires are used also. Pupils' ideas are taken seriously and they have, for example, made a significant contribution to the design for the development of the school grounds. Their responses sometimes surprise the school staff, for example, their reservations about the behaviour of others, but the school always reacts in a positive way to ensure that problems are resolved.

Partnership with parents, other schools and the community

The school has very effective links with parents who are helped to make a positive contribution to their children's learning. It also seeks to involve the local community as much as possible in the life of the school. Links with other schools are satisfactory.

Main strengths and weaknesses

- There are very effective procedures to keep parents, informed of events and developments at the school.
- Parents are well informed about the curriculum and are able to make a positive contribution to children's learning at school and in the home.
- The school consults parents about their children's standards and progress.
- The headteacher and her staff are very accessible to parents.
- The school deals thoroughly with any complaints or concerns of parents.

Commentary

28. The school is a cohesive community. Governors and staff work closely with parents to support the development of the children. The great majority of parents appreciate this sense of partnership. They think very well of the school. All respondents to the questionnaire agree that the staff encourage children to work hard, help them to become mature, and explain to parents how they can support their children's education. A small number have expressed reservations about behaviour and about the quality of teaching. Both these matters are the subject of comment elsewhere in this report. In general terms the inspection's evidence is consistent with the positive views expressed. Inspectors recognise why concerns have arisen in some areas but believe the causes to be largely historical. They find that the school responds promptly and effectively when complaints arise. In this case the concerns have been properly addressed and the remedial action taken by the headteacher has been effective.
29. The information provided for parents is of high quality. Formal documents, such as the prospectus and the governors' annual report, are interesting to read and very well presented. Curricular information is well focused and includes sufficient detail and guidance to enable parents to support their children's work. The weekly newsletters, known as "Wednesday Notes", are prepared with care and imagination and, together with the school's very good website, constitute an admirable system for keeping parents abreast of day-to-day matters. Parents have a valuable opportunity each term, (each half-term where there is an IEP), to discuss their children's standards and progress. The school takes pains to accommodate any parent who cannot attend on the designated consultation evening. This is all very good provision, which further helps parents to contribute to their children's learning at school and in the home. They also have an opportunity to comment on school planning and development, either at the annual meeting with governors or through the medium of an annual questionnaire. In the main, parents are very responsive. The great majority attend consultation evenings and other school meetings. They give generously of their time to work in school and support the very successful fund-raising events organised by the "Friends" association. They are very valuable and highly valued members of the school community.
30. The school's catchment is untypical, being widely scattered over several villages and nearby towns. None the less the school has been able to build some fruitful links with the wider community; for example, arranging for pupils to visit the local church to celebrate Christian festivals and a local farm to feed the lambs. Visitors to the school include specialist coaches for a variety of sport, musicians, entertainers and professional workers from the fields of health and education. Cordial links with the local secondary school ensure that the transfer of information on pupils is efficient and timely. There are also some curricular links, including teaching support, which enrich the curriculum and help to prepare pupils for the next stage of their education. The headteacher is currently seeking to develop more links with small primary schools within the cluster in order to strengthen the school's curriculum provision and broaden the professional development of teachers.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management of the school is good. The governance of the school is good. The leadership of the headteacher is very good. She has clear vision, sets high standards and leads by example. There is a weakness in the leadership of some subject areas but this has been addressed. Management is efficient and effective in all areas.

Main strengths and weaknesses

- Governors are loyal, supportive and committed. They have a good understanding of the strengths and weaknesses of the school.
- The headteacher has clear vision, high aspirations and a strong commitment to standards.
- The school undertakes rigorous self-evaluation and makes effective use of the findings.

- Performance management procedures are thorough and effective.
- The school is committed to the professional development of all staff.
- Induction procedures are very good.
- Financial management is efficient and effective.
- There is a weakness in the leadership of some subjects.

