

# INSPECTION REPORT

**St Stephen's C of E First School**  
Redditch

LEA area: Worcestershire

Unique Reference Number: 116845

Headteacher: Mrs J Nesbitt

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Reporting inspector: Mrs H E Davies  
OIN: 21687

Dates of inspection: 8<sup>th</sup> –11<sup>th</sup> November 1999

Under OFSTED contract number: 707412

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	First School
Type of control:	Voluntary Controlled
Age range of pupils:	3 to 9 years
Gender of pupils:	Mixed
School address:	Mabey Avenue Riverside Redditch Worcestershire B98 8HW
Telephone number:	01527 63911
Fax number:	01527 597566
Appropriate authority:	The Governing Body
Name of chair of governors:	Canon Salt
Date of previous inspection:	February 1996

## INFORMATION ABOUT THE INSPECTION TEAM

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Mrs H E Davies, RgI	Mathematics Art Religious Education Under Fives English as a second language	Attainment and progress Teaching Leadership and management
Mrs E Parrish, Lay Inspector		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community Accommodation and learning resources
Mr T Boyce, Team Inspector	Traveller pupils	
Mrs M Mullan, Team Inspector	English History Geography Music Equal opportunities	The curriculum and assessment Staffing
Mr J Morris, Team Inspector	Science Design and technology Information technology Physical Education Special educational needs.	Spiritual, moral, social and cultural development The efficiency of the school.

The inspection contractor was:

Evenlode Associates Ltd  
6 Abbey Close  
Alcester  
Warwickshire  
B49 5QW

Telephone: 01789 766099

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33 Kingsway  
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## MAIN FINDINGS

### WHAT THE SCHOOL DOES WELL

- The headteacher leads the school very well.
- The school makes very good efforts to involve and inform parents about its day to day life and how parents can support their children in school.
- Procedures for monitoring discipline and behaviour are very good and as a result pupils behave very well.
- Relationships in the school are very good.
- The provision for pupils' social, moral and cultural development is very good.

### WHERE THE SCHOOL HAS WEAKNESSES

- I. Too small a proportion of pupils are reaching the average standards expected for seven and nine year olds in English, mathematics and science.
- II. Standards are not high enough for the majority of pupils at seven and nine in information technology.
- III. Attendance is unsatisfactory.

**The weaknesses are outweighed by what the school does well, but they will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.**

### HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

The school has made satisfactory progress since the previous inspection and has overcome most of the weaknesses identified in February 1996. The school has addressed the Key Issues, curriculum planning is now consistent across the school. It is monitored carefully ensuring coverage, continuity and progression in all subjects. The library has been moved and it is now beginning to be used to support and develop pupils' research and study skills. Standards have improved in science, particularly in experimental and investigative work at Key Stage 2. However standards in science are still not high enough. The quality of teaching has improved overall. Some very good teaching was seen with no unsatisfactory teaching observed. Provision for pupils with special educational needs is now good. The school is in a good position to build on its strengths and improve even more.

### 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	E*	E*	
Writing	E	E	
Mathematics	E*	E*	

When pupils enter the school their attainment is varied, for a few it is above average but for the majority it is generally well below average, especially in English. The table shows that in the 1999 Key Stage 1 National Curriculum tests the percentage of pupils reaching the expected Level 2 was very low compared with the national average in reading and mathematics and well below average in writing. When compared with similar schools, the percentage reaching Level 2 in reading, and mathematics was very low and in writing it was well below average. Observations made during the inspection indicate that by the end of Key Stage 1 and by the end of Year 4 when pupils leave the school their attainment in English and mathematics will be below average. However, there are many pupils with special educational needs, some of whom speak English as an additional language, in the present Years 2 and 4, and this will keep results at below average standards overall. Pupils are making satisfactory progress in English and mathematics, at both key stages. In science pupils make satisfactory progress but standards are below those expected of seven and nine year olds. In information technology progress is unsatisfactory and levels of attainment are below those expected of seven and nine year olds. Progress is satisfactory in art, design and technology, geography, history, music and physical education, and pupils attain standards consistent with their ages at both key stages. In religious education pupils make satisfactory progress and attainment meets the requirements of the Locally Agreed Syllabus.

**QUALITY OF TEACHING**

Teaching in	Under 5	5 – 7 years	7 – 9 years
English	Good	Satisfactory	Satisfactory
Mathematics	Good	Satisfactory	Satisfactory
Science	N/A	Satisfactory	Satisfactory
Information technology	N/A	Unsatisfactory	Unsatisfactory
Religious education	N/A	Satisfactory	Satisfactory
Other subjects	Good	Satisfactory	Satisfactory

The quality of teaching is satisfactory overall. Teaching is satisfactory or better in 100 percent of lessons. In 40 percent of lessons it is good. In 6 percent of lessons it is very good or excellent. Teaching of the under fives is good.

*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	Very good. The procedures to promote discipline and behaviour are very good and pupils respond very well to them.
Attendance	Unsatisfactory. Many pupils have time away from school and this has a negative effect on their progress.
Ethos*	Positive. Attitudes are good and relationships are very good. The staff are committed to raising standards for all pupils.
Leadership and management	Good. The headteacher leads the school very well. She is supported effectively by a hardworking staff and committed governors.
Curriculum	Satisfactory. Curriculum planning has improved.
Pupils with special educational needs	Good provision and satisfactory progress.
Spiritual, moral, social & cultural development	Very good overall. Provision for pupils' spiritual development is good and it is very good for social, moral and cultural development.
Staffing, resources and accommodation	Good. There are many effective support staff who work well with the teachers. The accommodation is attractive and resources are adequate.
Value for money	Satisfactory.

*\*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	What some parents are not happy

**about**

- IV. That they are encouraged to play an active part in the day to day life of the school
- V. That the school is approachable
- VI. That they are well informed about their children's progress
- VII. The attitudes and values that the school promotes
- VIII. Their children enjoy coming to school
- IX. The support given to Asian families

- X. A few parents do not feel well informed
- XI. A few parents are not satisfied with the

Inspectors judgements support the parents positive views. The school works very hard to inform parents of their work and this is a strength of the school. Homework is given to pupils on a regular basis.



## **KEY ISSUES FOR ACTION**

In order to raise standards further, the school should:

1. Raise standards in English by:
  - a) continuing to develop the short term planning to focus more clearly on learning objectives, particularly in speaking and writing. (Paragraph 8. 10. 39. 100. 102. 103.107)
  - b) teachers setting appropriate short term targets for pupils and monitoring progress in achieving them. (Paragraph 44)
  - a) teachers always having high expectations of pupils work in all aspects of English. (Paragraph 107)
  
2. Raise standards in mathematics by:
  - a) continuing to develop the short term planning to focus more clearly on learning objectives, particularly in enabling pupils to express their mathematical calculations clearly. (Paragraph 14. 15. 39)
  - b) teachers setting appropriate short term targets for pupils and monitoring progress in achieving them. (Paragraph 44)
  - c) teachers always having high expectations of pupils mathematical work. (Paragraph 116)
  
3. Raise standards in science by:
  - a) continuing to develop the short term planning to focus more clearly on learning objectives particularly in developing pupils systematic enquiry skills. (Paragraph 16. 39)
  - a) teachers setting appropriate short term targets for pupils and monitoring progress in achieving them. (Paragraph 44)
  - b) teachers always having high expectations of pupils scientific work. (Paragraph 126)
  
4. Raise standards in information technology by;
  - a) meeting statutory requirements to consistently and rigorously teach all elements of the information technology curriculum. (Paragraph 17. 129. 130. 132)
  - b) assessing pupils' progress on a regular basis. (Paragraph 133)

a) improving teachers subject knowledge. (Paragraph 37. 132)

5. Raise levels of attendance by:

a) implementing procedures for monitoring attendance even more rigorously. (Paragraph 31)

b) continuing to emphasise to parents the need for their children to be in school, so that they can benefit from the education provided. (Paragraph 33)

Other minor weaknesses

1. Handwriting skills are not developed consistently through the school. (Paragraph 12. 104. 107)

2. Opportunities for pupils to show initiative are not always taken. (Paragraph 28)

3. Governors do not at present have the most recently required (September 1999) committees. (Paragraph 76)

c) **INTRODUCTION**

c) **Characteristics of the school**

1. St Stephen's C of E First School is an average sized school, situated on the edge of Redditch town centre. It serves the local community which comprises of a mixture of some owner occupied properties and many rented properties. A significant proportion of pupils come from the minority ethnic community. Over thirty percent of pupils speak English as an additional language. This is very high when compared to the national average. The school provides full time education for 6 traveller pupils, approximately 2.5 per cent of the school population. This population is fairly static and is similar to that found in the previous inspection. Currently there are 186 pupils on roll in the main school, 98 boys and 88 girls. They are taught in seven classes. There are 15 full time equivalent children on roll in the nursery, 16 boys and 13 girls.
2. The pupils come from a wide range of economic and social backgrounds. About 11 percent of pupils are known to be eligible for free school meals which is below the national average, However, with no provision for cooked meals, it is likely that many families do not register their entitlement. The percentage of pupils identified as having special needs, 21.6 percent, is above the national average. The percentage of pupils with statements of special need is below average. Most pupils attend the nursery or have had some pre-school experience prior to starting school. Children are admitted to the nursery when they are three years old. At the time of the inspection there were 28 children under five in the school. Attainment on entry to the school is varied for a few it is above average but for the majority it is well below average. A significant change since the previous inspection has been the appointment two years ago, of a new headteacher.
3. The school's aims are identified in the school prospectus and parent handbook as:
  - \* " St Stephen's C of E First School aims to create an effective partnership of Governors, teachers, parents and the community, to provide for the on going and anticipated educational, social and societal needs of its children, engendering personal responsibility and confidence within a caring and supportive environment".
  - " We strive to establish a safe environment, where the organisation of knowledge and skills is set in a welcoming, secure and happy framework and where each child is nurtured and recognised as unique".
  - \* " The school encourages children to value themselves, to become caring and concerned members of the community by taking responsibility for themselves, their actions and choices".
4. The school's priorities as identified in the School Development Plan September 1998-April 2000 are:

- Evaluation. Monitoring. Target Setting.
- Links with parents.
- Lunch supervisors training and behaviour management.
- Literacy and numeracy implementation.
- Pastoral care.
- Early years outdoor and lunch time play.
- Teaching and learning initiatives.
- ICT development
- Mathematics records and assessment and record keeping development.
- Financial policy and procedures.

