

INSPECTION REPORT

IVINGTON C.E. PRIMARY SCHOOL

Leominster

LEA area: Herefordshire

Unique reference number: 116894

Headteacher: Mrs. S. Morgan

Reporting inspector: Mr. I. Pratt
13626

Dates of inspection: 3 - 7 July 2000

Inspection number: 189020

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 - 11 years
Gender of pupils:	Mixed
School address:	Ivington Leominster Herefordshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. J. Hanson
Date of previous inspection:	17 - 19 September 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Ian Pratt	Registered inspector	Mathematics Information technology Geography Physical education Provision for pupils with special educational needs Provision for pupils with English as an additional language	The school's results and pupils' achievements The quality of teaching and learning Leadership and management What should the school do to improve further?
Brian Silvester	Lay inspector	Equality of opportunity	Pupils' attitudes, values and personal development Care, support and guidance of pupils Partnership with parents and carers
Gill Crew	Team inspector	English Science Art Design and technology History Music	The curricular opportunities offered to pupils Assessment

The inspection contractor was:

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The Registrar
Inspection Quality Division
The Office for Standards in Education
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ivington C. of E. Primary is a mixed school of smaller than average size, serving 91 pupils aged between four and eleven years of age. Fifty seven per cent of pupils are boys and 43 percent girls, although in the Reception year and Year 5, there are many more boys than girls. Children enter the Reception class in the September or January of the academic year in which they will be five, and many have attended the on-site nursery group that is held in the Community Room. At the time of the inspection, no pupil was under the age of five. Standards on entry to the school are in line with those expected for children of this age.

The school serves a wide rural community, including the villages of Ivington, Monkland and Upper Hill, and the surrounding countryside. Around two-thirds of pupils travel to the school from the nearby town of Leominster. The school is popular with parents, partly because it is the only Church of England school in the Leominster area. The school has slightly increased in size since the last inspection, but the nature of its population has remained the same. Only one member of the teaching staff remains in the school since the last inspection. Eleven per cent of pupils are eligible for free school meals; broadly average.

An overwhelming majority of pupils are white. No pupils come from homes where English is an additional language. Twenty per cent of pupils have special educational needs, a figure in line with the national average. No pupil has a Statement of Special Educational Need, well below the national average.

HOW GOOD THE SCHOOL IS

Ivington C. of E. Primary is an effective school. It provides a good, all round education for its pupils and serves its community well. The pupils achieve satisfactory standards by the end of Key Stage 2. The headteacher provides effective, leadership and management for the school to achieve the targets it sets itself. The school provides satisfactory value for money.

What the school does well

- The results of the 1999 National Curriculum tests for eleven year olds were well above the national average in English and science.
- The school provides good teaching for all pupils and very good teaching for the youngest.
- The attitudes and behaviour of pupils are good, and relationships are very good.
- The school provides a good range of learning opportunities for the pupils, and has excellent links with the nursery group.
- The school has very good links with parents, and is a point of focus for the community.
- Parents have very positive views about the school.
- Provision for the pupils' spiritual, moral, social and cultural development is good, and is reflected in the warm, friendly, caring family atmosphere of the school.
- The headteacher provides good leadership and management for the school.

What could be improved

- Standards in mathematics at the end of Key Stage 2, whilst above the national average, are not as high as those attained in English and Science.
- The expectations and achievements of the most able pupils are not consistently high.

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

This is a school with many significant strengths that outweigh its weaknesses.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved well since its last inspection in September 1996. The quality of teaching has improved greatly, and is now of good quality. Assessment procedures are now good and assessment information is effectively analysed to identify the school's strengths and weaknesses. Good progress has been made in developing schemes of work These guide teachers in planning the pupils' learning in a continuous and progressive way. The curriculum has improved through the successful implementation of the National Literacy Strategy and the sound introduction of the National Numeracy Strategy. School improvement planning has also developed satisfactorily, but

still does not look beyond a one year time scale, provide a clear picture of the school's priorities or specify the criteria by which success can be judged. The school has good capacity for further improvement.

STANDARDS

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

Performance in:	Compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	A	D	A	A	well above average A above average B average C below average D well below average E
mathematics	C	C	B	C	
science	B	C	A	A	

The grades for similar schools, shown above, and referred to in the text have been upgraded by the Registered Inspector, from those suggested by OFSTED, because there is substantial and compelling evidence that the level of eligibility for free school meals is higher than that annually reported to the Department for Education and Employment.

By the age of five, the children's attainments are in line with the national expectations in all areas of learning and they are ready to start work on the National Curriculum.

In judging the attainments of pupils in the National Curriculum assessments at the end of each key stage, and in comparing performance over time, caution must be exercised due to the small number of pupils involved. Variations in results from year to year reflect the characteristics of a particular group of pupils, in which just one pupil can represent a relatively high proportion of the cohort.

The 1999 National Curriculum assessments for seven year olds show standards in writing to be above both the national and similar schools averages. In reading, the results reach both the national and similar schools average. The mathematics results are in line with the national average, but below the average for similar schools. Standards in reading, writing and mathematics rose sharply following the last inspection, although dipped in 1999.

Results in the 1999 National Curriculum tests for 11 year olds indicate that standards are well above both the national and similar schools averages in English and science. The mathematics results are above the national average and in line with the average for similar schools. Since the last inspection, standards in English and science have varied greatly from year to year, but have very largely remained above the national picture. Results in mathematics have remained close to the national average. The school's targets for improvement in English and mathematics over the next two years are suitably challenging.

Work seen during the inspection indicates that at the end of both key stages standards are broadly in line with those expected in English, mathematics and science, and early indications of the 2000 National Curriculum tests confirm this picture. At the end of both key stages, standards in information technology are in line with expected levels overall.

Pupils at the end of Key Stages 1 and 2 achieve satisfactory standards in relation to their attainments on entry to the school. Pupils with special educational needs make good progress overall, because of the good quality support they receive from teachers, classroom assistants and parent volunteers. At both key stages, high attainers are not consistently given sufficient challenge to enable them to attain the standards of which they are capable. Boys and girls attain broadly similar standards.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good; pupils like school and a large majority are keen to learn.
Behaviour, in and out of classrooms	Good; contributes well to the pupils' learning, although some boys lack self discipline and interrupt the learning of the class.
Personal development and relationships	Good personal development and very good relationships between pupils and with adults in the school.
Attendance	Satisfactory attendance and punctuality.

The pupils' positive attitudes to the school create a pleasant atmosphere and purposeful climate for learning. The school is a calm, orderly and friendly community, free from oppressive behaviour. Year 6 pupils show mature and responsible attitudes.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	no evidence	Good	Good

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

The quality of teaching is good overall and has improved greatly since the last inspection. During the inspection, teaching was satisfactory or better in 100 per cent of lessons, good or better in 78 per cent of lessons and very good in 16 per cent. The teaching of pupils in the Reception and Year 1 class is particularly strong. Inconsistencies in Key Stage 1 teaching that were noted in the last inspection have been eliminated. The quality of teaching in English, mathematics and science is good at both key stages. Literacy and numeracy are taught well across the subjects of the curriculum. Lessons are planned carefully; teachers are clear about what they intend the pupils to learn, invariably share this with the pupils, and successfully motivate them to learn what is intended. Pupils are managed and organised well so that little time is wasted. Teachers have high expectations of most pupils, but do not consistently expect enough of high attaining pupils. Resources are used effectively and homework consistently extends the pupils' learning. Assessment information is used well to plan what the pupils will learn next, although this is not always the case for high attainers.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall; promotes the pupils' learning well.
Provision for pupils with special educational needs	Good; good quality support from teachers, classroom assistants and volunteers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good opportunities for spiritual, moral, social and cultural development.
How well the school cares for its pupils	Good care and guidance provided.

Strengths in the school's curriculum include the implementation of the literacy strategy, provision for personal, spiritual, social, moral and cultural education, and the enrichment of the pupils' learning opportunities through links with the community, visits and visitors to the school. Pupils have very good opportunities for extra-curricular activities, provided by the hard-working staff. The school works in very close partnership with parents. Many parents give generously of their time to work in school, greatly benefiting the pupils and staff. Communication with parents is good, although annual progress reports are unsatisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good; the headteacher provides effective all round leadership and management for the school, and is ably supported by the teaching staff, all of whom take responsibility for co-ordinating aspects of the curriculum.
How well the governors fulfil their responsibilities	The governors provide good pastoral support for the school and meet almost all statutory requirements.
The school's evaluation of its performance	The monitoring and evaluation of the school's work is good, enabling it to identify accurately its strengths and weaknesses.
The strategic use of resources	The school allocates resources efficiently, but the school improvement plan is not prioritised.

The headteacher gives the school clear educational direction, focused on improving standards and the quality of education, and maintaining its Christian ethos and 'family' atmosphere. The governors are very supportive of the school in a pastoral way, and are starting to help set its educational direction, although this needs further development. The work of the school is monitored rigorously, and decisive action is taken to improve weaknesses. The effective work of the school secretary ensures that goods are purchased at competitive rates. All of the non-teaching staff, make a very valuable contribution to the day-to-day running of the school and the maintenance of its warm, friendly atmosphere. The school has a good supply of teaching and support staff, although until September it will not have a deputy headteacher. Current accommodation is only adequate, although current building works will enhance facilities well when complete.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The pupils like the school and progress well. • The good behaviour of the pupils. • The good quality of the teaching. • The expectations of pupils to work hard. • The school helps children to be mature and responsible. • The 'open door' policy, where parents can approach the school with concerns. • The school is well led and managed. • The helpful and friendly school secretary. 	<ul style="list-style-type: none"> • The information that they receive about how their child is getting on. • The period of instability in staffing in Year 6, although they know that this has been resolved for September 2000.

