

INSPECTION REPORT

HESTERS WAY PRIMARY SCHOOL AND FAMILY CENTRE

Cheltenham

LEA area: Gloucestershire

Unique reference number: 131250

Headteacher: Mrs S R Bride

Reporting inspector: Mr A C Jolly
(8750)

Dates of inspection: 15th – 18th January 2001

Inspection number: 230861

Full 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:	
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Dill Avenue Cheltenham Gloucestershire
Postcode:	GL51 0ES
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr G Buckeridge
Date of previous inspection:	9 – 12 th June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
8750	Mr A C Jolly	Registered inspector	English, history, physical education.	What sort of school is it? How high are standards? The school's results and achievements. How well are the pupils taught? What should the school do to improve further?
19491	Mr R Jones	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
28143	Mrs J Ball	Team inspector	Mathematics, art, music, special educational needs.	
26405	Mrs C Bond	Team inspector	The foundation stage, information technology, design and technology	How well is the school led and managed?
19897	Mr A Evans	Team Inspector	Science, religious education, geography, equal opportunities	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hesters Way Primary School and Family Centre was opened in January 1998, as an amalgamation of Hesters Way Infant School and Family Centre and Hesters Way Junior School. The school has 278 pupils on roll and the equivalent of 23 full-time placements in the nursery. It serves predominantly its immediate neighbourhood, an area that is shown by a range of socio-economic indicators to be much more disadvantaged than the average, both nationally and for Gloucestershire. The school is larger than average and the percentage of pupils known to be eligible for free school meals is well above average. The percentage of pupils identified as having special educational needs is well above the national average and the percentage with statements of educational needs is above the national average. There are no pupils for whom English is an additional language. Children on entry to the Family Centre have below average language skills and the baseline tests on entry to school show that the level of attainment is well below the national average.

The school aims to be self-evaluating and develop a range of approaches to improve performance. When it was formed it had a main aim of raising the standards of the older pupils' behaviour. The second priority is to expand the family centre and to work to support parents and their children. The other main priority has been to improve standards in mathematics, science and English for pupils by the time they leave the school.

HOW GOOD THE SCHOOL IS

Hesters Way Primary School and Family Centre is an improving school that serves its community well. The headteacher, ably supported by the deputy headteacher, is providing very good leadership. Pupils have a very good start to their learning in the Family Centre and at the infant stage. Standards are below average in the key subjects of English, mathematics and science by the time the pupils leave the school, though they have begun to rise. The school provides sound value for money.

What the school does well

- Standards in art are good.
- The Family Centre gives children a very good foundation for their learning.
- The headteacher gives very good leadership.
- The school gives very good personal support and guidance to pupils.
- The school provides a stimulating learning environment.

What could be improved

- Standards attained by pupils in English, mathematics and science.
- The teaching of spelling.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Hesters Way Primary School and Family Centre was amalgamated from Hesters Way Infant School and Hesters Way Junior School in January, 1998 and this is its first inspection. In its first year the Standard Assessment Test results in both key stages were below average. Over the three years the Key Stage 1 standards have risen sharply and been consolidated at around the national average. The Key Stage 2 standards have been slower to improve.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			Similar schools
	1998	1999	2000	2000
English	E*	E*	E	D
Mathematics	E*	E	E	C
Science	E	E	E	C

Key	
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

This table shows that the standards achieved by 11 year olds are well below the national average in English, mathematics and science. When compared with similar schools. Standards are average in mathematics and science but below average in English. Furthermore, the standard of work seen in mathematics, science and English was below average. Test results are average in Key Stage 1 and well above what would be found in similar schools. The quality of work seen in Key Stage 1 did not reflect the standards attained in the national tests in 2000. The test results have improved over the last three years at the end of Key Stage 1 and in mathematics and science at the end of Key Stage 2. Standards are satisfactory in all other subjects and pupils' attainment in art is above average.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have positive attitudes. They are attentive, keen to contribute in lessons and able to work together well.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is generally good. Pupils are polite and friendly and school property is well treated.
Personal development and relationships	There are a few opportunities for pupils to take responsibility. Relationships are good throughout the school.
Attendance	Current attendance figures are slightly below the national average but the school is working hard to improve these further.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

96 per cent of the teaching is sound or better and only 4 per cent of the teaching is unsatisfactory. Over half of the teaching is good in all key stages and the teaching in the Family Centre is consistently very good. The teaching of English and mathematics is generally good and the skills of literacy and numeracy are effectively taught. The teaching

meets effectively the needs of all pupils. There is consistently good teaching of basic skills and efficient organisation in lessons. Tasks are generally well judged to promote the effective learning of the pupils. However, the pupils are not encouraged sufficiently to work independently.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum, offering the pupils a sound range of worthwhile learning opportunities.
Provision for pupils with special educational needs	The school makes good provision. Early identification of needs and support greatly help the pupils.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	The school makes good provision overall. It has been particularly successful in building up a framework of values to regulate personal behaviour to which pupils adhere consistently.
How well the school cares for its pupils	The school provides effectively for the welfare of its pupils. There is a good range of support to meet the pupils' varying needs. The school has worked hard and gained the confidence of parents. It values their contribution to the life of the school

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and is very well supported by the deputy headteacher who performs a key role as head of the Family Centre. Coordinators give sound support.
How well the governors fulfil their responsibilities	The governors contribute effectively to the direction of the school and monitor soundly the implementation of their policies.
The school's evaluation of its performance	The school is aware of its strengths and weaknesses as a result of careful analysis of its performance and has identified priorities.
The strategic use of resources	The school makes good use of its resources

The school has particularly good accommodation providing a wide range of facilities. Staffing levels are very good and resources are satisfactory. The school applies effectively the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
• Teaching is good. • High expectations of pupils. • The school is well managed and led. • Pupils make good progress. • They would be comfortable raising a question or problem. • The school works closely with parents.	• The range of activities outside lessons.