Commentary

31. The governing body makes a good contribution to the leadership of the school. Governors know the school well. Through regular visits and frequent discussions, both formally and informally, they have acquired a good understanding of the strengths and weaknesses of the school. They work closely and effectively with the headteacher in reviewing the school's performance, identifying priorities and sharing in the drafting of the school development plan. This has a clear focus on raising standards. The governing body is well organised, complies fully with all statutory responsibilities placed upon it and has ensured the resolution of all the Key Issues from the previous inspection.
32. The headteacher provides very good leadership. During her short time in post she has thoroughly reviewed the school's needs in consultation with governors, staff, parents and pupils. She has been innovative and imaginative in developing a lateral management structure that meets the current needs of the school. Recognising the value of observing best practice, within the school or elsewhere, she has taken steps to make this available to her staff. Her commitment to self-evaluation and professional development has the support of her staff and is proving to be very effective. Taking full account of all performance and assessment information available to the school, and in accord with recent guidance from the DfES, she has been able to identify the strategies needed to raise standards in all areas of the school's work. These have been brought together in the school development plan. The process of preparing this plan has been exemplary, the outcome a first-class working document. The whole school community is now working towards the changes and meeting the challenges of a dynamic school.
33. An important challenge still facing the headteacher is to develop a whole-school leadership role for subject co-ordinators. The present policy of devolving this responsibility to "phase" managers has been a satisfactory interim measure, following a period of considerable staffing turbulence. However, in the longer term, there is a need for individual teachers to be appointed to act as lead professionals with a thorough understanding of each subject's curriculum across all stages.
34. The school development plan provides for a rigorous method of self-evaluation. The success criteria are made explicit, the objectives finite and achievable. A detailed schedule for each half-term enables the headteacher to monitor the process closely, record outcomes systematically and react promptly to meet the changing needs of staff and pupils. Assessment data is collated in a consistent and co-ordinated way. It is used to great effect in the Foundation Stage but its value elsewhere in the school has yet to be fully realised. The headteacher fully recognises this weakness and it is a prime focus of review in the current year.
35. There are very good systems in place for the performance management of all classroom staff and of the administrator. Strengths and weaknesses are discussed annually, training needs considered and opportunities for professional development, linked to the school development plan, are agreed. All have job descriptions and personal targets for achievement. Induction procedures for newly qualified teachers, are very good. The mentoring process is very supportive, programmes are tailored to individual needs, and effective support and guidance is provided by the Local Education Authority. Other new members of staff have access to a detailed Staff Handbook, which serves well to acquaint them with school systems, procedures and expectations.

36. Financial management is very efficient and effective. The administrator knows her job, is competent in using new technology and works effectively with the local authority support officer in preparing financial data in the prescribed form. She ensures that the headteacher and governors are provided with reliable information to facilitate efficient monitoring of the school budget. Governors budget systematically for all expenditure, allocating any uncommitted financial resource to the priorities identified in the school development plan. They are able to demonstrate that they apply the principles of best value in their decisions. The recommendations in the most recent audit report, dated May 2001, have all been implemented. Taking account of the standards achieved, the good quality of education in the school and the very good leadership and management of the headteacher, the school gives good value for money.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	220,850	Balance from previous year	48,846
Total expenditure	240,294	Balance carried forward to the next	29,402
Expenditure per pupil	3,641		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for the children in the Foundation Stage is very good. Children enter the reception class in the September of the academic year in which they are five. At the time of the inspection there were eight children in the year group. There are nine children on roll but one child is a Traveller and currently travelling. The Foundation Stage children work in the same classroom and with the same class teacher as the Year 1 pupils. However, the teacher plans very successfully to provide each year group with an appropriate curriculum. Thus, work planned for the reception children is very closely matched to the six areas of learning. This is a significant improvement since the last inspection when the curriculum for the children under five was unsatisfactory.

The majority of children start school with slightly below average levels of attainment. However, there is a wide range of ability and, because the numbers of children on roll are so small, no valid comparison can be made year on year. Many children start school with below average personal, social and emotional and communication, language and literacy skills. This year's reception children are achieving well and about half are likely to reach the goals set in all areas of learning by the end of the Foundation Stage.

