

INSPECTION REPORT

SEDGEBERROW C of E (VC) FIRST SCHOOL

Sedgeberrow, Evesham

LEA area: Worcestershire

Unique Reference Number: 116848

Headteacher: Mrs Fiona Smith

Reporting inspector: Stuart Greenwood
16741

Dates of inspection: 29 November – 2 December 1999

Under OFSTED contract number: 705892

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and first
Type of control:	Community
Age range of pupils:	4 – 10 years
Gender of pupils:	Mixed
School address:	Main Street Sedgeberrow Evesham Worcestershire WR11 6UE
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Appropriate authority:	Governing Body
Name of Chair of Governors:	Mr B A Patterson
Date of previous inspection:	May 1995

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Team members	Subject responsibilities	Aspect responsibilities
Stuart Greenwood <i>Registered Inspector</i>	English History Physical education	Attainment and progress Teaching Leadership and management
Kenneth Parsons <i>Lay Inspector</i>	Equal opportunities	Attendance Support, guidance and pupils' welfare Staffing, accommodation and learning resources The efficiency of the school Curriculum and assessment
Valerie Emery <i>Team Inspector</i>	Science Music Art Design and technology Under-fives	
Jackie Johnson <i>Team Inspector</i>	Mathematics Information and communications technology Geography Religious education Special educational needs	Attitudes, behaviour and personal development Spiritual, moral, social and cultural development

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MAIN FINDINGS

What the school does well

- The leadership of the headteacher is very good.
- Pupils make good overall progress with levels of attainment above average in English and mathematics, and well above average in science.
- Provision for children under five is very good.
- The school’s partnership with parents and the community is very good.
- Provision for extra-curricular activities is very good.
- Attendance is very good.
- Financial control and administration are very good. The school runs efficiently and gives good value for money.

These findings represent what the school does particularly well. The report identifies a large number of other strengths.

Where the school has weaknesses

- I. Standards in English attained by boys are consistently lower than those of girls.
- II. Although behaviour, overall, is sound, the behaviour of a minority of pupils is unsatisfactory. This has a negative effect on pupils’ progress in some lessons.

These weaknesses are heavily outweighed by what the school does well, but they will form the basis of the governors’ action plan that will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

There has been good overall improvement since the previous inspection. Significant improvements have been made in English, science, design and technology, physical education and in mathematics at Key Stage 1. The balance and quality of the curriculum has improved as has provision for the under-fives. Management systems, including arrangements for monitoring and use of coordinators are better. There have also been improvements in assessment, moral and spiritual education, links with parents and the community, the monitoring of pupils’ progress and personal development and in the accommodation. The provision of resources for information and communications technology is much improved, as is the library. Elsewhere, standards have been maintained. The exception lies in pupils’ behaviour, where the overall standard is not as good. Inspectors judge the school’s capacity for further improvement to be good.

Standards in subjects

This table shows the standards achieved by 7 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	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
Reading	B		
Writing	B		
Mathematics	B		
Science	A*		

The above figures indicate that the performance of pupils was above the national average in reading, writing and mathematics and very high in science.

Inspection evidence found that current standards are above average in English and mathematics and well above in science. Standards in information and communication technology are average at both key stages. Strengths in other subjects include art, design and technology and physical education.

There is no reliable national data about the performance of schools in a similar context to Sedgeberrow. Comparisons based upon similar levels of free school meals are unreliable in this case.

• **Quality of teaching**

Teaching in	Under 5	5 – 7 years	7 – 10 years
English	Very Good	Good	Sound
Mathematics	Very Good	Good	Sound
Science		Very Good	Good
Information technology		Insufficient evidence	Insufficient evidence
Religious education		Sound	Sound
Other subjects	Very Good	Good	Sound

There was insufficient evidence to judge the quality of teaching in information and communications technology. Teaching was at least satisfactory in 97 per cent of lessons seen. It was good or better in over 52 per cent and very good or excellent in 26 per cent. Teaching of children under five was very good in 80 per cent of lessons and good in the remainder. There was a particularly high proportion of effective lessons at Key Stage 1, where 70 per cent were good or better. In Key Stage 2, 38 per cent of lessons were good or better but there was a significant amount of good and very good teaching in Year 5.

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

• **Other aspects of the school**

Aspect	Comment
Behaviour	Pupils' behaviour is sound overall and most pupils have positive attitudes to their work. The behaviour of a minority of pupils is unsatisfactory.
Attendance	Very good. Pupils are keen to attend and are punctual. Lessons start on time.
Ethos*	Very good. Good relationships and positive attitudes are successfully promoted and there is a clear commitment to high standards.
Leadership and management	Leadership is good and has made a positive contribution to an improvement in standards. The contribution of the headteacher is very good.
Curriculum	The curriculum provided by the school is broad, balanced and based on an effective practical approach. Assessment procedures are good.
Pupils with special educational needs	There is sound provision for these pupils. They are well supported and make satisfactory progress.
Spiritual, moral, social & cultural development	This is good overall. Pupils' cultural development is sound
Staffing, resources and accommodation	There are good levels of staffing and good arrangements for their professional development. Resources are satisfactory overall but with minor shortcomings in some areas. Accommodation is satisfactory
Value for money	The school gives good value for money.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

• **The parents' views of the school**

What most parents like about the school

- III. The standards achieved by the pupils, the broad curriculum and the extra curricular activities.
- IV. The approachability of the headteacher and staff and the helpful way in which problems and complaints are dealt with.
- V. They have a clear understanding of what is taught.
- VI. The positive attitudes and values that have been achieved.
- VII. They are satisfied with homework.
- VIII. Their children like school.
- IX. They believe that behaviour is good.
- X. The opportunity to become involved in the life of the school.

What some parents are not happy about

- XI. Insufficient opportunities for working parents to

Inspectors endorse the majority of these positive views but find that the behaviour of a minority of pupils is unsatisfactory. They do not agree with the one negative comment as they judge that the school **does** provide sufficient opportunities for parental consultations.

KEY ISSUES FOR ACTION

The governors and staff should address the following matters in writing the action plan in order to raise standards and improve the provision the school makes still further:

XII. Make further efforts to raise the standards attained by boys in English. This issue should be included in the action plan for the subject and should be an integral part of plans for the further development of the new library.

XIII. Continue to explore further whole-school strategies for managing the behaviour of the small number of disruptive pupils. This should include revising the current behaviour policy and ensuring a more consistent application of rules, rewards and sanctions by all staff.

In addition to the key issues above, there are some less important issues that should be considered for inclusion in the action plan. These are indicated in paragraphs 25, 26, 42, 61 and 65.

INTRODUCTION

Characteristics of the school

1. Sedgeberrow First School serves the village of Sedgeberrow and a number of surrounding villages in a rural area near Evesham. Twenty per cent of the pupils come from outside the school's catchment area, which, parents say, is a testament to its popularity. The school has a planned admission level of 27 and with 162 pupils, it is smaller than most primary schools. There are broadly equal numbers of boys and girls. Pupils come from a wide variety of social backgrounds. There are no pupils from the ethnic minorities.
2. Children enter the reception class in the autumn term of the school year in which they have their fifth birthday. Their attainment on entry, while broadly average, covers a very wide range though there is a significant minority with below average attainment. Twenty-one per cent of the pupils are identified as having special educational needs, two of whom have a full Statement of Special Educational Need. This is broadly average. This proportion has not changed significantly since the last inspection. However, the number of pupils with emotional and behavioural difficulties has increased. There is insufficient data to make reliable comparisons of the school's performance against similar schools. Eligibility for free school meals is a poor indicator as the only service available is a basic sandwich meal for which there is little demand.

The school's aims are:

- To provide a secure, stimulating, open and trusting environment in which each child can develop his/her sense of personal worth and realise his or her own valuable contribution to life.
- Through positive reinforcement to develop each individual pupil's self-esteem and thus encourage growth as a whole person.
- To educate and prepare pupils for the changes and demands of the future.
- To provide a curriculum which allows every child in the school to realise his or her own potential.

Its current priorities are:

- The implementation of the National Numeracy Strategy.
- To consolidate developments in literacy.
- To update the policy for science and to review religious and physical education.
- To continue to develop the school grounds.

§ **Key indicators**

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	15	12	27

§ National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	11	11	13
	Girls	12	12	12
	Total	23	23	25
Percentage at NC Level 2 or above	School	85 (86)	85 (79)	92 (82)
	National	82 (80)	83 (81)	87 (84)

§ Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	11	11	15
	Girls	12	12	12
	Total	23	23	27
Percentage at NC Level 2 or above	School	85 (75)	85 (86)	100 (89)
	National	82 (81)	86 (85)	87 (86)

.....
¹ Percentages in parentheses refer to the year before the latest reporting year

§ **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	4.4
	Absence	National comparative data	5.6
	Unauthorised	School	0
	Absence	National comparative data	0.5

§

§ **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	1
	Permanent	0

§ **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	26

Satisfactory or better	97
Less than satisfactory	3

§ **PART A: ASPECTS OF THE SCHOOL**

§ **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

§ **Attainment and progress**

1. Overall standards in science and English have improved since the last inspection. In mathematics, standards have improved at the end of Key Stage 1 and been maintained in Key Stage 2. National test results over the period from 1996 to the present, show the attainment of girls and boys to be broadly in line with each other in mathematics and science, though girls have significantly outperformed boys in reading and writing. Inspection evidence supports this. The school is aware of the issue and has attempted to address it through an increased emphasis on supporting and motivating boys in English. This has not yet been fully successful.
2. In the 1999 National Curriculum tests for Year 2 pupils, the percentage of pupils reaching the expected level for their age in reading and writing was just above the national average. Girls' results, however, were well above. In mathematics, results were above the national average. Teachers' assessments for science showed that the number reaching the required Level 2 or more was very high. Over the past three years, standards are close to or above the national average in reading and writing, above in mathematics and well above in science.
3. There is no reliable national data about the performance of schools in a similar context to Sedgeberrow. Comparisons based upon similar levels of free school meals are unreliable and it is not possible to obtain data about possible eligibility. The local authority supplies a free sandwich meal for which there is minimal take up.
4. Inspection evidence and baseline assessment shows the current cohort of pupils to have average attainment on entry. There are significant numbers of both above and below average children, but inevitably, attainment on entry varies from year to year. This matches the findings of the previous report. Overall, progress is good for children who are under five. By the time they begin the National Curriculum, they attain the standards that are expected for their age in all areas of learning and are reaching above average standards in personal and social development, knowledge and understanding of the world and physical and creative development.
5. Standards seen during the inspection are judged to be above average in English and mathematics by the end of Key Stage 1. Attainment in science is well above average. By the end of Year 5, attainment in English and mathematics remains above average. Above average standards are also attained in science. These standards are the outcome of a well-organised curriculum and a significant proportion of well planned teaching.
6. In English at Key Stage 1, all pupils, including those with special educational needs, make good progress in developing their speaking, listening and literacy skills. There are various reasons for this, including the successful introduction of the National Literacy Strategy that has resulted in well-structured teaching of reading and writing skills with tasks well matched to pupils' different needs. In Key Stage 2, high quality teaching in Year 5 is sufficiently challenging for pupils to have made good progress in all aspects of English by the time they leave the school.
7. Progress overall in mathematics is good. In Key Stage 1 progress over time is good. In lessons observed it was never less than satisfactory and often good. In Key Stage 2, progress over time is satisfactory overall. In Years 3 and 4 progress is not as rapid as in Key Stage 1 but it is satisfactory. Progress in Year 5 is very good. Here, there is high quality teaching which is having a positive impact on the progress of all pupils, including the high attainers.

