

ERRATUM SLIP

Mitton Manor Primary School

Unique Reference Number: 115566

Contract Number: 256931

Date of inspection: 12/01/2004

Reporting inspector: Anthony Calderbank

INSPECTION REPORT - the following table on page 9 should read as follows:-

Years 3 to 6

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

Standards in:	School results	National results
English	28.2 (28.3)	26.8 (27.0)
Mathematics	29.5 (28.9)	26.8(26.7)
Science	31.1 (31.1)	28.6(28.3)

There were 34 pupils in the year group. Figures in brackets are for the previous year

INSPECTION REPORT

MITTON MANOR PRIMARY SCHOOL

Tewkesbury, GLOUCESTERSHIRE

LEA area: GLOUCESTERSHIRE

Unique reference number: 115566

Headteacher: Mr C O Hyatt

Lead inspector: Anthony Calderbank

Dates of inspection: 12 –14 January 2004

Inspection number: 256931

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 – 11 years
Gender of pupils:	Mixed
Number on roll:	200
School address:	Carrant Road Tewkesbury
Postcode:	GL20 8AR
Telephone number:	01684 273451
Fax number:	01684 273451
Appropriate authority:	Governing body
Name of chair of governors:	Nigel Letherbarrow
Date of previous inspection:	8 June 1998

CHARACTERISTICS OF THE SCHOOL

Mitton Manor Primary School is an average sized primary school for boys and girls aged four to eleven years. The majority of its pupils live locally but a significant number travel from nearby communities. The area consists of mainly owner-occupied accommodation. At the time of the inspection there were 200 pupils on roll. The percentage of pupils eligible for free school meals is well below the national average. Twenty-six (13%) pupils have been identified as having special educational needs (SEN), which is well below average, and three pupils have a statement of special educational needs. These cover a range of difficulties including autism and hearing and visual impairment. There are only six children from minority ethnic backgrounds and none speak English as an additional language. Last year, only two pupils left and two joined the school other than at the usual times. When children start in the reception class, their attainment varies but is broadly average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
7979	Anthony Calderbank	Lead inspector	English Science Geography History Special educational needs English as an additional language
9092	Ron Elam	Lay inspector	
2465	Geoff Yates	Team inspector	Mathematics Information and communication technology Art and design Design and technology Physical education
33091	Jean Ruane	Team inspector	Foundation Stage Music Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Mitton Manor Primary School is a good school with some very good features. **Pupils achieve well** because teaching and the curriculum are good overall. Their attitudes to work and behaviour are very good. **The leadership and management of the school are very good.** The school provides good value for money.

The school's main strengths and weaknesses are:

- Pupils achieve well in English, information and communication technology and history and very well in mathematics and science because of the good quality teaching they receive.
- The headteacher and governors provide the school with very good leadership and management.
- There is a strong commitment to meet the needs of all children resulting in, for example, very good provision for pupils with special educational needs.
- Teachers do not provide sufficient opportunities for pupils to develop their speaking skills and an understanding of life in a multicultural society.
- Very good use is made of assessment information by subject co-ordinators to identify strengths and weaknesses.
- Outside play activities in the Foundation Stage are not fully integrated into all areas of learning.
- Pupils have very good attitudes towards their work, they behave very well and relationships are very good.
- Improvements made to the accommodation have enhanced the quality of learning.

The school has made very good progress since it was last inspected in 1998. National initiatives, such as the strategies for literacy and numeracy have been successfully introduced. Standards in mathematics and science are better and the more able are now being appropriately challenged. Pupils' achievements in information and communication technology (ICT) have improved significantly and are now higher than those found in most schools. The school's development plan clearly outlines appropriate strategies to improve standards.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			Similar schools
	2001	2002	2003	2003
English	B	B	B	A
Mathematics	A	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 attained similarly at the end of Year 2*

Pupils achieve well throughout the school. Children in the Foundation Stage (the reception class) make good progress. By the time they enter Year 1, an above average number are likely to exceed the goals expected for them in most areas of learning. However, outside play activities are not yet fully integrated into all areas of learning. Progress and achievement in Years 1 and 2 are good and attainment is above average in writing, mathematics and science by the end of Year 2. Progress in Years 3 to 6 continues to be good, particularly for the oldest pupils, and inspection evidence shows that the present standards are above average in English, ICT, history and gymnastics. Attainment in mathematics and science is well above that found in most schools.

Pupils' reading skills are particularly well taught throughout the school and achievement is high. Though pupils listen very attentively during lessons, their speaking skills are not as well developed.

The school has worked hard and successfully to improve writing standards. Pupils carry out scientific investigations well. There is no significant difference in the performance of boys and girls. Across the school pupils with special educational needs make good progress in terms of their individual learning targets. In the table above of standards achieved in National Curriculum tests, A* signifies that the school is in the top 5 per cent of schools in a similar schools comparison.

Pupils' personal qualities are very good overall. They have a very good understanding of right and wrong. Though **pupils' cultural development is satisfactory overall**, their understanding of life in a multicultural society is a weakness. Their attitudes to work are very good and they behave very well in and around school. Attendance is above the national average.

QUALITY OF EDUCATION

The quality of education is good. Teaching and learning is good overall, characterised by high expectations of most staff and very good management of pupils' behaviour. The teaching of pupils in Year 6 is consistently very good. The reception class teacher plans well overall around the six areas of learning and makes good use of assessment information to ensure that work is matched to the children's prior attainment. Throughout the school the teaching of reading and number skills is thorough and systematic, resulting in rapid progress and high standards. However, speaking skills are underdeveloped. The teaching of ICT skills has improved significantly. All teachers make effective use of Learning Support Workers to improve the quality of learning.

The school provides a good curriculum which meets national requirements. The enrichment provided by visits and extra-curricular activities adds much to the quality of education the school provides. The school's partnership with parents is very good and satisfactory links have been established with the local community and with the schools to which the pupils transfer. The school provides a good level of care for its pupils and pays close attention to their welfare.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher is very good. He is very well supported by the assistant headteacher and other key staff carry out their duties effectively. **The management of the school and the part played by governors in shaping its direction are very good.** The governors support the school very well and strive to raise standards still further. The senior management team and subject co-ordinators raise standards and improve the quality of learning by undertaking a thorough review of strengths and weaknesses in all aspects of school life and putting into practice action plans with ambitious targets. Financial management is very good and the school budget is spent appropriately. The school meets all statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents hold very positive views of the school. Whilst a significant minority of questionnaires returned indicated concerns with regards to bullying, inspectors could find no evidence of this and during the inspection pupils played well together. Most children like being at the school and feel they receive the help and support they need.

IMPROVEMENTS NEEDED

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

- Provide more opportunities for pupils to develop their speaking skills.
- Ensure that outside play activities in the Foundation Stage are fully integrated into all the areas of learning.
- Provide more opportunities for pupils to develop their understanding of life in a multicultural society.

The school has already identified these issues.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Children's achievements in the reception class (Foundation Stage) are good overall. By the end of Year 6, pupils' achievements are good in English and very good in mathematics and science. Pupils attain above average standards in English and well above in mathematics and science by the end of Year 6. Pupils make particularly good progress in Year 6 because teaching is consistently very good.