The inspection findings strongly confirm almost all of the positive views of parents. The exception is that expectations of high attaining pupils is not consistently high enough. Inspectors also agree that the quality of the pupils' reports needs improvement.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children enter the Reception class at the age of four with levels of skills, knowledge and understanding that are in line with the expectations for children of this age. Their progress is good, in response to the very good teaching they receive, and by the age of five, they reach and frequently exceed the national Early Learning Goals in all aspects of their learning and are ready to start National Curriculum work.
2. In judging the standards attained by pupils in the National Curriculum tests at the end of Key Stages 1 and 2, the school's average National Curriculum points scores are used. These provide a more accurate picture of the pupils' attainments than simply calculating the proportion of pupils attaining the expected Level 2 and Level 4. In a school of this size, however, caution is needed when looking at statistical evidence, because there are small numbers of pupils in each year group, and the results of one pupil represents a relatively high proportion of the cohort. In the current Year 6, for example, one pupil represents nine per cent of the year group.
3. The grades for similar schools, referred to in the report, differ from those suggested by OFSTED because there is substantial and compelling evidence that significantly more pupils are eligible for free school meals than that annually reported to the Department for Education and Employment. The grades that compare attainments in this school with similar schools have been upgraded by the Registered Inspector, to give a more accurate picture of the standards achieved.
4. The 1999 National Curriculum assessments for seven year olds, show standards in writing to be above both the national and similar schools' averages. In reading, the results reach both the national and similar schools average. The mathematics results are in line with the national average, but below the average for similar schools. Standards in reading, writing and mathematics rose sharply following the last inspection, although dipped in 1999.
5. The work seen during the inspection confirms that at the end of Key Stage 1, the pupils attain standards that are in line with the expectations for their age in English, mathematics and science. There is substantial evidence that the successful implementation of the literacy strategy, and the sound introduction of the numeracy strategy is improving standards steadily. The attainments of pupils at the end of Key Stage 1 are above the expectations for their age in art, design and technology and music, and in line with expectations in geography, history, information technology and physical education.
6. Results in the 1999 National Curriculum tests for 11 year olds, indicate that standards are well above both the national and similar schools averages in English and science. The mathematics results are above the national average and in line with the average for similar schools. Since the last inspection, standards in English and science have varied greatly from year to year due to the small number of pupils involved, but have very largely remained above the national picture. Results in mathematics have remained close to the national average. In two out of the last three years, standards in mathematics have been below those attained in English and science.
7. The school's targets for improvement in English and mathematics over the next two years are suitably challenging.
8. Work seen during the inspection indicates that at the end of Key Stage 2, standards are broadly in line with those expected for pupils of this age in English, mathematics and science, and early indications of the 2000 National Curriculum tests confirm this picture. The attainments of pupils at the end of Key Stage 2 are above the expectations for their age in design and technology and music, and in line with expectations in art, geography, history, information technology and physical education.

9. Pupils at the end of Key Stages 1 and 2 achieve satisfactory standards in relation to their attainments on entry to the school. Pupils with special educational needs make good progress overall, because of the good quality support they receive from teachers, classroom assistants and parent volunteers. At both key stages, high attainers are not consistently given sufficient challenge to enable them to attain the standards of which they are capable. Boys and girls attain broadly similar standards.
10. Standards in literacy and numeracy reach expected levels and are improving due to the developments in teaching and curriculum planning that have stemmed from the implementation of the literacy and numeracy strategies. Literacy standards are promoted well across the subjects of the curriculum. Writing is used effectively in many subjects. In science, for example, pupils accurately record their observations and write up their experiments and investigations. Reading skills develop well within literacy lessons, and in other subjects where pupils carry out research, for example in geography. Numeracy skills are promoted well in science and geography, through the use of tables and graphs. The mental mathematics sessions within numeracy lessons are promoting the quick recall of number facts, and are giving the pupils increased confidence in manipulating numbers in addition, subtraction, multiplication and division.

Pupils' attitudes, values and personal development

11. The last inspection report stated that the pupils' attitudes, behaviour, relationships and personal development were a strength of the school, and this is still the case. Pupils are keen to attend the school and play a full part in all aspects of its life and work. They have good attitudes to their work. Pupils are eager to answer and raise questions. They settle quickly and eagerly participate in lessons. Pupils concentrate and persevere with the task given. In a small minority of lessons, unsatisfactory attitudes are displayed by a few pupils, mainly boys. These pupils are slow to settle, shout out and interrupt the learning of the class. This is sometimes linked to a lack of challenge for the high attaining pupils.
12. The behaviour of the pupils, in class and around the school, is good. Parents are very happy with the standard of behaviour achieved. There is a warm, caring, friendly, family atmosphere in the school, and this helps to maintain the good standard of behaviour observed. Some isolated examples of unsatisfactory behaviour occur, but these are generally dealt with well by the teachers. There is an absence of oppressive behaviour, including bullying. There were no exclusions from the school in the last year. The good behaviour of the pupils assists their learning.
13. Relationships between pupils and between pupils and adults are very good. The pupils show very good awareness of the impact of their actions on others, and they show a good level of respect for the feelings, values and beliefs of their fellow pupils. Pupils generally work together well in pairs and in groups, and are willing to share and take turns. They are friendly and helpful to visitors. However, there are a few instances of pupils acting in a selfish way and ignoring the impact of their actions on others; for example, belittling pupils who give the wrong answer to the teacher.
14. The personal development of the pupils is good. They are given a good range of opportunities to take responsibility. Older pupils take pride in carrying out their responsibilities, for example, when they operate the overhead projector in assemblies, assist at dinner times and help to look after some of the younger pupils. All pupils take responsibility for some duties in their class. Pupils show initiative by raising money for charities, such as the Blue Peter Appeal and the Wildlife Walks. The Year 6 pupils organised a cake stall day to raise money for their class.
15. The level of attendance is satisfactory. Attendance in 1998/99 was 94.4 per cent, which is broadly in line with the national average. There were no unauthorised absences in that year. The main reasons for non-attendance are illness, term time holidays and the erratic attendance of some of the traveller families. Most pupils are punctual with only a few arriving late, despite two-thirds of the pupils having to travel from outside the school's catchment area. The level of attendance and punctuality make a sound contribution to the pupils' attainment and progress.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching is good overall, and has improved greatly since the last inspection. During the inspection, teaching was satisfactory or better in 100 per cent of lessons, good or better in 78 per cent of lessons and very good in 16 per cent. The teaching of pupils in the Reception and Year 1 class is particularly strong, with a large majority of teaching being very good. The last inspection noted inconsistencies in the quality of teaching in Key Stage 1, but these have now been eliminated.
17. With such a large proportion of good or better teaching, it is surprising that levels of attainment at the end of Key Stage 2 are not higher. Despite good teaching, there are a number of factors that contribute to the broadly average levels of attainment of the current Year 6 pupils. These are, a small cohort in which the results of one pupil has a disproportional effect on statistical information, 40 per cent of pupils not starting their education in the school, a relatively high proportion of pupils with special educational needs and some disruption in teaching during the preparation for the National Curriculum tests. There is also well documented evidence to indicate that when Year 6 pupils were in Key Stage 1, the quality of teaching that they received was not of a consistently satisfactory quality.
18. The quality of teaching at Key Stages 1 and 2 is of good quality. Parents at the pre-inspection meeting expressed their considerable satisfaction at the quality of teaching that occurs, and inspection findings strongly support their positive views. The predominantly good quality of teaching contributes well to the pupils' learning. Teachers use effective methods and strategies for teaching the pupils. For example, many numeracy lessons start with a lively mental mathematics session which engages all pupils in answering questions, memorising facts and practising their numeracy skills. This regular and interesting work improves their confidence in handling number well. Other effective methods used across the curriculum are, clear explanations, timely demonstrations, and good use of the board to organise ideas. Teachers use whole class teaching very effectively in most subjects. However, the use of short spells of small group tuition, to teach a particular point whilst the rest of the class is engaged in independent work, is mainly confined to literacy lessons, and is not used as fully as it might be in other subjects, for example, in mathematics.
19. The quality of the teachers' planning is consistently good. Teachers are very clear about what they expect the pupils to learn, and invariably share this information with the pupils. This stimulates the pupils' interest, enables them to understand what they are trying to achieve and motivates them to learn what is intended. In the best lessons, teachers refer back to their intended learning aims at the end of the lesson, enabling the pupils to understand how much they have learned, and what they still need to learn.
20. Teachers settle their classes quickly, have clear and suitably high expectations of the pupils' behaviour. Whilst the calm and efficient manner of the teacher motivates a large majority of the pupils to behave well and concentrate on the task in hand, the concentration level of a few boys is prone to wander in some lessons. In these instances, teachers are not always effective in re-establishing motivation. In a large majority of lessons, the good management and organisation of the pupils results in little time being lost, because most pupils concentrate well and maintain interest in their work. Assessment information is used well to plan what the pupils will learn next, although this is not entirely consistent. Teachers have suitably high expectations of the pupils' academic work, although not enough is expected of high attaining pupils across all subjects of the curriculum. Whilst teachers often identify in their planning how they will meet the needs of middle and lower attaining pupils, they are not sufficiently clear about how the needs of high attaining pupils will be met, and as a result, these pupils are not consistently challenged to make the progress of which they are capable.
21. Teachers have good knowledge of the subjects they teach, and this, linked with their enthusiasm, results in interesting and lively lessons, in which pupils are eager to learn, and make good gains in knowledge, understanding and skill.

22. Parents at the pre-inspection meeting, and those returning the questionnaire, expressed a good degree of satisfaction with the quantity and quality of homework set. The inspection findings agree that homework makes a consistently good contribution to the pupils' learning, by setting tasks that extend and enhance what they have done in class.
23. The quality of teaching is good overall in English, mathematics, science, design and technology, geography, history, information technology, music and physical education. Teaching is satisfactory overall in art.
24. The teaching of literacy is effective. The school has implemented the National Literacy Strategy successfully, and the well planned lessons are starting to improve standards. The teaching of numeracy is also effective. The school has implemented all parts of the National Numeracy Strategy, and the quick-fire questions and other mental mathematics tasks are particularly effective in helping to give the pupils more confidence with numbers.
25. Pupils with special educational needs receive good quality support from classroom assistants, and volunteers are used effectively to help the pupils in their learning.