Leadership of the Foundation Stage is good. Each area of learning is managed very well. Assessment systems are very good. Staff track very carefully what children know and can do. They use this information very successfully to plan activities which challenge all groups of children and to ensure that the curriculum is adjusted to meet all of the children's needs. This supports very effectively the good learning that takes place.

The quality of teaching and learning is good in all areas of learning. Often, it is very good. Relationships are very good and staff work together as a vibrant team. This enables the children to achieve well because staff:

- have high expectations for their success and base activities very effectively on children's previous experience.
- set appropriately challenging tasks enabling children to build up their skills, knowledge and understanding in all areas of learning.
- plan activities very effectively so that all children are fully included and have equal access to all lessons.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Staff are very good role models.
- They teach children to become independent.
- They support all children very well so that they are secure and happy while they learn.

Commentary

37. Many children do not have good social skills when they start school. Some of this year's group are immature for their age and find it difficult to respond to lessons appropriately. Because staff work very effectively as a team and relationships are very good, children quickly settle into school routines. They begin to relate well to adults and to one another and, thus, they learn happily in a friendly and secure atmosphere. Staff encourage children to take part in all activities and work alongside them supporting their learning. As a result, children achieve well and learn rapidly. Children learn good manners because they have very good role models. Staff teach the children to become independent and make good decisions. They

play and work together well. Children become confident and begin to take responsibility for their own actions. About half of the group are likely to reach the goals set by the time they move to Year 1.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Staff take every opportunity to develop children's language skills.
- They track children's achievements very successfully.

Commentary

38. Children achieve well in their reading and writing skills as a result of the consistently good teaching that they receive. Staff take every opportunity during activities to develop the children's vocabulary. Children work on initial phonemes and think of their own words that start with the sound they are learning. They write letters in response to the sounds. There is a clear emphasis on ensuring that all children understand what is being said and those who find this hard are helped with the use of picture cards. A good variety of books is available for the children to enjoy. During the inspection, children were studying traditional stories and retelling well-known tales, such as *Goldilocks* and *Jack and the Beanstalk*. Children start to write words and sentences. Some make good attempts at writing their name. Most children can use a pencil with some control and begin to write legible letters to convey meaning. Staff carefully monitor how well each child succeeds in lessons. They keep very effective records of individual achievement and use this to help plan activities which develop children's knowledge and understanding.
39. No judgements are made on achievement, standards or teaching in **mathematical development**. No direct teaching in this area was observed. However, there is nothing to indicate that this area is any less successful than the others. Planning shows that a very good range of activities is provided for this area of learning and there are adequate, stimulating, mathematical resources to ensure that children can learn successfully and achieve well.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children have many good opportunities to investigate materials and develop their designing and making skills.
- Staff plan work that links very well with other areas of learning so that children learn in a 'joined-up' way.

Commentary

40. Most children start school with slightly below average understanding of the world around them and some have a restricted range of experiences to draw on. To address this, staff plan an interesting range of activities to extend children's knowledge and understanding of the world. These range from activities enabling children to explore the properties of sand and water, to experimenting with different malleable materials. They use computers to reinforce their learning. Staff work alongside children, expertly questioning and challenging them to ensure that they achieve well and extend their language skills, as well as their knowledge and understanding. In one session, children investigated which materials were transparent and which were opaque. They had fun shining torches on cellulose sheets, shiny foil, card and a

variety of cloth, to find which let the light through. They then went on to make sun-catchers. Throughout the activity, the teacher consistently encouraged them to discuss and share their ideas. She used accurate, scientific language and persuaded the children to try out new words, such as 'transparent'. They learned rapidly and, although excited and noisy, moved their knowledge and understanding of light sources forward well. They used their language skills well and, with their design and technology skills, chose which materials they would use to make their model. These links between different areas of learning successfully help children make sense of the learning.

41. Not enough sessions were observed in **physical development** or **creative development** to comment on them individually. The planning for all of the areas is meticulous and shows very good understanding of the children's needs. Classroom displays and children's books show that a good range of work has been accomplished during the year. Children are proud of the work that they have done. Cutting, sticking and gluing activities observed indicate that these skills are below average. However, there is no reason to suppose that children achieve other than as they do in the areas of learning reported in detail. It is likely, therefore, that about half of the group will reach the goals set for these areas of learning by the start of Year 1.