• **Key indicators**

**Attainment at Key Stage 1<sup>1</sup>**

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999(98)	23(19)	18(13)	41(32)

<b>National Curriculum Test/Task Results</b>		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys	13(7)	19(7)	17(11)
	Girls	10(8)	15(10)	12(8)
	Total	23(15)	34(17)	29(19)
Percentage at NC Level 2 or above	School	53(48)	77((53)	66(59)
	National	82(80)	83(81)	87(84)

<b>Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	15(8)	17(13)	18(15)
	Girls	12(9)	13(11)	15(11)
	Total	27(17)	30(24)	33(26)
Percentage at NC Level 2 or above	School	61(53)	68(72)	79(81)
	National	81(81)	75(85)	87(86)

• **Attendance**

Percentage of half days (sessions) missed Through absence for the latest complete Reporting year:			%
	Authorised	School	10.95
	Absence	National comparative data	5.7
	Unauthorised	School	0.8
	Absence	National comparative data	0.5

• **Exclusions**

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

Permanent 0

• **Quality of teaching**

Percentage of teaching observed which is:

	%
Very good or better	6
Satisfactory or better	100
Less than satisfactory	0

.....

<sup>1</sup> Percentages in parentheses refer to the year before the latest reporting year

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- **PART A: ASPECTS OF THE SCHOOL**
- **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**
- **Attainment and progress**

1. When children enter the nursery their attainment is varied, many of them have limited mathematical and language skills, and their speaking is poor. Children make good progress in the nursery and reception classes and by the time they are five most achieve the desirable learning outcomes in personal and social development, knowledge and understanding of the world, creative and physical development. While good progress is made in the areas of mathematics and language and literacy, children are still below average in these areas when they become five.
2. In the 1999 Key Stage 1 National Curriculum tests the percentage of pupils reaching the expected Level 2 was very low compared with the national average in reading and mathematics and well below in writing. When compared with similar schools, the percentage reaching Level 2 in reading and mathematics was very low and in writing it was well below average. Observations made during the inspection indicate that by the end of Key Stage 1 and at the end of Year 4 when pupils leave the school their attainment in English and mathematics will be below average. Pupils make satisfactory progress in English and mathematics, at both key stages, however, there are many pupils with special educational needs, some of whom speak English as an additional language in Years 2 and 4 and this will keep results at below average standards overall. In science pupils make satisfactory progress but standards are below those expected of seven and nine year olds. In information technology progress is unsatisfactory and levels of attainment are below those expected of seven and nine year olds. Progress is satisfactory in art, design and technology, geography, history, music and physical education. In these subjects pupils attain standards consistent with their ages at both key stages. In religious education pupils make satisfactory progress and attainment meets the requirements of the Locally Agreed Syllabus.
3. Trends over time indicate that reading has been below average, with a small upward movement in 1998 which continued in 1999. Writing has been consistently below average with a dip in 1998 but an improvement of 22 percent in 1999. Mathematics results have been declining since 1996 but made an improvement of 7 percent in 1999.
4. Observations indicate that pupils make satisfactory progress at both key stages in all aspects of English. Standards are beginning to rise throughout the school and an improving picture is emerging. The schools strategy for literacy is satisfactory overall. The majority of pupils enter the school with only limited speaking skills. In addition, English is not the first language for a significant number of pupils. At both key stages pupils are taught to listen very carefully and as a result make good progress in developing their listening skills. Standards in speech however, remain below average. This is partly because less emphasis is placed on the development of this skill.
5. At Key Stage 1 satisfactory progress is made in reading although standards are below average. Much emphasis is placed on the development of this skill. Despite the low point from which most pupils start, more than half, achieve the expected levels and a significant number achieve above this. Pupils of all levels of attainment work through a broad and suitably structured programme matched well to their needs. Older pupils in Key Stage 2 read with increasing fluency. A few read well for their ages and enjoy an increasingly wide range of both fiction and non-fiction books.
6. Standards in writing are below average at both key stages. At Key Stage 1 pupils copy simple words and sentences satisfactorily. They adopt a useful core of basic essential words, to which they have been introduced, and begin to produce their own simple pieces of work independently. They attempt to record their personal ideas and express their views and opinions. Their writing is sometimes productively linked to other curriculum areas. Some higher attaining pupils in Year 2 can produce a reasonable quantity of varied work of at least an average standard. However, there is generally too little work written for a wide range of audiences.

7. At Key Stage 2 pupils write stories, poems and simple pieces of dialogue satisfactorily. They increasingly learn to use elementary punctuation and apply some of the more formal grammatical conventions to their writing. Quite a few understand simple parts of language and can apply them effectively when working together. Some pupils can produce a reasonably good class newspaper, written in an appropriate reporting style. However, in general, pupils do not have enough opportunities to practice and further develop their skills in independent tasks. The range of writing topics is not wide and challenging enough to produce significantly higher standards.
8. Standards in handwriting and general presentation of work are below average. Pupils are taught to form their letters correctly at an early age but receive insufficient practice subsequently. There is no consistent approach to the teaching of handwriting and expectations vary from class to class.
9. In mathematics attainment is below average, however pupils make satisfactory progress throughout the school. The effectiveness of the schools' numeracy strategy is satisfactory overall. Staff have worked hard to implement the National Numeracy Strategy under the guidance of the efficient numeracy co-ordinator and this is beginning to have a positive impact on pupils' attainment and progress. Numeracy skills are used satisfactorily in other curriculum areas and as part of daily routines, such as counting how many pupils are in school, and how many pupils are absent, what the difference is.
10. At Key Stage 1 younger pupils learn to understand one more than and one less than effectively by counting forwards and backwards on a number line and by making patterns to 10 with cubes, pegs and other practical apparatus. Higher attaining pupils work with numbers to 20 accurately. Year 2 pupils build on this knowledge and work with more than or less than 1, 2, or 10 to 100. The majority identify and understand numbers to 100. They learn about place value and are beginning to partition 2 digit numbers into tens and units. Higher attaining pupils work with numbers over 100 and they can say, for example, that 145 is 100 plus 40 plus 5, lower attaining pupils consolidate their work with numbers below 20. Some pupils can explain what they are doing well but many have difficulty in ordering and expressing their thoughts clearly.
11. At Key Stage 2 younger pupils learn effectively that subtraction is the opposite of addition, for example, they can use three numbers such as 4, 13 and 17 to say that 4 plus 13 equals 17 or 17 take away 13 equals 4. Pupils also learn how to add numbers of over 100 by combining the hundreds first, then the tens and lastly the units. Pupils in Year 4 calculate mentally with large numbers well for example they count back from 880 in 10's or forwards in 100's from 180. Pupils are beginning to learn about negative numbers using a number line. Some pupils can explain what they are doing well but many have difficulty in ordering and expressing their thoughts clearly.



12. In science attainment is below average, however, pupils make satisfactory progress throughout the school. Year 1 pupils make gains in their scientific vocabulary by explaining what they observe. Many know that the sun gives light, but few recognise that it gives warmth. Pupils make satisfactory gains in understanding the needs and parts of plants. Some pupils understand that plants need light and water to grow. Pupils in Year 2 make good progress in experimentation and investigation and are beginning to choose appropriate methods to both carry out and record a test. They learn about forces through investigating the movements of vehicles on different surfaces. Some pupils find it difficult to explain their thoughts clearly, for example, about what they think a fair test is although they can predict which vehicle will move faster accurately. Average attaining pupils in Year 3 are beginning to make hypotheses and carry out tests effectively for their age. They investigate pets' diets and make hypothesis about why different animals have different diets. They develop adequate research skills using a good range of books, and they record what they find, for example, as a web diagram. Pupils enjoy reporting back efficiently to the whole class. Pupils in Year 4 make adequate gains in both scientific knowledge and procedures. They understand how different sounds are made, for example, they test rice on drum skins, and an elastic band held by a clamp, and a tuning fork moved in water. Higher attaining pupils record their experiments accurately. However pupils' enquiry skills are underdeveloped. They are not sufficiently motivated to always ask enough questions related to their scientific work.
13. In information technology attainment is below that expected of seven and nine year olds. Progress is unsatisfactory overall. This is because there are insufficient opportunities and experiences in all aspects of the information technology curriculum. Pupils throughout the school learn about the basic features of computers and how to use word processors. They use painting and drawing programs effectively. Year 1 pupils learn how to write their own names on the computer screen. Throughout Key Stage 1 pupils are developing an early understanding of the use of information technology other than personal computers and, for example, how to use an everyday device such as a tape recorder. They learn about the keys on the keyboard and what functions they control such as the space bar and direction arrows. Some pupils know how to write capital letters and correct mistakes but by the end of Year 4 few have a clear understanding of the differences between the 'Shift' and 'Caps Lock' and 'Backspace' and 'Delete' keys. Pupils in Year 2 have some experience of using a simple program to enter data, which the computer automatically displays as a graph. Year 2 pupils produced some good word processing work when completing a second draft of a piece of writing.
14. Year 3 and 4 pupils have good experiences of using a word processor for a range of written tasks including stories, plays and poetry. Some pupils use features such as bold text, underlining and centering of text and use punctuation well. Pupils use the Dazzle program adequately to investigate tessellating shapes. Pupils in Year 4 are learning how to use a CDROM to help them carry out research, for example in work about Romans and Celts in history.
15. Pupils make satisfactory progress in art, design and technology, geography, history, music and physical education, and most will attain standards consistent with their age by the end of Key Stage 1 and by the end of Year 4 when they leave the school. Progress in all of these subjects is satisfactory. In religious education pupils make satisfactory progress throughout the school and attainment meets the requirements of the Locally Agreed Syllabus.
16. Standards of attainment since the last inspection have been maintained in history, geography, art, music, physical education and religious education. They have improved in some aspects of science. However with a more accurate data base it is clear that standards are below those noted in the previous inspection in English, mathematics, science and information technology for a significant proportion of pupils.
17. Whilst overall progress for travellers is below average, particularly in written language and elements of creative development, progress in lessons is generally satisfactory and pupils generally learn effectively. Progress in mathematics, science, history, geography and technology is often enhanced by the experiences pupils are given in their life outside school.