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

26. The quality and range of learning opportunities offered to pupils are good. The school provides a good range of worthwhile activities that match the interests and the needs of the pupils, including those with special educational needs. All statutory requirements are met, including religious education. A good programme for personal, social and health education is provided. Health education is taught as part of the science curriculum, as are sex education and drug awareness, although these may be taught as separate subjects if it is deemed necessary.
27. The curriculum for pupils in the early years, including that for children under five, is very good. It is based on the nationally required areas of learning, and is linked very well to the National Early Learning Goals for children of this age, soon to be a statutory requirement. The children's personal, social and emotional development is catered for very well through the calm, purposeful and supportive environment created in the Reception class. This process begins before children start school, when they have regular visits to the Reception class from the pre-school group. The provision for literacy, mathematics, knowledge and understanding of the world and creative development is particularly good. There is a smooth transition into the National Curriculum as soon as the children are ready.
28. The breadth, balance and relevance of the curriculum in Key Stages 1 and 2 are very good. The time allocated to teach the curriculum is within statutory guidelines. The teaching of French, as an additional activity, enriches the curriculum and many pupils benefit from learning a musical instrument throughout their time in school. A very good range of visits and visitors supports the pupils' learning.
29. There has been good improvement in curriculum planning since the last inspection, and the weaknesses indicated in the last report have been addressed well. Planning procedures have been reviewed and improved, and schemes of work have been adopted that help to ensure that pupils build progressively on what already know and can do as they move through the school. There is repetition in some topic coverage as pupils move through the school, but the opportunity for all pupils to make progress is safeguarded by the progressive nature of the schemes of work. The monitoring of the curriculum is undertaken effectively through the review of the teachers' planning by senior managers, sampling of the pupils' work and a programme of classroom visits by co-ordinators. This gives the school a good overview of how well the curriculum is covered, and the levels attained by pupils.
30. There is effective identification of pupils with special educational needs, and they receive the support they need. All pupils have an individual education plan that identifies their competencies and specific needs well. Teachers use these plans effectively when deciding what pupils need to learn next and how they should tackle the learning. As a result, good provision is made in many lessons. Classroom assistants and volunteers also support the learning of these pupils well, through their patient, encouraging and effective work. Some

pupils are withdrawn from their normal lessons to receive additional teaching. This provision is planned well, and is successful in raising attainment in literacy and in boosting the self-esteem of the pupils. However, pupils are withdrawn at the same time each week for additional teaching, and this means that they miss the same lesson on a regular basis. A further weakness in this work is that it is not guided by the pupils' individual education plans, and the outcomes of the teaching are not fed back when the plans are reviewed.

31. Teachers use the schemes of work to plan work for groups of differing ability within the class, and this generally contributes well to the pupils' learning. However, not enough attention is being given to providing consistently challenging work for high attaining pupils, by giving them more individual programmes of work and setting more demanding targets for learning. The school is aware that it needs to do more to ensure that all pupils are attaining the standards of which they are capable, and has already implemented a target setting strategy to facilitate this. The school is also clear that it needs to further refine its target setting system to ensure that challenging individual targets are set, monitored and reviewed, in its efforts to raise standards.
32. The school's strategies for teaching literacy have had a good impact on the standards achieved in all aspects of the pupils' work. This is mainly the result of improved planning, the grouping of pupils with similar ability, so that work can be matched to their needs, and the wide range of tasks set. In addition, the implementation of the literacy hour was led well by both the co-ordinator and the literacy governor, and this has motivated improvement. The effectiveness of the numeracy strategy is currently satisfactory. The impact has yet to have a significant affect on standards. Basic skills are taught well, particularly phonics in literacy and the rules of number in numeracy. Homework is set frequently and is used well to extend the skills pupils are learning within the class. There are good opportunities for pupils to develop their literacy and numeracy skills in other subjects, for example, science, geography and history.
33. The school makes very good provision for activities outside lessons. The range of activities provided meet a variety of interests, for example, pupils can extend their sporting skills through clubs, such as football, cricket, netball and rounders, or their artist skills through music provision. Teams participate in local matches and tournaments on a regular basis, and this also promotes the pupils' social development. Visits and visitors play an important part in the provision of varied learning opportunities. These are closely linked to the curriculum, for example, artists working in residence and the three-day residential visit for Year 3 and 4 pupils to York and for Year 5 and 6 pupils to Pembrokeshire. In addition, visits are planned for enjoyment as well as a learning experience, a good example being the whole school trip to the coastal resort of Borth.
34. The contribution of the community to the pupils' learning is very good. The Friends' Association raises a significant amount of money for the school that goes towards enhancing opportunities for pupils. Members of the community make regular visits to the school, and the school is regarded as a significant focal point within the village. The school has very close links with the local area and local industry, for example farmers. A very good example of this is the contribution of turkeys to the Christmas dinner, which is organised and cooked by parents, governors and friends of the school. The village of Ivington has an important focus in the lives of many of the pupils, and these very good links contribute strongly to their developing sense of citizenship. The school has a very good relationship with the church and is strongly committed to supporting the village fete.
35. Links with the attached nursery group are excellent, and have a significant positive impact on the pupils' early learning experiences in school. Links with other partner institutions are good. Within the secondary sector links are well established. The school works with schools in the area in a wide variety of ways including sharing of resources. Partnerships with higher educational institutions are also good. For example, the link with Worcester College provides good opportunities for the school to provide training opportunities for potential teachers, and opportunities for staff of the school to develop professionally. The relationship with partner institutions has a positive impact on the pupils' learning.

Provision for spiritual, moral, social and cultural development

36. The provision for spiritual, moral, social and cultural education is good and permeates the ethos of the school. There is not a policy for promoting these aspects, but it is clear within the school's subject planning how it will achieve success in promoting these areas of the pupils' development. As a result, there are many opportunities planned within the curriculum, and consequently the impact on the pupils' learning is extended well. Religious education and other subjects, contribute to spiritual development. In some lessons, for example, English, history, music and art, pupils wonder at the beauty of a piece of poetry, art work or music. In literacy, pupils have written their thoughts on leaving the school and there are good examples of pupils writing about how they envisage God. For example, "I think God is a dove which is gentle and calm". Opportunities for pupils to develop the capacity to reflect on what they have heard or seen are invariably capitalised upon by teachers, even if they occur in an unplanned way. There is plentiful evidence to indicate that pupils have the opportunity to experience spirituality and develop self-knowledge.
37. Opportunities for moral development are good. Stories in assemblies and lessons are used well to deal with moral themes, and to promote moral behaviour. There are consistently applied codes of conduct and sanctions for behaviour throughout the school, and pupils develop a clear sense of what is right and wrong within the school community. Consistently applied school policies lead to positive reinforcement of acceptable behaviour. Time is spent discussing the impact of behaviour on others, although on a few occasions, teachers do not pass adverse comment when pupils say unkind things to one another. The pupils' learning is affected positively by the clear systems and procedures that permeate the school community.
38. The impact of provision for moral development also has a positive effect on the pupils' social development, which is good. In lessons, assemblies and at lunchtimes, the behaviour of the pupils contributes to the sense of an orderly community. This contributes in turn to an appropriate framework for the pupils' good social development. In the Reception and Key Stage 1 classes, pupils are given the responsibility for getting out and putting away their equipment and apparatus, and for working independently or co-operatively. As pupils move through the school, this aspect of social development is further developed, and they are given additional responsibilities in the daily routine of the school and in working collaboratively on academic tasks. Opportunities for social development are given through class or school responsibilities, the provision of extra-curricular activities and the residential visits. The school encourages the pupils to be aware of the needs and attributes of others, for example, pupils in Years 1 and 2 created 'flowers of caring', which identified each other's strengths. Pupils also contribute to a broad range of local and national charities very well.
39. Cultural development is fostered well through subjects such as English, music, art and geography. Planned provision in these subjects is effective in developing the pupils' awareness of the rich diversity of the world in which we live. Pupils understand their own cultural heritage through the study of famous people, the events that have had an impact on our society and the way that people lived in the past and how we live now. For example, they learn about Francis Drake in Years 5 and 6 and the Great Fire of London in Key Stage 1. There is a good range of literature available, and displays around the school celebrate non-European cultures. The pupils' awareness of other cultures is raised in geography, for example, in the study of Tanzania, and by the provision of French. Religious education, geography, history, art and literature introduce pupils to wider cultures. Overall, there is good evidence that the school promotes cultural traditions of its area and the richness and diversity of other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The steps taken to ensure the pupils' welfare, health and safety are good. The teachers know their pupils well, recognise their needs, and give them good support and guidance. The school has a good health and safety policy. School staff and the health and safety governor complete annual checks on the buildings and grounds. The school has participated in the Safe Schools' Initiative. Fire drills are held half-termly and all the moveable electrical equipment is checked annually. The school nurse visits regularly to give talks to the pupils and carry out health

checks. Parents are happy with the way the school cares for their children. There is a warm, friendly atmosphere in the school.