8. Progress in science has improved since the last inspection. Pupils start the National Curriculum with well-developed knowledge and understanding of the world. They maintain and develop this high standard and make very good progress. Attainment is well above average at the end of Key Stage 1 in all aspects of the subject, including scientific investigation. In Key Stage 2, progress is good with slower, though sound, progress in the first two years giving way to very good progress in Year 5.
9. In information and communications technology, pupils' attainment at the end of Key Stage 1 and Year 5 is in line with national expectations and standards have been maintained since the last inspection. Progress across the two key stages is sound, including that of pupils with special educational needs.
10. The attainment of pupils in both key stages is in line with standards expected by the agreed syllabus for religious education and pupils make satisfactory progress. Standards have been maintained since the last inspection. All pupils make sound progress in developing their knowledge of Christianity and other major world religions and in their ability to compare different customs and religious practices.
11. Progress is good in design and technology, physical education and art. Progress in music, history and geography is sound.
12. Pupils with special educational needs make sound progress overall across both key stages in relation to their prior attainment. Pupils with specific learning difficulties often make good progress. This is particularly evident in English, mathematics and science and when pupils are withdrawn for specific help. Progress is rather more variable in the foundation subjects where it is usually satisfactory. Pupils with behavioural difficulties occasionally make unsatisfactory progress. Standards have been maintained since the last inspection.
14. **Attitudes, behaviour and personal development**
13. Pupils have good attitudes to work in most classes and this has a positive effect on attainment and progress. There is, however, a significant minority of pupils who lack the required concentration and misbehave, particularly during whole-class question and answer sessions. This takes up extra teacher time and significantly slows the pace of lessons for other pupils. These pupils are particularly noticeable in the lower years of Key Stage 2. Most pupils, however, consistently show an interest in their work during whole-class discussions, group work and when working individually across the range of subjects. For example, pupils in Year 1 maintain concentration well when working together in pairs, finding numbers that add together to make ten. Pupils of all abilities put forward ideas and points of view with appropriate confidence in lessons and approach written and practical work positively. Completed work is discussed and shared with the teacher and others with pleasure. Pupils show that they can take responsibility for their own learning when given the opportunity, and even the youngest pupils are capable of demonstrating a good level of initiative. Pupils with learning difficulties have positive attitudes to work and respond well when praised by class teachers and support staff.
14. Behaviour is satisfactory overall but the good standard noted in the last inspection has not been maintained. An increased number of pupils with emotional difficulties means that the school now has to cope with a wider range of pupil behaviour than previously and this is a contributory factor. During lessons, most pupils are polite and treat each other and adults with respect. In a small number of lessons, behaviour is unsatisfactory. Where this occurs it is due to the demanding approach of a minority of pupils and, sometimes, inconsistent pupil management on the part of the teachers. Movement around the school is calm. Pupils enter and leave assemblies quietly. There is a happy atmosphere during break and lunch times. Behaviour in the playground is satisfactory, if robust. Many pupils show an awareness of those around them but some boisterous behaviour is evident and this not always adequately addressed by staff on duty. Parents commented that pupils do not let themselves or the school down when on school visits. Members of the wider community also praise their behaviour outside school. Pupils use the school facilities with care and there is no evidence of litter or vandalism. There has been one exclusion this year and none during the previous two years. Pupils with special educational needs are integrated into classes and work well with other pupils. Some lose concentration during introductory sessions and this is sometimes, but not always, due to the length of the session

rather than individual problems.

15. Relationships with peers and other adults are good. All staff provide positive role models and pupils generally reflect the respect they are shown. They work well together in groups, whether these are of mixed-ability, mixed-age or whole-school, and all contributions are welcomed at whatever level. This is particularly evident in class assemblies and in physical education, as in the Year 1 lesson where pupils worked collaboratively in pairs, carefully copying each other's actions. Pupils share resources amicably.
16. The personal development of pupils is satisfactory. Pupils help with the day-to-day management of the school in a number of ways though opportunities are not extensive. This is established effectively in the reception class where children are encouraged to take responsibility for clearing up their own work area. Some older pupils choose to use privilege days to help the younger pupils in their lessons but in general, few spontaneous actions of support by one pupil for another are evident. Pupils mostly demonstrate sound social skills and this is particularly evident during guided reading sessions. Pupils have an appropriate awareness of the achievements of others and this is encouraged well in class and during assemblies by celebrating effort and success. Older pupils are given opportunities to meet new and challenging experiences by camping in Malvern and attending residential courses at Redridge and the Isle of Wight. There is good attendance at the range of clubs offered by the school and pupils participate in a variety of art and music functions arranged by the school's cluster group. These all have a positive effect on their personal development.

18.

Attendance

17. The attendance by pupils at the school is very good. During the past few years, the number of reported pupil absences has been below the national average for a school of this type. Alongside this, the level of unauthorised absences is very low. Children like coming to school and they arrive punctually. There are no particular problems with the attendance of any specific group of pupils, including those with special educational needs. Compared with the norm, there are relatively few days lost to pupil sickness, although a number of pupils are taken out of school during term time for family holidays. Registration periods are conducted efficiently and lead naturally into the school day. During the day pupils move around the building efficiently when called upon to do so and they do not delay the start of lessons. Standards of pupil attendance have been maintained since the last inspection of the school.

19. **QUALITY OF EDUCATION PROVIDED**

19. **Teaching**

18. Good quality teaching is a strength of the school and makes a significant contribution to pupils' good progress. Teaching was at least satisfactory in 97 per cent of lessons seen. It was good or better in 52 per cent and very good or excellent in 26 per cent. Teaching of children under five was very good in 80 per cent of lessons and good in the remainder. There was a particularly high proportion of effective lessons at Key Stage 1 where 70 per cent were good or better. In Key Stage 2, 38 per cent of lessons were good or better but there was a significant amount of good and very good teaching in Year 5. The quality of teaching in English, mathematics, science, art and design and technology is good throughout the school. Overall, this is similar to the findings of the last inspection. Monitoring by the headteacher has had a positive impact on standards of teaching.
19. In English, the quality of teaching is good. It is consistently good at Key Stage 1 and sound in Key Stage 2 though there is some very good teaching in Year 5. The quality of teaching is never less than satisfactory. In over half of all the lessons it is good or better. The strengths of the teaching lie in teachers' good subject knowledge, their high expectations of pupils' work and behaviour, and good relationships. In the most effective lessons, teachers have well defined aims for the lesson, which are closely linked to the National Literacy Strategy. Teachers also convey a genuine enthusiasm for the subject. Handwriting is taught systematically and effectively.

20. In mathematics, the quality of teaching at Key Stage 1 is good. In Key Stage 2, it is satisfactory and often good, particularly in Year 5. Where teaching is most effective, planning is detailed and learning objectives are well matched to pupils' needs, encompassing the whole range of abilities in the class. Tasks are suitably challenging. The school has embarked upon the National Numeracy Strategy and all mathematics lessons begin with mental number activities, which are starting to have a positive effect on raising standards. Teachers use good questioning techniques to encourage the pupils to think carefully and give clear explanations of how they have worked out their answers.
21. Pupils with special educational needs are well supported by both class teachers and support assistants. Class teachers have a major input into the preparation of pupils' individual education plans and are well aware of pupils' individual needs and targets. Tasks are generally well matched to the ability of pupils. The emphasis is on in-class support where possible, but when pupils are withdrawn for specific focused help, this is of good quality and is effective. The behaviour of those pupils whose special educational needs relate to emotional and behavioural problems is less consistently handled. Where there are clear expectations of good behaviour and consistently applied rules, teachers have considerably less difficulty with these pupils. Good communication takes place between class teachers, special educational needs assistants and the special educational needs coordinator.
22. There is a good level of consistency in the quality of lesson planning. The majority of plans identify precise learning objectives, appropriate tasks and resources. In the best lessons, teachers share their learning objectives with the pupils and this gives them a clear sense of purpose. Schemes of work and comprehensive, medium-term plans effectively support progression in planning.
23. Day-to-day assessment is satisfactory. In class, teachers make good use of open questioning, involve a wide range of pupils and make good use of their own time to assess learning and provide support. However, approaches to marking are inconsistent. Some work appears unmarked and there is nothing to indicate what feedback pupils have had. In addition, some marking gives pupils too little indication as to how they can improve their work.
24. Management and discipline are sound overall but there is some variation between the best and the least effective practice. Discipline is positive but at the same time most teachers make clear their expectations of hard work and good behaviour. These expectations are usually appropriate but in those few lessons where management is inconsistent and work is less well matched to pupils' needs, challenging behaviour is more common. This has a negative effect on progress, particularly in lower Key Stage 2.
25. Teachers' subject knowledge is good in literacy, numeracy and science and the majority of other subjects. They make effective use of resources to stimulate the pupils' interest and support learning. For example, in the reception class, the teacher made excellent use of a range of clothes to illustrate weather conditions and the differences between seasons. Visual aids, such as overhead projectors, are consistently well used.
26. Homework supports learning well and builds progressively through the school. Reading and other homework is consistently set in Key Stage 1 and, by the end of Year 5, pupils undertake substantial research projects. The Home/School Agreement includes clear guidance for parents on homework, and parents are very positive about this aspect of the school's work.
28. **The curriculum and assessment**
27. The good quality curriculum provided by the school is broad, balanced and includes all National Curriculum subjects and religious education. It is well based on a practical, investigative approach and an exciting range of visits and visitors. Health, sex and drugs education are appropriately taught through science lessons. An appropriate time is devoted to literacy and numeracy. Since the last inspection, curriculum coverage has been carefully ensured through extensive monitoring of planning

and it is now good. Considerable training has been undertaken by curriculum coordinators and they now provide good leadership in their role of developing and monitoring the curriculum. Another issue from the previous report was the provision for higher attaining pupils who were not sufficiently challenged. This too has been successfully addressed through staff training and regular provision of extension tasks for these pupils in lessons. The setting arrangements for Years 4 and 5 in mathematics provide further good support. All key issues identified have been successfully addressed.