- 21.
  22. Pupils with special educational needs make satisfactory progress in relation to their prior attainment and towards the targets on their individual education plans. Pupils who speak English as an additional language make satisfactory progress overall although some who also have special educational needs make slower progress.
- 
22. **Attitudes, behaviour and personal development**

1. Pupils attitudes to learning are good, their behaviour is very good and there are very good relationships between all groups of pupils and teachers. These have a positive effect on both the quality of learning and standards of achievement in the school. Pupils personal development is satisfactory.
2. Children under five settle quickly into the life of the school. They adapt happily to well-established routines and make good progress in their personal and social development. They are encouraged to help each other and to treat each other with respect. Children share resources, such as tabletop games and construction equipment, amicably and take turns without fuss. They show good levels of concentration when working on tasks that they choose themselves and those selected for them by the teacher. They are keen to join in and look eagerly to see which activities have been planned for them. For example, in a reception mathematics lesson, pupils were lively and enthusiastic learners and had great fun counting the number of soldiers in a line.
3. Attitudes to learning are good throughout the school. Pupils enjoy coming to school and a few bring in items from home to support their work. Their attitudes to literacy and numeracy are good. Many pupils are keen to join in and hands frequently shoot up in reply to teachers questioning. In the best lessons, pupils are well motivated by the teachers' enthusiasm for the subject and this adds to their achievement. In a Year 2 science lesson, where pupils investigated the movement of vehicles on different surfaces, imaginative teaching and a good use of challenging questions generated high levels of interest and enabled pupils to make good progress. Pupils with special education needs have good attitudes to their work and respond well to the support they receive.
4. Standards of behaviour in lessons, in assemblies and around the school are very good. Good behaviour is positively reinforced with praise and with a system of rewards which pupils understand and value. Pupils respond very well to this positive approach and are clear about what constitutes acceptable behaviour. Teachers have a consistent approach to discipline and have high expectations of pupil behaviour. When anyone misbehaves, the situation is managed very well and the learning opportunities of other pupils are not affected. This very good behaviour has a positive impact on the standards pupils achieve and the progress they make. Most parents believe the school achieves high standards of good behaviour. They are justified in holding these views.
5. In the playground pupils are lively and energetic and they make a very good response to the well organised activities arranged by lunchtime supervisors. All pupils know that any incident of rough and aggressive behaviour must be reported to an adult. They are confident that their concerns will be taken seriously. There were no signs of bullying during the inspection and boys and girls from different ethnic groups played happily together. There have been no exclusions.
6. In some lessons, pupils are encouraged to take responsibility for their work and to make independent use of relevant information resources, such as dictionaries. In the literacy hour, some pupils work well on set tasks without a teachers direct support. Opportunities for pupils to extend their independent research skills are developing. The good practice of encouraging independence which begins in the reception classes is not always carried through with the same rigour in the rest of the school. There are very limited opportunities for pupils to go to the library on their own and to use computers. Few teachers encourage pupils to assess their own work or share in the responsibility for setting short term targets to help them improve. Although pupils respond well to teachers encouragement to contribute to the life of the school community by tidying up after lessons, few pupils undertake extra responsibilities for the schools routines.

7. Relationships throughout the school are very good; all adults are warm and friendly without their authority being undermined. Pupils are very polite to staff and visitors and to each other. Pupils get on well together in lessons. They support one another and collaborate well, listening attentively when other classmates are speaking. Pupils are encouraged to look after each other and to respect each other's views, and they do this sensitively. In several lessons, pupils spontaneously clapped the good efforts of their classmates and one pupil was overheard complimenting his friend on a task well done. Pupils show respect for the schools property and treat displays, resources and other peoples' belongings with care.
8. Lesson observations indicate that there is no significant difference in the attitudes, behaviour and personal development of any group of pupils, including those who speak English as an additional language or traveller pupils and other pupils in the school.

30. **Attendance**

9. Attendance levels are unsatisfactory at 89.7 percent. This is well below the national average, 9.7 percent of these absences have been officially authorised by the school. A significant proportion of them are due to pupils returning with their families to their home countries or taking holidays of more than 2 weeks during term time and by the intermittent absences of other groups of pupils. Registers are monitored on a weekly basis and the school makes considerable efforts, including home visits, to explain to parents the effect that prolonged absence has on children's education. The poor attendance of some pupils effects the quality of their learning and the progress they make.
10. A detailed examination of the attendance patterns of traveller children throughout 1998 and the Autumn Term of 1999 shows that most traveller children are slow to return to school in the Autumn Term, the majority not attending until mid October. Once they have returned, most pupils attend reasonably well and attendance in the second half of the Autumn Term and the Spring Term is only marginally below average. Most traveller pupils are not in school at all during the Summer Term.
11. Registration is carried out effectively and complies with statutory requirements. The school tries hard to ensure that parents provide an explanation of any absence by sending out reminder notes for them to return. However, some parents do not co-operate with the schools' efforts to improve attendance and do not always give an explanation for their child's absence.
12. Pupils are keen to come to school, but a few pupils are late. The school deals effectively with latecomers and is introducing a late book to monitor the time that pupils arrive and their reasons for lateness. Lessons normally achieve a prompt and effective start.

34. **QUALITY OF EDUCATION PROVIDED**

34. **Teaching**

13. The quality of teaching is satisfactory overall. Teaching is satisfactory or better in 100 percent of lessons. In 6 percent of lessons it is very good or excellent. In 40 percent of lessons it is good. Teaching of children under fives is good with some very good features. The overall picture is an improvement since the previous inspection when some unsatisfactory teaching was observed and no very good or excellent teaching was observed.

14. The quality of teaching for children under five is good. Sometimes it is very good. All the staff have a good knowledge and understanding of the needs of young children and how they learn. They manage the children effectively and with great consideration. Routines are well established for children and adults. Parents are encouraged to come and work along side their children, once they have settled into school, this has a positive impact on their progress. Teachers plan appropriate activities which enable children to work towards the Desirable Learning Outcomes. The support staff are effective, and children with English as an additional language are supported well. All the adults work together effectively as a team and they liaise well with each other. This was evident during the inspection, as a supply teacher was able to fit into the well planned routine with very little disruption. Resources are adequate for all areas of learning. There is an attractive and interesting outdoor area, which is used well. Staff assess children accurately through ongoing observations which they record in note form and then transfer to children's records. Baseline assessments are carried out effectively in consultation with parents.
15. At both key stages the quality of teaching is satisfactory overall. It is sometimes good and occasionally very good. Teachers have secure knowledge and a good understanding of the subjects that they teach except for information technology. Teachers use the good support assistants and other volunteers well and this has a positive impact on pupils attainment and progress. Teachers satisfactorily promote pupils literacy and numeracy skills. These skills are taught regularly to all pupils.
16. Teachers employ good methods and organisational strategies which contribute to the smooth running of lessons and ensures that what is planned for is taught. Pupils are generally grouped according to levels of attainment. Teaching strategies include individual, group and whole class teaching as appropriate. In English and mathematics, for example, teaching is varied to incorporate a good balance between teacher involvement, using skilful questioning to extend pupils' thinking and time for pupils own investigations and activities often with appropriate support. Teachers manage pupils very well and achieve very good standards of behaviour and discipline.
17. Generally teachers make satisfactory use of time, and resources are well prepared and ready for pupils to use. Teachers know their pupils well and they group them according to levels of attainment. However, teachers' short term planning does not always clearly identify learning objectives. Day-to-day assessment of pupils is satisfactory. All staff make very good use of praise for work and effort. Good use is made of homework to consolidate learning.
18. Teachers have a good awareness of pupils with special educational needs, those who speak English as an additional language and travellers. Teachers and other staff effectively support pupils whatever their individual prior need. The quality of the support provided by West Midlands Consortium for Educational Support of Traveller Children is good. Pupils are supported in class as well as being withdrawn. Care is taken to withdraw traveller pupils in larger groups to avoid identifying them.
40. **The curriculum and assessment**
19. The curriculum for children under the age of five years is good. It takes appropriate account of the Desirable Learning Outcomes for children of that age. It is effectively planned under the appropriate areas of learning and links well with the National Curriculum. It is broad, balanced and relevant to the needs of young children. Children under five in reception classes are also taught religious education and participate in collective worship.

20. The curriculum at Key Stage 1 and 2 is satisfactory. All subjects of the National Curriculum are taught. Religious Education is taught in line with the Locally Agreed Syllabus. Local Educational Authority recommendations on the correct division of the Key Stage 2 curriculum between First and Middle schools are properly followed.
21. The curriculum is sufficiently broad and balanced to meet the needs of the pupils with the exception of information technology where there are some shortfalls in provision. The curriculum is satisfactorily structured to ensure pupils make suitable progress and are prepared for the next stage of their education. Suitable emphasis is placed on the teaching of English and mathematics and these subjects are allocated the most time. The National Literacy Strategy and National Numeracy Strategy have recently been correctly introduced. These strategies are generally effective and pupils' specific skills are being developed appropriately across areas of the curriculum.
22. There are suitable, up-to-date policies for all subjects. Schemes of work are now in place for all subjects. Overall improvements in planning mean that the curriculum is now more effectively structured and monitored. It currently presents a more cohesive framework than at the time of the previous inspection when planning was a key issue. Long and medium term planning are more securely in place and are beginning to provide better systems through which teachers can organise pupils' work and ensure greater continuity. However, short term planning is still developing and the school is addressing this aspect of their planning. At present, planning is not sufficiently focussed on those specific short term learning objectives required to help raise standards.
23. Pupils have equality of access and opportunity to take part in the curriculum provided. No pupils are disapplied from National Curriculum requirements. An above average number of pupils are identified as having special educational needs. Provision for these pupils is good and the Code of Practice is followed carefully.
24. The curriculum takes appropriate account of an ethnically diverse school. Pupils for whom English is not the first language are suitably provided for by a number of specialised teachers and support staff. Although there is not yet a written policy for homework, it is frequently provided in several subjects. Reading books, in particular, are sent home systematically.
25. Very good provision is made for pupils' moral, social and cultural development in many lessons and activities. It contributes significantly to pupils' personal development and prepares them well for the next stage of their education. There is appropriate time for pupils' personal, social and health education.
26. Pupils' learning is notably enriched by the good provision for extra-curricular activities. School visits are regularly organised, particularly to places of local interest, including museums, farms and places of worship. A good range of visitors are invited to the school to further widen pupil's horizons. Musical and sporting activities thrive, and an interesting art club makes a strong contribution to pupils social as well as creative development.
27. There is a satisfactory policy in place for the assessment of pupils' progress. Procedures are sound and are now generally implemented with consistency. This represents an improvement since the previous inspection. The Headteacher acts efficiently as assessment co-ordinator in the school.
28. Baseline Assessments are appropriately carried out shortly after children enter the school. These are beginning to be effective in identifying pupils' needs and in helping to set suitable learning targets. Standard Assessment Tests and Tasks (SATs) are properly conducted at the end of Key Stage 1. The results are usefully analysed to assist in the monitoring of pupils' progress through the school.

29. Other formal tests, based on National Curriculum standards, are carried out at the end of Year 4. Results for Key Stage 2 SATS are predicted from these. Plans are already in place to extend this type of testing to Year 3. Pupils are monitored regularly in English and mathematics throughout the school. Targets for individual pupils have recently been set in reading, writing and mathematics. Pupils undergo formative assessment in reading twice a year and this helps keep a suitable check on pupils' skills and performance in each class.
30. Assessment of pupils progress in non-core subjects is generally less well developed. Day-to-day assessment is satisfactory. Procedures are suitably allied to teachers' planning. Marking of work is regularly carried out but varies in quality and levels of helpfulness. Pupils assessed work is kept in appropriate assessment portfolios. These are properly kept by teachers who have made suitable improvements since the previous inspection in selecting and evaluating pupils' work for inclusion.
- 52.
31. Provision for pupils with special educational needs is good. The school follows all the recommendations of the national Code of Practice. All pupils on the school's well-maintained register of special educational needs have individual education plans, which range from satisfactory to very good in quality. Needs are identified at an early age and targets and strategies are drawn up by class teachers throughout the school with support from the efficient special educational needs co-ordinator, if necessary. The school also identifies and makes sound provision for pupils who are higher attainers.
53. -

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

53.