41. The school has an appropriate child protection policy. All staff are made aware of the procedures to adopt if they have any concerns.
42. The school's procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are good. There is an effective behaviour management policy which contains a suitable range of rewards and sanctions to encourage good behaviour. The Code of Conduct emphasises the importance of self-discipline. A weekly award assembly is held, where good work and behaviour are rewarded. Incidents of bullying are rare and are usually of a verbal nature. All instances are taken seriously and dealt with properly. The school's procedures for monitoring and supporting the pupils' personal development are good. Parents are happy that teachers know their pupils well and have a very caring approach.
43. The school's procedures for monitoring and improving attendance are good. Attendance is monitored by the school secretary, who follows up any concerns by contacting parents. Registers are marked regularly and properly. Good attendance is encouraged by awarding certificates at the annual leavers' service. The need for good attendance and punctuality is emphasised to the parents.
44. The last inspection report stated that the school gave good personal support to its pupils, and arrangements for child protection and the monitoring of attendance and behaviour were in place. This is still the case.
45. A key issue of the last inspection was to develop effective assessment policies and procedures. The school has developed a policy for assessment that is being used across the school and current procedures are good. Initial assessments are made soon after pupils join the Reception class, and the results of these are used effectively to plan work for the pupils, and as a discussion point with parents. As the year progresses, regular assessments are made of the pupils' learning in all areas of study, and a good profile of achievement is built up. In Key Stage 1 and 2, assessment in English and mathematics is detailed, and is linked to the literacy and numeracy strategies. Similar procedures are used to assess attainment in science. Classroom teachers keep assessment records for each pupil and note whether they have achieved the learning objectives identified in planning. End of module assessments, linked to national guidance, are being implemented in other subjects, and new procedures to assess attainment in information technology are being trailed by the co-ordinator. As a result of these procedures, and the information kept by teachers, monitoring of the pupils' academic performance is good.
46. In addition to these assessments, the school regularly uses published tests and assessments so that they can track the pupils' progress over time. The analysis of the results of end of key stage National Curriculum tests and other assessments is satisfactory. This assessment information is used effectively to inform future planning, predict attainment, identify when additional support is required, group pupils in lessons and to report to parents. However, more use could be made of it to monitor the performance of individual pupils over time, in order for standards to be raised further and to set challenging short-term targets, particularly for higher attaining pupils.
47. During lessons, teachers use questioning well to gain understanding of what the pupils know and can do. Literacy and numeracy plans are systematically evaluated, and the regular use of assessment to inform planning is good overall. Good use is made of the teachers' observational notes, and these are also used to guide planning. Results of assessment are considered when teachers plan the next stage of work so that the pupils' knowledge and skills are built on systematically. There is evidence of teachers using what they know about pupils to set them individual targets for improving their work, but this is inconsistent across the school. Teachers regularly review samples of English and mathematics work and consider what standards have been achieved, and this process also contributes to gathering information about the pupils' attainment. Teachers and other staff use assessment information as a natural part of planning the next stage in learning. As a result, the impact on achievement is good.

Particularly good examples of this are seen in the records kept for pupils receiving additional literacy support from a trained classroom assistant.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. The last inspection report stated that the school's partnership with its parents contributed significantly to its ethos and values and that is still the case. Parents are very supportive of the school, and the links between the school and parents have a positive impact on the pupils' learning.
49. The quality of information provided to parents is good overall. Parents feel that communications are very good, and have improved since the last inspection. Information letters are sent out, on the same day each week, so that parents know when to expect them. In addition, a half-termly newsletter is provided, as well as the termly 'Ivington Informer', which is edited by a parent and includes contributions from the pupils. Good use is made of the parents' notice board to keep parents fully up-to-date. Parents express their satisfaction about the curriculum evenings on subjects such as literacy, numeracy and science, and feel that they help them to assist their children with their work. Questionnaires are used to seek parents' opinion on issues like the lengthening of the school day and gives them a feeling of involvement in the school.
50. The reading and homework diaries act as a useful and regular form of communication between school and home. There is a home/school agreement and around 80 per cent of parents have signed and returned it.
51. The school's links with its parents are effective and their involvement has a very good impact on the work of the school. The contribution of parents to children's learning, at school and at home, is good. Parents are encouraged to help and many take the opportunity enthusiastically. They assist in class, hear readers and help with sport, including the sports day, and trips to the swimming baths.
52. The Friends of the School has recently been reorganised. It holds a range of events, such as a summer fête and an auction of promises to raise money for the school. Parents are invited to special events, such as summer productions and sports days.
53. The parental views of the school are very positive. However, 12 per cent of parents returning the pre-inspection questionnaire stated that they did not feel well informed about how their child is getting on. The inspection evidence confirmed this. The format of the pupils' annual reports differs from class to class and, in some classes, not all the subjects are reported on, which is a statutory requirement. The quality of comments varies unduly from class to class. The best reports give clear information about the child's attainments and progress, and suggest areas for development in each subject. The worst are rather bland statements about work covered.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The quality of management and leadership in the school as a whole is good. The headteacher provides effective all round leadership, and is ably supported by other staff in posts of responsibility. The headteacher has been successful in establishing a clear educational direction for the school that is firmly focused on raising standards, improving the quality of education provided and maintaining the strongly Christian ethos, in line with the school's foundation. The headteacher has also been successful in gaining shared commitment for her vision from all staff and governors, and this creates a sense of cohesion and purpose in the work of the school as a whole. The school achieved a large degree of success in meeting its declared aims and successfully creates a purposeful, friendly, 'family' atmosphere.
55. The governors, and the headteacher, appointed since the last inspection, responded positively to the last inspection report, and have made good progress in improving the areas of the school that were deemed to have weaknesses. Good improvements have been achieved in assessment procedures, and the development of schemes of work. The school has also

successfully implemented the national strategies for literacy and numeracy. School improvement planning has developed satisfactorily, but does not look beyond a one year timescale, give a clear sense of priorities for development or specify the criteria by which success can be judged. Despite this, the school achieves a good degree of success in achieving the targets that it sets itself. It is very creditable that these improvements in the school have occurred at the same time as major changes in the school's staffing and a period of instability due to prolonged staff absence.

56. All teachers co-ordinate subjects within the curriculum. They carry out their roles very effectively, and make a good contribution to the continuing improvements in the school. They play an active part in developing their curriculum areas, monitor the teachers' plans and evaluate the standards of work that pupils produce. The monitoring role is best developed in literacy and numeracy, but there are plans to extend this work into all subjects. Provision for children in the early years is managed very well, and results in very good opportunities for learning. Provision for pupils with special educational needs has been managed effectively, although the member of staff responsible has recently left and will be replaced on a permanent basis from September 2000. Pupils have up-to-date individual education plans that are regularly reviewed. A weakness in provision is the lack of co-ordination of the withdrawal work that occurs, and the fact that the pupils miss the same lesson each week when they attend these support lessons.
57. The Governing Body is highly supportive of the work of the school in a pastoral way. Their interest in the school is shown by their frequent visits and regular involvement in meetings. At present, the governors take little role in shaping the educational direction of the school, however, they recognise the need to do so, and have started to monitor and evaluate the work of the school in a more systematic way. An effective committee structure deals with a wide range of management issues, and governors are supplied with much, up-to-date information by the headteacher, to enable them to make their decisions. Governors are suitably involved in development and budget planning processes. Almost all statutory requirements are met; the school is still in the process of implementing all aspects of the National Curriculum for information technology, following the adoption of a new scheme of work and the annual governors' report to parents and prospectus do not contain all required information.
58. The quality of financial planning is good, and the funds received by the school are used effectively to promote good learning and a good quality of education overall. The school's priorities are supported well by the provision of funds, for example class sizes are kept small to provide as much teacher support as possible within the mixed age classes. The headteacher and governors monitor the school's spending closely against the planned budget, and in most years keep a reasonable surplus. Through the diligent and effective work of the school secretary, the school purchases its goods at highly competitive rates, and applies the principles of 'best value'. The secretary makes a very valuable contribution to the friendly, 'family ethos of the school and its smooth day-to-day running. The cleaning staff ensure that the building is maintained well. The school makes good use of new technology.
59. The school does not currently have a deputy headteacher although an appointment has been made for September 2000. The school has sufficient hardworking and caring teachers and classroom assistants, who are appropriately qualified and experienced for this phase of education. All staff have clearly defined roles and responsibilities, and both teaching and non-teaching staff work very well together as a team, and are committed to providing pupils with the best education possible.
60. The arrangements for staff development are good, and are carefully balanced between the school's priorities for development and individual teacher's needs. The school induction policy for both new members of staff and newly qualified teachers is very good, and the school makes a significant contribution to the training of teachers through well-established links with Worcester College of Higher Education.
61. The school has barely adequate accommodation to meet the needs of the pupils and the curriculum at present, but will soon benefit from the extensive building work that is currently taking place. The three classrooms in the main school building provide a satisfactory learning

environment, but the temporary building becomes too hot in the summer and too cold in the winter. Office space and accommodation for staff is poor, and there are no additional spaces that can be used for teaching or for meetings. All of these issues will be resolved when the new building is in use.

62. Resources for learning are satisfactory, as they were at the time of the last inspection. Their good use in lessons makes a positive contribution to the pupils' achievements. Information technology resources are being updated currently, and when in place will provide sufficient up-to-date equipment. The existing computers are used effectively across almost all subjects of the curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. In their work to further raise standards and improve the quality of education at the school, the governors and staff should now consider the following key issues, which relate to the areas for improvement identified in the report paragraphs shown:

- Raise standards in mathematics by the end of Key Stage 2, to reach those attained in English and science by: (paragraphs 6, 80, 81, 83)
 - providing pupils with more opportunities to apply mathematical knowledge and skills to investigate problems;
 - using the teacher's time more consistently to teach specific skills and understanding to groups of pupils during the middle part of the numeracy lesson;
 - providing consistently challenging work for the high attaining pupils;
 - using assessment information to monitor the progress of all pupils, set demanding learning targets for all, and rigorously review the pupils' progress towards them.
- Raise the level of attainment of the high attaining pupils by: (paragraphs 9, 20, 31, 46, 70, 72, 80, 81, 90)
 - raising the teachers' expectations of these pupils;
 - setting challenging individual targets for these pupils, initially in English, mathematics, science and information technology, but later in the other subjects of the curriculum;
 - demanding high standards of handwriting and presentation;
 - providing the pupils with more opportunities to plan their own next stage of learning;
 - providing more independent and investigational activities for pupils.