It was agreed the leadership of the headteacher was very good. The inspection team judged also that teaching was good overall and that expectations are generally appropriate. Although standards are below average in mathematics, science and English, pupils make better progress than this would suggest. It is clear the school works very hard to develop close relationships with parents so that they are comfortable raising questions or concerns. Although the school offers a number of extra-curricular sporting clubs, the range of activities outside lessons is less than is often found in primary schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils enter the Family Centre and reception with skills in language and numeracy that are well below average as measured by tests at both ages. About half of the pupils are on the school's register of educational needs, a proportion that is well above the national average.
2. Standards in the 2000 Key Stage 2 tests were well below the national average in English, mathematics and science. These standards have improved over the last three years in mathematics and science so that in 2000 they were in line with what is found in schools in similar situations. The gap between the school's standards and national averages in English has not been bridged and the 2000 results were below average compared to what would be found in similar schools.
3. Standards in Key Stage 1 tests are much better. The average points score in reading, writing and mathematics in 2000 was in line with the national average and was well above what would be found in similar schools.
4. Standards of literacy and numeracy are below average throughout the school. The quality of the work seen in Key Stage 1 did not match the standards attained in the 2000 National Tests. However pupils, including those with special educational needs make steady progress and achieve appropriately related to the relatively low standard of attainment on entry to the school.
5. Standards in science are below average at the end of both key stages although National Test results have shown improvement. Standards in all foundation subjects are sound and in art they are good.
6. There is a general picture of improvement in the last three years and the school has set itself what it judges to be realistic targets for the next two years based on a close analysis of the current ability levels of year groups. These are upward in English but less so in mathematics. They are insufficiently ambitious to approach the national targets. The best work was seen in Years 3 and 4 building upon the standards attained in the National Tests at the end of Key Stage 1. There are thus positive signs of improvement.

Pupils' attitudes, values and personal development

7. Pupils have positive attitudes to learning and generally show a keen interest in lessons and other school activities. They pay attention and are willing to contribute their opinions and listen to the views of others, in, for example, circle time when Year 3 pupils work in pairs to find out about each other. Parents confirm that their children enjoy coming to school and, although current attendance figures remain below national averages, they are gradually improving.
8. Behaviour around the school and in activities, such as play, dining and assemblies, is generally good. With only a few exceptions, pupils behave well in lessons and they are courteous and friendly. School property, including a range of new play equipment, is treated with care and respect and used without the need for supervision. Good

standards of behaviour are underpinned by policies designed to raise pupils' self-esteem and encourage them with a variety of rewards and certificates including, in Years 5 and 6, a record of achievement.

9. Relationships throughout the school are good. Pupils are well cared for by all the staff and volunteers working in the school. Pupils play together sociably in activities and games organised by support staff at lunchtimes. In lessons pupils work well together in small groups or pairs, for example, creating Chinese style dance sequences or conducting experiments on the properties of sound. Bullying or other forms of unacceptable behaviour are not major issues and circle time is used effectively to discuss these as the need arises.
10. Many parents express the view that the school helps their children to mature and become responsible. There are some opportunities for them to do this by undertaking jobs around the school as monitors and older pupils help younger pupils with reading. Pupils organise the Summer Fayre and sales to raise money for school activities and charities. However, participation in extra curricular activities, which could promote personal development further, is still somewhat limited and in lessons pupils are not always encouraged to take initiative and learn by making mistakes.

HOW WELL ARE PUPILS TAUGHT?

11. The quality of teaching is good overall. Only 4 per cent of the teaching is unsatisfactory and over a half is good. The teaching is sound or better in 96 per cent of lessons.
12. The teaching in The Family Centre is consistently very good and is a strength of the school. The deputy headteacher has a very good understanding of the age group and the children are given a very good foundation for their future learning. Very good planning and organisation ensures lessons proceed smoothly, founded on very good relationships. There is a large amount of non-teaching support, which aids the pupils' learning.
13. Teaching is good in Key Stage 1. Teaching assistants are used efficiently throughout Key Stage 1 and a number are pro-active in seeking ways to develop further the pupils' learning. Pupils are consistently well managed and the routines and organisation are efficient.
14. Teaching is also generally good in Key Stage 2. Subject knowledge is sound in all areas and particularly strong in music, supplemented by the effective support of a county peripatetic teacher. The work is well matched to pupils' needs so that pupils' learning is fostered. Information and communication technology is timetabled and the good subject knowledge of the teacher promotes the pupils' development.
15. On the few occasions where the teaching is less satisfactory the teaching lacks pace. This is often the case in the main activity part of lessons, such as English, where the lack of timed targets reduces the rigour and concentration the pupils apply to tasks. On several occasions lessons also began late which caused a considerable loss of learning time.
16. The teaching of literacy and numeracy is generally sound over time and the National Strategies for both subjects have been successfully implemented. Thus progress throughout the school is steady. The teaching meets effectively the needs of all pupils, including those with special educational needs. Homework arrangements are

appropriate and pupils' work is well marked.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?

17. The school provides a broad and balanced curriculum, offering the pupils a sound range of worthwhile learning opportunities. Statutory requirements are met for all subjects of the National Curriculum. Religious education conforms to the local Agreed Syllabus and the school meets its obligations to provide a daily act of collective worship. Total weekly teaching time meets national recommendations in all key stages. There is an appropriate emphasis on the teaching of English and mathematics.
18. Planning for the work, which the pupils will do each term, is satisfactory. English and mathematics are soundly planned according to the national strategies for literacy and numeracy. Work in other subjects is carefully planned on a two-year cycle, in order to meet the needs of those classes which are of mixed ages. The headteacher and subject coordinators monitor the curriculum through a scrutiny of termly plans.
19. The school has a clear equal opportunities policy, which outlines the ways in which it promotes inclusive practice. It is successful in ensuring that all the pupils, regardless of ability, gender or race, have equality of access to the full curriculum. There is currently no evidence of any significant differences in attainment between boys and girls. The school places much importance on its participation in the local authority's Inclusion Project, which seeks to provide for pupils with moderate learning difficulties in mainstream schools. The school has contingency plans to make access to the upstairs classrooms possible for pupils with severe mobility problems.
20. Most parents responding by questionnaire feel that the school provides a good range of activities outside lessons. Inspection findings confirm that there is a wide range of after-school sporting and dance clubs. Provision is, nevertheless, too narrow. No competitive sports matches are played on a regular basis against other schools and, although there are plans to develop non-sporting clubs, none exist at present. Within the curriculum itself, the school enhances pupils' learning through a wide range of worthwhile visits, including the Forest of Dean, Robinswood Hill Country Park and local museums and art galleries. Visitors to the school have included artists, writers and theatre groups.
21. The school makes satisfactory use of the community to enhance the pupils' learning. Local coaches have provided football training sessions. The Vicar and deanery worker are regular visitors and members of the local Over Sixties Club often volunteer to hear pupils read. Work within the locality enhances learning in subjects such as geography and science.
22. There are very good relationships with the two secondary schools, to which most of the pupils transfer. Pupils in Years 5 and 6 are given the opportunity to sample lessons in subjects such as science, geography and art in these schools.
23. There is a teacher with responsibility for coordinating the pupils' personal, social and health education is good. During weekly 'circle times', there are opportunities for the pupils to develop confidence and self-esteem and to discuss relevant issues. The coordinator holds specific 'circle times' with targeted groups of pupils for whom these sessions are particularly valuable. Human growth, health education and attention to

the dangers of drugs misuse are taught as part of science, with due regard to the pupils' ages. Formal sex education is given to pupils in Years 5 and 6.