28. The recommendations of the National Literacy Strategy are fully implemented and the introduction of the literacy hour has been very successful. Pupils at both key stages use their literacy skills well across the curriculum. For example, they use their writing skills effectively to record science experiments, to make notes on history and in work in geography. Staff have been involved in appropriate staff development prior to the school's introduction of the National Numeracy Strategy, which is becoming well established. Mathematical and numerical skills support learning across the curriculum well.
29. The curriculum for the under-fives is broad, balanced, exciting and practical. It covers all the required areas of learning and meets the needs of these children very well. Planning has a good level of detail. Good assessment procedures are in operation with a 'baseline' assessment carried out when children start at the school. The results of this are used well to group children and to plan work matched to their needs. Regular daily assessments provide further useful information.
30. The provision for pupils with special educational needs is satisfactory in Key Stages 1 and 2 and good for the under-fives. Effective identification of special educational needs takes place from the 'baseline' assessment and there is carefully matched provision for these children. All pupils with special educational needs have access to the whole curriculum and a very good range of extra-curricular activities. The curriculum is appropriately matched to their needs and this is reflected in teachers' planning. Individual education plans are monitored regularly, reviewed and updated appropriately and the identification and assessment of pupils is carried out well. Assessment of pupils' progress follows the practices employed for mainstream pupils and is good. Provision for those identified with behavioural difficulties, though sound, is inconsistent.
31. The school provides good equality of access both to the curriculum and to extra-curricular activities for all pupils in line with its policy. The way it operates on a day-to-day basis avoids obvious stereotypical behaviour by gender, with boys and girls prepared to work together as equals. Provision for the needs of low attaining pupils is good, and they are well supported. The provision for high attaining pupils is also addressed as a specific issue. There are no pupils from ethnic minority backgrounds in the school. The school is aware of its need to ensure equal opportunities in the curriculum; for example, a great deal of recent work has been put into looking at standards achieved by boys and trying to find reasons for their under-performance.
32. Planning is good overall. The school has taken successful action to develop a cohesive planning structure with a good level of detail. This ensures that there is good curriculum coverage based on schemes of work, which are carefully matched to new government guidance, where appropriate. There is particularly good planning in science, where there is careful thought about the progression of investigative skills as well as knowledge. The school has paid good attention to the regular coverage of science and has revised its overall planning structure to include more science-based topics. In many other subjects, art for example, the progression of skills is carefully considered.
33. A good range of strategies for assessing pupils' attainment and progress has been established and the use of this data is satisfactory with some good examples. Detailed analysis of national test results is undertaken, for example, in planning a strategy for spelling and in remedying specific weaknesses in areas of the science curriculum. A good pupil-tracking document has been established, which provides current notes on individual attainment in all subjects, as well as assessed National Curriculum levels in English, mathematics and science. Teachers find these manageable and useful and they are used consistently. Good evidence of pupils' attainment is kept in pupil portfolios that are regularly updated. Pupils' National Curriculum levels are judged against well-established school portfolios and teachers' assessments are generally accurate. Target setting for year groups in Key Stage 2 is newly established

and involves the school in a careful review of individual progress prior to the identification of attainable, yet challenging targets. The good practice of setting short-term attainable targets has been established in Key Stage 1, but this is not consistently applied throughout the school.

35. **Pupils' spiritual, moral, social and cultural development**

34. The provision for pupils' spiritual, moral, social and cultural development is good overall and has improved since the last inspection.

35. The provision for spiritual development is good. The daily act of collective worship fulfils statutory requirements and is provided by the school through whole-school, key stage and class assemblies. These are well led by the headteacher, class teachers, individual classes and a variety of outside speakers, who provide a wide range of effective presentations. The use of music played when the pupils enter the hall creates a calm atmosphere. This is usually maintained, although a small minority of pupils sometimes become restless and lose concentration. Pupils help to organise and participate in their class assemblies, but their input is occasionally too teacher-directed and allows limited scope for pupils to choose themes relevant to their level of spiritual development. Pupils participate satisfactorily in hymn singing although not always with real fervour. The use of quiet reflection is not always included in worship, but prayers are said meaningfully, all contributing well to the creation of a special atmosphere during the gatherings. Classroom assemblies are particularly well focused and encourage pupils to share ideas and feelings in security, as in the Year 5 assembly based on the book "Blue and Beautiful Planet Earth – Our Home". Religious education lessons make a good contribution to pupils' spiritual development and are effective in facilitating the sharing of ideas and gaining the breadth of knowledge required for pupils to make their own decisions. Regular visits to a local church and visits to the school by local clergy also support this. Moments of awe are evident as, for example, when pupils see a pot being produced from a lump of clay on a potter's wheel during an assembly led by a visiting group of young people. The provision for spiritual development has improved since the last inspection.

36. The provision for pupils' moral development is good. Through well-structured personal, social and health education lessons and circle time, pupils are given the opportunity to examine personal rights and responsibilities and to develop their own responses to these. Pupils devise their own class rules and teachers encourage pupils to think about their actions so that they develop an increasing awareness of the consequences of these as they move up the school. School concerns are shared during assemblies and this effectively encourages pupils to take responsibility for issues affecting the whole school. Most pupils, even the youngest, behave with appropriate maturity and the ethos of a caring community is engendered throughout. The headteacher, class teachers and support staff provide positive role models for the pupils. Sensitive handling of pupils by all staff, and opportunities for discussion and reflection on an individual level, enhance moral development and reflect the aims of the school well. Consequently, the majority of pupils develop a good understanding about what is right and wrong. The provision for moral development has improved since the last inspection.

37. The provision for pupils' social development is also good and is well supported by effective personal, social and health education lessons. This has been maintained since the last inspection. Pupils of all ages throughout the school are given responsibilities in class, helping in day-to-day organisation. Older pupils are given sound opportunities to take on extra responsibilities, particularly on 'privilege day' when some, for example, choose to help the younger pupils in class, while others help parent helpers to tidy the pond and garden area. Pupils are encouraged to take on responsibilities for the wider community and support charity by active, personal involvement and endeavour, such as when they prepare boxes for 'Operation Christmas Child'. Pupils are given a variety of opportunities during lessons to work together collaboratively and the school uses local activity centres at Redridge and the Isle of Wight well to enhance this further. A very good range of extra-curricular activities is also used well to encourage social development. For example, during sports day, mixed teams are made up from pupils across the age-range. Most pupils are positive, courteous and relate well to each other and to adults in both formal and informal situations. However, a minority of pupils does not manage to maintain the school's expected standards and can be disruptive in lessons.

38. Provision for cultural and multi-cultural development is satisfactory overall, although the former is the stronger provision. The pupils' appreciation of the richness of their own cultural heritage is supported well through the foundation subjects. Standards have been maintained since the last inspection. A wide variety of visits support development well. Knowledge of local culture is built up by study of the local area and supports topic work in history and geography. A range of visitors enhances the provision effectively. Examples include theatre and puppet groups, an author, a potter and dancers from India and the West Indies. Preparation for life in a multicultural society receives less emphasis. Planning for assemblies includes coverage of the religious festivals of the Jewish, Sikh and Hindu religions, and visitors from other countries, like the West Indies and America, provide an important experience for the pupils. However, there is a relatively low emphasis on non-western societies in the curriculum and the library has too few books by authors from other ethnic groups. The school is aware of this and is in the process of building up a range of books and other resources to prepare pupils for life in a multi-cultural society

40. **Support, guidance and pupils' welfare**

39. Overall, the school provides good support and guidance for its pupils. The school's statement of aims provides a useful set of guidelines on what the school is trying to achieve. The staff genuinely care about pupils' wellbeing and they provide both personal and academic help when they need it. They have created an emotionally secure environment within which pupils can feel safe. The welfare of pupils is addressed through good links with both the village playgroup and also the middle school, making the transitions between one phase of education and the next as stress-free as possible. The school's procedures for monitoring pupils' progress and personal development have been improved considerably since the last inspection and are now good. The process starts with the children who are under five, where baseline assessment is carried out soon after they arrive in school. There is on-going daily assessment of these children. In the rest of the school, there are detailed individual assessment forms which teachers use to monitor pupils' progress, and these are augmented by the results of annual formal external testing procedures. Examples of pupils' work are kept to illustrate progress. The identification of pupils with special educational needs is effective. The individual assessment forms are also used well to monitor pupils' personal development. Teachers know their pupils well and they are able to use this understanding to provide support for individuals, as it is needed. There is appropriate monitoring of the progress made by pupils with special educational needs. The support of external agencies is enlisted and good liaison between all professionals dealing with these pupils ensures that the targets highlighted in individual education plans are met.

40. The school's procedures for promoting discipline and good behaviour are sound. The school's formal behaviour policy is a very short document that provides too little practical guidance. Provision is better than the policy. The school has received significant advice and help from external agencies to assist in the management of the few pupils with behavioural difficulties. Nevertheless, dealing with these pupils is not supported by the full implementation of a consistent and school-wide behaviour management strategy. Thus the good practice evident in many classes is not consistently applied throughout the school. Teachers do encourage good behaviour through praise and reward, and the occasional lapses from good behaviour are mostly dealt with appropriately. Procedures to deal with any cases of bullying that may occur are not sufficiently formalised in the policy. There is unnecessary room for doubt on the school's stance on this issue, although in practice any incidents that do occur are appropriately handled. Lunchtime supervisors and other non-teaching staff contribute well to the school's behaviour management.

41. Procedures for monitoring and promoting attendance are sound. Attendance registers are correctly completed. The school has emphasised the importance of regular attendance to its parents. The parents are aware of the school's procedures and follow them well.

42. Procedures for child protection and the promotion of pupils' wellbeing, health and safety are good. The school's child abuse policy is a good document that outlines appropriate procedures. The headteacher is the named person responsible for child protection and liaises when necessary with local

support agencies. The school keeps appropriate records. There are good procedures to ensure that all staff have been made aware of their responsibilities under the local child protection guidelines. The school pays due regard to the safety of pupils and staff. Safe practice was seen in all lessons observed during the inspection. Health and safety inspections of the site are carried out through a process of formal risk assessments, in which the school governors are involved. Routine safety procedures are in place.