Other points to consider for inclusion in the governors' action plan:

- The school development plan does not look beyond a one year timescale, does not give a clear picture of the school's priorities and does not specify the criteria by which success can be judged; (paragraph 55)
- The quality of the comments in the pupils' progress reports is not sufficiently high and they do not meet statutory requirements because not all subjects are reported upon; (paragraph 53)
- When pupils with special educational needs are withdrawn for support they miss the same lesson each week and therefore do not have their full entitlement to the National Curriculum; (paragraphs 30, 56)
- The support work for pupils with special educational needs is not sufficiently linked with the pupils' individual education plans; (paragraph 30)
- The behaviour of a small minority of boys interrupts the learning of the rest of the class in a few lessons; (paragraphs 11, 12, 20, 80)
- The unkind words of a small minority of pupils are not challenged in some lessons and this has a demotivating effect on the pupils receiving them; (paragraphs 13, 37)
- The governing body have started to monitor the work of the school, but need to further develop this aspect of their role in order to increasingly contribute to setting its educational priorities. (paragraph 57)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	38
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	16	62	22	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	91
Number of full-time pupils eligible for free school meals	n/a	11

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		18

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	5.6
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	8	4	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	6	7
	Girls	4	4	4
	Total	10	10	11
Percentage of pupils at NC level 2 or above	School	83	83	92
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	7	6
	Girls	4	4	4
	Total	10	11	10
Percentage of pupils at NC level 2 or above	School	83	92	83
	National	82	86	87

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	11	5	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	11
	Girls	5	3	5
	Total	14	13	16
Percentage of pupils at NC level 4 or above	School	88	81	100
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	19	11
	Girls	5	3	5
	Total	14	13	16
Percentage of pupils at NC level 4 or above	School	88	81	100
	National	68	69	75

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	76
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	4.1
Number of pupils per qualified teacher	22.2
Average class size	22.8

Education support staff: YR – Y6

Total number of education support staff	4.0
Total aggregate hours worked per week	32

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	1998/1999
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	£
Total income	170097
Total expenditure	176133
Expenditure per pupil	1980
Balance brought forward from previous year	13226
Balance carried forward to next year	7190

Results of the survey of parents and carers

Number of questionnaires sent out:

91

Number of questionnaires returned:

40

Responses (percentage of answers in each category):

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes the school	63	35	2	0	0
My child is making good progress in school	68	32	0	0	3
Behaviour in school is good	48	48	2	0	2
My child gets the right amount of work to do at home	55	38	5	0	2
The teaching is good	73	25	0	0	2
I am kept well informed about how my child is getting on	50	38	10	2	0
I would feel comfortable about approaching the school with questions or problems	80	18	0	2	0
The school expects my child to work hard and achieve his or her best	78	22	0	0	0
The school works closely with parents	59	33	5	0	3
The school is well led and managed	55	41	2	2	0
The school is helping my child become mature and responsible	58	42	0	0	0
The school provides an interesting range of activities outside lessons	55	38	5	0	2

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

ENGLISH

64. The Key Stage 1 National Curriculum test results for 1999 show that standards in reading are close to both the national average, and the average for similar schools. In writing, the results show attainment to be above the national and similar schools averages. The proportion of pupils achieving higher levels of attainment are above the national average in reading and well above average in writing. The National Curriculum test results in English at the end of Key Stage 2, show that standards are well above the national average and that of similar schools. Early indications of the results for this year's tests, and the work seen during the inspection, indicate that while levels of attainment are at least in line with that expected for pupils at the end of both key stages, standards are not as high as in 1999. This is because this is not such an able year group of pupils overall. Current standards observed reflect those reported in the previous inspection.
65. The number of pupils eligible to take the tests each year is small and varies year on year; this makes comparisons over time difficult and means that the performance of individual pupils can distort the overall results. The number of pupils with special educational needs has an impact on attainment overall. This year, 40 per cent of pupils in the current Year 6 joined the school during Key Stage 2; this also has an impact on the standards attained by the end of the key stage. Based on the average National Curriculum points score, trends over time show that performance in English has been above the national average in Key Stage 1 and Key Stage 2. Over the last four years, the Key Stage 1 test results show that girls performed better than boys, but in Key Stage 2, boys outperform girls. Evidence seen during the inspection shows no discernible difference in the performance of boys and girls.
66. By the time pupils are five, they attain standards that are broadly in line with those expected for pupils of this age. The work that is provided for the youngest pupils has a good focus on developing speaking and listening skills, and early reading and writing skills. When pupils begin Key Stage 1, they are well prepared to cope with the required curriculum, and they are confident to use their literacy skills in their work in other subjects. By the end of the key stage, pupils read simple texts accurately. They have a secure knowledge of letter and sound-symbol relationships. This helps them to read unfamiliar words accurately, and establish meaning of words within sentences. Pupils explain stories they read, and discuss the roles of the characters. They use their knowledge of texts they read to help them develop writing. In Year 1, the majority of pupils produce a sequenced piece of writing. They write in sentences independently, using capital letters to start the sentence and for proper nouns. By the end of Key Stage 1, pupils use their knowledge of letter sounds well to help them spell words and they are confident spellers of frequently used words. However, spelling is not always as accurate as it needs to be in order that pupils achieve higher levels of attainment. Pupils generally use their writing skills to convey meaning for a range of purposes, and for communicating their knowledge in other subjects accurately, using the correct grammar and punctuation. Standards of presentation vary across the key stage, and the pupils' handwriting is not consistent in regular formation or use of joined script. By the end of Key Stage 1, pupils have built on their early knowledge satisfactorily. They speak confidently and listen to what others have to say, they read and write to levels expected for pupils of this age.
67. By the end of Key Stage 2, pupils attain the standards that are expected for pupils of this age, and a significant minority work at higher levels. All pupils achieve appropriately in relation to prior attainment. By the end of the key stage, pupils have built on the skills they have learnt in Key Stage 1. Pupils speak with confidence on a wide variety of subjects, and the majority use correct grammar. The many demands placed on pupils to develop and use their speaking and listening skills allow them to achieve levels of attainment that are appropriate for their age. They use discussion to develop their ideas, describe events and convey opinions. They are sensitive to the views of others and appreciative of others' efforts. Pupils read expressively, and show good understanding of the need to read for different reasons; for example, for enjoyment, to gain further knowledge and to find out information. They make good use of their ability to read in all other subjects of the curriculum; for example, to retrieve information from a

range of sources in history. Pupils produce extended pieces of writing, which demonstrate their knowledge and understanding of English language conventions. For example, they use similes and metaphors within the context of their imaginative writing. Pupils make good use of their writing skills to express opinion and to record their knowledge in other subjects. A significant number of pupils at the end of Key Stage 2 still print, and do not use a fluent script when they do join letters. Insufficient attention is given to the need for good presentation at all times in order to communicate effectively to others and improve style and creativity.

68. Since the previous inspection, the school has implemented the National Literacy Strategy well, and this is having a positive impact on the rate at which pupils learn. Literacy lessons are planned so that pupils are grouped according to their ability, and this arrangement means that reading and writing activities are selected precisely to meet the pupils' needs, and facilitates individual help for pupils of all abilities. This ensures that pupils build on their earlier attainments and achieve appropriate standards. Good assessment procedures have been developed, and the data being collated is helping to build up profiles of individual achievement. These are beginning to be used to track the progress of individual pupils, and report to parents. Since the last inspection, the school has begun to analyse the data it receives from national and other testing, and this is helping staff to prioritise areas for further development, for example spelling, and to set broad targets for improving learning. However, this aspect of the school's work has lost some momentum recently, as there is not currently a literacy co-ordinator. This has resulted in inconsistencies in target setting across the school.
69. Teaching is good overall and enables the pupils to build sequentially on what they already know as they move through the school. Teachers encourage pupils to use their literacy skills in all other subjects, and the use of information technology to support learning is well established. Examples of very good teaching were seen for pupils early in Key Stage 1. The significant characteristics of this teaching are the high expectations that the teacher has of the pupils' achievements, and the management and organisation of lessons. This contributes to pupils' involvement in a wide range of very purposeful activities that allows them to make significant gains in their knowledge and understanding.
70. In all lessons, planning is good, and there is suitable work planned to match the ability of almost all of the pupils. This allows pupils to achieve appropriately in relation to their prior attainment. Teachers plan and prepare individual lessons well. They set clear and appropriate targets for learning and generally plan activities that are suitable for the different abilities of pupils in the class. All teachers have a well-developed understanding of the structure and composition of the literacy strategy. They make constructive use of each element of the lesson, including group work and the final session where work is reviewed. However, higher attaining pupils in the majority of classes are not consistently challenged to improve learning further, and pace and productivity of learning for these pupils is only satisfactory as a result. Teachers have good subject knowledge and the teaching of basic skills is good. As a result, the majority of pupils develop appropriate skills, knowledge and understanding of the subject.
71. All teachers make good use of questioning during lessons to challenge pupils to think further about what it is they are doing, and also to assess what the pupils have learnt and understood. The end part of sessions is used particularly well to reinforce the main learning points of the lesson and in the best lessons it is used as an opportunity for the pupils to assess whether they have achieved what was intended. As a result, pupils have a good knowledge of their own learning. Teachers manage pupils satisfactorily during lessons, although there are incidents of unnecessary calling out being ignored, and this has an adverse affect on learning. The use of praise is used well to encourage close attention, and help pupils to concentrate well on their tasks. This consequently helps them to learn effectively.
72. Teachers generally mark the pupils' work well. The best practice offers encouragement and constructive suggestions about how work might be improved. However, there are examples of work that is unmarked, and therefore, pupils are not consistently challenged to produce the best work of which they are capable. In addition, it is rarely evident where marking has contributed to setting short-term targets for learning that are regularly monitored and reviewed. Practice is inconsistent across the school. Where it is used effectively, young pupils are encouraged to review their own work and set their own targets. They have a very good

knowledge of what they need to do to improve further, and achieve higher levels of attainment as a result. The lack of consistency in marking leads to great variability in standards of handwriting and presentation generally.

73. The school has sufficient teachers and non-teaching staff to support the pupils well. The quality of support given by non-teaching staff is very good. Pupils are given additional support in small groups, and this helps them to make good progress. However, there are times during the week when pupils are withdrawn from lessons in subjects other than English for literacy support. As this occurs at the same time each week, it does mean that pupils are missing curriculum opportunities, for example, in music. There is a very good level parental help, and the parents know what is required of them. Their contribution helps pupils to achieve appropriately in their tasks.
74. Evidence available during the inspection indicates that management of the subject has been good, although there is no co-ordinator currently in post. Good management is evident in the effective implementation of the literacy strategy, in the policy for the subject and the framework for planning. The development of the subject and the quality of teaching are monitored soundly and the standards achieved by pupils are evaluated by sampling the pupils' work. Although there is not a co-ordinator at present, and the literacy governor is new in post, the staff and governors are aware of the strengths and weaknesses of the subject. Appropriate priorities have been established for further development, and the school is in a good position to maintain, and further improve, standards.