SUBJECTS IN KEY STAGES 1 AND 2

English

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well and reach average standards at both key stages.
- Teaching and learning is good across the school.
- The gap between boys' and girls' attainments in reading and writing is narrowing.
- Assessment systems are in place but not yet used sufficiently to track and monitor pupils' achievements.
- Teachers' planning integrates English with other subjects effectively.

Commentary

42. Standards are average in reading, writing and speaking and listening at the ends of Year 2 and 6. It is not a valid exercise to compare standards year on year because the numbers in each year group are very small and the starting point for pupils varies considerably. Similarly, care must be taken when analysing results of national tests and tasks because the small numbers of roll make the statistics unreliable. Taking into account the high mobility of pupils, which poses a considerable barrier to learning, pupils overcome this and overall achievement is good. Pupils with special educational needs also achieve well. This is because of the very good support they receive in lessons. Pupils' achievement is a strength. A high proportion of pupils enter the school at irregular times and a high percentage of pupils have special educational needs. These factors could have a negative impact on how well pupils achieve. However, all groups achieve well. This is a direct result of the good quality teaching that they receive.
43. Speaking and listening skills are average, overall. However, the majority of pupils' speaking skills are better than their listening skills. By Year 2, pupils develop appropriate reading skills, with higher-attaining pupils reading with fluency, expression and understanding. Year 6 pupils speak enthusiastically about their reading. The more able pupils read a wide range of literature and have favourite genres and authors which they enjoy discussing at length. Several girls said that their favourite author is Jacqueline Wilson, while one or two boys said they enjoyed Philip Pullman's books, although they found the text 'quite hard'. Reading is

developing appropriately and the school's focus on boys' literature is already having a good impact on standards. Most pupils are supported in their reading at home, which helps them achieve well in school.

44. Writing has been the main focus in school for the last academic year. Many strategies have been put into place to help the pupils improve their writing, for example:
- more integration with other subjects, so that writing is used effectively and given a high profile.
 - better use of other subjects within literacy lessons to make writing meaningful and purposeful.
 - handwriting sessions, to improve presentation.
 - improving resources, to encourage all pupils to enjoy writing.
- These strategies have had a good impact on writing standards, which are rising steadily.
45. Teaching and learning are good, overall. Planning is very detailed and matched very clearly to the pupils' needs. The National Literacy Strategy is very well embedded and teachers now seek to adapt its demands to the learning needs of their own pupils. Lessons are challenging. The pace and level of demand placed on the pupils are good. Learning objectives are shared at the beginning of lessons and are referred to as the lesson progresses, so that the pupils are clear about their learning. Teachers have a good understanding of the needs of the pupils and good strategies have been implemented to support the pupils, particularly those who find their work hard. Learning support workers work very effectively alongside teachers. This enables all groups of pupils to achieve well.
46. The historic pattern of boys underperforming in reading and writing is changing. The gap between boys' and girls' attainments is narrowing rapidly and there is no longer a significant mismatch. This has come about because of the emphasis the school has placed on reading and writing and the analysis it has done on standards matched to provision. There has been a drive to plan writing activities that will engage boys' interest. For example, a very good lesson, encouraging pupils to form complex sentences and evaluate their effectiveness, stimulated the boys' imaginations very successfully. They manipulated narrative to give different perspectives on the same story, for example, the perspective of the old lady who lived in a house with rats under the floor and that of the rats with regard to the old lady. Boys offered their opinions and ideas eagerly. Together with the girls, they rewrote the text, using compound sentences, to make it more interesting. This type of activity plus an increase in resources, such as boys' literature, has helped motivate the boys with a consequent rise in standards.
47. There are good assessment systems in place, although they are not yet used sufficiently to track and monitor pupils' achievements. Marking is satisfactory and is beginning to feed information into the assessment systems. There is some very good marking practice, which provides constructive and developmental comments for pupils. This is supported by a move to encourage pupils to evaluate their own achievements. At the end of each lesson, most teachers now ask pupils how well they have achieved. Pupils are learning to make honest and accurate appraisals of their own work and this helps them understand what they have to do next. The school is beginning to use this work to develop a useful and manageable assessment system.