43. The school's level of provision for the support, guidance and welfare of pupils has been maintained since the last inspection.

45. **Partnership with parents and the community**

44. The very good partnership with parents that the school enjoys contributes positively to pupils' learning, social development and understanding of the world outside school. The effective links identified in the previous inspection have been improved and there have been significant improvements, for example, in developing stronger curriculum links with the middle school and the provision of homework. Parents, as a whole, are highly satisfied with the provision the school makes for their children. In particular, most parents strongly agree that the staff are very approachable and that they are encouraged to play a full part in the life of the school. They are emphatic that their children like the school. Attendance rates support this view. A minority do not feel well informed about their children's progress. Inspectors do not share their concerns as it is felt that teachers are readily available for consultation.

45. Overall, parents' involvement in the school is very good and they feel welcome. They find it very easy to approach staff to discuss any questions or problems regarding their children. Volunteers make an important contribution to standards through help with school activities. In addition, the Friends of Sedgeberrow School is an active organisation which supports the school well. It organises a number of social and fund-raising events, and enjoys the support of the whole school community. Events are mostly well supported and raise considerable funds to enhance the school's facilities. Parents are given ample opportunities to become involved in their children's learning, for instance through the effective use of homework books and reading diaries. Events have been organised to inform parents about new developments, such as the literacy hour and these have been well attended. Parents are also supportive of events put on by the school when their children are taking part, such as plays, concerts, fetes and sports days.

46. The overall quality of information provided for parents is good. Day-to-day information is provided in good time, which parents appreciate. Newsletters are regular and well received. Numbering each issue ensures that parents are aware if any are missed. There is an annual written report for each child, which parents find helpful. Suitable opportunities are provided for parents to discuss their child's progress through an annual formal meeting. Other opportunities are provided for consultation and most parents are happy with the way in which teachers make themselves readily available. The school makes appropriate arrangements to involve parents of pupils with special educational needs in the assessment and review of their child's progress and parents respond well to this. Normal day-to-day concerns related to progress are dealt with through the usual channels.

47. The school enjoys good links with the local community. It welcomes a large number of visitors from the community into classes and pupils make extensive visits to support learning with first-hand experience. For example, there are visits to Stratford and Gloucester as well as many local visits to houses, farms and nurseries. There are sound links with the business community, though local opportunities are relatively limited. There are strong links with the local church. This is used as a resource for topic work and celebrating festivals, and the vicar takes special services and assemblies in school. Pupils enjoy participating in local activities. There are very good links with the playgroup and middle schools. This facilitates transfer arrangements. Pupils compete in numerous sports matches and tournaments against other schools within the very active local cluster. All of these opportunities enhance the curriculum in a number of areas and make a significant contribution to pupils' intellectual and personal development.

49. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

49. **Leadership and management**

48. Leadership and management are good. The governing body has developed a clear strategic view of the development of the school. The Chair of Governors is very well informed and plays a significant part in the life of the school, regularly visiting lessons and joining in all aspects of school life. Governors are well briefed and have a sound understanding of their roles. The proceedings of the governing body enable it to fulfil its responsibilities well. All appropriate sub-committees are in place and report regularly to meetings of the full governing body which meets all its statutory obligations. Strong school leadership has a positive effect on relationships within the school and ensures that all pupils are treated equally and fairly in line with the school's policy document. School systems and procedures ensure that boys and girls get equal access to learning opportunities.
49. The headteacher demonstrates very good educational vision and has a very clear sense of purpose. She is very effective in the management of staff and pupils and has maintained the high quality of teamwork within the school noted in the last inspection. The deputy headteacher is a very valuable source of support for the head and carries out her duties very efficiently. Coordinators have been effectively trained following the recommendations of the last inspection report and now provide good leadership. Team working is well established. The staff are prepared to reflect critically on what they are doing and are highly committed to improvement. Job descriptions are clear and realistic and staff clearly understand their roles. However, there is some inevitable overload, as teachers have to manage many major responsibilities.
50. Support and monitoring of curriculum development are good. The headteacher is well aware of the quality of provision in classrooms. She has carefully monitored the quality of teaching and offered staff feedback on their performance. In addition, the school has made good use of assessment data such as the results of national tests and helped staff to plan accordingly. Subject coordinators systematically scrutinise planning and samples of work in their subjects. All these arrangements have had a positive effect on standards.
51. Staff are suitably involved in the formulation of the aims, values and policies of the school. Aims are agreed, published, and express high expectations of pupils. These aims and values are soundly reflected in the work of the school. Where policies are in need of revision, practice is often better than policy. Parents' strong support for the school's aims and values is reflected in their views expressed in the questionnaire and at the parents' meeting.
52. Development planning is good. Appropriate priorities and specific targets are identified. The school has devised a clear programme of action and targeted resources and funding well. There are clear timescales and sound procedures for monitoring and evaluating the outcomes of these plans. Staff are suitably involved in the planning, implementation and review of the school development plan.
53. The school and governing body have set up effective structures to ensure that the needs of pupils with special educational needs are appropriately met. The governing body is well informed about any changes in the provision and these are included in the governors' report to parents. The provision is well coordinated by a teacher from each key stage who work well together. Both are attending high level courses related to special educational needs and behaviour management in their own time. Support from outside agencies is well managed within the school.
54. The headteacher, governors and staff are committed to high achievement, to providing an effective learning environment, very good relationships and equality of opportunity for all pupils. The school is very popular with parents and pupils. Good quality leadership and management have a positive impact on the work of the school, which has good potential for further improvement. The school meets its

aims well and its ethos is very good.

56. **Staffing, accommodation and learning resources**

55. The school's provision is good overall and the school has maintained the quality of its provision of staffing, resources and accommodation since the last inspection.

56. The number, qualifications and experience of the teachers employed by the school are good and match the needs of the curriculum. In particular, the school employs a high proportion of very experienced teachers. The subject coordinators have received training in their roles, which addresses what was a key issue in the last inspection report, and over most subjects there is a reasonable match between the coordinator's expertise and the demands of the subject. The number of teachers employed is in line with national averages for this type of school and their qualifications are appropriate for the age range of the pupils in the school. All teachers have at least satisfactory knowledge of all the subjects they teach. They work hard and demonstrate a high level of professional commitment. The last inspection report expressed similar conclusions and the school has maintained its good standards since the last inspection.

57. The school has a good provision of general and special educational needs assistants, who make a positive contribution to the quality of learning. They are well briefed and liaise well with the teachers. The school utilises the skills and knowledge of specialist visiting support staff appropriately. The school secretary provides very effective administration and ensures that the office functions run smoothly. The school is well served by its lunchtime supervisory staff, who help to make it an orderly community. The cleaning staff also make a positive contribution to the school.

58. The school's arrangements for the professional development of staff are good. There are appropriate procedures in place for the induction of new members of staff and to help supply teachers fit into the school. All staff have job descriptions and the appraisal process is up to date. The school has sound provision for teachers' continuing professional development, making good use of available courses. The needs of the school are clearly identified in the school development plan and this allows them to be linked effectively to the planned career development and training aspirations of individual members of staff.

59. The school's accommodation is sound and allows for the full delivery of the national curriculum. Most classrooms provide reasonably sized and bright learning environments. The one exception is the reception class, which is inadequate in terms of space for the numbers of children, and this makes it very difficult to provide the full range of experiences such as role play, water and sand activities. There is a good combined library and information and communications technology suite, and the school has access to a very good hall, which is more than adequate in size to accommodate the whole school for assemblies. However, sharing this with the village community is a significant constraint. The school has just about sufficient accessible storage facilities in most areas, apart from the reception class. The main building is on a single floor, and is fully accessible to wheelchairs. The playground is barely adequate for the number on roll and is not large enough to accommodate pupils of all ages and sizes in total safety. During the inspection, there were a significant number of playground accidents related to lack of space; a bigger playground would be desirable and there are plans to extend it. The school has its own grass field but this is not large enough for sports activities such as rounders, football and cricket for older pupils. There are no alternative grassed surfaces nearby. The school has made imaginative use of its grounds to support the curriculum, including creating a Tudor garden and a mini-beast reserve. There have been some improvements in the quality and use of accommodation since the last inspection but the lack of space in key areas remains a constraint.

60. The quality and quantity of resources available are satisfactory and sufficient to allow delivery of the whole curriculum. They are good in information technology and English, where the new combined information and communications technology suite and library has enabled resources to be augmented. Resources in all other subjects are satisfactory. They are generally accessible to staff and pupils when

needed. School resources are made available to all pupils. The quantity and range of resources for special needs pupils are good. The school augments its own facilities with visitors and external visits to support pupils' learning.

62. The efficiency of the school

61. The school makes efficient use of the resources available to it. There is satisfactory planning of expenditure by the staff and governors in order to support the school's educational priorities. The headteacher provides a clear overview of expenditure planning, linked to the priorities of the school development plan. Governors have an effective committee structure to carry out day-to-day planning and monitoring, whilst at the same time ensuring that the full governing body is involved appropriately. The headteacher attempts to take a view beyond the next budget year, and thus provide a broad framework within which the school's shorter term planning can then take place. However, there is an opportunity to develop a clearer involvement of the school governors in the planning of future expenditure. Annual budgeting is linked to the school development plan and the educational priorities contained within it, although normally only one preferred budget is tabled for the governors to discuss, rather than alternative options. When a curriculum area is a school priority, the coordinator is appropriately involved in putting forward suggested spending requirements and controlling the allocated funds. Planning in relation to initiatives, such as the National Literacy Strategy, the National Numeracy Strategy, and the National Grid for Learning, has been efficient.
62. There are very good systems in place to control the school's finances. There is appropriate monitoring of expenditure through regular reports, with the headteacher, the governors, and the school secretary working well together to keep track of the financial position. Administration systems run very smoothly and unobtrusively and those involved have a clear understanding of their responsibilities. The work is carried out in an efficient and friendly manner. The last internal audit report on the school's systems was carried out about three years ago; all significant issues raised in it have been addressed. The office provides a welcoming and well-informed first point of contact that enhances the school's image.
63. The deployment of teaching and non-teaching staff within the school is sound. The teachers are organised effectively to promote educational standards, and appropriate use is made of classroom assistants and volunteer helpers. Occasionally, classroom assistants sit through long introductions to lessons, such as literacy and numeracy, and could be more efficiently deployed. The hours available from support staff are used well to meet the needs of pupils with special educational needs.
64. The use of the available resources and accommodation is good, with the school deploying them well in support of the curriculum. The hall and the library/information and communications technology area represent multi-use spaces that are fully used, whilst classroom space is also efficiently used. Display space within them has been used effectively to mount attractive and stimulating displays of children's work. Learning resources, including books, materials and equipment, are utilised well in support of all subjects. The outside grounds have been developed in imaginative ways to provide a rich play and learning environment.
65. The school has maintained the efficient use of its resources since the last inspection. Taking account of the pupils' attainment on entry to the school, the good attainment and progress they achieve through the good teaching provision, then the school continues to provide good value for money.