54. The school's provision for pupils' spiritual, moral, social and cultural development is very good overall. The previous inspection reported on the high quality of provision. These standards have been maintained and in some aspects improved.

55. Provision for spiritual development is good. The school meets the statutory requirements for collective worship. Assemblies always include a prayer and a quiet moment for pupils to reflect on what has been said. Through the religious education curriculum and lessons in personal and social education, pupils are given opportunities to learn that people have different beliefs and values. Pupils are encouraged to understand and respect these differences. The school has strong links with the local Church, and the vicar visits it regularly. The school values the diversity of its own community and during the year pupils have opportunities to share in events from different faiths, for example Diwali, Ramadan and Eid.

55.

56. Provision for moral development is very good. Pupils are successfully taught right from wrong. All staff have high expectations of behaviour and give clear, consistent messages to pupils about what is and what is not acceptable during lessons and at playtime and lunch time. Throughout the school individual classroom rules and whole school rules are clearly displayed and applied and adhered to by adults and pupils. Effective use is made of incentives and sanctions, such as, thinking time for younger pupils. All adults in the school, both teaching and support staff provide good models for pupils. Staff encourage and positively develop very good relationships between pupils, themselves and other adults.

32. Provision for social development is very good. Pupils are effectively encouraged to take responsibility but there is less evidence of them being encouraged to show initiative. Throughout the school pupils take it in turns to be responsible for the routine tasks. Good opportunities are provided for pupils to work together in pairs or small groups in lessons and during extra-curricular activities. For example, some pupils play in a hand bell group well. Pupils are encouraged to be aware of others less fortunate than themselves by supporting a range of charities, for example, participating in fund-raising for the Children's Society and the "Operation Christmas Fund" boxes for the Kosovo relief appeal. This year the school is raising funds for Help the Aged; this extends pupils' understanding of the wider community. Year 4 pupils take part in a residential weekend which contributes effectively to the development of their social skills and self-confidence.
33. Provision for cultural development is very good. Staff and parent helpers represent different groups and cultural backgrounds. They represent very good role models for the pupils. The subjects of the National Curriculum, particularly art, geography, history and music make a substantial contribution to the pupils' multi cultural development. For example, famous works of art by European and Japanese artists are used to inspire pupils. Pupils throughout the school have worked with an artist in residence on very impressive large-scale pictures based on African art. Displays in school include Rangoli patterns and good quality individual work inspired by Van Gogh landscapes. Current work on India includes puppets which have been made and dressed authentically. All of these activities successfully extend pupils' understanding of the world in which they live.
58. **Support, guidance and pupils' welfare**
34. The school makes good provision for the support, guidance and welfare of pupils. It is a warm and happy community where all pupils feel valued and where very good relationships give pupils a strong sense of belonging. Pupils' confidence in the security and support that the school provides helps them to concentrate on their learning.
35. There are sound procedures for monitoring pupils academic progress, but they are not always used in a structured way to help teachers plan and target their lessons in order to help pupils improve. Pupils with special needs are given good support to meet the objectives in their individual education plans and there is good support for pupils for whom English is an additional language. There are effective procedures to promote the personal development of the under fives.
36. Procedures for monitoring discipline and good behaviour are very good and the school functions as a very orderly community. All staff are aware of policies on behaviour and they reinforce the school rules consistently. The school creates a climate for good behaviour by positive praise and a rewards system which pupils value. There is no evidence of bullying or of racial harassment.
37. In spite of the unsatisfactory attendance figures, the school employs sound procedures for recording attendance and there is evidence of thought and effort on the part of the school to help parents understand the importance of regular attendance. There is good support from the Educational Welfare Officer. The school is trying to improve punctuality by the introduction of a late book for pupils to sign and for challenging their reasons for lateness.



38. There are very thoughtful and effective procedures for promoting pupils well being, health and safety and very good relationships between staff and pupils. There are very high levels of mutual respect and support among the staff, each of whom makes a positive contribution to the schools caring ethos. Child protection procedures are very well established and communicated sensitively and effectively to all staff. There is close liaison with outside support agencies. The health and safety policy is detailed and monitored regularly by the governing body. Fire drills are held regularly and the incident book and pupil records are very well maintained. Pupils are alerted to the dangers of drugs through an anti- drug awareness programme and there are sex education lessons for older pupils. The school makes good provision for pupils at lunchtime and supervisors show a kindly concern for pupils and have positive relationships with them.
39. Parents are pleased with the high standards of support and guidance their children receive and they are justified in holding these views. The last report said that transition arrangements for pupils moving to the middle school could be improved. These are now satisfactory. There is good involvement of all relevant school staff and outside educational and health agencies in the termly reviews of pupils with special educational needs. The West Midlands Consortium for the Educational Support of Traveller Children (W MCESTC), in conjunction with the school, makes effective use of distance learning packs to support pupils' learning. The school effectively supports, guides and pays attention to the welfare of traveller children and their families.
64. **Partnership with parents and the community**
40. Partnership with parents and the community are good. The school is committed to providing a close partnership with parents and the community. This makes a good contribution to pupils' learning and the quality of life within the school. In the inspection questionnaires, parents registered their strong support for the school and expressed few concerns.
41. The school has put considerable thought into the way it communicates with parents and the quality of information it provides is very good. The prospectus, governor's annual report, letters and newsletters are written in accessible language and are attractively presented. New parents with children under five receive a home visit from Nursery and Reception staff, and they are given a clear introduction to the work their children will be doing. In addition there is an effective programme of home visiting to ethnic minority families from the schools bilingual teacher who is also available to help with translations.
42. Parents receive information about the curriculum their children follow through homework, information memos and regular curriculum meetings. An individual parent/teacher interview is arranged twice a year. Annual reports on children's progress are very helpful and informative and suggest ways in which parents can help their children at home. They give parents a clear view of the progress their children have made and the standards achieved. Parents of children with special education needs are kept well informed of their progress. A few parents said they would like more information about the work their children do. In the view of the inspection team, this is unjustified; the information already provided is very good and the school readily responds to any requests for extra information.
43. A wide variety of initiatives have been introduced by the school to help parents explore ways they can support their children's learning at home. In conjunction with the Workers Education Association, the local Further Education College and The All Women's House, a number of valuable courses have been held in school. They explain how children learn in school and how activities at home could further develop their children's literacy and numeracy skills. Effective courses have also been run for classroom volunteers. In addition the local education authority has supported the schools SHARE project which also gives parents ideas for supporting their children's learning at home. Parents who have attended these courses speak highly of them and say how much they and their families have benefited.

44. The school provides a warm welcome for parents and encourages them to come in to help in class. In the questionnaires, the vast majority of parents said they felt encouraged to play an active part in the life of the school and find the school easy to approach with problems. School policies encourage teachers to involve parents and a few parents make a regular commitment to help in classrooms, to make story sacks for younger pupils and to accompany pupils on outside visits. The school values any help that parents can give. Some parents come to a shared reading session with their children before school starts. Parents are asked to enter into the home/school partnership to help their children with reading, spelling and mathematics.
45. In spite of the school's efforts, some parents feel unable to co-operate and are not fully involved in supporting their children's learning, for example, by listening to their children read at home. Attendance at curriculum evenings and on the various courses offered is often disappointingly low. Whilst there is no parents association, parents are generally supportive of school functions and several offer to help at fund raising events.
46. Links with the community make a good contribution to the life of the school; they help to support parts of the curriculum and give pupils an understanding of the community in which they live. There are satisfactory links with the middle school and Year 4 pupils spend time in their new classes before moving up. The school's home liaison teacher encourages very good links with the Asian community. The school has effective links with the parents of travelling children and with the traveller community.
47. There are links with the local church and the vicar visits school regularly to lead assemblies. Pupils visit the church on special occasions and a volunteer from church teaches bell ringing lessons to pupils. The community policeman gives regular talks to pupils on road safety and stranger danger. There are good links with the local library. Local rangers groups and a charity for the disabled who help to maintain the school's attractive gardens are regular visitors. The school has developed links with the local community relations council and also supports litter campaigns run by Redditch Council. The school supports The Dodford Children's Holiday Farm with donations and harvest festival gifts.

## 72. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### 72. **Leadership and management**

48. Leadership and management of the school are good. The headteacher gives a clear educational lead to the school. She has a very good understanding of what she wants for the school and she leads the school very well. This is an improvement since the last inspection. There is a shared purpose for improvement. The headteacher has been in post for two years and she has made pupils' behaviour, links with parents and curriculum planning her priorities. She feels that these priorities will provide a platform to move forward and raise standards. She has been very successful in the first and second of these aims and made satisfactory progress with the third. The headteacher is supported well by a hard working deputy and a committed staff. They set realistic targets for improvement in provision across the school. The school is in a good position to make improvements and raise standards.
49. There are co-ordinators for all National Curriculum subjects and religious education. Job descriptions are in place and appraisal has been organised. Curriculum development is supported well. Long and medium term plans have been reviewed and are monitored on a regular basis. However short term planning, although reviewed regularly, is not focussed sufficiently on clear learning objectives. The headteacher, her deputy and the literacy co-ordinator are effectively monitoring teaching.