24. Provision for the pupils' spiritual development is satisfactory. They take part in festivals of the Christian calendar. The teachers often provide moments in lessons, such as religious education (RE), when the pupils can stop and think. The teachers also try to create in the pupils a sense of awe and wonder in the world around them. Year 2 pupils were clearly fascinated by a variety of Chinese decorations in a RE lesson and children in the Family Centre were delighted at the blowing of bubbles. Older pupils were encouraged to reflect on their feelings as they entered Gloucester Cathedral on a visit. Acts of collective worship make a sound contribution to the pupils' spiritual development on themes such as commitment, friendship, and valuing people. During the inspection, the deanery link worker led a very lively assembly on the theme of worth, which was much appreciated by the pupils.
25. The school makes good provision for the pupils' moral development. There are good behaviour and anti-bullying policies. The improvement of behaviour, especially in Key Stage 2, has been a priority for the school and has been successfully addressed through strategies such as staggered playtimes and 'circle time'. The pupils are clearly taught the difference between right and wrong. Individual education plans for some pupils with special educational needs include targets for improving their behaviour. The pupils are encouraged to become involved in drawing up classroom rules and the teachers reward good behaviour through a system of stickers and certificates.
26. Provision for the pupils' social development is good. The teachers encourage the pupils to take responsibility for carrying out classroom tasks and older pupils have additional responsibilities. Social skills are developed through paired and group work in lessons and through participation in assemblies, concert and clubs. Pupils in Years 5 and 6 have the opportunity to develop social skills on a residential visit to the Forest of Dean. The pupils themselves have organised much fund raising for charities such as Children in Need.
27. There is good provision for the pupils' cultural development. The school has held book weeks and art weeks and it gives the pupils opportunities to visit museums, art galleries and theatres and to listen to visiting storytellers and artists. The pupils have participated in the Cheltenham Dance Festival. Cultural awareness is particularly developed through art. The teachers make the pupils well aware of the cultural diversity of modern Britain. Much of the work in RE, physical education, food technology and art seen during the inspection was based on the Chinese New Year. In RE, the pupils are encouraged to show respect for the beliefs of people of different faiths. In one assembly observed, the pupils listened to an Afro-Caribbean story.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

28. This is a caring school where the welfare and support for pupils is given a high priority.
29. There are effective policies and procedures to deal with child protection. Appropriate steps have been taken to comply with the requirements of health and safety legislation and the necessary risk assessments have been carried out.
30. Comprehensive attendance records are kept and monitored regularly by the Headteacher and other staff. Unexplained absences are followed up quickly and the school receives regular visits from the education welfare officer.

31. Behaviour is well monitored and recorded. Incidents are logged in classrooms and by support staff at lunchtimes. There are regular review meetings involving senior staff and pastoral support programmes are put in place when the behaviour of individual pupils gives cause for concern and needs to be specifically monitored. An informal network for the exchange of information supplements these formal arrangements by staff who knows the pupils well.
32. Sound arrangements exist for monitoring and recording academic progress beginning with the information collected through the pre school programme in the Family Centre.
33. Throughout their time at the school pupils take a variety of nationally recognised tests in the core subjects of English, mathematics and science and the results of these are used by teachers to set group targets for the following year. Work to develop recording systems is still progressing and will include building up a portfolio of pupils' writing and uniform arrangements for reading tests in each year. Monitoring of progress in non-core subjects is currently less well developed.
34. Pupils receive very good pastoral support and advice. An experienced teacher has specific responsibility for pastoral issues and works well with groups of pupils needing additional help in coping with school. This provision is enhanced by a series of visiting professionals, such as the school nurse and police who contribute effectively to the health education and drugs awareness programmes.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

35. The school has forged strong links with parents. Parents believe that the school works closely with them and are comfortable about approaching with questions or problems. The pastoral support teacher and other members of staff are in the playground before and after school to discuss any concerns on an informal basis. The school also uses questionnaires to seek parental views on its policies.
36. The school has established good channels of communication including regular letters, which now contain some information on what is being taught, parents evenings and workshops on literacy and numeracy. Parents who don't attend meetings are contacted so that alternative arrangements can be made. The annual reports on pupils' progress are detailed and personalised so far as the core subjects of English, mathematics and science are concerned. They tend however to describe what has been done rather than focussing on what pupils could do to improve further, and for the non-core subjects, comments are very brief.
37. The school is very keen to involve parents with their children's learning. It has, for example, introduced clearer homework arrangements with workbooks for English and mathematics. The Family Centre attached to the school is a key element in this process, not only running courses for parents to develop their own skills but providing a very early link between school and home where positive relationships can be developed. Many parents help in school in a variety of ways and some have taken qualifications and now work in school as learning support workers. This assistance adds real value to the pupils' education.

HOW WELL IS THE SCHOOL LED AND MANAGED?

38. The headteacher has successfully led and managed the school through an amalgamation. She provides very good leadership, ably supported by the deputy head

teacher. They have a clear vision of the school's needs in order to improve standards further. The governors fulfil their statutory duties well and take a keen interest in the school. The school is aware of its strengths and weaknesses. Senior staff and governors have drawn up a School Improvement Plan with clear targets appropriately linked to the school's budget.

39. The headteacher is a skilled team builder. All the staff share appropriate aims and values that reflect the school's mission statement. This has had a significant impact on the management of pupils' behaviour in the school, ensuring a calm and orderly environment for learning.
40. The match of teachers' subject expertise to the needs of the curriculum is satisfactory. Planning systems are developing well, with policies for most subjects and suitable schemes of work. An analysis of pupils' progress is undertaken regularly, tracking development in the core subjects and setting targets for future learning. Key stage and subject co-ordinators are not as yet sufficiently involved in such monitoring but there are plans to rectify this. There are regular meetings of staff at all levels to consider the quality of provision, ensuring that there is a developing understanding of the school's strengths and weaknesses. The structures currently in place to monitor and develop teaching have potential, but their impact on improving learning is fragile at present. The school has set up an appropriate system for appraisal of the staff, and this will help teachers to identify a sharper focus in their work. Targets for improvement in statutory tests in Key Stage 2 currently lack challenge in relation to the school's mission statement.
41. The Governing Body effectively fulfils its role, with individual governors giving considerable time to supporting the school. They are aware of the school's needs and of the principles of best value, and have helped to shape the recent improvement by a commitment to increased staffing levels, to improving the quality of resources and to curriculum development. The greater involvement of the community by the recent changes to the Family Centre is significant in enhancing the school's image. The refurbishment of the building has greatly enhanced the accommodation. There is a successful system for supporting the training of new teachers and new early year's staff.
42. The school's budget is currently very healthy. Last year a number of unforeseen events resulted in an unexpectedly high surplus, which the school is now using purposefully. There is sound financial management enabling the school to harness the benefits of a recent increase in national and local funding by focusing on educational priorities in the school. This is particularly evident in successful bids for grants to support the development of information and communication technology, and to encourage initiatives in Social Inclusion. The school responds well to auditing recommendations, and has good administrative arrangements.
43. Standards of attainment are below average in the core subjects and well below average in the Key Stage 2 National Tests but this has to be balanced against low standards of attainment on entry. Therefore, when taking into account the socio-economic characteristics of the area and the average income per pupil, the school is giving sound value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Improve standards in English (paragraphs 2,3,15,43,55-57,59,61-64,66,67 and 74) by:

- continuing to develop the key skills of reading and writing (as outlined in the School Improvement Plan);
- developing a more uniform and consistent approach to the teaching of spelling;

Raise attainment in science at the end of both key stages (paragraphs 2,5,43,73,74 and 75) by:

- encouraging more independence among the pupils when undertaking practical investigations;
- improving pupils' recording skills .

Raise attainment in mathematics (paragraphs 23,43,68 and 70) by:

- developing pupils ability to use and apply their mathematical skills to solve problems:
- providing more opportunities for mathematical investigations to consolidate and reinforce mathematical concepts and thinking.

Other less important weaknesses, which should be included in the action plan (paragraph 15):

- Ensure lessons begin on time

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	74
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	11	43	42	4	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	23	278
Number of full-time pupils known to be eligible for free school meals	0	118

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	8
Number of pupils on the school's special educational needs register	0	105

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	6.7
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	30	14	44

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	25	28	28
	Girls	14	13	14
	Total	39	41	42
Percentage of pupils at NC level 2 or above	School	89(88)	93(80)	95(85)
	National	84(82)	85(83)	90(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	27	26
	Girls	12	12	12
	Total	35	39	38
Percentage of pupils at NC level 2 or above	School	80(85)	89(80)	86(80)
	National	84(82)	88(86)	88(87)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	14	23	37

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	6	6
	Girls	13	13	15
	Total	18	19	21
Percentage of pupils at NC level 4 or above	School	49(39)	51(49)	57(68)
	National	75(70)	72(69)	85(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	6	6
	Girls	17	16	17
	Total	22	22	23
Percentage of pupils at NC level 4 or above	School	59(56)	59(59)	62(78)
	National	70(68)	72(69)	80(75)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	272
Any other minority ethnic group	5

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	4	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	13.7
Number of pupils per qualified teacher	23.8 : 1
Average class size	25.3 : 1

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	242

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.7
Number of pupils per qualified teacher	13.5 : 1

Total number of education support staff	4
Total aggregate hours worked per week	100

Number of pupils per FTE adult	4 : 1
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	612,086.00
Total expenditure	573,113.00
Expenditure per pupil	1,775.00
Balance brought forward from previous year	44,851.00
Balance carried forward to next year	83,824.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	323
Number of questionnaires returned	41

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	41	0	0	0
My child is making good progress in school.	78	22	0	0	0
Behaviour in the school is good.	59	39	2	0	0
My child gets the right amount of work to do at home.	51	37	10	2	0
The teaching is good.	83	15	2	0	0
I am kept well informed about how my child is getting on.	54	44	2	0	0
I would feel comfortable about approaching the school with questions or a problem.	80	20	0	0	0
The school expects my child to work hard and achieve his or her best.	73	27	0	0	0
The school works closely with parents.	71	24	5	0	0
The school is well led and managed.	85	12	0	2	0
The school is helping my child become mature and responsible.	59	39	0	0	2
The school provides an interesting range of activities outside lessons.	41	37	17	0	5

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE.

44. The quality of provision for children in the foundation stage gives pupils a good basis to their education. The teaching and learning of nursery age children in the Family Centre is a strength of the school. Children enjoy coming to school, developing very good relationships with each other and their teachers and adjusting easily to the routine of school life. Attainment of nursery age children on entry to the Family Centre is well below the national average, particularly in the key areas of language and mathematical development. Thorough planning and monitoring of children's development in this class is having a very positive impact on the quality of their learning as children follow the 'stepping stones' detailed in the national guidance on early learning goals. All children make good progress as they move to reception, but many are unlikely to achieve all the early learning goals by the age of five because some of the teaching in the reception class lacks appropriate focus. Activities for reception age children are not always sufficiently challenging, and learning objectives are sometimes unclear. The quality of teaching is never less than satisfactory overall, however, and is consistently very good in the Family Centre.
45. Children are admitted to the Family Centre Nursery in the term after their third birthday and attend for four mornings each week. During the week there are family sessions in the afternoons, when some of the nursery age children attend with their parents and younger siblings, alongside other families from the community. Reception age children transfer to full-time schooling in the September after their fourth birthday. A staggered admissions practice ensures that children settle quickly into the new routine. Both classes provide a stimulating learning environment in spacious accommodation, refurbished recently for the purpose.
46. Baseline assessment profiles of attainment are undertaken for all foundation stage children soon after admission to either class. Information from these assessments is used effectively to identify key learning requirements for each child, particularly in the Family Centre, where learning is meticulously tracked. Procedures for identifying and supporting children with special educational needs are good in both classes.

Personal, social and emotional development

47. Children's development in this area is very good. The children in the foundation stage achieve the early learning goals for this area of learning by the age of five. Effective social training in a caring and supportive environment ensures that children know the importance of classroom routines. They take turns easily and help each other over simple tasks such as finding a toy or getting dressed for playtime. In structured activities they show good concentration and perseverance, taking pride in their work. Children are very well behaved, showing respect to the many adults who help them. They have good opportunities to choose activities, but provision for independent learning is limited. At present children are rarely able to take any kind of risk in their learning; opportunities are limited for them to be adventurous.

Communication, language and literacy

48. In the Family Centre children have good opportunities to develop speaking and listening skills. The teachers and support staff converse well with the children, encouraging them to talk purposefully about their chosen task and extending their

language appropriately. The staff show that they value children's efforts in communication, ensuring that every activity gives children good language experience. At times in reception, however, the need to listen is over-emphasised to the detriment of speaking opportunities. Adults often answer for the children during feedback sessions, and in reading activities children are very reluctant to offer their thoughts, despite good use of praise and encouragement. Many of the children are unlikely to achieve the early learning goals in all aspects of this area by the time they are five.