67. **PART B: CURRICULUM AREAS AND SUBJECTS**

67. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

66. Children enter the reception class in the autumn term of the school year in which they have their fifth birthday. They attend mostly on a full-time basis after an extensive, full and well planned induction programme of visits to the school, starting in the previous January. This good programme, together with the close working relationship with the playgroup, which is on the same site, ensures that all children are familiar with their teacher and happy to enter their new class. The children's attainment on entry is as expected for their age and includes significant numbers of both above and below average children, but inevitably, the attainment on entry varies from year to year especially when the size of the cohort is small. Overall, progress is good for these children. By the time they are five, they attain the standards that are expected for their age in all areas of learning and are reaching above average standards in personal and social development, knowledge and understanding of the world and physical and creative development. They gain a wide range of knowledge and skills, which enable them to make a confident start on the National Curriculum when they are five, or earlier if appropriate.

67. The quality of teaching is very good in all areas of learning and is based on a very clear understanding of the needs of these young children and how they learn through a practically based curriculum. The teacher establishes a well-organised environment, which contains a wide range of practical and investigative activities. The accommodation, however, is inadequate for the number of children of this age. Teachers make the best use of available corridor spaces, but these are often thoroughfares which need to be closely supervised. Planning has a good level of detail and provides well for all the required areas of learning. Activities are varied, exciting and practical, promoting security, confidence and happiness in the children, making them eager to come to school and eager to learn. The teacher has good, friendly relationships with the children, which are comfortably linked to a commitment to high standards. Good assessment procedures are in operation, with 'baseline' assessment carried out when the children start school and frequent, ongoing assessments following this. The results of assessments are used well to group children and plan work matched to their needs. Since the last inspection, the quality of the curriculum and the teaching has improved.

69. **Personal and social development**

68. The children have well-developed relationships with each other and make very good progress in their personal and social development. They work and play happily together, share resources and talk sociably to each other about their work. They respond well to the teacher's consistently high expectations and move around the classroom in a quiet and orderly fashion. They enjoy a very good relationship and a shared sense of humour with the teacher. Although they are keen to ask and answer questions, they have learned to take turns. They work well independently and settle quickly and concentrate. The teaching is very good and is based on an insistence on high standards and independence. For example, the children self-register themselves by identifying their names when they come into school in the morning. School routines are quickly established and the teacher provides a very good role model in her relationships and sensitivity to others. By the time the children are five, they are reaching above average standards in this area of learning.

70. **Language and literacy**

69. The children make good progress in the development of their language and literacy skills. By the time they reach statutory school age they are meeting the Desirable Learning Outcomes and higher attaining children are working within Level 1 of the National Curriculum. Children are frequently engaged in spontaneous and planned conversations. A good illustration of this is when the children use the 'Mobile Shop' and buy their shopping. Teaching focuses appropriately on early reading and writing skills and there is a very good focus on games and activities, for example, the promotion of a whole-word sight vocabulary through an imaginative matching word game using 'Elmer', a soft toy. Handwriting is regularly practised and shapes and sounds are learned systematically. The children

enjoy books and handle them with care. Their enjoyment of books is quickly established through the effective promotion of literature in the classroom displays. They become confident in their writing by making marks and symbols and beginning to write recognisable letters and words. By the time they reach statutory school age, children recognise their own names and some familiar words, know the letters of the alphabet by shape and sound and use capital letters appropriately when writing names. They are well on their way to writing independently. All children have learned to handle books carefully and, from an early age, know that pictures will help them to tell the story. By the time they are five, they have a small whole-word vocabulary and higher attaining children read simple books confidently.

71. **Mathematics**

70. In mathematics, by the time they are five, the children attain the levels expected for their age, with the higher attaining pupils working at Level 1 of the National Curriculum. They count and use numbers up to ten and are familiar with larger numbers from their everyday lives. They are aware of the meaning of addition and subtraction through practical activities and are starting to record their work. The teacher provides a wide variety of purposeful practical activities, for example, counting pictures of elephants and asking 'How many elephants are hiding to make 10?' in the mental part of a numeracy session. Children have learned to recognise shapes such as circles, squares, triangles and rectangles. The teacher frequently checks the children's knowledge during the lessons and regularly consolidates knowledge through a wide range of imaginative activities. Their knowledge and skills are further consolidated through carefully chosen number rhymes, songs and counting games.

72. **Knowledge and understanding of the world**

71. The children make very good progress in this area of learning. They make frequent visits to the village to visit the church, talk about old houses and look at artefacts. They visit the countryside and talk about the seasons. Their awareness is linked well to work in the classroom when, for example, they talk about types of weather and what sorts of activities and clothes are suitable. One of the many good features of the teaching is the strong focus on making, growing and discovery. For example, pupils make model fireworks, they grow plants, they race land yachts they have made to see which is quickest, and they change the wings on their aeroplanes to see what difference it makes to their flight. By the time they are five, children have a well-developed curiosity about the world. They talk confidently about their observations, question why things happen and how things work and use computers to support their learning. For example, they learn to enlarge and reduce print. Their attainment overall, is above the expected Desirable Learning Outcomes and a good number are working within Level 1 of the National Curriculum.

Physical development

72. By the time the children are five, they have made good progress and their attainment is above the Desirable Learning Outcomes for physical development. They make models using both construction kits and various materials; they use scissors and small tools safely and accurately and use pencils, crayons and paint successfully. Facilities for outdoor play are satisfactory with a specially designated safe area for the children's use, where they use a good variety of wheeled vehicles. Children use the school's hall and playground for physical activities, where they develop their running, skipping, jumping and balancing skills. They have well-developed spatial awareness and their ball control is good. The teaching is very good and activities, such as hitting a target with a beanbag, are designed successfully to be fun and motivating.

Creative development

73. Children have a good range of experiences in art, craft, dance, music and creative play. They make good progress and their attainment is above the Desirable Learning Outcomes by the time they are five years old. In art they explore with paint, mixing and matching colour; for example, they draw things

they can see, such as trees, and model animals from clay. The teaching in art is very good and children are taught from an early age to appreciate the work of famous artists, such as the style of van Gogh in his work 'Starry Night'. The good response from the children resulted in above average attainment in drawing, cutting spirals and constructing their own pieces of work. In music, the teacher explores sound with the children, helping them to understand the importance of 'silence' within music and when to start again. The children sing a good variety of songs, including the seasonal ones such as those they are learning for Christmas.

75. **ENGLISH, MATHEMATICS AND SCIENCE**

75. **English**

74. Results of the National Curriculum tests and teacher assessments in 1999 show that by the end of Key Stage 1, the proportion of pupils reaching the expected standard in reading and writing was just above the national average though girls comfortably exceeded this. The proportion exceeding these standards was broadly average. However, once again, girls outperformed boys and achieved above average results. Results over the 1996-1999 period show standards being maintained in reading and writing.

75. Inspection evidence shows that standards are above average at the end of Key Stage 1 and remain above average by the time pupils leave school at the end of Year 5. This represents an improvement since the previous inspection. Progress is good in Key Stage 1, particularly for higher attaining pupils. It is sound in lower Key Stage 2 but improves substantially in Year 5 where progress is good and sometimes very good. This is the result of very good teaching and high expectations, which challenge pupils sufficiently for them to make very good progress in all aspects of the English curriculum. Pupils who have specific difficulties with English make good progress towards the targets set for them, both in the withdrawal groups and in mainstream lessons.

76. An above-average number of pupils are on course to meet the national expectation in English by the time that they leave the school. Targets agreed with the local authority predict that performance by the end of Key Stage 2 will continue to be above average. The performance of girls continues to exceed that of boys, who form a higher than average proportion of the lower attainers.

77. Pupils' speaking and listening skills are broadly average throughout the school though there is a wide variation in attainment. By the age of seven, most pupils are competent in speaking and listening though the speech of a minority of pupils is unclear and immature. This is particularly true of boys. In whole-class discussions, pupils listen very attentively and are quick to communicate their ideas. Year 2 pupils respond enthusiastically in the literacy hour. They listen carefully to the teacher in the hope of spotting any deliberate mistakes in her reading. Their responses to questions show how carefully they have listened. By Year 5, pupils' attainment is above average. They listen very attentively and take part in class discussions, for example, when discussing their experience of religious festivals in religious education.

78. All girls reach average standards in reading by the end of Key Stage 1 and an above-average number attain the higher level. Boys do less well, with a number failing to meet the national average and few attaining above that. Most pupils read independently and with enjoyment. They are encouraged to read regularly, and every week they borrow books to take home. They know how to find information from non-fiction books and know the functions of authors and illustrators. Lower attainers use their knowledge of sounds to help them with unfamiliar words. Higher attainers read competently and with expression, using context to confirm the meaning of words. By the end of Year 5, standards of reading are above average for most pupils though a minority still has difficulties. They read aloud with expression, responding accurately to punctuation. Pupils encounter a wide range of texts in the literacy hour. They discuss plot and character and are able to name favourite authors and stories. They read a variety of texts including non-fiction and some poetry. They are competent in accessing information and have good library skills, using indexes, glossaries and synopses efficiently.