Pupils with special educational needs make good progress and achieve well against the targets set for them. There is no significant difference between the performance of boys and girls. The very few pupils from ethnic minorities achieve just as well as other pupils.

Main strengths and weaknesses

- Pupils achieve well in English and very well in mathematics and science by the end of Year 6.
- Reading skills are developed very well and standards are high.
- Pupils' speaking skills are not as well developed as other aspects of English.
- Standards in information and communication technology are above average.
- Pupils who have special educational needs progress well.
- The use of the outside play area is not planned for in all the six areas of learning in the Foundation Stage.

Commentary

1. Children start in the reception class with broadly average skills. They settle in quickly, make good progress, and achieve well in most of the areas of learning because the teaching is good and activities to support their learning are planned appropriately. As a result, an above average number of children are on target to exceed the expected goals of the Foundation Stage in most of the six areas of learning by the time they start Year 1. However, children's physical development is not as good as other aspects because outside play activities are not yet fully integrated into all the areas of learning.

Years 1 and 2

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

Standards in:	School results	National results
Reading	16.5 (17.8)	15.7 (15.8)
Writing	15.5 (16.1)	14.6 (14.4)
Mathematics	16.4 (18.1)	16.3 (16.5)

There were 30 pupils in the year group. Figures in brackets are for the previous year

2. In the 2003 National Curriculum tests and assessments taken at the end of Year 2, pupils' attainment was above average in reading and writing and average in mathematics when compared to all schools. When compared to similar schools, attainment was below average in reading and mathematics and average in writing. An examination of the school's results in national assessments shows that they have fluctuated up and down over the years. The trend in the school's results has been below the national trend. This is explained by the high turnover of staff in the infants over the past few years. For example, during the past four years six teachers have left for a variety of reasons which have had nothing to do with the school. This has led to a lack of continuity in pupils' learning. However, the staffing situation is now much more settled and as a result pupils are making good progress and achieving well. The

work seen during the inspection shows that attainment is above average in writing, mathematics and science. It is well above average in reading because basic skills are being taught very well. These judgements are broadly similar to those made at the time of the previous inspection.

Years 3 to 6

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

Standards in:	School results	National results
English	28.2 (28.3)	26.8 (27.0)
Mathematics	29.5 (28.9)	26.8(26.7)
Science	31.1 (31.1)	28.6(28.3)

There were 14 pupils in the year group. Figures in brackets are for the previous year

3. In the 2003 national tests, pupils in Year 6 achieved above average standards in English and well above in mathematics and science. When the results are compared with those achieved by the same pupils at the end of Year 2, they show that the progress made by the pupils was well above in English and very high in mathematics and science. The school exceeded the target it set for pupils' performance in English and mathematics. These were appropriate for the particular group of pupils and exceeding them was a good achievement for the school. The trend in the school's results over the past five years has been broadly in line with the national trend.
4. Inspection findings indicate that pupils' attainment in English is above average and well above in mathematics and science. However, pupils' speaking skills are not as well developed as other aspects of English such as reading, which is very good. The school has already identified this and is putting in place an action plan to rectify the situation. Standards in mathematics and science have improved significantly since the previous inspection because of the very good use being made of assessment information to set targets and address areas of weakness.
5. Standards in information and communication technology (ICT) have improved since the last inspection and are now better than those found in most schools by the end of Year 6. Pupils make satisfactory progress in religious education and standards are in line with the expectations of the Gloucestershire Agreed Syllabus. They achieve well in history and gymnastics and attain standards that are above average. It was not possible to make an overall judgement about achievement or standards in art and design, design and technology, geography, music, and physical education because of insufficient evidence during the inspection.
6. As at the time of the last inspection provision for pupils with special educational needs (SEN) is very good overall and they achieve well because of good support they receive, especially from the special educational needs co-ordinator (SENCO).
7. The school has a gifted and talented register which includes pupils who have particular skills in mathematics, English, science, history, geography and music. Most of the pupils are in Year 6 and appropriate provision is made for them which ensures they achieve their potential. The school plans to improve further the provision it makes for these pupils and to ensure they are identified as soon as possible.

Pupils' attitudes, values and other personal qualities

Overall, pupils' attitudes to school and behaviour are very good. Attendance is very good. The provision for the spiritual, moral, social and cultural development of pupils is good overall.

Main strengths and weaknesses

- Pupils behave very well, have very positive attitudes to work and enjoy being at school. These conclusions are similar to the findings at the time of the last inspection.
- The level of attendance is well above that of similar schools around the country.
- The school's provision for social and moral development leads to very good relationships around the school.
- The school's provision for cultural development does not fully prepare pupils for life in multicultural British society.

Commentary

8. The table below shows the attendance figures for the school. The level of attendance has maintained the level at the time of the last inspection and is well above that of most primary schools around the country. Nevertheless a third of absences are due to families insisting on taking holidays during term-time. Punctuality is good. Few pupils are late in the mornings and, even then, usually by only a few minutes. The school's good links with parents ensure that they understand the importance of good attendance and punctuality.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.1	School data	0.2
National data	5.4	National data	0.4

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

9. Pupils' social development is very good. The school provides very good opportunities for pupils to interact with classmates in group work, paired discussions and to monitoring tasks within each class. The pupils in Year 6 have a range of responsibilities around the school. The school council enables pupils of all ages to work together. Their awareness of the wider world is enhanced with the choir singing in the community, the variety of visitors, inter-school sports matches and talks by representatives of charities. Pupils' relationships with their peers and with adults have maintained the high level at the time of the last inspection, and contribute to the quality of work in lessons and to the progress they make, especially by giving them the confidence to ask and to answer questions.
10. The pupils' personal development is very good. The opportunities for pupils to gain insight into values and beliefs in order to develop their spiritual awareness are good. As well as providing time for reflection, school assemblies help pupils to develop a sense of belonging to a whole-school community and, each week, to celebrate the contributions and achievements of others. Circle time period (a short period when pupils discuss issues which concern them.) and the various award systems help pupils to appreciate their own worth and to raise their self-esteem. Since the last inspection the school has provided good opportunities for independent learning. Both in lessons and with homework, the pupils develop their problem-solving skills and carry out research.
11. The pupils' attitudes towards learning are very good. This includes those of pupils with special educational needs. They are interested in what happens in school and they enjoy their work. As a group of Year 2 pupils said to an inspector, "Lessons are fun and we like learning." They listen attentively and follow instructions well. They are eager to answer questions and are

prepared to contribute their ideas. Pupils settle quickly to group work in lessons and maintain their interest even when not being directly supported by adults in the classroom. They have confidence in their own abilities and are eager to contribute their ideas. These positive attitudes reflect the quality of teaching and the variety of interesting activities built into the lessons. Because of the high expectations of their class teacher, children in the reception class are attentive, calm and interested in what goes on. Good attention is given to the provision for their personal, social and emotional development. Children share equipment, take turns and work well together. They are on course to exceed the early learning goals in this area.