49. Children in both classes enjoy books, handling them well and sharing them with adults. They know that print tells a story and use pictures for information. Reception children are beginning to recognise some letters by sound and name, and to identify several characters from the reading scheme. They are beginning to learn key words. Higher attaining pupils are making sound progress in reading, with good assessment procedures in place to track their progress. There is a lack of excitement in learning during reading sessions, however, and sometimes the focus of the session is unclear. All children in the Family Centre are able to recognise their own name cards.
50. Opportunities for children to explore writing and drawing are very good in the Family Centre, using sand trays and various writing implements with sensitive adult guidance. Children in reception are able to write their own names without assistance, and have a correct pencil grip. They form letters satisfactorily and some are beginning to write words independently, but opportunities to use their writing skills for different purposes are limited. Adults focus on specific structured activities, missing vital opportunities to drive learning forward.

Mathematical development

51. There is a strong emphasis on mathematics in the Family Centre, enabling children to make good progress when they first enter school. A daily tally of adults and children present encourages accurate counting and every opportunity is taken to introduce children to mathematical language. 'Snack' time, for example, explores one-to-one relationships further with matching plates and cups, or offers an opportunity to practise number operations with yoghurt pots. Reception children are able to extend this learning when recognising and matching numbers up to ten, and some children are able to record numerals independently. There is insufficient use made of the 'stepping stones' of early learning, however, for all children to achieve the intended goals in other aspects of mathematics by the time they move to Year 1.

Knowledge and understanding of the world

52. Children in both classes make sound progress in this area of learning. Topics such as 'Our Community' and 'Up in the Air' encourage children to observe the world around them and comment on changes and similarities they notice. They talk about their families and experiences at home as they play in the home corner, and use a wide range of construction equipment to build models and test out different joining mechanisms as they learn about structure and balance. In the Family Centre staff give excellent support and guidance over computer programs, helping children to use the mouse and keyboard successfully. Reception children are then able to use this experience to operate simple programs independently. They are given opportunities to investigate the properties of sand and water as they play. Most children should achieve the early learning goals for this area by the time they move to Year 1.

Physical development

53. Children make good progress in this area of learning, and most will achieve the expected standards by the time they are five. There is a good range of equipment in both classes for the development of hand co-ordination, and some exciting large soft play apparatus. The outdoor play area has recently been appropriately developed, enabling children to use a range of wheeled toys and climbing equipment regularly. Children use space well, and show well-developed body control.

Creative development

54. Most children will attain the expected standards in this area by the age of five. Both classes enable children to experience a rich creative diet, as children learn to use their imaginations in a variety of ways. In the Family Centre, children purchase tickets on the 'train' and order food from the 'buffet car' as they travel. Reception children enjoy a magical journey to the 'local shops', encountering the hazards of cars, motor bikes, noisy people and strong winds portrayed through different musical instruments. They use modelling materials to roll and shape, showing independence in their choice of tools and design, and enjoy experiences that enable them to learn the effects of mixing colours together.

ENGLISH

55. Standards in English are below average when pupils leave the school. Pupils enter the school with language skills that are well below average and, although they make steady progress, this is insufficient to bridge the gap to what is found nationally.
56. The percentage of pupils attaining both the expected standard and higher level in the 2000 Key Stage 2 tests in English was well below the national average. Standards were equally low in both reading and writing. The difference between boys' and girls' performance in writing followed the national pattern but boys performed particularly badly in reading.
57. One half of those taking the tests last year were on the school's register of special educational needs and there is a similar proportion for the current Year 5 and Year 6. Therefore, when the schools' Key Stage 2 results are compared with similar schools, standards are relatively better, although still below average.
58. The Key Stage 1 test results are better. The results in reading and writing for 2000 were in line with what is found nationally and well above average when compared with similar schools. This reflects a consistent improvement in the last two years over 1998, when standards were behind the national average.
59. The quality of work seen currently in Key Stage 1 did not reflect the standards seen in the 2000 National Tests. The best work is currently in Years 3 and 4 which confirms an improving standard being maintained from Key Stage 1. However, the school feels that it must continue the effort to consolidate the achievement of this group. The additional literacy programme in Years 3 and 4 supports their needs well and the school has quite correctly identified raising the standard of writing as a priority.
60. In both key stages standards in speaking and listening are average. Many pupils enter the school with low levels of confidence and spoken language. However, they build up their confidence so that they respond readily to questions during the introductions to the Literacy Hour. Pupils also listen attentively to the teacher and other pupils, valuing

their contributions.

61. Standards in reading are below average throughout the school. Pupils have regular reading practice and are encouraged to read at home. Reading record books reveal a greater commitment in Key Stage 1 and the improvement by the time of the national Key Stage 1 tests is not maintained in the other reading tests which the schools uses annually. A significant proportion of pupils read without expression or fluency in both key stages and very few have developed skills of inference and deduction by the time they leave the school.
62. Standards of spelling are unsatisfactory. Pupils often fail to spell familiar words correctly and their writing often lacks accuracy in spelling throughout the school. Pupils learn the word lists, which are part of the National Literacy Strategy and there is some evidence of the 'look, cover, write, check' method in use. However, a more systematic and consistent strategy is needed to improve standards.
63. The pupils' writing is of below average standard. Few pupils currently in Year 2 are writing in sentences that begin with a capital letter and end with full stops. In Year 6 the more able pupils are producing some interesting and well-written passages, but a large number are not yet able to confidently use compound sentences.
64. Pupils, including those with special educational needs, achieve standards that are appropriate for their ability. Although the National Literacy Strategy has been implemented effectively, standards of literacy remain below average.
65. The teachers are committed to improving standards and there is a unity of purpose. The teaching observed was generally good and never less than satisfactory. Clear strategies are outlined in the School Improvement Plan to further develop the key skills of reading and writing, which continue to need sustained attention. Relationships are consistently good and pupils well managed.
66. Individual white boards are used in many lessons to test and develop effectively each pupil's understanding of basic skills such as spelling patterns. Teachers give good role models in shared reading sessions. In one well taught lesson with a mixed Year 5 and 6 class the teacher made clear teaching points from previously marked work. The introductions to lessons were generally good. For example in a mixed Year 3 and 4 class, the teacher demonstrated how to make a sandwich that acted as a stimulus for the pupils who were learning how to write clear instructions. Almost all lessons benefit from the presence of learning support assistants, who are used very effectively in Literacy Hour sessions and are often pro-active in developing pupils' learning, independently from the teacher. The weakest part of most lessons was the main group activity. Insufficient urgency is given to their tasks, which could be remedied by timed targets. This would raise both the pace and expectations in this critical phase of the lesson. The curriculum is balanced and meets statutory requirements. Resources are sound, although the library is not used to best advantage.
67. There are good systems in place for target-setting. The headteacher has given a clear educational direction for the school and the recently appointed co-ordinator understands the priorities. Targets have been set too close to the current levels of performance and are not sufficiently ambitious to approach nationally expected standards.