79. By the end of Key Stage 1, overall standards in writing are average. Pupils have a sound understanding of basic writing skills and write confidently. They can develop their ideas in a series of short sentences, using capital letters and full stops with increasing accuracy. Familiar monosyllabic words are spelt correctly and handwriting is joined and well formed. In their lessons, pupils write for a variety of purposes. Ideas are developed in logical sequence. Higher attaining pupils write in a structured way, choosing lively descriptive words and using punctuation accurately. They make good attempts at spelling polysyllabic words. Their handwriting is of a high standard.
80. By the end of Year 5, most pupils achieve or exceed the national expectation in writing. This is directly related to high quality teaching and the fact that due consideration is given to extended writing and providing opportunities for writing across the curriculum. Most pupils write in a range of styles, adapting style to purpose. These include reports, diaries and narrative. Ideas are developed and sustained in interesting ways and pupils write at length, organising their paragraphs effectively and using words precisely and imaginatively. They make notes with confidence and use them effectively as a basis for their writing. The writing of higher attainers is mature, imaginative, wide-ranging and very confident.
81. Pupils' attitudes to their work are generally good. In discussions, pupils are keen to respond and they are very attentive listeners. Most pupils are very well motivated and are capable of persevering with their work without direct supervision. However, there is a minority of pupils, generally boys, who can be disruptive. In some classes, their behaviour has a negative impact on the standards, particularly when the teachers' expectations of good behaviour are not made explicit. Pupils have good relationships with each other and with all the adults in the classrooms. They support each other well, respecting each other's feelings and showing their appreciation of good work
82. The quality of teaching is never less than satisfactory. In half of all the lessons it is good or better. The strengths of the teaching lie in teachers' good subject knowledge, their high expectations of pupils' work and behaviour, and the excellent relationships. In the most effective lessons teachers have well defined aims for the lesson, which are closely linked to National Literacy Strategy. For example, in a Year 5 class, the aims of the lesson were clearly explained and pupils responded positively to the teacher's use of pupils' own text as exemplars. This led them into a fuller understanding of the importance of adapting their writing to a particular audience. Teachers also convey a genuine enthusiasm for the subject. Teachers have responded well to the introduction of the National Literacy Strategy. They have organised their lessons methodically, and lesson planning is a strength. Management and discipline are sound overall but there is some variation between the best and the least effective practice. Where behaviour management is less consistent, too much time is wasted on class control and standards are affected. Teachers' expectations are usually high but in the few lessons where work was less well matched, challenging behaviour was more common. Day-to-day assessment is satisfactory though approaches to marking are inconsistent. Some work appears unmarked and though it may have been discussed with pupils, there is nothing to indicate that this has happened. In addition, marking in some classes give pupils too little indication as to how they can improve their work. Overall, however, there are many more strengths than weaknesses and the quality of teaching has a positive impact on progress. Standards overall have been maintained since the last inspection.
83. Pupils at both key stages use their literacy skills well across the curriculum. For example, they use their writing skills effectively to record science experiments, notes on history and work in geography. The 'space logs' in the current Year 5 provide a very good example. Pupils make good use of information technology for word processing and clarity of presentation.
84. English makes a good contribution to pupils' spiritual, moral, social and cultural development, for example, through the opportunities available for discussion, reflection, drama and reading. Homework is well used to develop independent learning and reading diaries are well used.
85. There is a good match of staff to the needs of the curriculum. Recent professional development has focused on the literacy hour and has had a positive effect on teaching standards. The new coordinator

is very enthusiastic, carries out her management role effectively and already has a clear action plan in place. The library is a well-organised, attractive and well-used facility. Resources for English are mostly good and the library stock is growing rapidly. At present, however, there are too few books that reflect the multi-cultural nature of society. The coordinator is already committed to addressing this issue.

87. **Mathematics**

86. The attainment of pupils overall is above the national average. The attainment of pupils at the end of Key Stage 1 is above the national average and has improved since the last inspection. National test results (1999) indicate that at the end of Key Stage 1, 92 per cent of pupils reach the average Level 2 or above. These results are above the national average.

87. By the end of Key Stage 1, most pupils have a good knowledge of the appropriate language of mathematics, recognise simple symbols, are able to add two-digit numbers together with accuracy and can subtract units from tens. They identify numbers between ten and 100, understanding the relative sizes of these. They understand simple fractions and write simple additions involving halves and quarters using the correct notation. They name the common two-dimensional shapes and three-dimensional solids. Higher attaining pupils at the beginning of Year 2, count on in threes, as in the lesson where they first counted socks in pairs to effectively develop and consolidate the two-times table. They then examined the number of wheels on tricycles to do the same with the three-times table.

88. At the end of Year 5, attainment is above national expectations. In this key stage the standard noted in the last inspection has been maintained. By the end of Year 5, many pupils understand place value of digits up to 1000, add and subtract numbers up to 100, multiply two-digit numbers by a one-digit number and understand decimal notation, particularly with reference to measurement and money. They understand that a position on a grid can be located with co-ordinates and most pupils can plot these accurately in the first quadrant. Data handling is appropriately extended, and able pupils understand and complete grouped frequency tables. Pupils have a developing understanding of the language related to probability. High attaining pupils at the beginning of Year 5 have a good understanding of multiples and factors and have well-developed mental arithmetic strategies, as in the lesson where they subtract two-digit numbers from 100 by rounding numbers up to the next multiple of ten. Mathematical and numerical skills support learning across the curriculum well. Pupils in Year 2, for example, measure, record and graph the results of experiments on forces in science. Measurements of time and distance take place in physical education and time-lines are recorded in history.

89. Progress overall is good. In Key Stage 1 progress over time is good. In lessons it is never less than satisfactory and it is often good. Pupils learn to count, recognise numbers and relate this to time. For example, Year 1 pupils put numbers in the correct position on a clock face. Pupils of average attainment recognise times on the hour and higher achievers sequence events throughout the day to the nearest whole-hour time. Lower attainers order pictures of four events in a story, some with extra support in order to achieve this. In Key Stage 2, progress over time is satisfactory overall. In Years 3 and 4 progress is not as good as in Key Stage 1 but it is satisfactory. Progress in Year 5 is good. Most pupils in Year 3 know the early multiples in the three-times table, recognise right angles and classify convex and concave polygons by the number of sides. Pupils of average ability in Year 4 know most of the four-times table and add three and four-digit numbers with reasonable accuracy. They understand perimeter and area and find these by counting squares. Pupils gain experience in investigative work throughout Key Stage 2, but the linking of investigations to early experience of algebra is underdeveloped. Pupils with special educational needs make good progress in Key Stage 1 and sound progress in Key Stage 2. The use of information technology to support progress in the subject is limited but is in the process of being developed.

90. Pupils' response overall is satisfactory. In some lessons in lower Key Stage 2, response is unsatisfactory. This is due to a significant minority of pupils, mostly boys, who are unable to maintain the required concentration, misbehave and require more of the teachers' time. This slows the pace of lessons for the other pupils, some of whom, in turn, lose motivation. Throughout Key Stage 1 and in

Year 5, pupils generally respond well. Most pupils listen carefully to instructions and follow them appropriately. They are keen to answer questions in class discussions. Pupils in general are responsible when handling equipment and settle down well to written work. They show an awareness of clear presentation and most endeavour to produce written work, diagrams and graphs neatly. Relationships between pupils are good, as are relationships between pupils and adults. Pupils collaborate well with each other during group work and behaviour is generally good.

91. The quality of teaching at Key Stage 1 is good. In Key Stage 2, it is satisfactory overall, though sometimes good, particularly in Year 5. Where teaching is most effective, planning is detailed and learning objectives are well matched to pupils' needs, encompassing the whole range of abilities in the class. Tasks are suitably challenging. In these lessons, teachers' expositions are clear and concise, questioning is perceptive and pupils feel that their contributions are valued. Teachers in general are well organised and make good and effective use of appropriate resources. Praise is used appropriately by all adults. The quality of marking of pupils' work is variable. In the best examples, all work is a clearly marked and constructive comments effectively enhance learning. Praise is appropriately used. In books that are less effectively marked, there are gaps in the marking, few comments are made, and no indication given of how pupils have received feedback on their progress. Homework is used well to support learning. Since the last inspection, the quality of teaching has been maintained at Key Stage 1 but it is not as consistently good throughout Key Stage 2.
92. The school is following the full National Numeracy Strategy and this is becoming well established. The curriculum complies with national guidelines and all attainment targets are well addressed. It is well supported by a published scheme. Pupils' assessment is good and used effectively in forward planning. The subject is well coordinated and teachers' planning is monitored regularly. Staff have been involved in appropriate staff development prior to the school's introduction of the National Numeracy Strategy. Teachers and support staff are well deployed. All pupils in Years 1 to 3 are taught in mixed-ability groups but pupils in Years 4 and 5 are put into two mixed-age ability sets, the lower of the two sets having extra classroom support. This is an efficient use of teachers' time and expertise which has a positive effect on standards. Accommodation is adequate and resources are satisfactory.

94.

Science

93. In 1999, the results of the teacher assessments for Year 2 pupils were very high in comparison with the national average and in 1998 they were well above average (but average in terms of the percentage of pupils who achieved the higher Level 3). Inspection evidence shows that these high standards are being maintained and, by the time pupils are seven years old, their attainment is well above average. The small cohort size leads to small variations from year to year, but since the last inspection there has been an improvement in standards.
94. From inspection evidence, the standards attained by pupils in science at the end of Year 5 are above average. The weakness in the attainment of higher attaining pupils, identified in the last inspection has been remedied. The evidence for this is the significant number of pupils who are working at above average levels for their age. Standards in Key Stage 2 have been maintained since the last inspection.
95. Science has a high profile in the school and there is a consistent approach to good investigative work. Pupils start the National Curriculum with well-developed knowledge and understanding of the world. They maintain and develop this high standard, and make very good progress. Attainment is well above average at the end of Key Stage 1 in all aspects of the subject, including scientific investigation. In Key stage 2, progress is good rather than very good because the rate of progress between the classes varies and there is slower progress in the lower part of Key Stage 2. In Year 5, however, pupils make very good progress. Progress has improved at Key Stage 1 since the last inspection.
96. Much of the work observed during the inspection focused on different aspects of science through an investigative approach. Younger Key Stage 1 pupils have a good understanding of materials as a reflective light source, identify light reflective materials and know that these materials change when a

light source is used. They carry out an investigation about this and begin to draw conclusions. By the end of Key Stage 1, pupils have well-developed investigative skills. For example, in an investigation to find out the fastest cars from a selection of old and new toys, they clearly demonstrated their knowledge of a fair test and the need to measure their results accurately. They used simple equipment to set up the experiment and measure their results, recorded them in simple chart form, and drew conclusions that were linked to their predictions. Pupils at the lower end of Key Stage 2 engage themselves in a wider variety of investigations to draw conclusions and make simple generalisations from these. In Year 3, a variety of investigations were undertaken to discover differences between opaque, transparent and translucent as properties of materials. From this work, pupils were able to make generalisations about the properties of light. By the end of Year 5, pupils have good knowledge and understanding in all areas studied. For example, they clearly described how day and night are caused by the earth spinning on its axis and that the earth orbits the sun once a year. They present their work systematically, recording their work in graphical form, using accurate measurements when needed.