12. Overall, the provision for cultural development is satisfactory. Its strength lies in the fact that various subjects provide pupils with a fuller understanding of the world around them with, for example, painting and music developing aesthetic awareness. Pupils are gaining an appreciation of the western cultural background from nursery rhymes and work on, for example, the Greeks and Tudors in history and European artists and composers. The study of world faiths in religious education is starting to help them understand some aspects of other people's practices and beliefs. Geography provides an insight into how people live in other parts of the world. The school is aware that it needs to improve its approach to increase the awareness of pupils about life in multicultural British society, as its provision is currently a weakness.
13. Pupils' moral development is very good. Pupils are aware of how their behaviour affects others and the vast majority show good self-discipline resulting in a very orderly school. They are open, polite to adults and to each other and welcoming to visitors. They move around the school in an orderly way even when not supervised. Instances of bullying or other aggressive behaviour are almost non-existent and the pupils confirm that any such behaviour is dealt with promptly and effectively. Last year the number of exclusions was zero.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education overall. Teaching is generally good or better leading to effective learning. The school provides a rich curriculum, and the support given to pupils is good.

Teaching and learning

Teaching throughout the school is good overall with examples of very good teaching especially in Year 6. As a result pupils make good progress throughout the school and achieve well. The teaching of pupils with special educational needs is good and they achieve well. Assessment procedures are very good in English, mathematics and science and very good use is being made of the data to set targets and improve standards in these areas.

Main strengths and weaknesses

- Teachers have good subject knowledge and very good classroom management skills.
- Assessment procedures and the use made of the information to improve standards and provision in subjects are very good overall.
- Teachers do not provide pupils with enough opportunities to develop their speaking skills.
- In the reception class, outdoor play activities are not planned for in all the six areas of learning.
- Pupils with special educational needs receive very good individual tuition from the SENCO.
- Teachers do not provide sufficient opportunities for pupils to appreciate other cultures.

Commentary

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactor y	Poor	Very Poor
0	7 (20%)	20 (57%)	8 (23%)	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

14. The quality of teaching in three-quarters of the lessons seen was good or better. The teaching observed in Year 6 was consistently of a very good quality.
15. Teachers plan thoroughly and ensure that the needs of all pupils are catered for. Teaching is good overall in the reception class and pupils achieve well in most aspects. However, outside play activities are not fully integrated into all the six areas of learning and this does have an adverse effect upon the quality of learning. Pupils' work is closely monitored by class teachers and co-ordinators who undertake regular reviews. These reviews lead to effective action plans being put into practice to bring about improvements in standards. For example, a recent scrutiny of pupils' books in history, geography and religious education showed that in two classes worksheets were being used too often and pupils' writing skills were not being appropriately developed. This is being addressed.
16. The school has also identified that pupils are not being provided with sufficient opportunities to develop their speaking skills in Years 1 to 6. Inspection evidence supports this. In some classes teachers only ask pupils who put their hands up to answer a question. As a result a number of pupils take no part in the discussion. This does not happen in Year 6. In this class the teacher has very high expectations and through challenging tasks and questions and carefully chosen dialogue ensures that pupils make good progress.
17. The three-part lesson (class introduction, individual or group work, and plenary, whole-class, session) is used effectively by all teachers in most subjects and particularly in English and mathematics. Teachers make clear to pupils the learning objectives of the lesson right from the very beginning and as a result very little time is wasted because pupils understand what they have to do. In addition, teachers' good subject knowledge ensures that key skills are taught well and pupils make good progress in most subjects. However, teachers do not provide pupils with sufficient opportunities to learn about the different cultures found in Britain today.
18. There are very good assessment procedures in place throughout the school. Test results and data obtained from other assessments are carefully analysed by subject co-ordinators and the information is used to very good effect to set targets and to address areas of weakness. As a result teachers and pupils are clear about what they need to do to raise standards in all subjects.
19. Pupils with special educational needs make good progress and learn successfully because of the very good teaching they receive from the SENCO on an individual basis. Each of the pupils with additional learning needs has a clear list of individual targets. These may be for language or number work, or for social and behaviour improvements. These targets are usually taken into consideration by teachers when planning activities, and Learning Support Workers (LSW) are good at helping pupils as they tackle their work. Pupils' progress is checked regularly and their individual targets updated.
20. The teaching of ICT has improved significantly since the last inspection. Teachers have undertaken training and are now more confident. Resources are much better than they were at the time of the last inspection and are used well.

The curriculum

The overall quality of the curriculum is good and very good extra-curricular provision enriches pupils' learning. The school environment is very well maintained and the good resources to support learning, particularly in English, mathematics, science and ICT, are a feature of the school.

Main strengths and weaknesses

- There is a wide range of extra-curricular activities that enrich the curriculum.
- The curriculum provided is relevant and meets the needs of the pupils well.
- Pupils with special educational needs are very well provided for.
- The outdoor play activities for children in the reception year are not integrated into all the areas of learning.
- Improvements made to the school's accommodation have enhanced the quality of learning.

Commentary

21. The quality of education provided for children in the reception class is good overall. The curriculum addresses all the areas of learning and prepares children well for the National Curriculum. Strong emphasis is placed on the teaching of basic skills in English and mathematics. The development of children's personal, social and emotional attributes is a strength. However, outdoor play activities are not fully integrated into all six areas of learning. In Years 1 to 6 the curriculum is well planned and provides good learning opportunities for all pupils. The school uses the national literacy and numeracy frameworks effectively and sets high standards. The school fulfils the statutory requirements on the teaching of religious education in accordance with the Gloucestershire Agreed Syllabus.
22. The school has good systems in place to develop pupils' personal, social and health education (PSHE). Teachers throughout the school give appropriate emphasis to these areas, both in lessons, and in the daily life of the school. During discrete PSHE lessons or during circle time (the time when pupils sit in a circle and discuss issues that concern them) pupils develop a good understanding of the importance of working together, sharing, and being considerate about the feelings and views of others. Aspects of health education are dealt with well so that issues such as healthy eating, the use and misuse of medicines, alcohol and drugs, and social issues such as relationships and bullying are all well provided for. Teachers' concern for these areas is well reflected in the very good relationships which exist in the school.
23. At the time of the previous inspection, it was found that higher-attainers, mostly in Years 3 to 6, were not being suitably challenged. This is not the case now. The school has maintained the high level of provision for pupils who have special educational needs. The quality of help offered by teaching assistants ensures that all groups of pupils have full access to the curriculum.
24. Links with the local Comprehensive School are well established and the co-operation of Heads of Departments from Art and Science and sixth form students in subject events at the school has been a positive experience for the children. The school's development of the teaching of French in Years 5 and 6 is also a positive opportunity that extends the range of curriculum activities the school offers.
25. Pupils' learning is enriched by a very good range of activities outside of the school day. Sports clubs for rugby, football and cross-country, creative clubs for choir and country dancing and Spanish offer and add much to the richness of the school's curriculum provision. Pupils are encouraged to attend county sports events and take pride in representing their school.
26. The school accommodation is very good overall and has improved significantly since the last time the school was inspected. It is clean and well cared for. The outside nature area has

been developed and designed and supports the outdoor environment as an 'outside classroom' through the linking of this area to the investigatory aspects of the science curriculum. A purpose-built ICT resource room has been provided and an additional room has been adapted so that all classes can use the interactive whiteboard and projector. Resources are good overall in all subjects and are used well to improve the quality of learning.