MATHEMATICS

75. Standards in mathematics are in line with the national expectation at the end of Key Stages 1 and 2. This is a broadly similar picture to that reported by the last inspection. Children enter the school at the age of four with levels of mathematical skill and knowledge that are broadly typical for children of this age. By the age of five they achieve the nationally agreed standards for five year olds, and are ready to start work on the National Curriculum.
76. The results of the 1999 National Curriculum tests at the end of Key Stage 1 show the overall performance of pupils to be in line with the national average, but below the average for similar schools. There has been an improving trend in results since 1996, at a rate faster than the national trend, although standards dipped in 1999. The small numbers of pupils taking the test each year partly explain fluctuating results, because each pupil accounts for a large proportion of each cohort. Since 1996, the attainments of girls have been higher than those of boys, although this was not evident during the inspection. The preliminary results of the 2000 tests indicate broadly similar proportions of pupils reaching the expected Level 2, but significantly more pupils reaching the higher Levels 2B and 3 than in the previous year.
77. The results of the end of Key Stage 2 National Curriculum tests in 1999 show that the pupils' attainments are above the national average, and are in line with the average for similar schools. Standards remained broadly average from 1996 to 1998 but improved markedly in 1999, at a rate faster than the national trend. Since 1996, boys have out-performed girls, reversing the trend in Key Stage 1, although no discernible difference in attainment was noted during the inspection. The results of the 2000 tests show a reduction from the previous year in the proportion of pupils reaching the expected Level 4, although the proportion attaining higher levels is similar.
78. Work seen during the inspection confirms the test results, and shows that standards at the end of Key Stage 1 are generally in line with the national expectations, although around a third of the pupils in Year 2 attain standards that are above those expected for pupils of this age. Pupils make good gains in learning due to the good and very good teaching they receive. In Year 1, pupils count in twos to 20, mentally double 2, 5, 10, 50 and 100, add 4 lots of 5 pence and use the correct combination of coins to pay exact amounts, such as 9 or 13 pence. High attaining pupils mentally work out how much change they should be given when spending, for example 12 pence and tendering 20 pence. In Year 2, a large majority of pupils count confidently in 5s to 60, double multiples of 2 and 5 to 100, and use addition, subtraction and multiplication strategies effectively when working out mental mathematics problems. Most, for

example, work out how many days there are in two weeks by using the two or seven times table. High attaining pupils mentally calculate how many months old they are by using the twelve times table and adding on any remaining months. Pupils recognise two dimensional shapes by their properties, measure carefully and draw lines accurately in centimetres. They construct bar graphs from data they have gathered.

79. Work seen during the inspection shows that by the end of Key Stage 2, standards are broadly in line with those expected for pupils of this age. Throughout the key stage, pupils increase their confidence in the mental manipulation of numbers and in written methods of calculation. In Years 3 and 4, for example, they understand the relationship between adding and multiplication, and subtraction and division. They are also starting to appreciate that multiplication and division are inverse operations. By the time they reach the end of the key stage, a majority of pupils know multiplication tables up to 10, add, subtract, multiply and divide whole numbers and decimals to two decimal places. They calculate area and volume, and identify orders of symmetry of regular shapes. When tackling written mathematical problems, a large majority of pupils know the steps they need to take, and the operations that they need to use in order to arrive at an accurate answer.
80. At the end of both key stages pupils achieve satisfactory standards in relation to their attainments when they entered the school. The introduction of the National Numeracy Strategy is starting to raise standards, and is strongly contributing to the pupils' confidence in manipulating numbers in mental and written work. The rate of learning of the majority of pupils is satisfactory overall, and in many lessons seen during the inspection it was good. Middle and low attaining pupils are suitably challenged by the work they are given, but high attaining pupils are not consistently challenged to attain the standards of which they are capable.
81. In Key Stages 1 and 2 the quality of teaching is good, and as a result, the pupils are interested and involved in lessons. A number of strengths are present in all lessons. The effective use of the National Numeracy Strategy as a basis for the teachers' planning, ensures that all lessons are suitably structured to give a balance of group and individual work. The teachers are clear about the learning that they expect to take place in each lesson, and invariably share this information with the pupils, thereby motivating them to learn what is intended. In the best lessons, teachers further involve the pupils in their own learning by asking them to review how much they have achieved at the end of the lesson, thereby giving the pupils an understanding of their own progress. Teachers explain what they expect the pupils to do very clearly, and their high expectations of attitudes and behaviour usually result in good listening and high levels of interest. Occasionally, however, a small number of boys allow their attention to wander, and the re-establishment of full involvement wastes the time of the teacher and the other pupils. Whole class teaching is used well in all classes, with particularly effective, lively and interesting mental mathematics sessions, that involve all the pupils at the start of each lesson. These regular sessions are developing the confidence with which the pupils manipulate numbers and remember number facts, such as multiplication tables. The transition from whole class to group and individual work is explained and organised well, so that the pace of learning and the pupils' involvement hardly drops. In a few lessons, the teacher uses this time to teach small groups of pupils specific mathematical concepts and strategies whilst the others are working independently. This strategy is effective in developing the pupils' learning, but is not used consistently throughout the school. Teachers adapt work skilfully so match the needs of most pupils of differing ability in the class, but do not always provide sufficient challenge for the high attaining pupils. Homework is used consistently and effectively to extend the pupils' learning.
82. Mathematics skills are used appropriately across the curriculum. Bar and line graphs display information that pupils gather and distil in geography and science. Mathematical knowledge is used well in design and technology when pupils measure accurately, for example, when Reception and Year 1 pupils made moving parts for pictures they were making.
83. The subject is led by an experienced and highly competent post-holder who has ensured that the staff understand and feel competent in the delivery of the lesson structures and programme of the National Numeracy Strategy. The pupils receive a reasonably balanced mathematical curriculum: however, opportunities for the pupils to apply mathematical

knowledge and skills and to investigate mathematical problems are less well developed than they might be, particularly for high attaining pupils. The quality of teaching, and the standards attained by the pupils are monitored well, and the outcomes of monitoring have been used well to identify strengths and weaknesses and to bring about improvements. The pupils' progress is assessed regularly and is carefully recorded. Resources are satisfactory and are used well.

SCIENCE

84. In the 1999 end of Key Stage 1 assessments, pupils achieved in line with the national average in experimental and investigative science, life and living processes, and materials and their properties. Attainment in physical processes was below the national average. In Key Stage 2, the performance in 1999 tests and assessments was well above the national average and the average for similar schools. This is an improvement on the standards reported in the end of key stage tests at the time of the last inspection. The predicted results from this year's tests and assessments, and evidence gathered during the inspection, from the scrutiny of the pupils' work and lesson observations, indicate that attainment is in line with that expected for pupils of this age.
85. Based on an average National Curriculum point score, the trend in performance over time is well above the national average at the end of Key Stage 2. However, the small number of pupils in each year group makes the comparison of data unreliable. End of key stage data shows that there is a trend for boys to perform slightly better than girls. During the inspection, there was no discernible difference between the performance of boys and girls. Evidence indicates that standards are consistent in all elements of the science curriculum at both key stages, and a significant number of pupils are achieving higher levels of attainment than expected for pupils aged eleven by the end of Key Stage 2. Information technology is used well to support and develop standards in science.
86. By the time that they are five, the pupils' knowledge and understanding of the world are above that expected of pupils of this age. This area of learning contributes well to pupils' scientific understanding. Teachers give good emphasis to learning through first-hand experiences, and as pupils move through the school, they build steadily on the investigative work that is carried out in the first class. By the end of Key Stage 1, the pupils' attainments are in line with those expected of pupils of this age. This is because they make satisfactory progress in response to the curriculum which is planned to build on what pupils know and can do in progressive steps of learning. Pupils in Year 2 have an appropriate knowledge of the required programmes of study. They are currently studying life and living processes. They compare similarities and differences between living things, for example, insects and humans. They use skills of classification effectively to record their findings, using their knowledge to note the basic conditions required for different species to survive. During the inspection, pupils used their literacy skills effectively to retrieve information from a range of non-fiction sources. This supports their scientific learning well. Pupils are also learning about the importance of their individual senses and, through experimentation, they discover how it is better to use all your senses simultaneously to achieve the best results. Pupils achieve appropriately and they articulate their knowledge and understanding competently. What pupils know is recorded in a range of ways that make effective use of literacy and numeracy skills. Their understanding and use of scientific vocabulary are well developed.
87. Standards of work seen during the inspection are in line with those expected nationally by the end of Key Stage 2. The pupils' knowledge, understanding and skills continue to be built on systematically, and progress is satisfactory. Early in the key stage, pupils show a secure understanding of how to conduct a fair test, and they use this knowledge to investigate how plants take up water through their roots. They make accurate observations of plant growth. At the end of the key stage, pupils have a good knowledge of life cycles; understanding that animals and plants need to grow, change and reproduce. They talk confidently about the characteristics of mammals, reptiles, birds, fish and insects. They use this knowledge to classify groups, and demonstrate justification for groupings following a pond dipping activity. During the key stage, pupils have the opportunity to study all the elements of the required curriculum, and they further develop the use of scientific vocabulary and terminology. Their knowledge of investigation is strengthened by the experiments they carry out. The pupils'

knowledge is recorded in a variety of ways that show understanding of the best way to present information scientifically.