97. Pupils' attitudes in science lessons are generally good or very good, but with some occasional silly behaviour from a minority of pupils which is caused by a lack of involvement in activities and resulting boredom. Pupils are generally wholly involved in practical activities, eager to learn and find out for themselves. From the earliest years they show much curiosity about their work. They enjoy contributing sensibly to discussions such as how to make a fair test. They organise themselves and their equipment without fuss. Teaching is very good at Key Stage 1. It varies from satisfactory to very good in Key Stage 2 and is good overall. Planning is thorough and good use is generally made of resources, including the outside environment of the school. Teachers generally have high expectations of pupils with skilled questioning challenging pupils to think and find answers for themselves. Strengths of science teaching are the promotion of pupil discussion and a good level of practical activities to reinforce learning. A very good example of this was the range of different activities used in a Year 5 lesson. These included pupils' modelling the movement of the earth orbiting the sun as the moon orbits the earth. As a result of this, there was a good general understanding of a difficult concept. Good standards of teaching have been maintained since the last inspection.
98. Planning in science is very good, showing a clear progression of skills and good coverage of all the Programmes of Study. This has a positive effect on the standards now being achieved. The Programmes of Study for science are fully covered and many of the school's topics are planned specifically to ensure this coverage. Good assessment procedures are in place based on a useful pupil-tracking record, which gives good details of individual attainment and regular assessments. The results of statutory assessments are used well to identify and rectify areas of relative weakness. The identification of 'materials and properties' as an area for development, for example, has resulted in a readjustment to the planning. The science coordinator has had a significant impact on the school's provision for science. She closely monitors the subject's progress and has a clear vision for its further improvement.

100. **OTHER SUBJECTS OR COURSES**

100. **Information technology**

99. Only one lesson was observed during the inspection, so evidence was obtained from a scrutiny of work and planning documents along with interviews with the subject coordinator, staff and pupils.
100. Pupils' attainment at the end of Key Stage 1 and Year 5 is in line with national expectations and standards have been maintained since the last inspection. Progress across the two key stages is sound, including that of pupils with special educational needs. Pupils in the reception class effectively learn mouse control by, for example, choosing parts of a train to complete an engine and linking items to the appropriately shaped parcel for a teddy bear. Pupils in Year 1 write and illustrate a nursery rhyme and, by the end of Key Stage 1, choose options and understand that they can give instructions to the computer via the mouse or the keyboard. They use information technology to present their work, as in Year 2, where pupils use a word processing program to write about their visit to a supermarket, using

a variety of different fonts, size of print and colour in their presentations. Pupils understand that instructions can control movements, as in the Year 2 lesson where they successfully use trial and error to program 'Pixie' to travel towards a toy car and park alongside it.

101. In Key Stage 2 pupils store data and use graphs to represent information they have found, for example, during their study of Sedgeberrow. Photographs of aspects of the village are scanned and also incorporated in the pupils' work. Presentation skills become more refined and pupils are able to move and put borders around script. In Year 5, for example, pupils have produced a newspaper based on Queen Elizabeth I and the arrival of potatoes in England. Pupils' knowledge of control is extended well and they understand that functions other than movement can be manipulated, as in Year 5, where the lighting of a model space station is controlled via a console. Pupils throughout the school use information and communications technology as a resource to access information and as a support for literacy and mathematics.
102. Pupils have a positive attitude towards the subject and talk with enjoyment about the tasks set and the skills they have gained. In the one lesson observed, pupils showed enthusiasm and most of them worked hard. Equipment around the school is used carefully and sensibly.
103. As only one lesson was observed during the inspection, no overall assessment of teaching can be made. In this lesson, however, the teacher demonstrated sound subject knowledge and communicated this clearly to the pupils. Planning was clear and the session well organised to include appropriate activities, well matched to the needs of the pupils in the class. Questioning of pupils was effective and used effectively to assess pupils' learning before moving on.
104. The curriculum is broad and balanced and based on a good published scheme. There are satisfactory assessment procedures in place, but these are presently being reviewed and improved further. Examples of pupils' work are kept to track progress. The subject is well coordinated and teachers' planning is systematically monitored. Support staff are well deployed and effective in providing one-to-one support of the pupils. Resources have recently been much improved and there is now an information technology area in the school library. This contains good displays of pupils' work. The area was completed just before the inspection and so its use has yet to impact on pupils' progress. Resources and accommodation are good.

106.

Religious education

105. The attainment of pupils in both key stages is in line with standards expected by the agreed syllabus and pupils make satisfactory progress. Standards have been maintained since the last inspection. By the end of Key Stage 1 pupils have a sound awareness of the world around them and are beginning to have an appreciation of the important aspects of religious life. In Year 1, for example, pupils examine rules of home and school along with those of Jesus, highlighting the importance of these in people's lives. Pupils are familiar with stories from Bible, for example, about the birth and childhood of Jesus, and are aware that people worship in different ways. Pupils in Year 2 have an appreciation of religious ideals through an examination of the lives of special people, as in a lesson about Mother Teresa, where some pupils shared the promises they made in Brownies with the rest of the class. They also build up an understanding of special places through a study of the local church. In Key Stage 2, pupils soundly extend their knowledge of the Old Testament, as in Year 4, where pupils develop an understanding for the significance of David in Jewish and Christian traditions. Pupils develop a sound understanding of the responsibility we have to other people. They gain knowledge of the religious practices of other world religions as well as Christianity. The importance of celebration and symbolism in religion is investigated. In Year 3, pupils list some aspects that are common to a variety of religious celebrations, and in Year 5, they discuss the meaning of Advent. Pupils with special educational needs make sound progress with respect to their abilities and attain appropriately.
106. Most pupils respond satisfactorily in lessons in both key stages, although a small minority of pupils in Years 3 and 4 find maintaining concentration difficult during class discussions and become unsettled.

Their behaviour is unsatisfactory. In most lessons, pupils display interest and answer questions readily and sensibly. They listen appropriately to the teacher and to each other. Relationships in the classroom are good and pupils feel able to discuss relevant issues in security. Written work is completed satisfactorily.

107. The quality of teaching is, overall, satisfactory. Generally, teachers have sound subject knowledge and plan soundly. An appropriate range of resources is well used to support topics. Lessons have satisfactory structure and contain an appropriate proportion of discussion and pupil activity. Sound organisation ensures that these lessons run smoothly. Teachers use praise appropriately and pupils are encouraged to produce clear, written work when this is relevant. In the one unsatisfactory lesson observed, too much time was spent covering what pupils already knew and the activity set for pupils was not sufficiently challenging. The quality of teaching overall has been maintained since the last inspection.

108. The school follows the locally agreed syllabus and there is a sound subject policy in place. The syllabus is well integrated into the school's curriculum. The theme of some daily assemblies is linked to curriculum topics, for example the Key Stage 1 assembly based on light. This effectively supports pupils' learning in religious education. Personal, social and health education lessons and circle time also make sound contributions to the subject. The curriculum is well enhanced by visitors, for example Help the Aged and the Children's Society and by visits, for example, to a synagogue and a Sikh temple. Day-to-day assessments are sound and samples of pupils' work are collected to track overall progress and coverage. Teachers' planning is regularly monitored. Resources overall are adequate to support the curriculum. Religious education contributes well to pupils' spiritual development.

110. **Art**

109. Progress is good throughout the school and this is broadly similar to the findings of the last inspection. Art is taught mainly as a subject in its own right and skills are closely monitored and taught systematically. Pupils gain knowledge of a good range of techniques in both two and three-dimensional form and also a good knowledge of a wide range of work of successful world artists. Younger Key Stage 1 pupils, for example, study Matisse and are inspired by this in their collage work, whilst older pupils study the work of Mondrian. At Key Stage 2, Robert Delaunay's 'Homage to Bleriot' was studied closely and good work resulted as pupils learned to link repeating shapes using lines, shadows and shades of colour in the style of the artist. They show an above average understanding of balance, pattern and texture for their age. Particular strengths are noted in the use of information technology and art. The work of older pupils in Key Stage 2 is a good example of this. Pupils use the 'Dazzle' program very effectively to mix yellows and greens for 'field patterns', following their study of Hilary Simon's 'Cabbages and Lilies'. This results in above average work for their age.

110. Pupils are interested in art and keen to contribute their own ideas, particularly when discussing their response to pictures. They work well independently and make choices from a range of resources, sharing sensibly. Teaching is good overall. It is never less than satisfactory and sometimes very good. Planning is clear, based on consistently good knowledge and understanding of art, an enthusiasm to teach it and a willingness to try out new ideas. A good range of resources, including a wide range of works of successful artists, is used well to stimulate pupils and support their learning.

111. Art is well coordinated. Planning and work are monitored for coverage, development of skills and progression. An art portfolio of work is being accumulated, which is kept up to date and used to set standards and stimulate ideas. Artists in residence are organised and good relationships are maintained with the local cluster of schools, enabling participation in 'Art Cluster Days'. The development of links with information technology and art has been successful and there is good evidence of this in lessons, classroom displays and pupils' previous work.

113.

Design and technology

112. Two lessons were seen during the inspection, so judgements about the subject are based on a good range of photographic evidence in the school portfolio and evidence of work on display in the classrooms.

113. Progress is good throughout the school and has improved since the last inspection. Past work shows particular strengths in the development of the design element of the subject. Initially, pupils draw simple pictures of their designs noting the important elements. For example, Year 1 pupils noted that their designs for candlesticks had to be wide at the bottom for safety reasons. They move on to listing what they are going to do and, by the end of the key stage, they list materials, trial ideas and evaluate what they have made. In Key Stage 2 pupils modify their ideas, disassemble products and make their own designs based on these ideas. In Year 5, pupils start to take account of use and preference, for example when they are designing water carriers. They work successfully in groups, such as when designing a 'Yellow Submarine' model, making sketches and choices between alternatives.

114. Pupils always enjoy practical activities and behaviour is good during these sessions. On a small minority of occasions, a few pupils call out inappropriately during whole-class lessons. When working individually, pupils always share resources well, concentrate on their work and are keen to share their results with the rest of the class. Younger pupils show particular interest in the work of others in the class. Teaching is at least satisfactory and good overall. Planning is clear; expectations generally good and assessments made during the lesson inform supportive teaching points to individual pupils. In a good Year 1 lesson, the plenary session was used particularly well to highlight pupils' opinions about what was easy and hard and pupils were encouraged to make their own suggestions.

115. The design and technology curriculum is firmly and appropriately based on a clear progression of skills and is based on the recent government guidance. Good ties have been developed with the cluster schools and an agreed curriculum gives good support to progression between the primary and middle schools. Within the school there is also close attention to the planning of progression across the key stages. Coordination of the subject is good, and includes systematic monitoring of the teachers' planning. Assessments are undertaken and recorded termly in a pupil tracking record, providing a useful record of pupils' individual attainments and data, which is used appropriately to inform teachers' planning.

117.

Geography

116. No geography lessons were observed during the inspection and judgements were made on the basis of scrutiny of documents and pupils' work and interviews with teachers and pupils.