27. The school is well staffed and LSWs play a valuable part in the good progress pupils are making.

Care, guidance and support

The arrangements for pupils' care, welfare and health and safety are good overall and support pupils' learning appropriately. The provision of support, advice and guidance based on monitoring are good. The involvement of pupils in the school's work through seeking, valuing and acting on their views is good.

Main strengths and weaknesses

- The pupils trust the teachers and other staff and know there is always someone to whom they can turn.
- Staff show good concern for the needs of all pupils and provide good role models to encourage their development.
- The school provides a variety of opportunities for pupils to express opinions about life in the school.
- There are effective procedures for ensuring a healthy and safe environment.
- The school has good arrangements to enable new pupils to settle in.

Commentary

28. Health and safety risk assessments are in place for many of the subject areas and for visits out. The governors are properly involved ensuring that an audit takes place each year and that health and safety is a regular agenda item at staff meetings. Teachers ensure that pupils are made aware of health and safety issues during lessons such as science and design and technology. The school promotes healthy eating and living through its personal, social, health and citizenship education lessons. Procedures for child protection and ensuring a safe school are good. The school follows the local procedures and staff receive guidance on how to deal with any concerns that may arise. The designated person intends reviewing the guidance to maintain its effectiveness. Arrangements for first-aid are good with several trained staff, records kept of treatment and letters sent home for bumped heads.
29. The induction arrangements for pupils newly arriving in the reception class are good. The great majority arrive from the playgroup on the same site as the school. Reception staff visit to read stories and the children come into the main school for assemblies, to use the hall and occasionally for lunches. This ensures that they are familiar with the school and the staff when they start and settle in quickly. Pupils who come from elsewhere or who start at other times are encouraged to visit the school, if possible, several times before they finally arrive.
30. Pupils consider that the staff support them very well and they know whom they would go to if they needed help. They also consider that the teachers listen to their ideas. Pupils are enabled to influence what happens in the school by means of the school council and from discussions in circle time. Innovations they have helped to introduce include water bottles in the classroom and trees to provide shade in the playground. They are currently planning, and raising money for, 'buddy benches' in the playground.
31. Pupils believe that they are supported well by the staff and have the confidence to seek help when necessary. Their self-esteem is raised by the good range of rewards such as praise

and merits for effort and by the large number of awards presented in assembly. They recognise that these encourage them to do well.

32. The school's arrangements for assessing and monitoring pupils' academic performance and personal development are very good overall. Targets are being set and in conversation pupils showed that they had an awareness and were confident about what they might aim to do next in order to improve. This is helping to raise standards.

Partnership with parents, other schools and the community

Links with parents are very good overall. Links with the local community and other schools are satisfactory.

Main strengths and weaknesses

- Parents hold the school in high regard.
- The parents' support at home and in school makes a good contribution to pupils' achievement.
- The school provides a wide range of useful information.
- The annual reports provide very good information on their children's progress.

Commentary

33. As at the time of the last inspection, parents are very pleased with what the school provides. Their children like school, the staff expect their children to work hard and they make good progress. A few parents are concerned about bullying, but discussions with pupils showed that any instances are rare and effectively dealt with by the staff. A minority of parents also felt that the school did not seek their opinion, though the inspectors found that, in addition to the occasional formal questionnaire, the staff do listen to and take account of their views.
34. The school sends home weekly newsletters about general matters and each term these also outline what is to be taught in each class. Teachers are readily available. In particular, the infant teachers come out into the playground at the end of the day and the headteacher and Key Stage co-ordinators mingle with all the parents. From the relaxed, informal conversations seen to take place during the inspection, it is apparent that parents are comfortable talking to the staff. The annual reports on pupils' progress in the summer term provide a very good summary of what the children know and can do in each subject and include targets for improving achievement in English and mathematics.
35. Parents' involvement with the school makes a good contribution to its work and to the achievement of the pupils. Pupils confirm that their parents ensure that they do their homework. Nearly all parents ensure their children are rarely away from school and arrive on time. A few parents help regularly in school with many more accompanying trips out. The vast majority of parents take up the opportunities to meet the class teachers each term. The Friends association successfully organises many fund raising and social events.
36. The school has satisfactory links with other schools and the community at large helping to broaden the experiences for pupils' personal, social and academic development. The good opportunities for the children in the playgroup on the school site to use the school's facilities and to meet the staff result in a smooth transition into the reception class. The school is also able to use secondary teachers and their resources to enhance the delivery of some of the curriculum subjects. Year 6 pupils are well prepared for their eventual transfer. The headteacher regularly meets colleagues in local primary schools. Nevertheless the curriculum co-ordinators have only limited opportunities to share good practice with others in nearby schools. Inter-school sports activities such as football and athletics provide opportunities for pupils to meet children of a similar age. Pupils have various visitors such as professional sports coaches and police, and take part in a variety of trips out both locally and further afield, including a residential camp. They are active in local town events and the choir visits older

people at Christmas. Their awareness of the world of work is enhanced by visits to local factories.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management of the school is very good. The quality of governance is very good and the school fulfils all its statutory responsibilities. The school is very well led and managed by the headteacher who has created an effective team. Governors are very knowledgeable about the school and support the headteacher well in his commitment to raising standards.

Main strengths and weaknesses

- The headteacher leads the school very well and is supported very effectively by the assistant headteacher.
- The school's procedures for self-evaluation are very effective.
- The governing body is well informed, has a very good understanding of the strengths and areas for development in the school and fulfils all its statutory duties.
- Curriculum co-ordinators carry out their duties well. However, more could be done to ensure that the Foundation Stage curriculum has a higher profile in the school.
- Most parents have confidence in the leadership of the school and are appreciative of its caring ethos. There is a very good learning ethos and the school is committed to the full inclusion of all its pupils.

Commentary

37. The leadership of the headteacher is very good and has been successful in providing for very good improvements since the last inspection. The issues identified in the last report with regards to improving school development planning and the lack of involvement of curriculum co-ordinators in evaluating their subjects have both been addressed very successfully. The current School Development Plan sets out clearly and succinctly priorities for action. It is a collaborative, well-written document. Financial planning is tied tightly to the priorities in the plan. All subject co-ordinators are given time to evaluate their subjects and the system in place works very well and ensures that they have a good overview of their subject areas. However, leadership of the Foundation Stage is not as strong. For example, there is little to suggest that the use of the outside area is built into planning.
38. The headteacher has very clear educational aims, values and principles. For example, he has ensured in a relatively short period of time that the accommodation and environment for learning are of a high quality. As a result the school has its own dedicated and well-stocked ICT and music rooms. There is a purposeful atmosphere and a very good climate for learning in which pupils feel secure and achieve well. The headteacher receives very good support from the assistant headteacher who is not afraid to challenge decisions she feels strongly about. She has been influential in helping to develop the school's monitoring systems and assessment procedures.
39. A particular strength in leadership and management is the school's procedures for self-evaluation and the taking of appropriate action. For example, the school identified standards in Years 1 and 2 as an area in need of improvement. Appropriate action has been taken and as a result standards in this age group are now better than those found in most schools. Performance data is carefully evaluated and targets set for all age groups.
40. The school improvement planning process is well structured and all staff and governors have the opportunity to contribute. It is based on a thorough review of the strengths and weaknesses in the school's performance.
41. While most school policies are being implemented well throughout the school, inspection evidence shows that pupils' speaking skills are not always developed effectively. In addition

more could be done to give the pupils an appreciation of life in a society which contains people from many different cultural backgrounds. The school has already identified these aspects as being in need of development.