50. The implementation of school's aims, values and policies is good. The day-to-day running of the school reflects these aims well. The school is sensitive of the need to give equal opportunities to all and it is effective in seeing that this happens. There is a positive ethos which permeates the school and its work. The very good relationships within the school ensure that it is a happy place to be.
51. The school development plan is a good working document, which helps the school effectively, progress towards its planned development. The headteacher and her staff formulate the plan and it is presented to the governors for discussion and agreement. The governing body meets regularly and they fulfil most of their roles and responsibilities satisfactorily. They have not as yet formed the new committees required since September 1999, but plans are in hand to do so.
52. The management of children under fives is good. The management of the implementation of the National Literacy Strategy has been satisfactory, and the recent implementation of the National Numeracy is beginning to have an impact on pupils attainment. and progress. Although standards in both subjects are low they are beginning to improve.
53. The management of pupils with special educational needs is good. The co-ordinator is effective in her role and manages the different responsibilities of her post well. The school complies with the Code of Practice. The school has a very positive approach to the different groups of pupils, including traveller pupils and those with English as an additional language, and it takes its responsibilities towards these groups very seriously.
54. From the evidence of assemblies observed it is clear that the school fulfils its statutory requirement for daily collective worship and that this aspect of the school contributes very effectively to the spiritual and moral development of the pupils and their sense of belonging to the school community. Parents are happy with the caring ethos of the school and the values that it transmits.
79. **Staffing, accommodation and learning resources**
55. The school has a good number of suitably qualified teachers who are effectively supported by a good number of efficient support assistants. Teachers' experience is generally suitably matched to meet the requirements of the National Curriculum except for information technology. All staff are provided with satisfactory opportunities for in-service training to further develop their professional expertise and meet the current needs of the school. A scheme for the appraisal of teaching staff has been very recently agreed and its introduction is to take effect later in the term. Newly qualified teachers are provided with suitable guidance and help to smooth the initial period of settling into professional life. Correct induction procedures are followed and appropriate non-contact time provided.
56. The needs of children under five are appropriately met with sufficient qualified teachers and support staff. There is an efficient special educational needs teacher who effectively co-ordinates provision for pupils with special educational needs. Travelling pupils and pupils for whom English is an additional language are provided with the appropriate levels of support. Support staff make a notable contribution to the teaching and management of pupils. They receive appropriate training to more clearly understand their roles and are fully integrated into the working life of the school. Lunchtime supervisors carry out their duties very capably and apply the knowledge of good practice acquired on training courses to good effect.
57. The quality of the accommodation is very good. It is bright and welcoming and provides a stimulating learning environment which allows all areas of the curriculum to be taught effectively. The premises are clean, very well maintained and attractively displayed. Classrooms are spacious and most are very well presented, although one classroom does not have its own supply of water. The hall is put to good use for physical education, assemblies and parents literacy courses, and there is a small and well-stocked library.

58. Much thought and attention has been paid to the outdoor space, which includes an imaginative and well-designed inner courtyard, the World Garden, as well as a purposeful playground including a large adventure area. In front of the school is an attractive garden, which is well maintained. Both the nursery and reception classes have access to outside areas which provides both play and practical work space for the under fives.
59. The quality of resources for teaching and learning are satisfactory overall. In English and music resources are good. In the nursery resources are also good. Resources for information technology have very recently been improved. Resources beyond the school are used to good effect.

84. **The efficiency of the school**

60. The school is efficiently run. The quality of financial planning is good. The headteacher seeks the views of governors and staff in all financial matters and sees all aspects of the school's work as a collective responsibility. The finance committee meets at least four times a year and these meetings are properly minuted and supported by information provided by the local education authority. This information is thoroughly checked by the headteacher and the efficient secretary. The governors are acutely aware of the need to constantly monitor predicted pupil numbers and to plan for any significant changes as far in advance as possible. Governors are appropriately involved in decisions about the use of specific funding for pupils with special educational needs and English as an additional language. Decisions about the use of available funding for curriculum, staff and resource developments are made rigorously and systematically, starting from the identified priorities in the school development plan.
61. Teaching staff are deployed well. The school spends a high proportion of its budget on support staff. This is due to the high proportions of pupils with special educational needs and English as an additional language. Funding specifically designated to meet the needs of these pupils is used well. The school is particularly effective in managing the complex arrangements for supporting pupils with special educational needs, pupils for whom English is an additional language and travellers. These complex budgetary arrangements are managed well by the headteacher and governors. The use of learning resources and accommodation is satisfactory. The hall is used well for physical education, collective worship and musical activities.
62. The day-to-day management of the school is very good. There are very efficient financial controls and effective school administration procedures. School routines are well known and understood by staff, pupils and parents and as a result teachers are able to concentrate on their teaching. The most recent audit, in June 1998 identified a number of items for the school to address. The school has successfully addressed these.
63. Pupils' attainment on entry to the school is low. When they leave at the end of Year 4 pupils have made satisfactory progress in most subjects. In addition their attitudes to learning and their behaviour is very good. However in the key areas of English and mathematics standards are below national average and the school receives above average funding per pupil. The school is judged to give satisfactory value for money. This is a similar judgement to the previous inspection.

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

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

64. Children are admitted to the nursery on a part time basis when they are three years old. Home visits have been introduced this year and they make a valuable contribution to children's transition into school. Currently 29 children attend on a part-time basis. There are 28 children under five in the reception and mixed reception and Year 1 classes. Attainment on entry is varied for a few it is above average but for many it is well below average especially in language and mathematical development. Children make good progress overall and by the time they are five they reach the desirable learning outcomes in personal and social development, knowledge and understanding of the world, creative and physical development but are still below average in language and literacy and mathematics.
65. The quality of teaching for children under five is good. All the staff have a good knowledge and understanding of the needs of young children and how they learn. They manage the children effectively and with great consideration. Routines are well established for children and adults. Parents are encouraged to come and work along side their children, once the children have settled into school, this has a positive impact on their progress. Teachers plan appropriate activities which enable children to work towards the Desirable Learning Outcomes. The support staff are effective, and children with English as an additional language are supported well. All the adults work together efficiently as a team and they liaise well with each other. This was evident during the inspection, as a supply teacher was able to fit into the well planned routine with very little disruption. Resources are adequate for all areas of learning. There is an attractive and interesting outdoor area, which is used well. Staff assess children accurately through ongoing observations which they record in note form and then transfer to children's records. Baseline assessments are carried out effectively in consultation with parents. They are beginning to be used to predict future targets for children.
66. The curriculum for children under five is good. It is based on the desirable learning outcomes and covers the six areas of learning. Under fives in the reception classes are also taught religious education and participate in collective worship. Appropriate emphasis is placed on personal and social development, language and literacy and mathematics, which are children's areas of greatest need. There are detailed and helpful planning folders. Parents are actively involved through workshops with their children's learning.
67. Children make good progress in their **personal and social development**. The quality of teaching in this area is good. Children enjoy coming to school, and are mainly confident and enthusiastic. Relationships are very good, and children relate well to one another. Children co-operate appropriately with one another, they use good manners saying please and thank you, for example when sharing fruit. They listen to stories attentively and understand what is said but their responses are limited. Children behave very well they know what is expected of them and they do their best to please the adults that they are working with. Children are learning to look after their own needs effectively, they tidy away and put their coats on with little fuss. Many will achieve the desirable learning outcomes by the age of five.

68. Children make good progress in their **language and literacy development**. The quality of teaching in this is good. The levels of skills with which the children enter the nursery are often low. Speaking and listening skills are underdeveloped and teachers place appropriate emphasis on developing these skills. Children learn to listen well but offer few answers and very few ask questions. In one lesson children listened to different sounds on a tape recorder and matched them to pictures. Some knew what the sound was but had difficulty in expressing clearly what they had heard, for example, “clean up” for the sound of a vacuum cleaner and “dinner” for the sound of bacon sizzling in a frying pan. In role play activities in the “Hair Salon” children enjoyed playing with and speaking to an adult but there was little conversation between children. Children enjoy listening to stories and rhymes and they joined in when they could, for example, in one class children followed the words of and sang The Grand old Duke of York, well. This work was linked to other areas of learning effectively, children marched up and down in soldier’s uniforms in time to the rhyme, and played in the “castle” effectively developing their speaking skills. Children learn about books, some know about authors and illustrators, they understand that the pictures tell a story and they follow the story from left to right turning the pages appropriately. Parents come into classes and share reading with their children. Books are taken home on a regular basis. Some children are beginning to write their names and simple sentences, some know the letters of the alphabet. They enjoy “writing” and know that the symbols or letters that they write carry meaning but many will not achieve the desirable learning outcomes by the age of five.
69. Children make good progress in their **mathematical development**. The quality of teaching in this area is good. Children have many opportunities to count and order numbers. For example, counting the Duke of York’s soldiers, listening to drum beats and counting them. Children begin to learn mathematical language through practical activities, working in the sand and water, using full and empty. Children create patterns using beads and modelling materials. Children make a useful early start on estimating how many pegs will fit on a line. Role play areas such as the hair saloon allow children to begin to think about the use of money but many will not achieve the desirable learning outcomes by the age of five.
70. Children make good progress in the development **of knowledge and understanding of the world**. The quality of teaching in this area is good. They have many opportunities to learn about the world around them. Work linked to The Bear Hunt helps children to learn how to make simple maps of the school. Children explore and select materials and equipment and use skills such as cutting, joining, folding and building, effectively for a variety of purposes. They play with water, dough, bricks crayons and other materials and they are beginning to recognise the appropriateness of different materials for various activities. Children learn to use computers and other machines such as tape recorders effectively. Some understand that plants have leaves and roots and they are beginning to recognise the difference between the two. Many will achieve the desirable learning outcomes by the age of five.
71. Children make good progress in **creative development**. The quality of teaching is good. Good opportunities are provided for imaginative play and children respond well to the stimulating areas created for them, reacting in a variety of ways to what they see, feel, hear and touch. The children join adults in singing familiar lines from favourite songs. They play untuned percussion instruments well; one child played the Grand Old Duke York on a bazooka to himself very well. Children draw, paint, and make models with growing control. Their work is carefully displayed and they are always encouraged to do their best. Many will achieve the desirable learning outcomes by the age of five.

72. Children make good progress in **physical development**. The quality of teaching in this area is good. They are given good opportunities to use and exercise their whole bodies. Children in the hall repeated and refined rolling, throwing and catching large balls effectively to each other. They learn to move confidently and imaginatively developing increasing body control and co-ordination. There are good, safe well resourced and interesting outdoor play areas which are used well. Children are given plenty of opportunities to develop fine skills of drawing, cutting and manipulation of tools. There is a good balance between indoor and outdoor activities. Many will achieve the desirable learning outcomes by the age of five.

97. **ENGLISH, MATHEMATICS AND SCIENCE**

97. **English**

73. In the 1999 Key Stage 1 National Curriculum tests the percentage of pupils reaching the expected Level 2 was low compared with the national average in reading and well below in writing. When compared with similar schools, the percentage reaching Level 2 in reading and in writing was well below average.

74. Trends over time indicate that reading has been below average with a small upward movement in 1998 which continued in 1999. Writing has been consistently below average with a dip in 1998 but an improvement of 22 percent in 1999.

75. Observations indicate that pupils' attainment will still be below average at the end of Key Stage 1 and by the time pupils leave the school at the end of Year 4. However pupils make satisfactory progress at both key stages in all aspects of English. Inspection evidence indicates that standards are beginning to rise throughout the school and an improving picture is emerging. The schools' strategy for literacy is satisfactory overall. The majority of pupils enter the school with only limited speaking skills. In addition, English is not the first language for a significant number of pupils. At both key stages pupils are taught to listen very carefully and as a result make good progress in developing their listening skills. Standards in speech however, remain below average. This is partly because less emphasis is placed on the development of this aspect. Too few opportunities are routinely organised to enable pupils to express themselves in a sustained way in everyday classroom situations. They do not have sufficient, regular experience in organising their thoughts and articulating and presenting ideas before a wider audience.