Language and literacy across the curriculum

48. The school's philosophy of planning an integrated curriculum supports English very successfully. Teachers successfully plan for pupils to use their language and literacy skills in most subjects. For example, pupils use a variety of writing styles to record the results of their science experiments. They write letters home taking on the role of the evacuee from their history topic. They use their library and reading skills to access CD-ROMs and websites to find information on a variety of subjects.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well because of good teaching and learning.
- The subject is well led with a focus on raising standards.

Commentary

49. With such small groups of pupils, attainment statistics can prove to be very unreliable; however, the school has evidence to show that most pupils make good progress in school and achieve well, bearing in mind their starting point. This is because of the good teaching they receive throughout the school, with very good teaching in Year 6. Evidence from a small number of lesson observations and a review of completed pupils' work confirms this. The national strategy is used effectively and lessons are planned with clear objectives, which are always shared with pupils. Work is planned to take into account pupils' different abilities. Teachers use questions well to make pupils think. They also direct them well so that they understand what is to be done and good use of modelling shows them how to do it. Teachers of younger pupils make good use of structured apparatus, such as counting beads, to ensure that they fully understand the concepts being covered. Teaching in Year 6 is very good. The expectation of pupils' performance is very great and lessons are conducted at a rattling good pace. Motivational skills of a very high order are observed. Teaching assistants are well briefed and make an effective contribution to the pupils' learning, particularly those with special educational needs. Pupils are given good opportunities to consolidate and reinforce their learning.
50. The subject leader is determined to raise standards. She has identified that problem-solving needs further development and has helped teachers to plan to improve this aspect. Improvements have also been made as to how the school assesses pupils' progress and new systems have been put in place. However, teachers do not yet use to best effect the information gained from assessment to guide them in deciding what to teach next. Although there are some good examples of the marking of pupils' work, this is inconsistent. Often, marking only acknowledges completion, rather than offering advice to pupils as to how they can improve their work.
51. Regular monitoring of teachers' planning and pupils' work ensures that the co-ordinator has a very good understanding of the strengths and areas for further improvement. This makes a very useful contribution to raising pupils' achievement. Provision has improved since the last inspection. The national numeracy strategy has had the beneficial effect of making the school's planning more consistent. There is now a clearer focus on what should be taught and when. Training has improved teachers' subject knowledge and has encouraged more direct teaching. Consequently, the quality of teaching and learning has improved.

Mathematics across the curriculum

52. Mathematics is used satisfactorily across the curriculum. For example, in science, plotting graphs from the results of investigations; although there could be stronger links with information and communication technology.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well thanks to the good teaching they receive.
- The subject leader has given good guidance to colleagues in order to raise standards.

Commentary

53. With such small year groups it is difficult to generalise about overall standards, which vary widely from year to year. Last year, in the Year 6 national tests, for instance, overall standards were high, with all pupils attaining the national standard and two-thirds of them exceeding it. This year, standards are much closer to average and the former high levels are very unlikely to be achieved. However, this still represents good achievement as many of these pupils had a very low starting point. Only one lesson was seen during the inspection, but a survey of teachers' planning and close scrutiny of completed work indicate that teaching is good. Pupils have full access to the National Curriculum. Teachers know exactly what it is they want the pupils to learn and lessons have clear targets. They have high expectations of what pupils can achieve and devise activities that will interest and test them. Pupils are encouraged to test out their scientific thinking and ideas. Learning is effective and pupils of all abilities achieve well. They respond enthusiastically to challenges and come up with lots of ideas. They say that they enjoy these lessons very much. Resources are deployed effectively. Teachers are very well supported by the teaching assistants, who are well briefed.
54. The curriculum is broad and is based on national guidelines. The subject leader, who is very new, has begun to analyse test results. At this early stage she has not yet gained an overview of science throughout the age range. However, she has decided, quite correctly, that in order to raise standards pupils must become more adept at investigative science. There need to be more opportunities for pupils to design and carry out their own investigations in order to develop their scientific thinking. The subject leader is working with colleagues to make sure that this situation is addressed. She is also working hard to improve assessment and is trialling new systems in order to provide teachers with useful information on pupils' attainment and progress.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards throughout the school are average and all groups of pupils achieve well.
- Assessment is underdeveloped.
- Teachers plan well to use ICT in other subjects, although the school has recognised that there could be more and broader use.