42. The governing body is actively involved in shaping the vision and direction of the school and fulfils its responsibilities well. Governors provide committed support for the school. Governors have subject responsibilities and produce well-written reports following on from classroom visits. This is very good practice and shows how the governing body is not totally reliant upon the headteacher for its information.
43. The school works hard to try to ensure that all pupils are fully involved in every aspect of school life and racial harmony is promoted positively. The management of the support for pupils who have special educational needs is very good. All the identified pupils have well written individual plans that are realistic and relevant.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	448,914
Total expenditure	450,668
Expenditure per pupil	2,089

Balances (£)	
Balance from previous year	30,447
Balance carried forward to the next	28,693

44. Financial planning and control are efficient. Day-to-day spending is managed conscientiously by the school secretary. She is a long-serving highly regarded member of staff who ensures that all school administrative systems are effective. Financial control and oversight by the finance committee of the governing body are good. Governors receive up-to-date budget reports. Money kept in balances is set aside for expenditure on the outside play area for the reception class.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in this stage is **good overall**. Children enter the reception class in the September of the academic year they turn five. Their attainment on entry is broadly average for their age and because the majority have attended pre-school provision in the local playgroup they settle well into class routines and school structures. The school works closely with the local playgroup and makes good use of their assessments of pupils as they enter the reception class. The children make good progress in most areas of learning because the teaching is good and the majority of activities to support their learning are planned appropriately. These findings are similar to those made at the time of the last inspection. The ratio of adults to children is satisfactory and all work well together in setting standards for children to model and in creating a friendly but purposeful learning atmosphere. The accommodation for the reception class is good with direct access to a dedicated outdoor area. No use of this area was observed during the inspection and outdoor play activities are not planned for in all the areas of learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are happy and confident.
- They demonstrate good relationships with each other and with the adults who are supporting their development.
- They are given opportunities to achieve well and are on line to exceed the expected goals by the end of the academic year.

Commentary

45. Children are set high standards and encouraged to reach them through the good use of praise and the setting of clear boundaries. Children as a consequence know what is expected of them, behave sensibly and make effort to achieve. The calm but enthusiastic atmosphere created by the adults in the class encourages children's confidence to attempt all activities and at the same time supports their need to seek help when they are unsure. They are reminded if they do not conform and are shown or told sensibly why they must co-operate so that they learn to understand the needs of others. Children demonstrate good understanding of why they take turns, share resources and clear up after themselves. They also know the class routines and how to change over to different activities promptly and with little fuss. Children showed good maturity when changing for physical education. They quietly but enthusiastically fetched their physical education bags, changed, helped each other when struggling to put on shorts and T-shirts and made real effort to fold their clothes neatly. This level of development is a consequence of the good role models demonstrated by the adults who teach them and the consistent and respectful approach of the adults to each other and the children.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Planning and teaching are good.
- Children are provided with good opportunities to develop their speaking and listening skills.
- The teacher makes good use of registration and milk-times to develop language skills.

Commentary

46. Children are making good progress in speaking and listening as a result of planned activities which encourage the development of their vocabulary. Such activities have an emphasis on the questioning of children, encouragement of their peers to listen to what each other say and the adults demonstrating and correcting them appropriately. During one lesson small groups of children re-told the story of 'We're going on a bear hunt.' This involved a child 'reading' the book whilst others listened and plotted the course of the family on the hunt. This required the children to speak to each other, re-cap the story, question whether they were on the right path and listen to each other's justifications. An examination of children's work indicates there is good emphasis on activities that support children in recognising their sounds and learning to read. This was further supported by observation of children voluntarily picking up books and sounding out words in the creative corner. Children's work also demonstrated the range of ability in the class and their progress in acquiring writing skills by forming letters and 2-3 letter words under their drawings of news, sequencing events and linking sounds and letters. The children enjoy such communication, language and literacy experiences and they are on course to exceed the expectations for this area of learning.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- There is a good range of well-planned activities
- The teaching assistant provides good support.

Commentary

47. The good teaching of mathematics is demonstrated by well-paced lessons delivered enthusiastically by the teacher and reinforced by the teacher and the teaching assistant in group activities. During a lesson to develop children's knowledge of numbers 1-10, rhymes and dice games were used to support children counting, adding and ordering numbers. The concept of 'two more' was built in to stretch the learning of the more able and the groups working with the teaching assistant were encouraged to add 'one more'. Most children are working at the levels expected for their age and the work in their books indicates the activities they undertake promote their mathematical understanding. Opportunities to recognise shapes and patterns, experience weight, sequence the size of objects and understand mathematical language such as 'higher', 'lower', 'bigger' are recorded in their books and shows progress over time. Opportunity to consolidate learning across the curriculum areas are seized and children were observed counting during milk-time, using spatial language: 'over', 'under', 'in', 'on', 'through', etc. during literacy lessons, and being made further aware of height and length in a physical education lesson.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The variety of activities promote and sustain children's interest.

Commentary

48. Provision in this area of learning is good and activities that introduce and reinforce the scientific and geographical aspects of this area are well planned. Teaching is good and most pupils are on course to exceed the expectations for this area of learning. During a lesson on the weather, children were encouraged to reflect on the types of clothes they wore in certain weather conditions and to consider how the weather was changeable and could be sunny yet cold. Children were encouraged to keep a weather diary of 'Mr. Wolf's week' and were becoming aware of weather patterns and changes. During a numeracy lesson experience of computer technology was planned well and most children had the opportunity to use the interactive white board to count and move objects on-screen.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Best use is not made of the dedicated outdoor play area.

Commentary

49. Outside play activities are not yet fully planned for in all the six areas of learning. However, the two planned indoor PE sessions per week do provide the opportunity for children to experience physical activities that encourage awareness of space, develop catching, jumping and balancing skills and allow them to enjoy using large gymnastic equipment. Opportunities to develop hand-eye co-ordination and to handle and control tools and objects safely are more frequent and children were observed rolling and moulding clay and fixing together stickle-bricks. Work in their books indicates that they also have experience of using scissors, they can manipulate small items and they are used to painting and sticking.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children are provided with frequent opportunities to practise skills they have learnt previously.

Commentary

50. Teaching and learning are good and most children are working at the levels expected for their age. Children are given opportunities to draw and paint and they have access to a range of resources such as pastels, chalk, sand, crayons etc., to express themselves creatively. Their creative skills are also developed through the imaginative use of the role-play area which this half-term has been designed as the boat carrying the 'Owl and the Pussy Cat'. Children were observed chatting and entering the boat and going on a 'journey'. Children are encouraged to sing and learn rhymes and showed their obvious enjoyment of these activities, often unselfconsciously continuing to hum and sing quietly as they went to play or got ready to go home.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**. Pupils enter the school with standards that are broadly average. By the end of Years 2 and 6 pupils' attainment is **above average** when compared to all schools. These findings are similar to those made at the time of the previous inspection.