76. At both key stages satisfactory progress is made in reading. At Key Stage 1 emphasis is placed on the development of this skill. Despite the low point from which most pupils start, more than half, achieve the expected levels and a significant number achieve above this. Pupils of all levels of attainment work through a broad and suitably structured programme matched well to their needs. An early introduction to sounds and letter combinations means that pupils are able to help themselves when confronted with unfamiliar words. Older pupils in Key Stage 2 read with increasing fluency. A few read well for their ages and enjoy an increasingly wide range of both fiction and non-fiction books.

77. At both key stages satisfactory progress is made in writing. At Key Stage 1, standards in writing are below average, pupils copy simple words and sentences satisfactorily. They adopt a useful core of basic essential words, to which they have been introduced, and begin to produce their own simple pieces of work independently. They attempt to record their personal ideas and express their views and opinions. Their writing is sometimes productively linked to other curriculum areas. Some higher attaining pupils in Year 2 can produce a reasonable quantity of varied work of at least an average standard. However, there is generally too little work written for a wide range of audiences.

78. At Key Stage 2 pupils write stories poems and simple pieces of dialogue satisfactorily. They increasingly learn to use elementary punctuation and apply some of the more formal grammatical conventions to their writing. Quite a few understand simple parts of language and can apply them effectively when working together. Some pupils produced a good quality newspaper, written in an appropriate reporting style. However, in general, pupils do not have enough opportunities to practice and further develop their skills in independent tasks. The range of writing topics is not wide and challenging enough to produce significantly higher standards.
79. Standards in handwriting and general presentation of work are below average. Pupils are taught to form their letters correctly at an early age but receive insufficient practice subsequently. There is no consistent approach to the teaching of handwriting and expectations vary from class to class.
80. Pupils with special educational needs make satisfactory progress. They are suitably supported and acquire generally improving standards of literacy as they move through the school. Traveller pupils and pupils for whom English is an additional language are appropriately supported, according to their specific learning needs and make satisfactory progress.
81. Pupils' response in lessons is good. They generally seek to reflect the expectations of their teachers. The high standards of behaviour, and the good attitudes in the school, have a positive effect on learning in English and literacy sessions. Pupils sit quietly and attentively in the initial oral parts of a lesson. They are generally confident in supplying the short answers required of them. They make efforts to think around the questions posed and try to produce accurate answers and, occasionally, original ideas. They settle well to written tasks, usually with initial enthusiasm. Most concentrate well and seek to complete their work and please the adults who are helping them.
82. The quality of teaching is satisfactory overall. In the literacy lessons observed at both key stages it is sometimes good. The overall impact of teaching on standards in the subject is satisfactory. Teachers have taken the opportunities provided by the National Literacy Strategy to provide structure to their teaching. Knowledge and interpretation of general requirements is satisfactory overall and lessons are often planned well. In the better lessons, teachers effectively exploit the very good relationships they have with pupils to enable them to do their best. A pleasant, reassuring manner frequently encourages pupils to try that bit harder and achieve more. Most work is appropriately matched to pupil's prior attainment, although learning objectives are not always specific enough. Teachers' knowledge of the particular system and style of handwriting adopted for use at Key Stage 2 is insecure teachers do not have high enough expectations and the skill is not taught consistently.
83. Arrangements for the assessment of pupils' progress are satisfactory. Pupils are regularly monitored, particularly in reading, and in some cases pupils are beneficially involved in evaluating their own work.
84. There is an effective policy for English and appropriate schemes of work. The co-ordination of the subject is well established and the general management is good. The National Literacy Strategy has been implemented satisfactorily. Resources are good with plenty of attractive books. The school library has been moved and developed and it now contains many up to date books, and some pupils are beginning to use it for research and study skills. This addresses a key issue in the previous report.

109. **Mathematics**



85. In the 1999 Key Stage 1 National Curriculum tests, the percentage of pupils, reaching the expected Level 2 was well below the national average in mathematics. When compared with similar schools the percentage reaching Level 2 in mathematics was well below average. Trends over time indicate that standards in mathematics have declined over the last three years, however 1999 tests show a slight improvement.
86. Observations during the inspection indicate that pupils attainment will still be below average at the end of Key Stage 1 and by the time pupils leave the school at the end of Year 4. Pupils make satisfactory progress throughout the school, however, there are many pupils with special educational needs, some of whom speak English as an additional language in Years 2 and 4 and this will keep results at below average standards overall. The effectiveness of the schools' numeracy strategy is satisfactory overall. Staff have worked hard to implement the National Numeracy Strategy under the guidance and support of the efficient numeracy co-ordinator and this is beginning to have a positive impact on pupils' attainment and progress. Numeracy skills are used satisfactorily in other curriculum areas and as part of daily routines, such as, counting how many pupils are in school, and how many are absent.
87. At Key Stage 1 younger pupils learn to understand one more than and one less than effectively by counting forwards and backwards on a number line and by making patterns to 10 with cubes, pegs and other practical apparatus. Higher attaining pupils work with numbers to 20 accurately. Year 2 pupils build on this knowledge and work with more than or less than 1, 2, or 10 to 100. The majority identify and understand numbers to 100. They learn about place value and are beginning to partition 2 digit numbers into tens and units. Higher attaining pupils work with numbers over 100 and they can say, for example, that 145 is 100 plus 40 plus 5, lower attaining pupils consolidate their work with numbers below 20. Some pupils can explain effectively what they are doing but many have difficulty in expressing their thoughts clearly.
88. At Key Stage 2 younger pupils learn effectively that subtraction is the opposite of addition, for example, they can use three numbers such as 4, 13 and 17 to say that 4 plus 13 equals 17 or 17 take away 13 equals 4. Pupils also learn how to add numbers of over 100 by combing the hundreds first, then the tens and lastly the units. Pupils in Year 4 calculate mentally with large numbers well for example they count back from 880 in 10's or forwards in 100's from 180. Pupils are beginning to learn about negative numbers using a number line. Some pupils can explain effectively what they are doing but many have difficulty in expressing their thoughts clearly.
89. Traveller pupils, pupils with special educational needs and pupils for whom English is an additional language make satisfactory progress overall. Their needs are clearly identified and effectively meet by the high number of support staff who work closely with teachers.
90. At both key stages pupils response to mathematics is good. They behave very well in their lessons and co-operate appropriately when working in pairs or groups. Most pupils are enthusiastic about their work and they enjoy their lessons. They work quietly and sustain their concentration through the set work. They answer questions willingly and when opportunities are offered they are keen to contribute ideas. Most pupils treat resources with appropriate respect and they handle books and equipment well.
91. The quality of teaching is satisfactory overall. In most lessons teachers have very good relationships with pupils. Their lessons are suitable managed and they make appropriate use of resources. However, teachers do not always have high expectations of pupil's mathematical thinking. Better lessons proceed with pace and rigour and appropriate time is given to pupils to complete the activity, this has a positive impact on pupils' progress. Good use is made of support assistants to meet the needs of different groups of pupils. Teachers group pupils according to levels of attainment and plan work which is usually matched to prior attainment although learning objectives are not always clear.

92. The curriculum is broad and balanced and meets statutory requirements. There are appropriate guidelines to support the scheme of work. The school has recently introduced the National Numeracy Strategy. The efficient co-ordinator has a good grasp of the subject requirements and is well placed to take maximum advantage of the National Numeracy Strategy. She manages the subject well; she monitors short term planning and has identified areas for development. However she does not have opportunity to monitor teaching and learning in mathematics. Assessment procedures are satisfactory they are being developed in line with the numeracy strategy.
93. There is a satisfactory range of resources and they are used well. The accommodation is good and it is used effectively. The teaching areas are enhanced by good displays of number lines and work with mathematical vocabulary clearly displayed. Pupils have easy access to equipment. Little Information and communication technology was observed to support teaching and learning in the subject.
94. Since the previous inspection planning of the curriculum has improved with implementation of the National Numeracy Strategy. However it is only just beginning to impact on the present lower standards than those noted in the previous inspection.

119. **Science**

95. The end of Key Stage 1 teacher assessments, in 1999, showed that the percentage of pupils reaching Level 2 was well below the national average. When compared with similar schools, the percentage reaching Level 2 was well below average.
96. Evidence from inspection indicates that pupils, including those with special educational needs, make satisfactory progress. However attainment will still be below average at the end of Key Stage 1 and by the time pupils leave the school at the end of Year 4. There are many pupils with special educational needs, some of whom speak English as an additional language in Years 2 and 4 and this will keep results at below average standards overall.
97. Year 1 pupils make gains in their scientific vocabulary by explaining what they observe. Many know that the sun gives light, but few recognise that it gives warmth. Pupils make satisfactory gains in understanding the needs and parts of plants some pupils understand that plants need light and water to grow. Pupils in Year 2 make good progress in experimentation and investigation and are beginning to choose appropriate methods to both carry out and record a test. They learn about forces through investigating the movements of vehicles on different surfaces. Some pupils find it difficult to explain their thoughts clearly, for example, describing what a fair test is, even though they can predict accurately which vehicle will move faster and they know why it happens.
98. At Key Stage 2 Year 3 pupils are beginning to make hypotheses and carry out tests well for their age. They investigate pets' diets and make hypothesis about why different animals have different diets. They develop adequate research skills using a good range of books, and record what they find, for example, as a web diagram. Pupils enjoy reporting back appropriately to the whole class. Pupils in Year 4 make adequate gains in both scientific knowledge and procedures. They understand how different sounds are made for example they test rice on drum skins, an elastic band held by a clamp and a tuning fork moved in water. Higher attaining pupils record their experiments accurately. Higher attaining pupils have a good understanding of why it is important to keep all factors the same in an experiment except for the one being measured. Some pupils identify a satisfactory range of light sources and have an adequate understanding of shadows and magnetic poles.

99. Work in science makes a satisfactory contribution to the pupils' progress in literacy and numeracy. Pupils are learning how to record and present work in different ways and are making gains in their spoken and written vocabulary. However, the standards of presentation vary from class to class. Science activities reinforce sorting and classifying and measurement skills through experiments involving distance and temperature, for example.
100. Pupils' attitudes to learning and behaviour are good. Pupils are attentive to their teachers and answer questions well. There are good relationships between pupils and they are appreciative of each other's efforts. For example, one Year 1 pupil says, "you're doing a good job there" to a friend. The pupils handle equipment safely and sensibly.
101. Teaching is satisfactory overall. This is an improvement since the last inspection when teaching was satisfactory at Key Stage 1 but unsatisfactory teaching at Key Stage 2. Teachers generally have a sound knowledge and understanding of the subject and give accurate factual information to pupils in their explanations. Teachers questions and planned activities effectively promote the development of scientific vocabulary and ideas. Lessons are structured well, with effective whole class introductions, individual or group tasks and whole class evaluations. In the better lessons the objectives are made clear to the pupils and teachers are particularly effective in providing good models of scientific enquiry. However learning objectives are not always clearly stated for all lessons. Teachers usually, but not always, have high expectations of pupils work. They use the support staff well to meet the needs of pupils of different levels of attainment.
102. A key issue from the previous inspection was to raise standards of achievement in science to match national expectations for Key Stage 2 with particular attention to experimental and investigative science. There have been considerable improvements in the curriculum, in terms of experimental and investigative science and this has satisfactorily addressed the key issue. However it is only just beginning to impact on the present lower standards than those noted in the previous inspection. The school is usefully moving away from its topic-based approach and providing more discreet work in science. There are good arrangements with the middle school on curriculum coverage across the full four years of Key Stage 2. Pupils' enquiry skills are under developed, for example, they do not always question why things happen, or what could influence change.