Commentary

55. No ICT lessons were seen during the inspection. However, it is evident from pupils' work in books and on display, and from talking to pupils, that standards are average and pupils achieve well. Pupils enter school with below average ability but are introduced to ICT skills very quickly in the Foundation Stage. These skills are built on throughout Years 1 to 6. Pupils make good progress and achieve well. Although computers are spread out across the school, pupils use them on a regular basis to support their learning across the curriculum. Pupils say that they enjoy ICT lessons. They are motivated and interested and, as a result, reach average standards by the ends of Years 2 and 6. They build successfully upon what they have covered in previous years. This is supporting pupils' achievement effectively and shows that steady improvement has been made in the subject since the last inspection.

56. No direct teaching of skills was seen during the inspection, so no judgements are made on the quality of teaching and learning. It is clear from teachers' planning that the curriculum is fully in place and all strands of ICT are covered. However, assessment systems are underdeveloped. The co-ordinator has recognised this and is developing assessment procedures to give teachers better information about their pupils' achievements.

Information and communication technology across the curriculum

57. ICT is used satisfactorily across the curriculum. Computers are used to support learning in other subjects, such as English, art and geography. For example, in Years 2 and 3, pupils interrogate CD-ROMs and access appropriate websites to find out information to support their geography topic on St Lucia. Older pupils use computers to record results from their science work. In their numeracy lessons, they collect data and display the information gathered in pie charts. They use a variety of paint and draw software to produce pictures in the style of Mondrian and learn to program robots to move in given directions. Work using spreadsheets and databases is less evident, although it is planned to be introduced in the topic cycles. The school has identified the use of ICT across the curriculum as an area for development, so that pupils use their ICT skills more to support work in other subjects. This will be facilitated when the planned increase in the number of computers comes about. Pupils also use a good variety of ICT equipment to record their work. For example, they use tape recorders and video recorders to record their work in music, drama and story-telling.

HUMANITIES

58. Insufficient work was seen to form overall judgements about standards in **geography** and **history**. However, from sampling pupils' work in books and around school, the indications are that pupils' achievement is at least satisfactory. Schemes of work, based on national guidelines, but tailored to the school's needs, are in place. This ensures that pupils' knowledge, skills and understanding are built on steadily as they move through the school. Visitors to school, such as drama groups, and educational visits, such as those to a local farm, to Cheltenham museum or to the Forest of Dean, successfully enhance the curriculum. In its new topic-based curriculum, strong links are made between the two subjects and with other subjects such as English, ICT and art and design. At present, the headteacher is acting as co-ordinator for these subjects. She has identified areas for improvement, for example, assessment, and is keen to raise the status of both subjects.

Religious education (RE)

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Standards are in line with the expectation of the Locally Agreed Syllabus and pupils achieve well.
- The curriculum is planned creatively.
- The subject supports pupils' personal development well.
- Materials provided to help pupils learn have improved since the last inspection.

Commentary

59. The RE curriculum is based on the Locally Agreed Syllabus and is planned thoroughly. Only one lesson was observed during the inspection but, from talking to pupils and looking at the work in their books and on display, it is clear that, since the last inspection, standards have been maintained. They are in line with the expectations of the Locally Agreed Syllabus and pupils achieve well.