Main strengths and weaknesses

- Reading standards are well above those found in most schools.
- Pupils can write well for different purposes and audiences.
- Teaching is good overall and very good in Year 6.
- Speaking skills are not developed as well as other aspects in some classes.
- The subject is well led and managed.

Commentary

51. Listening skills are developed well throughout the school and pupils listen attentively in class both to their teachers and to the contributions made by others. Standards in speaking are similar to those found in most schools and pupils are making satisfactory progress. In lessons, questioning and discussion sessions are used appropriately to encourage pupils to contribute and most do so with thoughtful answers. However, in general teachers tend to ask pupils who put their hand up to respond and as a result some pupils do not get the opportunity to contribute and extend their speaking skills. The range of questions asked in some classes is too narrow and only demand one word answers. The school is aware that more could be done to develop pupils' speaking skills and is in the process of drawing up an action plan to put in place a more structured approach in order to address the issue.
52. Standards in reading are high and pupils achieve well because of good teaching. Pupils have good attitudes towards reading and enjoy books. In Years 1 and 2, they use picture clues and prediction as well as phonics to help them tackle new words. For example, when asked how she had worked out how to pronounce an unfamiliar word, one pupil replied, "I just segmented it." The home/school reading diary is used effectively to keep a record of when pupils have read and to whom, but comments are rarely diagnostic. In Years 3 to 6, pupils read with increasing fluency, make very good progress and achieve very well. They are able to express a preference for a particular author and discuss their favourite books. One pupil said she enjoyed "fast-moving adventure stories." Pupils are also very aware of what they need to do to improve. Library skills are very well developed and pupils could explain how their library is organised but said they did not use it much for personal study or research purposes.
53. Pupils are given many appropriate opportunities to write and they achieve well, attaining standards that are above average by the end of Years 2 and 6. The literacy strategy is having a positive impact on the development of specific skills such as the use of 'should' or 'could' in persuasive writing. A scrutiny of pupils' work shows that they can write for a good range of different audiences and purposes as shown by this opening to a poem written by a pupil in Year 2, "green is for alligators with transparent eyes in the gleaming sun." Older pupils can use a wide range of vocabulary and imagery in their writing. For example, one pupil in Year 6 wrote this opening verse to a poem, "The sky is proudly wearing its sapphire coat. The sun is beating the smooth sand with fierce rays. The world is a rock, still and powerless." They know how to grab your attention right from the beginning as in, "It all began with an apple, not just any apple but a golden, sparkling apple." Handwriting is taught regularly and pupils have developed the ability to write in a cursive style by the end of Year 6. Work is well presented.
54. Teaching in English is good overall throughout the school. Teachers plan carefully and have high expectations of the work that pupils will produce. Very good use is made of assessment information to ensure that work is matched well to the needs of the pupils. The most

successful lessons are characterised by the use of a range of teaching strategies including very good questioning techniques which included all of the children and not just those with their hands up. The pupils were highly motivated because the teacher introduced objects or activities that stimulated discussion and gave an added purpose to their writing. However, this is not the case in all classes. Pupils with special educational needs are given good support and achieve well.

55. The co-ordinator leads the subject well. He monitors the quality of teaching and learning and pupils' work. In addition a detailed analysis of assessment information is undertaken to provide a very good overview of the strengths and weaknesses in the subject. The information feeds into the School Development Plan and appropriate action taken to improve standards.

Language and literacy across the curriculum

56. Good opportunities are provided for pupils to practise and develop their literacy skills across the curriculum. Teachers use correct terminology in subjects such as science and geography to extend and develop pupils' vocabulary. Pupils enjoy researching information using the Internet, and word process some of their work. Inspection evidence indicates that pupils in most classes write extensively in subjects across the curriculum such as history.

MATHEMATICS

Provision in mathematics is **very good** overall.

Main strengths and weaknesses

- Standards of attainment in Year 2 are above and in Year 6 well above those found normally. Pupils achieve well and apply their numerical skills quickly and accurately when solving problems.
- There is a strong focus on developing pupils' numerical skills. The quality of teaching is good overall and very good in Year 6.
- Good use is made of ICT; all classes have regular use of computers and the interactive whiteboard.
- A very good assessment system is in place and the information gathered is used well.
- Sometimes pupils are not given sufficiently challenging work when using worksheets.

Commentary

57. Inspection evidence shows that by the end of Year 6 standards are higher than those found at the time of the previous inspection and are well above those expected. Frequent staff changes had an adverse effect on standards in Year 2 in the previous year. However, inspection evidence demonstrates that standards currently being achieved are above those found normally. This is as a result of the good quality teaching that pupils experience, based on a thorough analysis of pupils' mathematical needs, with the information used well to provide challenging work. Good use is made of ICT in ensuring that pupils develop the necessary skills. For example, pupils are introduced to spreadsheets and are asked to work out the formula for finding the area of rectangles.
58. Pupils of all attainment levels are being suitably challenged in developing their basic number skills and they achieve well. Pupils enjoy manipulating numbers and are enthusiastic about methods that make calculating easy. For example, in Year 2 most pupils can quickly and accurately add together three single-digit numbers by looking for two numbers that add up to 10 first. In Year 6 they can use brackets accurately in partitioning numbers in calculations. Pupils respond quickly in mental arithmetic sessions, applying their knowledge of the four rules of number very well. Most use their knowledge effectively in solving problems. They enjoy

coming out to the front of the class and displaying their answers on the interactive whiteboards.

59. The quality of teaching and learning is good. In Year 6 it is very good. Teachers have a good knowledge of mathematics and use this to organise interesting lessons that motivate their pupils to learn. For example, a topic might be introduced in the classroom and then pupils go over to the resource room to use the interactive whiteboard. In particular the teaching of specific mathematics vocabulary to explain and discuss their work is effective. For example, when a group of Year 2 pupils were asked to discuss the properties of mathematical shapes they asked whether the inspector meant 2D or 3D shapes. Teachers have a warm relaxed relationship with the pupils and as a result pupils' confidence is bolstered so that they willingly tackle problems. A survey of previous work shows there is a suitable balance between the use of teacher-produced and commercially produced worksheets. However, potential higher-attaining pupils are sometimes asked to complete the 'easier' questions in a workbook rather than being challenged by harder questions found later on. Pupils present their work well. There is no significant difference in achievement between groups of pupils.
60. In Year 6 teaching is very good. The teacher has very good subject knowledge and very high expectations. As a result, pupils who might in other schools not achieve the appropriate level in national tests respond very well and are on their way to achieving average standards. At the same time higher-attaining pupils are given suitable work and apply successfully RUCSAC (read, understand, choose operation, solve, answer, check over) in working out their answers. During the inspection discussions held with Year 6 pupils were an absolute delight. All the pupils demonstrated fast number recall skills and accurate application of numerical skills when solving problems. Their *love* of mathematics and correct application of numeracy skills is due in no small measure to the quality of teaching they receive.
61. The co-ordinator is new in post. She has already analysed test results and provided all teachers with class targets. She has good subject knowledge and has undertaken monitoring and evaluation of the subject. The school has in place a very good assessment system with the results used well to help teachers' future planning. There is a good range of equipment that is readily available. Classroom assistants support individual pupils with special educational needs well.