MATHEMATICS

68. At the end of Year 6 standards of attainment are below the national average. Test results are improving in Key Stage 2 and are in line with the national average for similar schools. At the end of Key Stage 1 test results are already well above the national average for similar schools. The standard of work seen, however, was below the standard attained in the Key Stage 1 National Tests. Pupils' ability to use and apply their mathematical skills to solve problems is unsatisfactory. They behave well and listen attentively but find it difficult to interpret written instructions, which hinders their mathematical development.
69. Pupils in Years 5 and 6 benefit from being set by ability for mathematics. Pupils within the mathematics sets make good progress. The pupils within the lower set are encouraged to develop mental strategies for doubling. Their work is well supported by information technology and the use of learning support assistants. The middle set is given opportunities to consolidate and reinforce mathematical skills by completing an arithmetical task within one minute; they then report back to the group. This high level of challenge motivates the pupils well and they are mutually supportive. In the top set pupils are able to multiply by numbers in the hundreds. Pupils benefit from clear planning and well paced lessons in Key Stage 2 and in Year 1 and 2. Pupils with special educational needs are supported well in lessons and make good progress.
70. The quality of teaching in the majority of lessons is good. The pattern of teaching promoted by the National Numeracy Strategy is well established. Teaching is well focused and generally conducted at a brisk pace. Good use is made of visual resources. Pupils are encouraged to discuss strategies and to explain their thinking to others. In Year 4 pupils are offered different strategies to solve problems. Good use is made of pupil demonstrations to clarify misconceptions and to consolidate learning. In all lessons observed pupils were expected to explain their thinking. A good emphasis is placed on developing vocabulary. Pupils in Year 2 reinforce shape vocabulary by playing a game, pupils are able to check their answers by referring to an interactive display. The plenary session is effectively used to reinforce teaching and learning. The teachers over time, however, provide insufficient opportunities for mathematical investigations to consolidate and reinforce mathematical concepts and thinking.
71. Teachers manage pupils well in lessons. They are well supported by learning support assistants. In Year 2 and Years 5 and 6 good use is made of Information Technology to reinforce learning in all areas of mathematics. There are good assessment procedures in Key Stage 2 and pupils are set individual targets for improvement.
72. The co-ordinator has good subject knowledge and there is an Action Plan for the development of mathematics. The co-ordinator has monitored teaching throughout the school and supported teachers in Years 3 and 4. An analysis of pupils' strengths and weaknesses from standardised tests has been carried out. The resources for mathematics are sound.

SCIENCE

73. By the time the pupils leave the school, standards are below average. In the most recent national tests, standards were very low compared with schools nationally, though average compared with similar schools. Standards have risen over the past three years and good teaching, with an emphasis on developing scientific enquiry skills, is continuing this trend. Boys and girls attain equally and pupils with special educational needs are achieving satisfactorily. The most recent teacher assessment at the end of Year 2 indicates attainment is below the national average, but average compared with similar schools.

74. Overall, the quality of teaching and learning throughout the school is good. The setting of pupils by ability in Years 5 and 6 enables more challenging work to be set for higher attainers. The teachers emphasise learning through practical enquiry and they ensure that the pupils develop the scientific skills of fair testing and prediction. Observation of lessons in Years 5 and 6 indicated that this approach helped the pupils to understand that light travels from a source to an object and is reflected to the human eye in straight lines. In one lesson, the pupils used torches, paper with holes and a dartboard to investigate this concept. In another lesson, the teacher made science relevant to everyday life by linking transparency, translucency and opaqueness to bedroom curtains. The pupils used information and communication technology well to enhance their learning. They used light sensors to measure how much light passed through different materials and recorded their findings accurately through computer-generated bar charts. Many pupils, however, lack confidence and independence in carrying out practical investigations. They find it difficult to think of questions to pose at the start of the investigation. Many lack the basic scientific knowledge on which to make reasonable predictions. Recording skills are often weak and are hampered by unsatisfactory literacy skills. Spelling is a particular problem. The teachers encourage the pupils to use correct scientific language. This was apparent in lessons in Years 3 and 4, where the pupils learnt about the different types of human teeth, their functions and the need to keep them clean. Good links with mathematics are made wherever possible. For example, in a Year 3 lesson, where the pupils were investigating whether people with the longest legs are the tallest, the teacher insisted on careful and accurate measurements. In addition, an analysis of pupils' work indicates that they have recorded plant growth by means of accurate line graphs and bar charts.
75. The teachers plan and prepare their lessons well. They make good use of learning resources. This was apparent in a Year 1/ 2 lesson on the causes of day and night, where the teacher made effective use of a torch and globe, and in a Year 1 lesson on different sounds, where the teacher had prepared a variety of relevant activities. The basic scientific knowledge of many pupils in Key Stage 1, however, is weak. For example, some pupils illustrated a picture of night time with the sun. Recording skills are often unsatisfactory, both in written and illustrative form. The teachers make effective links between science and literacy.
76. The coordinator manages the subject well. She has analysed pupils' attainment in the national tests, in order to highlight areas for improvement. She has developed a clear action plan to raise attainment. She has begun to build up a collection of pupils' work at agreed National Curriculum levels of attainment, in order to help colleagues in the accuracy and consistency of their assessments. There are good resources to support learning, including a wide range of science reference books in the school library. The teachers enhance learning through worthwhile visits to places such as the Forest of Dean, Oldbury Power Station, Hayden Sewage Works, Robinswood Hill and local conservation areas. By encouraging the pupils to care for the environment and to work collaboratively during practical investigations, the subject makes a sound contribution to their spiritual, moral, social and cultural development.

ART AND DESIGN

77. Standards achieved at the end of Key Stage 2 are good. Art is a strength of the school. The portfolio of work and displays throughout the school show an effective progression of skills and techniques and a good range of different media. Pupils are

given the opportunity to study the work of a wide range of artists, such as O Keefe, Klee and Van Gogh.