88. Since the last inspection, a policy and scheme of work for science have been developed and this ensures that any topics that are repeated during a two year cycle are developed systematically, and that all skills, knowledge and understanding are built on progressively across the school. Although there appears to be a decline in standards in the work currently seen, and the end of Key Stage 2 results for 1999, the size of the group of pupils taking the tests and the number in each group with special educational needs varies considerably. Therefore comparisons are not reliable. The focus for the delivery of the curriculum is placed on first-hand experience and investigation and pupils are achieving well in terms of building on earlier attainment in this area of learning. Procedures for assessment are good and these have been developed since the last inspection. They are largely based on the teachers assessing what the pupils know and can do against the key learning objectives of a unit of work. The results are used to build up a profile of achievement, to plan future work and to report to parents. The school is yet to use this information to set short-term targets for improving learning.
89. The quality of teaching is good overall, and for the youngest pupils, teaching is very good. The range of activities on offer to the pupils in Reception and Year 1 is exciting. This helps the pupils to be focused on their work. As a result, pupils build on their knowledge in small steps throughout the lesson, and this contributes to effective learning. The good organisation, which includes a high ratio of adults to pupils, enables most groups to be guided in their learning, and this contributes to good progress and very good learning. A high level of challenge is set for all pupils, which ensures that they are working at or near their capacity, and achieving well in relation to earlier attainment. In Key Stage 1, the recap of work at the end of each lesson helps pupils to remember the objectives they were trying to achieve, and also helps to promote their understanding of their own learning. Speaking and listening skills are promoted well. Pupils are eager to contribute and confident to talk about what they know, using a wide and appropriate scientific vocabulary. In lessons where pupils are learning about their senses, the teachers set a climate for learning that encourages the pupils to answer questions without worrying whether there is a right or wrong answer. As a result, all pupils, regardless of ability contribute to the lesson and learning is enhanced. Teachers use the pupils' responses as an accurate assessment of their understanding.
90. In lessons seen in Key Stage 2, teachers give clear explanations of what they expect the pupils to learn and emphasise new or less familiar language, so that the pupils' understanding of particular words or processes is enhanced. This helps them to achieve the objectives of lessons. Time targets are given, and this ensures that pupils get on quickly and that their attention remains focused on their work. Pupils draw on their previous knowledge to answer questions that are posed by the teachers in order to assess what the pupils understand, and to develop their thinking further. The use of questioning is an example of how teachers across the school build on the pupils' knowledge progressively, to help them achieve success with their tasks. The pupils' own knowledge of their learning is demonstrated at the end of lessons when they report back what they have achieved and what new learning has taken place during a lesson. Intellectual and physical effort is used satisfactorily by pupils in Key Stage 2 to enhance their learning. However, insufficient demands are placed on pupils to ensure that productivity and pace of learning are demanding enough for them to reach higher levels of attainment more consistently.
91. The leadership and management of the subject are satisfactory overall. The work undertaken by the co-ordinator, who is a newly qualified teacher, to produce a policy and scheme of work, has been very good, and she has established a firm foundation for planning. She has a good overview of what each class is being taught, and an appropriate general knowledge of what the pupils are achieving. Work sampling across the year groups has not been established yet. As a result, there are inconsistencies in standards, marking and presentation from one class to another. There has been no monitoring of teaching because the recent priority has been given to literacy and numeracy. In addition, the co-ordinator is not yet involved in analysing the results of tests and assessments, to set targets for learning and improve standards. However,

the co-ordinator is developing confidence in her role and is aware of what needs to be done to better standards. This places the subject in a satisfactory position to improve further.

ART

92. 912. By the end of Key Stage 1, most pupils attain standards that are above those expected for their age. This is an improvement since the last inspection. Pupils build on their early attainment well and achievement in the skills, knowledge and understanding of art is good. In their observational drawings of vegetables, the pupils represent what they see with a good degree of accuracy using pastels and pencil. They learn about shade and tone, following the evaluation of the work of a contemporary artist. Examples of this are seen in the pupils' carefully drawing parts of a bicycle. They use their knowledge of line to sketch the outline of shapes they can see through their viewfinders, and apply detail through shading. Three-dimensional work is represented in collage work, and this is sufficient to meet requirements of the curriculum. Examples seen are linked to history and geography. Pupils used an appropriate range of materials to form and decorate their displays, for example, of the Great Fire of London.
93. By the end of Key Stage 2, standards attained are appropriate for their age. This is lower than the standards reported in the previous inspection. Work in the early part of Key Stage 2 shows progression in skills, knowledge and understanding in many areas of the art curriculum. For example, pupils in Year 3 and 4 develop their knowledge of perspective and proportion. This is evident in their current work that involves creating a three-dimensional background for earlier work undertaken. There are examples of work of a good standard in upper Key Stage 2, particularly when pupils work in the style of a famous artist. For example, following a visit to an exhibition on Impressionist art, pupils produced work in the style of Stanhope A Forbes. They used live models to recreate the picture 'Chadding in Mounts Bay'. The pupils' sketch books show that they have experience in working in a wide range of media. The pupils' work in art supports their learning in other subjects, as for example, through their study of the life and works of Botticelli, they gain understanding of history and geography. However, there is little evidence to show that pupils have had consistent experiences in developing the investigating and making element of the required curriculum, and this prevents them from achieving higher levels of attainment. In addition, pupils have not sufficiently developed their knowledge and understanding of comparing images and artifacts using specific vocabulary, or in identifying the similarities and differences in methods and approaches.
94. Since the last inspection, a scheme of work for the subject has been fully implemented in Key Stage 1. This has had a positive impact on standards and achievement because the pupils' knowledge, skills and understanding are built on progressively as they move through the key stage. However, this has not been so well established in Key Stage 2 as the subject has not been co-ordinated and monitored consistently over this time within the key stage. As a result, standards reported in 1996 have not been maintained and achievement, which builds on prior learning, is now satisfactory, rather than good. A co-ordinator has been appointed, and the school is in a satisfactory position to improve provision. The planned starting point for this is to audit current curriculum coverage to ensure there is no repetition, and that skills, knowledge and understanding are developed in a progressive way as pupils move through the school.
95. A very limited sample of teaching was seen during the inspection due to timetable arrangements. Judgments made are based on the scrutiny of the teachers' planning, samples of the pupils' work and photographic evidence. Evidence indicates that teachers are confident at teaching the basic skills. The quality of teaching was good where observed. Units of study are effectively introduced, and pupils are clear what the focus of the lesson is to be. This helps them to know and understand what is required of them. Effective organisation and management of resources allows pupils to use the time available within the lesson to experiment with ideas, and the notion that there is no right or wrong in art, is emphasised particularly well.
96. Examples of work of a high standard from pupils in both key stages were seen during the inspection in the display that was generated when a local artist worked in school. The pupils' achievements in creating three-dimensional collages of animals are celebrated through the

display. This encourages pupils to further improve the quality of their future work. Art makes a very good contribution to cultural and spiritual development through the study of art from different cultures and from different historical periods. Good links with the community are generated through the exhibition of work in a local gallery, and through the participation in local competitions.

DESIGN AND TECHNOLOGY

97. Since the last inspection, the curriculum has been reviewed. Design and technology is now taught in blocked units during specific weeks that are designated to teach the subject. At the time of the last inspection, there was insufficient evidence available to make a judgement on attainment. However, the focus for teaching design and technology was in the week prior to this inspection, and there was a good range of evidence available on which to base judgements. Standards are above the expected levels for pupils at the end of both key stages, and evidence shows that pupils are building on what they already know and are achieving well. There is no observable difference in the attainment of between girls and boys.
98. There has been an improvement in standards since the last inspection and this is largely due to the curriculum being delivered through well-focused design and technology weeks. As a consequence, the range of skills and techniques used by the pupils, and the quality of products they produce, improve as they move through the school, and their design skills are promoted well. Improvement has resulted in pupils making good progress and achieving high standards in all elements of the required curriculum.
99. No lessons were observed during the inspection. However, scrutiny of the pupils' work, photographs, a study of planning documents and discussions with staff were undertaken. In addition, a very good display of sea and land creatures was seen. This scrutiny indicates that teaching and learning are good. Work planned is closely matched to national guidance and the pupils' needs.
100. Early in Key Stage 1, pupils experiment with designing and making moving parts on pictures. They use sliding and lever mechanisms to very good effect. Although the class teacher identified that the task was quite sophisticated for pupils aged five and six, they achieve very successful results and apply considerable intellectual, physical and creative effort to their work. The finished products show that standards are above those expected for pupils of this age. Pupils in Class 2, six and seven year olds, had great fun working with food technology. They designed a fruit drink and used a variety of ingredients, including fresh fruit, to make it. Photographs show pupils explored different techniques of applying detail to their drinks to make them more appetising. The productivity and pace of learning, as recorded by the sequence of photographs taken, is good. After a thorough tasting session pupils made comments evaluating the success of the drinks they had made. As part of the assessment process, pupils are involved in appraising the final product, and therefore have a good knowledge of whether they have achieved the intended outcome of the project. Results are recorded in a variety of ways that promote literacy and numeracy skills. Attainment is above expectations for pupils of this age and pupils achieve well in terms of their earlier attainment.
101. Pupils aged eight and nine enjoyed making moving monsters. They used reclaimed materials to make the monster's body parts, fixed these together with a variety of fixings and applied detail to decorate the monsters and develop character. This developed their physical and creative learning. Pupils were required to draw on their knowledge and understanding to use air pressure to produce and control movement through assembling simple pneumatic systems. This provided a good link with the science curriculum and pupils achieved well, working on or near their capacity. Ten and eleven year olds designed and produced cakes. Pace, productivity and creative effort were essential in this lesson, as the final part of the process was to market their products. This was a successful venture and pupils contributed the money made to school fund raising. Pupils at the Key Stage 2 achieved standards above average for their age in the projects they undertook.
102. The co-ordinator is enthusiastic and has monitored the revised way of delivering the curriculum. As a result of the adaptations, the co-ordinator knows that pupils are covering all elements of

the required design and technology curriculum in each project undertaken. The policy and scheme of work ensures that the pupils' knowledge, skills and understanding are built on progressively as they move through the school. Assessment procedures are good. Teachers make assessments against the learning objectives identified in national guidance, and this is very helpful to the teacher in assessing and tracking the pupils' progress. The pupils are involved well in evaluating their own successes and learning in each project.