Mathematics across the curriculum

62. A survey of pupils' work shows that they are provided with a satisfactory range of opportunities to use their mathematics skills in other subjects. Good use is made of graphs in science to demonstrate the dissolving of salt in a solution over a number of days. In ICT pupils produce their own database of statistics related to the weather. There are some satisfactory examples of timelines being used in history. Pupils in Year 3 accurately measure the materials they need to use in design and technology.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Pupils make good progress throughout the school and achieve well in their acquisition of scientific knowledge, skills and understanding. Standards by the end of Year 2 are above average and well above by the end of Year 6.
- Teaching and learning are good in Years 3 to 5. They are very good in Year 6.
- Pupils' ability to interpret data is not as well developed as other aspects.
- Assessment information is used well to identify strengths and weaknesses in provision.
- Leadership and management of the subject are very good.

Commentary

63. Inspection evidence shows that pupils' attainment and achievements by the end of Year 6 are well above average. Standards have improved significantly since the previous inspection when it was found that higher-attainers were not being sufficiently challenged. Pupils' knowledge and understanding of key scientific facts and principles are very good. They are proficient in carrying out investigations and understand how to carry out a fair test to try out a hypothesis such as the effect of forces on a falling object. Pupils with special educational needs make good progress and achieve well because they are provided with appropriate support. Pupils in Year 6 achieve a high standard because teaching is stimulating. As a result, pupils use appropriate terms in both their oral and written responses.
64. Standards by the end of Year 2 are higher than teacher assessments would indicate and are above those found in most schools. A scrutiny of work shows that pupils are provided with a well-balanced curriculum. Pupils in Year 1 name the external parts of the body, identify forces such as push and pull and recognise that a plant needs light, air and water for growth. Year 2 pupils can place creatures in the correct habitat and know why it is a suitable place for them to live. They understand the dangers of electricity and can draw a complete circuit that would light up a bulb.
65. Pupils make good use of their literacy and numeracy skills in science. They use the correct terminology when writing up their own accounts of investigations and use their mathematics skills well when taking accurate measurements. However, the school's own analysis of its assessments shows that pupils' ability to interpret data from graphs is a weakness. This is an aspect that the school is working hard to put right. The use of ICT in science is an area for development. Pupils do not make sufficient use of computers in science, for example to input data and use control technology to support their experiments.
66. No lessons were observed in Years 1 and 2. Teaching in Years 3 to 5 is good, with very good teaching in Year 6. Planning is detailed, with appropriate learning objectives included which are clearly made known to the pupils at the start of the lesson. Assessment is used effectively to ensure that activities are matched to the prior attainment of different groups of pupils. Learning support assistants provide good support to pupils with special needs, ensuring that they take a full part in the lesson. Teachers have good knowledge and understanding of the subject and as a result they present information to pupils in a clear and confident manner. In a very good lesson observed with pupils in Year 6, the teacher structured the tasks effectively so that the pupils were able to take responsibility for their own group activities. She kept a close eye on proceedings and intervened at one stage with the comment, "I can see someone doing something independently. Is that going to help the rest of the group?"
67. The subject co-ordinator both leads the curriculum and manages resources very effectively. Pupils' work is reviewed and a careful analysis is made of all assessment results to inform the future planning of lessons and to ensure action is taken to address weaknesses.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **very good**.

Main strengths and weaknesses

- Standards of attainment have risen since the previous inspection and are above average by the end of Year 6.
- The subject is appropriately integrated into most other subjects.
- The accommodation and resources are of a very good quality.
- Governors are kept fully informed about developments in the subject.
- The school policy is in need of updating.

Commentary

68. At the time of the previous inspection, standards were found to be uneven. This is no longer the case with pupils achieving well in all age groups. ICT is a rapidly improving subject in the school due to the efforts of the headteacher and governors in ensuring that both the accommodation and resources have been improved significantly. In addition, staff training has furthered teachers' knowledge and skills. Besides the school having a purpose-built ICT resource room, an additional room has been adapted to allow all classes timetabled access to an interactive whiteboard and projector. The link governor has produced a comprehensive and well-written account of his visit to the school which concludes, "the biggest thrill for me was to see the computer suite facility being used so effectively. In my mind, money well spent."
69. Pupils in Year 2 have sound word-processing skills and can manipulate a mouse with a good degree of accuracy. They are aware of the wide use of computers and especially how control of them can support their learning and make life easier by, for example, writing and sending letters using e-mail. They can save and print their work independently and understand the purpose of many of the icons on the toolbar. Pupils described how they enjoyed using an art program to create symmetrical patterns. They carry out simple word processing as when writing a story.
70. Pupils in Year 6 have developed a good range of ICT skills, which they use confidently. These range from straightforward word-processing skills to more complex operations such as multimedia presentations linked to a geography project. Good links are made with literacy with pupils producing evaluations of their work. One pupil wrote, "I could improve the front slide because it does not catch the eye. " Pupils' typing skills are well developed and they can cut and paste and merge pictures and texts into their own work. Pupils independently access the Internet and seek out information. They are able to select text and pictures and to copy them into their work. In Year 4 they make good use of the edit facility to find and replace words.
71. The quality of teaching is good overall. Teachers do not overdirect their pupils and allow them time to find things out for themselves. In a Year 5 lesson, pupils were challenged to use all their skills to improve the quality of a poster to promote anti-smoking. They responded very well and produced work of a high quality. In a very good Year 6 lesson pupils were able to produce spreadsheets that allowed data to be changed because the task was explained to them very well by the teacher.
72. Two teachers who are keen and enthusiastic share the leadership of the subject well. Time is provided for them to carry out monitoring activities. They are aware that the current policy does not take into account recent changes in provision.

ICT across the curriculum

73. Pupils make good use of their ICT in most other subjects. For example, to design leaflets related to a health topic on the adverse effects of smoking. The leaflets produced were of exceptional quality, demonstrating good use of colour and font size. In Year 4 very effective use is made of their own stamp tools in art to produce designs. All classes use the 'Easiteach' mathematics programme on a weekly basis to improve pupils' numeracy skills. However, the use of ICT in science is not as well developed as in most other subjects.

HUMANITIES

History and religious education were inspected and are reported in full. Geography was only sampled.

GEOGRAPHY

Commentary

74. Work scrutinised shows that pupils cover a good range of geographical topics and learn appropriate skills. The travels of a teddy bear 'Barnaby Bear' help younger pupils to think of places further away. Recently, for example, he has been to Fuerteventura, Ireland and France. Pupils in Year 2 are taught important geographical concepts through a study of an imaginary island called Struay. They list physical features such as mountains and cliffs. Very good use is made of the immediate locality and this improves the quality of learning because the work is more relevant to the pupils. For example, pupils in Year 6 have been investigating rivers and looked at the very serious problem of flooding in Tewkesbury. One child wrote, "To stop flooding in our area we could build high walls around the river or we could make the land higher." Pupils showed a high level of interest in this work because it had real purpose.
75. In most classes, pupils are provided with good opportunities to develop their writing skills. Assessment procedures are very good and the information is used very well by the co-ordinator to identify areas of weakness.