127.

127. **Information technology**

103. Pupils make unsatisfactory progress overall in information technology and standards are below those expected for seven and nine year olds. Pupils with special needs make unsatisfactory progress. Standards have not been maintained since the previous inspection.
104. In information technology attainment is below that expected and progress is unsatisfactory overall. This is because there are insufficient opportunities and experiences in all aspects of the information technology curriculum. Pupils throughout the school learn about the basic features of computers and how to use word processors and painting and drawing programs. Year 1 pupils learn how to write their own names on the computer screen. Throughout Key Stage 1 pupils are developing an early understanding of the use of information technology other than personal computers and, for example, how to use an everyday device such as a tape recorder. Pupils in Year 2 do have some experience of using a simple program to enter data, which the computer automatically displays as a graph. Some good examples were seen of Year 2 pupils completing a second draft of a substantial piece of writing.

105. At Key Stage 2 pupils have a opportunities to use a word processor for a range of written tasks including stories, plays and poetry. They learn about the keys on the keyboard and what functions they control such as the space bar and direction arrows. Pupils know how to write capital letters and correct mistakes but by the end of Year 4 few have a clear understanding of the differences between the 'Shift' and 'Caps Lock' and 'Backspace' and 'Delete' keys. Some pupils use features such as bold text, underlining and centering of text and use punctuation well. Pupils use the Dazzle program adequately to investigate tessellating shapes. Year 4 pupils are learning how to use CDROM to help them carry out research, for example, about the Romans and Celts in history. However pupils through the school have little knowledge or experience of data handling, control or modelling.
106. Pupils' response is satisfactory. Pupils clearly enjoy information technology activities. They work enthusiastically on the computers. Pupils are careful with computers and tape recorders they handle resources carefully. Behaviour is very good and pupils work well independently.
107. Teaching is unsatisfactory. Pupils are not taught the full range of activities required. Teachers are not secure in their subject knowledge and lack understanding of the requirements. Clear opportunities to extend skills in and make use of information technology are missed, for example in mathematics and science lessons.
108. A recently appointed enthusiastic co-ordinator is now leading a range of developments including staff training and improvements to resources. The current provision of computers in classrooms is barely satisfactory. Significant improvements in resources had been made shortly before the inspection but teachers were not yet familiar with the new computers and therefore were not using them effectively. The school is awaiting connection to the Internet and National Grid for Learning. The curriculum offered is not yet sufficiently broad although the school has adopted the Qualifications and Assessment Authority's exemplar scheme of work from September 1999. Clear targets are not set for pupils, and progress is not monitored on a regular basis. There are satisfactory assessment sheets for pupils both at Key Stage 1 and Key Stage 2 and they are used appropriately.
133. **Religious education**
109. Pupils make satisfactory progress throughout the school and by the end of Key Stage 1 and Year 4 when pupils leave the school, attainment meets the requirements of the Locally Agreed Syllabus. Pupils with special educational needs make satisfactory progress. Pupils learn about Christianity, Islam, Hinduism and Judaism effectively.
110. At Key Stage 1 pupils' learn about Judaism and relate it to their own religion. They learn that buildings and artefacts have particular meaning. They learn that different religions have customs that are followed and represent special meaning to either Christians, Muslims or Jews. Pupils learnt about a Synagogue and what people do there, how they pray, what they sing and which book they read from. They learn about the Torah scrolls and how carefully and respectfully they are used. Pupils learn about the Ten Commandments and how they relate to their own lives they talk thoughtfully about the rules that people adhere to and which rules they feel are important to them.
111. At Key Stage 2 pupils think carefully about different faiths, Christian, Muslim, Hindu and Judaism. They talk about the Christian Bible and learn about its importance to people, they talk about its relevance to themselves and why it is so popular all over the world. They learn about the guidance it gives to people and what they think are the most important messages given. Pupils reflect on their own and others thoughts feelings and beliefs. The whole school supports the process of helping pupils' to reflect on, value and respect their own and others feelings and beliefs.

112. Pupils response is good. Pupils show interest in the topics taught. They respond well when links with their own experiences are explored. Pupils expressed their own feelings and emotions satisfactorily. They listen very well and with interest to their teachers and classmates Pupils enjoy stories and learning about customs and artefacts from different faiths. Pupils are very well behaved and this makes a positive impact on the progress they make.
113. The quality of teaching is satisfactory. Links with the teaching of literacy are satisfactory. Teachers have good subject knowledge which they share well with each other. Lessons are satisfactorily planned. Teachers organise and manage their pupils well. Good use of questioning helps to build on pupil's personal experiences and takes their learning forward. Good use is made of the diverse backgrounds of pupils in school. All faiths are acknowledged and valued and pupils share their knowledge and information well.
114. The curriculum is planned well and appropriately linked to the locally Agreed Syllabus. The school makes appropriate account of pupils family backgrounds and acknowledges their faiths, for example, by celebrating festivals when they occur and making them "special days" for pupils who celebrate them. Assessment procedures are informal, however, the very good relationships and teachers knowledge of their pupils ensures a good match of work to pupils' attainment.
115. The management of the subject is good. Resources are adequate for the religions studied. Religious education makes a positive contribution to pupils' spiritual and cultural development. Standards have been maintained since the previous inspection.

140. **OTHER SUBJECTS OR COURSES**

140. **Art**

116. The majority of pupils make satisfactory progress and attain standards which are consistent with those expected for pupils of their age. Pupils with special educational needs make satisfactory progress. This is similar to the judgement made during the previous inspection.
117. Pupils have appropriate experiences of making pictures and using their skills effectively to illustrate other aspects of the curriculum, such as story and poetry. Pupils have satisfactory experiences of a range of media. The school effectively embraces multicultural artistic influences and artists. Pupils displays celebrate what they have achieved and makes good links with other subjects, for example, the collage of Jack and the Beanstalk has much mathematical work in it.
118. At Key Stage 1 pupils investigate colour mixing, for example, using red and blue and red and yellow they make a colour collage using one colour and painting as many shades as they can. Older pupils learn about line and tone and they record their observations and make their own investigations. At Key Stage 2 pupils use paint, chalk and straw to effectively create tree shapes. They use foil well to create images on paper. They draw trees from artists' paintings, drawings and photographs. Some pupils make careful observational drawings of tree roots. Pupils learn about non-Western cultural designs by looking at and drawing Mehndi patterns. Pupils paint in the style of famous artists, for example, Hokusai, Matisse and Passmore.
119. Pupils' response to art is good they enjoy their lessons and try hard to do their best work. They take pride in their work and like to talk about the finished piece. Pupils co-operate well and they are thoughtful and express pleasure at the achievement of others. Pupils behaviour is good.

120. The quality of teaching is satisfactory overall. Teachers organise their lessons well. They provide interesting stimuli for pupils to work from. The efficient co-ordinator has produced an effective scheme of work which supports teachers in their teaching and planning and ensures that pupils make progress across the whole art programme. Teachers display pupils' work thoughtfully, showing that they value it and many displays are interactive asking questions of pupils and engaging their interest. Assessment procedures are satisfactory, they include the collection of an end of term drawing from imagination, a portrait and a still life observation.
121. Information technology is beginning to contribute to the subject, for example, pupils use of programmes such as Dazzle, Earlybird and clipart. Pupils finding information about different artists, buildings or poems make effective links with literacy. Art makes a positive contribution to pupils cultural development.
146. **Design and technology**
122. The majority of pupils make satisfactory progress and attain standards which are consistent with those expected for pupils of their age. Pupils with special educational needs make satisfactory progress. This is similar to the judgement made during the previous inspection.
123. At Key Stage 1 pupils are developing adequate skills of observation and recording through, for example, looking at whole and cut fruits. A group of pupils in the mixed Year 1 and Year 2 class effectively made a large robot from recyclable materials as part of a mathematical investigation into shapes. Year 2 pupils learnt appropriately about simple wind up mechanisms. They had previously made a range of vehicles using wood and recyclable materials and had effectively learnt about wheels and axles. Some of these models included good joining techniques and cut out and hinged doors and windows. Pupils had produced satisfactory designs for these vehicles, before making them.
124. At Key Stage 2 pupils carried out good quality investigations into pneumatics by experimenting with balloons and syringes. They incorporated their findings into designs and models of hidden and moving monsters. This work involved both individual and small group tasks. There were some very imaginative examples of completed work, which contributed well to pupils progress in both design technology and science and made good use of their artistic skills. Pupils in Year 4 developed their understanding of the suitability of different materials for different purposes effectively and used stitching skills satisfactorily.
125. Pupils response is good. Pupils' attitudes and behaviour are good. Pupils are attentive to their teachers and keen to contribute to whole class discussions. They work with a purpose on individual tasks and share resources and materials well. Pupils work carefully and look after resources well.
126. The quality of teaching is satisfactory. Teachers make good use of resources and pace the activities well. Teachers have sound subject knowledge and refer to the Qualifications and Assessment Authority's exemplar scheme of work in their planning. Teachers link work in design technology well with other curriculum areas such as science and art. Teachers have high expectations of pupils behaviour in lessons. They have good relationships with the pupils. Teachers effectively introduce pupils to planning and evaluating their work at the beginning of Key Stage 1. Design and technology lessons make a good contribution to literacy through the development of the pupils' vocabulary and the recording their observations.
151. **History**
127. The majority of pupils make satisfactory progress and attain standards which are consistent with those expected for pupils of their age. Pupils with special educational needs make satisfactory progress. This is similar to the judgement made during the previous inspection.