78. Visiting artists also support the children's learning. Pupils were given the opportunity to design and make tiles for the new link corridor. A local artist was involved in this project. This adds much to the environment of the school. Pupils in Year 1 and 2 produced an Indian Toran as part of a multi-cultural art week. Two large collaborative textile collages were made to celebrate the millennium. Special needs pupils are well supported in Art and make sound progress. There is a two-year rolling programme to ensure that all pupils visit an Art Gallery, follow a sculpture trail and take part in art workshops. There are good links with the local comprehensive school, sharing expertise and resources. A variety of art workshops are offered to the parents in the Family Centre.
79. Teaching is good in Key Stage 1 and satisfactory in Key Stage 2. Teachers build on good skills and techniques acquired by the younger children. Pupils are encouraged to mix their own paint. In Year 1 pupils are expected to prepare shades of paint and are encouraged to experiment. Attention is given to encouraging observational drawing; in Year 2, pupils were encouraged to observe carefully and use shading. In Year 6, pupils were given the opportunity to use skills and techniques previously acquired to design and make hats. Teachers' knowledge is good and influences the standards of work achieved.
80. At present there is no whole school scheme of work for Art. This is a main focus for the school improvement plan for 2002. The co-ordinators have a good overview of the subject. They have attended relevant in-service training and one co-ordinator has provided in class support. The school is well resourced with a good bank of pictures of a variety of artists and styles. There is a wide range of materials and equipment. Resources are centrally stored.

DESIGN AND TECHNOLOGY

81. There was insufficient evidence to form a clear judgement on standards achieved at the end of Key Stage 2 in design and technology. Only one lesson was seen during the inspection, but some evidence was gained from teachers' planning, a scrutiny of work on display and discussions with pupils.
82. The school has recently introduced a commercial scheme of study units, enabling teachers to develop a coherent framework with a progression of skills built into the topics. There is a heavy emphasis on food technology at present, through which all pupils gain an understanding of hygiene and safety in their twice-termly cookery sessions. As pupils progress through the school, they build up their experiences of selecting and combining materials, using tools and considering the effectiveness of different components in their models. They are enthusiastic about their work and proud of their achievements, learning in Years 5 and 6 the valuable lesson of accuracy in measuring their materials. They have made successful models using cams and dowel rods, with some basic evaluations of the finished product.
83. However, the school still has some way to go before there is a robust system for ensuring that pupils build up their learning progressively in some aspects of the subject. At present, each new topic demands different skills and knowledge, with insufficient reinforcement by teachers of earlier learning, or opportunity for pupils to understand what they have to do, and why. When making a motor shaft, for example, pupils were unclear about the relative merits of using a pulley or a gear. The

appearance of the gear was a more motivating factor than its fitness for purpose. For some projects, pupils have too little opportunity to learn appropriate design skills for their models before making them. The inevitable desire to complete a model is not currently balanced against the need to ensure that the finished product will be satisfactory.

84. All design and technology lessons in Key stage 2 are taught by the coordinator, whose enthusiasm for the subject ensures that resources are plentiful and of good quality. There is a thorough policy, and planning is taken from the published study units. At present there is no assessment of pupils' progress, which hinders the development of coherent learning across the school.

GEOGRAPHY

85. By the time the pupils leave the school, standards in geography are average. This judgement is based on an analysis of pupils' work and on discussions with some of them. Pupils of all abilities, including those with special educational needs, are making satisfactory progress in developing their geographical knowledge and skills.
86. It was possible to observe only one very short geography lesson. However, an analysis of teachers' planning and of pupils' work indicates that the quality of teaching and learning throughout the school is satisfactory. Pupils in Year 6 understand the changing nature of a river valley from source to mouth and they know about geographical terms such as 'tributary' and 'meander'. They use their literacy skills satisfactorily to write accounts of daily life in a village in India and to compare this with life in Cheltenham. In work linked to history, the pupils have a very basic knowledge of the geography of Egypt. There is little evidence that the pupils are making sufficient progress in developing independent research skills or in their ability to use atlases effectively.
87. Two examples stand out to illustrate the way in which the teachers attempt to make geography relevant for the pupils. Last year, the pupils followed the voyage of a friend of a member of staff taking part in the Millennium 'Round The World Yacht Race'. Regular e-mails were received from the boat and this helped the pupils learn about oceans, winds and currents. One young pupil was a member of BBC Television's 'Castaway 2000' series. Correspondence between her family and her classmates helped in the understanding of how life on a small Scottish island contrasts with that in Cheltenham.
88. Younger pupils are beginning to understand the concept of a map as a view from above. They draw simple plans of their bedrooms and of their routes to school. They are developing the use of simple directional language, such as 'above', 'next to' and 'near', by drawing simple imaginary maps based on stories read to them, such as Hansel and Gretel.
89. The two coordinators manage the subject well. There are good resources to support learning, including a wide range of geography reference books in the school library. The teachers enhance learning effectively through visits within the locality and to places further afield, including the Forest of Dean, Robinswood Hill, the River Chelt and Oldbury Power Station. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development. For example, pupils in Years 3 and 4 have learnt about the importance of conserving the world's tropical rain forests.

HISTORY

90. Standards are average in history by the time pupils leave the school. The pupils, including those with special educational needs make satisfactory progress throughout the school.
91. Pupils in Key Stage 1 are developing a satisfactory knowledge and understanding of people and events in history and their effect on the society; for example, Guy Fawkes. The oldest pupils can use reference books to find information on historical topics, such as the Egyptians. They can also work out the use of Egyptian artefacts. They are less competent, however, in describing what the artefacts tell a historian about Egyptian life.
92. The only teaching observed was in Key Stage 2. It is purposeful and pupils' skills in historical enquiry are fostered. Timelines are used effectively in most classrooms to develop pupils' sense of chronology. Teachers have good subject knowledge and searching questioning helps pupils to achieve the clear learning objectives set. Sources and artefacts are used well to support the teaching but the teaching at times focuses insufficiently on what pupils can learn from them about a particular period in history.
93. Resources are satisfactory and are supplemented from the Museum Loan Service. A thorough plan has been drawn up to ensure the key historical elements are addressed systematically within the schemes of work. The coordinator has a clear grasp of the priorities to drive standards up further in the subject and is providing good leadership.