117. The pupils' progress in geography is satisfactory overall. At the beginning of Key Stage 1, pupils develop a sound understanding of the use of symbols to represent features on a plan. Pupils in Year 1, draw the route of a walk around the village on a simple plan of Sedgberrow. This is an effective introduction to maps for the younger pupils. Mapping skills are extended further later in the key stage and older pupils draw plans of their classroom including the main pieces of furniture, the playground, a 'treasure island' and plan a route to a supermarket. Pupils understand the relevance of a key on maps and plans and know the points of the compass. Pupils develop an understanding of the position of the world with respect to the sun and the moon. Through learning about a variety of visits by Columbus, a toy bear who travels with families on holidays and keeps a diary of events, pupils gain an increasing knowledge of places, their position on the world map, their climate and environment. By the end of the key stage, pupils are familiar with their own local environment and the contrasting features of other locations, such as a seaside town.

118. In Key Stage 2, pupils continue to make sound progress in their knowledge and understanding of geography and in the development of geographical skills. A more detailed study of Sedgberrow is

undertaken focusing on the use of land and settlement. Pupils also contrast Sedgeberrow with a village in the Natal region of South Africa, noting changes in land use in both localities. Fieldwork supports learning well in Key Stage 2 for example, during visits to the Rivers Severn and Avon to study the water cycle and river usage. However, pupils make relatively limited use of specialist terminology in the process of this work. Map work is well supported by the use of appropriate computer programs, and Year 5 pupils are developing an understanding of the use of political maps. Pupils develop topic work for homework and this includes, for example, a substantial project on the rainforests. Pupils with special educational needs make sound progress overall.

119. Pupils' attitude to work is good. Those interviewed speak about their lessons with interest and have a sense of curiosity about the world around them. Written work shows evidence of thought and care. Teachers soundly mark pupils' work although limited comments do not significantly enhance further progress.

120. The school places an appropriate emphasis on geography and the curriculum content is good. It contains satisfactory breadth and balance. The assessment of pupils' learning is sound and samples of pupils work are collected to support evidence of progress and coverage of curricular content. The subject is well coordinated. Resources have been supplemented since the last inspection and are now good. The support of the subject through the use of information technology is sound. Standards have been maintained since the last inspection.

122.

History

121. Only one history lesson was observed during the inspection and judgements were made on the basis of scrutiny of documents and pupils' work and interviews with teachers and pupils.

122. The school provides a broad history curriculum and pupils make sound progress overall. Younger pupils begin to understand chronology and use a timeline to plot their development from babies. By the end of the key stage, pupils compare the past with the present for instance, by identifying the similarities and differences between modern cars and those in the early part of the century. They can show the development of transport on a time-line.

123. Years 3 and 4 pupils have a developing sense of chronology. They have a sound knowledge of a variety of aspects of Saxon life. They are beginning to make use of written evidence. By the end of Year 5, older pupils, studying invaders and settlers, have a good understanding of the Viking way of life, including their clothing, ships and customs. Their understanding of the reasons for invasion are exemplified in their letters to Claudius. They use books and information technology effectively to gather and organise information about post-war Britain.

124. It is not possible to make an overall judgement about teaching from the one Year 5 lesson observed. However, this was an effectively planned and well-organised lesson. Pace was good and the lesson was characterised by lively delivery and good transitions between activities. Pupils made good progress. From the scrutiny of pupils' work in all classes, it is clear that a range of methods is employed but that some teachers draw on a relatively narrow range of resources and there appears to be some repetition in coverage in lower Key Stage 2. Presentation is sound overall but variable. Discussions with pupils at both key stages show that they are enthusiastic about history, like to talk about the past and enjoy conducting research at home.

125. There is an appropriate whole-school plan for history and the scheme of work draws upon recent government guidance. Good quality collections of work matched to National Curriculum levels are used to inform assessment and help to demonstrate progress through the school. The coordinator has a good grasp of the requirements of the subject and a clear idea of how it can be developed in the future. Her role in monitoring standards in the subject is limited by time though she regularly checks teachers' planning. The school is adequately resourced for history but there are some areas of shortage as there are no longer any contributions from the local museum service. Plans are in hand to continue

to develop resources. Very good use is made of visits and visitors to support first hand experience. Standards have been maintained since the previous inspection.

127.

Music

126. Pupils' progress in the last inspection was judged to be satisfactory and it has remained at this level. In Year 1, clapping activities combine rhythm and pulse and pupils perform clapping compositions. They listen and identify musical elements. At Year 2, pupils start to associate sounds and symbols and correctly differentiate the moods created by the music they listen to. When listening to the 'Nutcracker Suite' for example, they interpreted the music appropriately through movement. Pupils sing a good range of songs, tunefully and in unison. At Key Stage 2, pupils learn to perform and evaluate their work and they learn the names of the percussion instruments they are playing. Good use is made of body percussion activities and it is through this activity that pupils consolidate their ability to interpret music graphically. By the end of Year 5, pupils have developed an appropriate musical vocabulary and evaluate musical performances using these terms correctly. The progress of pupils who undertake extra instrumental lessons is good. They are well motivated, complete their homework diligently and many are eager to participate in local musical events.

127. Pupils' response to music is generally good. On a small number of occasions, a minority of boys behave in a silly manner, particularly when not involved in practical activities. In the majority of lessons, pupils enjoy musical activities, behave well and are keen to practise and learn. Older pupils show well-developed confidence in articulating their thoughts and feelings in response to the music. The teaching of music is satisfactory. Lessons are well planned, based on a secure understanding of the elements being taught. Lesson content is appropriate and at the right level to challenge pupils. Practical activities are well used to form the main part of each lesson and to make satisfactory use of the resources available.

128. There are appropriate planning structures in place for music based on a commercial scheme of work. These ensure that a suitable balance between the different elements of the National Curriculum Programmes of Study are planned. The subject is well coordinated, with monitoring of both planning and teaching being successfully undertaken. Good opportunities are made available for pupils to take part in 'Music Talent Shows', perform in assemblies and the church, and to take part in musical concerts.

130. **Physical education**

129. It was only possible to observe two lessons during the inspection. Whilst judgements on the quality of pupils' performance cannot be made from photographic and written evidence, it is clear from the range of activities undertaken and from detailed planning, that pupils make good progress. During the inspection, very good progress was observed in a Year 1 dance lesson. Here pupils worked creatively in developing a sequence of movements matched to music. These included performing effectively in pairs, shadowing each other's movements. In Key Stage 2, pupils practise and improve their performance and sustain energetic activity over suitable periods of time. In a Year 4 lesson, pupils made sound progress in jumping and landing. They were able to make reasonable evaluations of their performance. Higher attainers made quarter, half and full turns with good elevation and carefully controlled landings.

130. Pupils' attitudes to physical education lessons are mostly good. Pupils listen attentively to instructions and respond well to questions and to the challenge of tasks set. They have a clear sense of enjoyment. Pupils practise alone, in pairs or small groups with full regard for safety. At both key stages, pupils are able to make constructive comments about their own and others' performance. Where expectations of good behaviour are not reinforced, pupils' response is less favourable with some pupils behaving in an immature and inappropriate manner.

131. The quality of teaching at Key Stage 1 is very good. In Key Stage 2, it is sound. Teachers have a

secure knowledge and understanding of physical education and plan their lessons well. Where teaching was very good, teachers' expectations were high and challenging tasks were set. Activities were well structured and flowed coherently from one to another. Instructions and demonstrations were extremely clear. The management of pupils was very good and achieved very good behaviour, even with potentially disruptive individuals. Opportunities were provided for pupils to evaluate their own performance and that of others. The lesson maintained a brisk pace and space was used well. Where teaching was less effective, expectations were lower both in terms of what the pupils might achieve and in how they should respond.

132. The coordinator is knowledgeable and very effective. She has established detailed schemes of work for all areas of a curriculum that offer a full range of physical education activities, including outdoor education. Swimming is organised on a regular basis for all pupils and they attain high standards. A very good range of extra-curricular activities supplements the generous amount of time allocated to physical education. This contributes to good progress. The school competes against other schools in a range of sports. The annual sports day with other cluster schools contributes effectively to Year 5 pupils' social development as they compete in mixed-school teams. Staff have received effective training and are enthusiastic about the subject. Although storage is a problem and the grassed area is too small, accommodation and resources are adequate to meet the demands of a broad and balanced physical education curriculum. The quality of planning and provision have improved since the last inspection.

134. **PART C: INSPECTION DATA**

134. **SUMMARY OF INSPECTION EVIDENCE**

133. A team of four inspectors who spent 11 inspector days in school carried out the inspection. A wide range of activities was observed [including registration, assemblies and extra-curricular activities] and the pupils' work was studied for a combined total of 57 hours. Meetings were held with pupils, staff, governors, parents and various other members of the school community. There were also various informal discussions. Non-teaching staff, students and volunteers were also observed in the course of their work. Samples of pupils' work from all year groups were scrutinised. Inspectors listened to pupils reading and discussed their understanding of books and authors. The team closely examined school documents before and during the inspection. Two members of the team met 65 parents at a meeting held prior to the inspection to hear their views. These views, and the 94 responses to 151 questionnaires distributed to all parents, were also taken into account.

135. **DATA AND INDICATORS**

135. **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y5	162	2	33	N/A

135. **Teachers and classes**

135. **Qualified teachers (YR – Y5)**

Total number of qualified teachers (full-time equivalent):	6.7
Number of pupils per qualified teacher:	24

135. **Education support staff (YR – Y5)**

Total number of education support staff:	5
Total aggregate hours worked each week:	69

Average class size:	27
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135. **Financial data**

Financial year:	1998/1999
	£
Total Income	250,975
Total Expenditure	261,885
Expenditure per pupil	1,657
Balance brought forward from previous year	19,454
Balance carried forward to next year	8,544

135. **PARENTAL SURVEY**

Number of questionnaires sent out: 151
 Number of questionnaires returned: 94

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	60	37	2	2	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	50	48	2	0	0
The school handles complaints from parents well	25	42	33	0	0
The school gives me a clear understanding of what is taught	33	50	17	0	0
The school keeps me well informed about my child(ren)'s progress	25	49	18	8	0
The school enables my child(ren) to achieve a good standard of work	31	61	6	2	0
The school encourages children to get involved in more than just their daily lessons	37	58	4	2	0
I am satisfied with the work that my child(ren) is/are expected to do at home	33	52	8	4	0
The school's values and attitudes have a positive effect on my child(ren)	41	45	14	0	0
The school achieves high standards of good behaviour	33	58	8	2	0
My child(ren) like(s) school	50	38	8	4	0