128. At Key Stage 1 pupils are developing a sense of the passage of time. They are beginning to understand a little of the of change in people and events going back beyond their own memories. They are able to construct and name their own time lines recording personal dates and happenings in appropriate chronological order. Through studying aspects of transport, such as cars, they are becoming aware of how these vehicles have changed and evolved throughout the century. They have tried to imagine a journey in a very old car and consider some of the difficulties and discomforts of open travel. They have made a good collection of artefacts inspired by a visit to the local museum. They effectively build on these experiences to speculate on how things were in past times. They use picture resources appropriately to extract clues about the nature of seaside holidays.
129. At Key Stage 2 pupils further develop the concept of change through studying much earlier times. They can refer correctly to lengthier timelines and know, for example, that the Romans and Celts belong to more distant periods. They understand the ideas of invasion and the influence of other civilisations. Pupils have learnt something of the designs, dress and general lifestyles of the Celtic people. They know about domestic life in a Roman villa and the clothes and utensils used and make reasonable comparisons between these two groups of peoples. Appropriate research and enquiry skills are developing as pupils make good use of the available books and pictures to identify and confirm a range of facts. They also have an elementary understanding of archaeology and know that information about the past can be discovered from beneath the ground.
130. Pupils' response is satisfactory. Sometimes it is good. They take part enthusiastically in oral sessions and answer the questions appropriately. However, they are less skilled in asking their own questions. They settle down quickly to written tasks and try hard to succeed. They enjoy the independence of researching a topic themselves. They co-operate well with those with whom they are working and generally achieve what they have set out to do.
131. The quality of teaching is satisfactory. Sometimes it is good. Lessons are planned satisfactorily to allow for an appropriate balance of activities within a lesson. In the best teaching there is clear identification of what a lesson is to achieve. In these lessons, effective use is made of pupils' previous knowledge. Work in all classes is efficiently planned to meet the needs of pupils. Teachers generally make good use of resources to present pupils with effective visual evidence.
156. **Geography**
132. The majority of pupils make satisfactory progress and attain standards which are consistent with those expected for pupils of their age. Pupils with special educational needs make satisfactory progress. This is similar to the judgement made during the previous inspection.
133. At Key Stage 1, pupils know about the features and characteristics of their home and school area. They look at larger maps of the local area and mark the distance from their homes to the school satisfactorily. Pupils compare their home town with more distant regions, such as a village in India, They develop ideas about the diversity of the world and some of the human and social features that mark the differences. For example, they were able to compare the experiences of family shopping in these quite separate places. Through related topic work they have gained a simple understanding of the water cycle. They make suitable comparisons between their local area and a seaside place. They know the main characteristics of an island and have learnt a satisfactory amount of relevant vocabulary to enable them to express their ideas properly. This is a good use of their literacy skills.

1. At Key Stage 2 pupils make satisfactory progress in knowledge and geographical terminology. Pupils are developing a sound understanding of India. They effectively draw their own outline maps and mark the major features. They identify and draw some of the differing customs of the country. They talk about monsoons and the effect of climatic conditions on lifestyles. They are aware of the social and economic diversity within the country and show sympathy for the poor. They understand a little of the problems relating to basic conditions, such as water pollution and sickness. They recall a considerable number of facts about India, including knowledge of cities, rivers, transport and airports.
2. Pupils' response is satisfactory. They are willing to discuss the work they have completed. They show interest in their own home community. In lessons they answer question willingly and concentrate on remembering what they have learnt earlier. Most pupils are attentive and seek to co-operate with the teacher. When attempting written assignments they settle well initially but, as quite a few find writing difficult, they lose concentration.
3. The quality of teaching is satisfactory. Work is appropriately planned, though not always in sufficient detail to ensure better and more consistent coverage throughout the school. In lessons, pupils' interest and participation is properly engaged. Teachers ensure that pupils are continually encouraged to think and participate fully. Appropriate links are made with other areas of the curriculum which strengthens provision and supports general learning. Teachers occasionally make good use of resources to bring the subject more alive to pupils and give them a better feel for a topic, such as when studying India at both key stages. Little evidence of information technology being used to support learning in this subject.

161. **Music**

4. The majority of pupils make satisfactory progress and attain standards which are consistent with those expected for pupils of their age. Pupils with special educational needs make satisfactory progress. This is similar to the judgement made during the previous inspection.
5. At Key Stage 1 pupils are able to clap and beat out rhythms satisfactorily. They read notes from flash cards well and recognise regular and steady timings. They can invent their own rhythm patterns for others to copy. When listening to music they can identify changes in the piece heard. They know the names of the percussion instruments used and are familiar with the varying sounds made.
6. At Key Stage 2 pupils play some untuned instruments and repeat differing timings and rhythms accurately. They use body percussion appropriately to match the rhymes and chants they are following. They appreciate the qualities of the percussion instruments they experience and can make fair attempts to describe them. They are able to consider and speculate on the musical character of various sounds. They are beginning to record their own interpretations of what they hear well.
7. Pupils possess a basic repertoire of hymns and songs and sing satisfactorily. Pupils sing out confidently, matching words to tunes correctly and usually with appropriate expression. They are able to follow simple instructions and signals to vary the quality of performance. During hymn practices, younger pupils sing enthusiastically and older ones are able to fit suitable actions as suggested by the piece.
8. Pupils' response to music is good. They enjoy music and willingly join in with all aspects. They listen well and this has benefits when they are required to concentrate on various types of music. They enjoy creating and making music. They share instruments well and are happy to take turns as necessary. They express their opinions well about the music they hear.



9. The quality of teaching is satisfactory overall with some good features where subject knowledge is strong. Teachers make appropriate use of the scheme provided to ensure pupils have a suitable range of experiences in the subject. Lessons are suitably planned to allow for appropriate pupil involvement in activities. Teachers share with pupils a suitable knowledge of musical terms and try to introduce relevant vocabulary incidentally yet purposefully. They plan to keep pupils' interest by, for example, playing familiar games giving individual pupils a chance to select, name and describe the sound of an instrument. Classes are usually suitably managed and organised with resources readily available and well used. When possible, teachers use their own voices appropriately to demonstrate to pupils and encourage their participation.
10. There are good extra-curricular opportunities, including choir and country-dancing. Groups of both boys and girls effectively extend their musical activities, and acquire further knowledge, by learning the descant recorder. A successful mixed group of bell ringers also meets regularly to enjoy the experience of making music together in a particularly tuneful way.

168. **Physical education**

11. The majority of pupils make satisfactory progress and attain standards which are consistent with those expected for pupils of their age. Pupils with special educational needs make satisfactory progress. This is similar to the judgement made during the previous inspection.
12. Progress is satisfactory throughout the school. Pupils' gymnastic skills are satisfactory for their ages and they try hard to develop their movement, balance, agility, control and stamina. A small number of pupils in each year group have good skills and none have significant difficulties in physical activities. Year 2 pupils move well in a variety of ways and at different speeds. They are beginning to develop their movements on both the floor and the apparatus. Pupils in Year 3 demonstrate an increasing variety of movement, understand symmetry of body shape and movement and do well when asked to copy each other in turns in pairs. Pupils in Year 4 make satisfactory progress in sequencing and repeating several movements together. Some of these pupils are making substantial gains in weight bearing, holding a balance and landing,
13. Pupils' attitudes and behaviour are very good. All pupils clearly enjoy physical education lessons. Many are keen to demonstrate their skills. Pupils work well together in pairs or small groups. They show good awareness of safety when moving quickly round the hall or when handling apparatus.
14. The quality of teaching is satisfactory. All teachers have secure knowledge and a satisfactory understanding of the subject. Lessons are well structured to include warm up, development of individual and collaborative skills and warm down. Lessons are conducted at a good pace and good use is made of the hall and available resources. All lessons give good consideration to the safety aspects of physical education. There is satisfactory use of pupil demonstration, although the quality of this aspect of teaching varies from class to class. In the best examples, pupils are asked to evaluate each other's performance and to identify ways in which all can improve. In some lessons this evaluation is less effective because it is largely carried out by the teacher or takes place at the end of the lesson. All areas of activity in the National Curriculum programmes of study at Key Stage 1 and Key Stage 2 are taught with the exception of swimming which takes place when pupils move to a middle school.
15. The school has satisfactory resources but some of the mats are heavy for young pupils to carry. Extra-curricular activities in "fun fitness" and cricket make a satisfactory contribution to the pupils' physical and social development.

173. **PART C: INSPECTION DATA**

173. **Summary of inspection evidence**

1. The inspection was carried out by a total of five inspectors who, over a period of four days, completed a total of twelve days in the school.
2. For the majority of the time the inspectors visited classes, talked to individuals and groups of pupils and evaluated their work. A total of 72 hours approximately was spent on these activities. A total of 52 lesson observations were made. In addition interviews were held with the headteacher, her co-ordinators, non-teaching staff, several governors and parents.
3. In addition:
  - a range of work from a representative sample of pupils from each year group was examined, together with their records;
  - 24 pupils were formally heard to read, and many others informally;
  - many pupils were interviewed to establish a view of life in the school and to gain an understanding of relative levels of academic progress and attainment;
  - informal discussions took place with many pupils as part of lesson observations;
  - the documentation provided by the school, including teachers' planning was carefully analysed and this helped to inform the inspection process;
  - attendance registers were examined;
  - a parents meeting was attended by 15 parents and 46 completed questionnaires were received from parents. The issues raised at the meeting and in the questionnaires helped to inform the inspection.

• **DATA AND INDICATORS**

• **Pupil data**

Unit/School	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 – Y4	186	2	50	24
Nursery	15	0	1	0

• **TEACHERS AND CLASSES**

• **Qualified teachers (YR – Y4)**

Total number of qualified teachers (full-time equivalent): 9.9

Number of pupils per qualified teacher: 19

• **Education support staff (YR – Y4)**

Total number of education support staff: 12

Total aggregate hours worked each week: 116

• **Qualified teachers (Nursery school, classes or unit)**

Total number of qualified teachers (full-time equivalent): 1

Number of pupils per qualified teacher: 15

• **Education support staff (Nursery school, classes or unit)**

Total number of education support staff: 2

Total aggregate hours worked each week: 47

Average class size: 26

• **Financial data**

Financial year: 1998/9

£

Total Income 405821

Total Expenditure 410047

Expenditure per pupil 2228

Balance brought forward from previous year 21450

Balance carried forward to next year 20271

## PARENTAL SURVEY

Number of questionnaires sent out:	220
Number of questionnaires returned:	46

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	41	49	10	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	39	54	2	5	0
The school handles complaints from parents well	22	41	20	10	0
The school gives me a clear understanding of what is taught	27	51	15	5	2
The school keeps me well informed about my child(ren)'s progress	27	54	10	7	2
The school enables my child(ren) to achieve a good standard of work	32	56	5	5	0
The school encourages children to get involved in more than just their daily lessons	27	56	15	2	0
I am satisfied with the work that my child(ren) is/are expected to do at home	29	41	15	15	0
The school's values and attitudes have a positive effect on my child(ren)	27	59	12	2	0
The school achieves high standards of good behaviour	27	54	12	7	0
My child(ren) like(s) school	49	41	5	0	5