HISTORY

Provision in history is **good**.

Main strengths and weaknesses

- Standards by the end of Year 6 are above average and pupils achieve well.
- In some classes worksheets are used too much.
- The subject is very well led and managed.
- Assessment information is used very well to address any weakness.

Commentary

76. There is insufficient evidence to form a judgement about standards and achievements in Years 1 and 2. By the end of Year 6, pupils' attainment is above that found in most schools and their achievement is good. These findings are broadly similar to those found at the time of the previous inspection.
77. A scrutiny of pupils' work from Years 1 and 2 shows that they are introduced to appropriate historical language and that they learn the reasons behind important events and traditions such as Remembrance Day. They engage in historical enquiry when preparing their own questions to ask when interviewing a visitor. For example one pupil wrote, "Why did they have a war?" Pupils in Year 6 worked enthusiastically in groups as "history detectives" using resource materials to find out about changes in everyday life during the 1950s. Pupils in Year 4 made good use of their own immediate environment to find out the key features of Tudor buildings.
78. The main reason why standards are so good is because the subject is led and managed very effectively. The co-ordinator makes very good use of the information she receives from assessments to identify what is working well and what needs improving. Work surveys are undertaken to check whether agreed policies are being put into practice. Findings are reported back at staff meetings and appropriate action taken to improve standards. For example, a recent scrutiny of work showed that worksheets are being overused in one or two classes. Inspection findings concur with this.

RELIGIOUS EDUCATION

Provision in the subject is **good**.

Main strengths and weaknesses

- Good links as to how religious beliefs relate to pupils' own lives.
- Good planning which builds upon work from previous years.

Commentary

79. Attainment is in line with the expectations of the Gloucestershire Agreed Syllabus and some pupils will exceed this. In the lessons seen teaching was satisfactory and helped the pupils gain a sound understanding of Christianity and how Christians apply their beliefs to their everyday lives. From an analysis of pupils' work and from talking to pupils it is clear that children are encouraged to reflect upon what they are learning and also to come to an understanding of how a person's beliefs can be applied to everyday life.
80. In discussions, groups of Year 2 pupils were able to speak knowledgeably about why people can be upset by what others do, and how both Christians and Hindus show care and love for others. Discussions with Year 6 pupils indicated they are still aware of Hinduism and of how each faith has special books and scriptures such as the Vedas and the Bible which they use to guide their lives.
81. The subject is led and managed satisfactorily.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No overall judgement can be made about provision.

Insufficient lessons were seen in art and design, design and technology, music and the dance and games elements of physical education to make overall decisions about provision. Three lessons were seen in gymnastics (physical education) in which pupils displayed above average standards. There are no issues to address from the previous inspection.

ART AND DESIGN

Commentary

82. Discussions held with pupils, and a survey of work produced, demonstrate that pupils have a satisfactory knowledge of the styles used by different artists. Year 6 pupils were especially keen to talk about the work of William Roberts and gave a good explanation of how movements can be created in art. There is a very good display of pupils' own attempts at creating movement in the drawings; these are of an exceptional quality. Pupils took a great pride in talking about the wall display of their work. Very good use is made of a part-time teacher who has specialist knowledge in the subject.
83. Teachers make good use of ICT. For example, in Year 1 self-portraits of a good quality have been created using the Color Magic program and in Year 2 patterns incorporating vertical symmetry have been produced. In Year 4 very effective use is made of designs from digital photographs taken from unusual angles, to stimulate pupils to use computer programs to produce their own pictures.

84. The range of pupils' work clearly shows that they have experienced a wide variety of different artistic techniques. For example, both collage work and art linked to a religious education project. Pupils are given the opportunity to use their writing skills to jot down their ideas. For example, after looking at a portrait of a Victorian lady one pupil wrote, ' I could use pale colours because the woman looks sad.'

DESIGN AND TECHNOLOGY

Commentary

85. No lessons were seen during the inspection but a survey of work done demonstrates that pupils are developing their skills well. By the end of Year 6, standards are above average.
86. Pupils in Year 2 design a cartoon strip and decide on the materials needed for a vehicle design. They are currently looking at different puppets such as finger, pop-up and glove puppets before designing their own. In Year 1, pupils have studied linkages and designed and made effectively their own flaps and sliders. Pupils in Year 3 measured materials carefully to make sure that their eggs would fit into the 3D box they have created. This work follows on from a comprehensive study of different types of structures.
87. In Year 6, pupils have studied different types of shelters to identify the factors that need to be taken into account in their designs. For example, they looked at the effectiveness of triangular strengthening. Good use was made of their writing skills in recording their findings. Pupils then designed and made their own shelters and critically evaluated the end product. Both the plans and models are of a very good quality.

MUSIC

Commentary

88. No lessons were observed in music. It is not possible to make a firm judgement about provision but pupils in years 3-6 were observed during hymn practice. Children clearly enjoy singing and the quality of their singing was good. The teaching was good and pupils made progress within the practice because the teacher modelled phrases, tone and pitch, encouraged the pupils through her use of praise and re-visited and re-enforced her teaching points.
89. Music provision is enhanced with the support of peripatetic music teachers and the new dedicated music room is a positive improvement in further supporting instrumental teaching. Music is well resourced and over 60 children are learning to play a musical instrument. Pupils are given further musical opportunities through listening to music during assemblies and are encouraged to learn the name of the composer and the title of the piece played.

PHYSICAL EDUCATION

Commentary

90. Achievement in the three lessons seen was good and pupils demonstrated precision and control in their movements. In Year 6, for example, pupils responded well to the teacher's instructions and produced a sequence of movements of a good quality. In Year 2, pupils used apparatus well to link two types of balances. Pupils worked co-operatively in their groups, planning their sequences well. However, pupils were not given the opportunity to put out or put away apparatus. Teachers do not provide pupils with enough opportunity to evaluate their own performance and that of others. As such, opportunities are missed to develop pupils' speaking skills. School records show that most pupils can swim 25 metres by the time they leave.

91. The co-ordinators organize a wide range of sporting activities. These include competitive matches with other schools. The hall is spacious and equipment is of a good quality. Pupils are suitably dressed for lessons and understand the need for physical exercise.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for personal, social and health education and citizenship is **good**.

Main strengths and weaknesses

- Provision is planned into the curriculum as a discrete subject and integrated also into other subjects.
- Staff make good use of specialist personnel, when appropriate, to give talks on specific issues.

Commentary

92. The arrangements for personal, social and health education (PSHE) are good. There is a variety of well-planned activities throughout the school. These include 'circle times' when pupils sit together and discuss, for instance, their personal problems, their own safety and ways of behaving. The school also fully involves pupils in the running of the school through its school council. In addition, the adoption of a clear policy and whole-school scheme of work ensures that knowledge and understanding are developed progressively as pupils move through the school. Teachers make good use of specialists such as the school nurse to give talks on specific issues.

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

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