60. The curriculum is delivered creatively. For example, Year 1 had the opportunity to dramatise the story of 'when the world was new' to enhance their understanding how the world was created. Year 6 presented the story of Solomon in play form. They discussed, using role-play, the advice that might have been given to Solomon before he made his decision. In this lesson, pupils responded thoughtfully, giving interesting suggestions and demonstrating good understanding of Solomon's dilemma.
61. Every effort is made to link RE with pupils' personal development and their spiritual, moral, social and cultural understanding. This enhances effectively pupils' attitudes to school and their sense of responsibility. Pupils' understanding of other cultures and religious traditions is also developed successfully through their work on other religions. For example, they learn how festivals, such as Sukkot and Diwali, from other cultures are celebrated. This work is well supported by the daily, good quality, acts of collective worship. These greatly enhance the spiritual life of the school.
62. At the last inspection resources were unsatisfactory. Good improvement has been made in the quality and quantity of materials provided. As well as supplementing school resources, the school uses a local RE loans centre to ensure that a good range of artefacts, books and other equipment is available for each RE topic. This provides good opportunities for pupils to study artefacts from a wide range of faiths, including Christianity, Judaism, Islam and Hinduism.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

63. No lessons were observed in **art and design** or in **design and technology** during the inspection. It is not, therefore, possible to make overall judgements about provision, standards, or teaching and learning in either subject. However, from the scrutiny of work in sketch-books, displays, photographs and talking to pupils, it is clear that they enjoy both subjects and achieve well. Art skills are used effectively in other subjects. For example, in art, pupils study Aztec patterns in their history study of ancient civilizations. In design and technology, they link work on materials and textiles to science topics. Work shows a clear progression of skills across the school in both subjects. A wide range of styles and media is used. This was demonstrated successfully in the textile work, Aboriginal art, portraits, shading and pencil work and computer designs seen in portfolios and displays. Visiting artists, and opportunities to work in the art club, enhance provision very effectively.
64. No **music** lessons were observed during the course of the inspection, so it is not possible to reach a judgement on standards. However, it is evident from observing assemblies that pupils sing with enthusiasm. In the absence of a subject co-ordinator to take a lead, the school employs a published scheme to guide teaching. Thus, curriculum requirements are met. Expert visitors enhance the school's provision by offering tuition in violin and keyboard and by giving demonstrations of drumming and keyboard skills. Pupils participate in concerts and there is a regular singing club after school.
65. No **physical education** lessons were observed during the inspection, so it is not possible to judge standards other than in swimming. All pupils swim 25 metres unaided by the time they leave the school. This reflects the school's good provision as all pupils are given swimming tuition for two terms each year. It is evident from teachers' planning and from the number of after-school activities the school provides that the subject plays an important part in school life. In-service training has been provided for teachers, and visiting coaches considerably enrich the curriculum offered. The school provides a good range of out-of-school activities including many major sports, and pupils have the opportunity to compete against pupils from other schools. Key Stage 2 pupils have two opportunities to take part in outdoor and adventurous activities at a residential centre. Considerable emphasis is placed on the health-related aspects of physical education and pupils are offered good advice on nutrition and a healthy life style.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHE and C)

66. The school has recently reviewed its provision of these subjects. A commercial scheme is being trialled to provide pupils with lessons. **PSHE and C** are now taught consistently across the school and there are good links to assemblies and to topic themes. A good example of this was a lesson in the upper junior class where pupils were encouraged to reflect on a moral dilemma. Their teacher told them the story of King Solomon when confronted by two women who claimed to be the mother of the same baby. How would he decide who was the real mother? The pupils reacted well and made some interesting and thoughtful responses. They also had some interesting suggestions to make about the concept of *fairness* and about living harmoniously in society. They compare their thoughts with the school's *Golden Rules*.
67. There has been a major emphasis this year on health education. Each term there have been health days and health weeks as the school makes a bid for the Healthy School Award. The emphasis is on explaining to the pupils the need for healthy habits and for the need to look after themselves. Work has also been done to develop a heightened awareness of the importance of emotional health and there has been much emphasis on an anti-bullying campaign. Another emphasis has been on the health-related aspects of physical education and the effects of exercise on the body.
68. Sex and relationships education is introduced sympathetically, with a valued contribution from the school nurse. There are strong links to the science curriculum. Teachers also help older pupils to understand the dangers involved in the misuse of drugs and alcohol.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	4
The effectiveness of management	2

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