INFORMATION AND COMMUNICATION TECHNOLOGY

94. The standard of attainment at the end of Key Stage 2 is average when compared with schools nationally. The school has made good use of national funding and grants to equip and develop an information and communications technology suite. Pupils throughout both key stages now receive regular lessons in information technology, using the new suite and computers in the classrooms.
95. By the end of Key Stage 1 pupils are able to use a keyboard and a mouse as they move through specific programs that aid and illustrate their story writing. They store and retrieve information, and are beginning to understand how to program a simple robot's movement.
96. In Key Stage 2 most pupils show confidence and enthusiasm as they produce graphs of science investigations or transfer information from one program to another. They receive e-mails and are beginning to use the Internet to collect information about new topics in history or art. They can talk about the use of computers in the world beyond school.
97. The quality of teaching is satisfactory throughout the school, but much of the learning is very recent, particularly in Years 5 and 6. A newly-written audit booklet of pupils' experiences will help to identify key areas of need once it is in use, enabling teachers to assess where specific support is needed. Currently pupils' individual needs are not sufficiently recognised. Arrangements for classes to work in the computer suite have been carefully made, with a good ratio of adults to pupils. There is evidence of effective use of information technology across the curriculum. Work was seen in English and art, integrating graphics and word processing successfully, in mathematics, and in science, using simulations to find things out. Planning is sound, using a framework of commercially produced study units, but now needs to focus

more on progression in learning, adapting the framework to the school's requirements. Pupils with special educational needs are well supported and good provision is made to ensure inclusion of all pupils.

98. The two co-ordinators have a clear view of the needs of the school for further improvement, identified in the current School Improvement Plan. They have good subject knowledge and have arranged effective in-service training for teachers and classroom support assistants. Successful bids for national grants have enabled them to plan more training, and to arrange for improvements in the school's hardware to be installed this spring. This will improve significantly pupils' opportunities to use communication technology.

MUSIC

99. Standards achieved at the end of Key Stage 2 are satisfactory. Pupils enjoy their music making activities. The peripatetic music teacher provides good support to Year 3 and Year 4 music. Pupils with special educational needs are fully included and make sound progress.
100. Pupils in Year 4 are able to compare and perform simple tunes using the pentatonic scale but insufficient opportunities are given to assess or improve their performance. Pupils are developing technical vocabulary. There is limited opportunity for instrumental tuition. The peripatetic teacher teaches one Year 5 recorder group per week. The attainment of this group is below the standard expected. Pupils throughout the school are given the opportunity to take part in musical productions.
101. At the end of Key Stage 2 the quality of singing is below that expected of children of this age. The music co-ordinator provides specialist teaching for Year 5 and Year 6 singing. The sensitive choice of popular music adds to the involvement of the children. At Key Stage 1 the music co-ordinator teaches all classes. She has good subject knowledge and promotes the interest of the children by fully involving them in their learning. Years 1 and 2 pupils, for example, are encouraged to use their own bodies as instruments to produce long and short sounds.
102. Pupils have the opportunity to listen to and experience music of a wide range of different composers, ancient and modern, European and non-European, when entering the hall for collective worship. The collection of CDs is regularly updated and information about composers is displayed. The music co-ordinator gives a strong lead in all classes from reception to Year 4. She monitors planning and has observed teaching and learning in these year groups in the course of setting targets for improvement. This now needs to be extended to Years 5 and 6. The co-ordinator has a clear action plan for improvement. The resources available are adequate.

PHYSICAL EDUCATION

103. Standards are average in physical education by the time pupils leave the school. All pupils, including those with special educational needs, achieve appropriately.
104. Almost all pupils can swim 25 metres in Year 6. In gymnastics and dance lessons most pupils can give a sensible evaluation of the work of other pupils. Pupils can balance well and develop sequences to link the movements together. Standards in the games lesson observed was unsatisfactory, with pupils lacking basic skills in hockey.

105. Teaching is sound overall, with some good teaching of gymnastics and dance. In the games lesson that was unsatisfactory, Year 5 pupils were insufficiently active during an indoor hockey lesson and did not receive clear guidance on how to improve standards beyond the basic skills. The expectations were too low and the activities not related closely enough to the varying abilities of the pupils or an actual game. The organisation and planning of lessons, however, is consistently good. Relationships are good and the pupils respond enthusiastically to the activities.
106. Although few competitive games are played with other schools, there is a wide extra-curricular programme. There is a games and keep fit club for Key Stage 1, and football, tennis and rugby clubs for Key Stage 2. The school takes good advantage of outside support. An important link has been established with St Benedicts School, a local specialist sports college, which support extra-curricular activities at Hesters Way, particularly concentrating on the most able pupils.
107. The previous and present coordinator have monitored all teachers in the last two years and developed guidelines for good practice. They recognise the need to develop assessment, giving due emphasis to self evaluation and peer evaluation. They are providing effective leadership to the school, which benefits from good internal and external accommodation.

RELIGIOUS EDUCATION

108. By the time the pupils leave the school, standards in religious education are satisfactory. Pupils of all abilities, including those with special educational needs, are making sound progress.
109. The quality of teaching and learning throughout the school is satisfactory. In a Year 5 and 6 lesson, the teacher used questioning well to draw out ideas about what commitment means to the pupils. She made learning relevant to the pupils by drawing on modern day examples of things to which people show commitment, such as football, motor cars or photography. The pupils know that certain books, such as the Bible, the Qur'an and the Torah, are sacred to different religions. Their research skills are often very limited, however. Presented with texts and artefacts to find out about different religions, many pupils are unsure how to go about collecting relevant information and they look at the materials with little sense of purpose. Activities become more of an art and design exercise, rather than extending knowledge of religions. The teachers often use questioning well to extend learning. In the lesson quoted above, the teacher asked "What did the girl do at the start which shows that this book is special?" and this helped the pupils to appreciate that Muslims wash their hands before reading the Qur'an. The teachers encourage the pupils to develop respect for customs and beliefs that are strange to them.
110. Overall, the teachers plan and resource their lessons soundly. They make the pupils aware of what it is that they will be expected to learn by the end of lessons. In a Year 2 lesson on the Chinese New Year, the teacher made effective use of a wide variety of Chinese decorations and this helped the pupils learn how different people celebrate special occasions in different ways. Whilst some lessons move along briskly, with the pupils constantly engaged in activities, the pace of others sometimes drops, with the result that pupils' concentration wanes.
111. An analysis of pupils' work indicates that older pupils have a satisfactory understanding of the commitment shown by Christians such as Stephen the martyr and Mother Teresa. Younger pupils know how Hindus and Muslims practise their

faiths. They have listened to a Muslim visitor and they have made some effective cards for Eid. They are familiar with some well known Bible stories, such as Noah's Ark, and they know why baptism is important in the family life of many Christians.

112. A clear policy and scheme of work meet the requirements of the local Agreed Syllabus. The coordinator manages the subject well. She monitors teachers' planning and she is building up a useful collection of pupils' work, in order to help colleagues in assessing pupils' attainment and progress. There are good resources to support learning, many loaned from outside sources. Worthwhile visits are made to St. Aidan's Church and Gloucester Cathedral and to a local mosque. In encouraging respect for diverse beliefs and customs, the subject is making a positive contribution to the pupils' spiritual, moral, social and cultural development.