GEOGRAPHY

103. At the end of both key stages, standards have remained broadly similar to those described by the last inspection. Work seen during this inspection, including lessons and the scrutiny of the pupils' past work, shows that at the end of Key Stage 1, the standards attained broadly match those expected for pupils of this age, although a significant minority of pupils are attaining beyond this level. Pupils of all attainment levels achieve satisfactorily in relation to their previous learning. By the end of the key stage the pupils show secure understanding of the key characteristics of urban and rural environments, and identify similarities and differences between the village of Ivington and the towns and cities they have visited or studied. Pupils understand that a map can be used to represent features within the environment. Year 1 pupils, for example, in their study of the Isle of Struay, identify key places on the map, such as beach, mountain, wood, farm and post office, using symbols and words. They are starting to use vocabulary such as 'physical' and 'human' to describe these features. Pupils in Year 2 show secure understanding of a wider range of features in the environment, and are starting to understand that these features influence the lives of the people living there.
104. At the end of Key Stage 2, standards are also broadly in line with the expectations for pupils of this age, and they achieve satisfactorily in relation to their previous learning. Pupils in Years 3 and 4 show good understanding when comparing Ivington, the nearby town of Leominster and a city environment. They recognise that places change over time and high attaining pupils compose sensible questionnaires to investigate the attitudes of local people to recent changes in the village. Pupils in Years 5 and 6 show greater depth in their understanding of how the environment effects the lives of people, as for example how the weather effects tourism in Pembrokeshire, a place that they have visited. Pupils in Year 6 understand very well, how people's lives are influenced by the places in which they live, how human activities affect the environment, and how people try to manage their environment and improve it. Throughout the school, pupils have good opportunities to develop their skills in literacy, numeracy and information technology within the subject.
105. The quality of teaching in both key stages is good. Teachers show enthusiasm for the subject, and plan stimulating and lively lessons that result in the pupils showing a great deal of interest and motivation in the subject. Teachers are particularly skilled in using the pupils' first hand knowledge of the area in which they live, as well as places they have visited, as a springboard for their learning. This very practical approach motivates the pupils to work hard, and provides them much enjoyment in their work.
106. The subject is managed well by an able and experienced co-ordinator. The curriculum has recently and successfully been updated, and is effectively planned to ensure that the pupils build progressively and continuously on their previous learning. The monitoring role of the co-ordinator is yet to be developed, but this is understandable because geography has not been a priority of the school in recent years, during the introduction of the literacy and numeracy strategies. Resources are satisfactory, and good use is made of fieldwork, both locally and further afield.

HISTORY

107. At the end of Key Stage 1, standards match those expected for pupils of this age, and they make satisfactory achievements in relation to their earlier learning. The acquisition of skills, knowledge and understanding is developed steadily as pupils progress through the key stage. They use their literacy skills effectively to retrieve and record information, and there is a good emphasis on promoting speaking and listening skills during historical studies.

108. Early in Key Stage 1, pupils learn to identify the month of their birthday on the calendar and, as they get older, they learn to recognise the passage of time in their own lives by preparation for special times, such as the Millennium. They gain a sound awareness of the passing of time by studying the seasons, and relating this to changes in the weather. As a result of their experiences, they generally have a sound understanding of sequencing events and demonstrate a developing sense of chronology. In Year 1, high attaining pupils recognise that diary accounts of the Great Fire of London are a reliable source of evidence, as they were written at the time of the fire. By the time they are seven, all pupils know the basic facts about where the fire started and why it spread easily. They apply intellectual and creative effort to record their knowledge, for example in the form of a diary of the events that happened on a day by day basis. Pupils use vocabulary associated with historical study, and sequence events easily on a timeline. They have a satisfactory understanding of the passing of time by thinking about famous events and people that lived before their parents or grandparents, and that people leave evidence of their own lives. This helps them to understand how historical events affect the lives of people today.
109. In Key Stage 2, lessons are planned in line with national guidance, and pupils build on what they have learnt in Key Stage 1 to maintain standards that are in line with those expected for their age. Early in the key stage, pupils learn how to collate and use evidence from a variety of sources, and when they explore this, they discover facts about the lives of people in the Tudor times. Pupils in Years 3 and 4, draw on their knowledge and understanding of the Vikings to think about why monasteries were raided during the reign of Henry VIII. They reach conclusions that they then 'test out', by researching in documented data. Pupils are interested in searching out additional information to support their historical learning, for example, by studying an atlas to find out the exact location of Rome. By the end of Key Stage 2, pupils are knowledgeable about the key events that occurred during the Tudor period, and know in more specific detail about people who influenced life and changes in those times. They can give some reasons for, and results of, the main events and changes.
110. Standards have been maintained since the last inspection, and pupils show suitable levels of knowledge and understanding when pupils talk about what they have learnt. The recording of their findings are inconsistent in quality throughout the school, mainly because of variations in the teachers' expectations of presentation. The curriculum has been reviewed, changed to focus on termly topics, and now provides good opportunities for learning. A further review is planned for September to assess the impact of these changes. However, at present there is not a designated co-ordinator for the subject, and it has not been a priority on the school improvement plan recently. The delivery of the curriculum and standards achieved are not monitored to ensure that all pupils, especially the higher attaining, are sufficiently challenged.
111. A limited number of lessons were observed due to the timetable arrangements. Teaching seen was in Key Stage 2, but further evidence available indicates that the quality of teaching throughout the school is good. In Years 3 and 4, the organisation of the lesson seen, involving role-play, gave the pupils a good opportunity to present their knowledge in an interactive way. This visual representation contributes to maintaining the pupils' interest, and promoting further learning because their fascination is captured. In Years 5 and 6, the pupils are encouraged to share their ideas in pairs or groups, and this contributes to effective dialogue about what they know or are learning during the lesson. This approach results in pupils helping and encouraging one another in their learning. Teachers use time targets effectively whilst the pupils are working. These help them to know how hard they need to work to achieve the learning objectives that are set at the start of the lesson and improves the pace of learning.
112. The school uses a very good range of visits to promote historical awareness and learning, for example, a three-day residential visit to York for pupils in Years 3 and 4. Visits such as this enrich the curriculum by bring learning alive for the pupils. Through their study of the past, pupils develop an understanding of the lives of different cultures, past and present, and there are good links made between history and the study of literature, history and geography.

INFORMATION TECHNOLOGY

113. During the inspection, only one taught lesson of information technology was available to be seen at Key Stage 1, and no lessons were taught at Key Stage 2. However, in many lessons, across almost all subjects of the curriculum, computers are used by pupils to aid their learning. This evidence, together with discussions with pupils and staff, and the scrutiny of portfolios of work, indicate that at the end of both key stages, the attainments of pupils are in line with the expectations for pupils of these ages.
114. Standards are very similar to those reported at the time of the last inspection. By the end of Key Stage 1, the pupils' skills in word processing are developed better than in other aspects of information technology. They use a mouse confidently to move the cursor around the screen and use the keyboard to enter text and punctuation. They use upper and lower case letters and describe several different ways of enhancing their work, such as centring or emboldening a heading. Word processing skills are sufficiently refined to enable pupils to write stories and accounts of visits. By the end of Key Stage 2, word processing skills are developed well. The pupils know how to edit their work using the cut and paste functions, use the spell-checker, and enhance their work through the use of pictures and other graphics. In both key stages, these skills are used well to enhance the pupils' work in other subjects. Year 6 pupils know how to gain access to the Internet, and use it to research information for topics, for example, in history. The pupils' skills in other aspects of the subject, such as data handling, are developing soundly, and are improving in line with the school's programme of upgrading of its computer equipment, and its implementation of a new and comprehensive scheme of work. Pupils have a programme of progressively more complex learning opportunities in data handling, simulations and modeling, but due to restrictions in equipment, fewer opportunities to develop their learning in the 'control' aspect of the subject.
115. No judgement can be made on teaching overall, due to the small number of lessons seen, however the quality of teaching in the one lesson seen in Key Stage 1 was good. Pupils were organised effectively so that all could see the screen as the teacher led a demonstration lesson to introduce a new computer program. Questioning enabled all pupils to participate, and resulted in a high level of interest, motivation and learning. In other lessons, the use of information technology is planned well, with relevant programs introduced to help pupils in their learning. In these lessons, the teachers show sufficient knowledge and understanding to enable the pupils to make good use of the technology. In mathematics, for example, tests of mental agility reinforce the work carried out in the mental mathematics phase of lessons, and in geography, a simulation programme enhances the pupils' learning about rain forest environments.
116. The subject is led and managed well by an enthusiastic co-ordinator. Good work has taken place to identify strengths and weaknesses in the quantity and quality of equipment, to upgrade equipment as funds have become available, to introduce the new scheme of work, and to audit the skills of teachers to identify their training needs. Portfolios of the pupils' work serve as sound records of some of the work pupils have covered, but the school is aware that further development is needed to record the experience and attainment of individual pupils, and to use these records as a basis for future teaching and learning. Resources are adequate but are improving rapidly as funds become available.

MUSIC

117. Standards of attainment in music are above expected levels for pupils aged seven, an improvement since the last inspection. The pupils sing enthusiastically and have good sense of rhythm and tempo. They sing in unison and in time. Pupils read graphical representation, and listen with care to music, deciding what pictures or symbols best represent the music heard. They understand that the beats represented by notes, may be quick or slow. Pupils can hear when pieces they play, using percussion instruments, do not sound quite right, and identify that this is because they do not stay in time with the music. Pupils can alter a musical score, and realise that it is made up of repeated patterns. They compose and play their own pieces of music as a result. Following this, they evaluate whether the score is effective. Pupils also read simple traditional musical notation. All the pupils in Years 1 and 2, sight-read notation when they play their recorders, and play their instruments to a good standard. Pupils are achieving well in relation to their earlier attainment.

118. By the age of eleven, pupils attain standards above those expected for their age. This is an improvement since the last inspection. Pupils have undertaken work linked to the topics they are studying in other curriculum areas, for example, the Andes in geography. They have explored ways of using pitched instruments, have developed their own rhythmic compositions, and evaluated pieces of music by listening carefully and answering related questions. Pupils compose personal pieces of music based on the pentatonic scale. This work presents a good cultural link, as the music is based on a Chinese style. Pupils study the characteristics of music of the 19th century. They compare and contrast styles of music and its composition. They also show good awareness of instruments used in different styles of music, for example, steel drums in Calypso music. The planned curriculum ensures that pupils build on their prior learning and achieve well overall.
119. Improvements since the last inspection stem from the work undertaken by the subject co-ordinator. She has produced a detailed policy and scheme of work that ensures that work builds on what pupils know and can do progressively, as they move through the school. She also undertakes much of the planning, which ensures that pupils are learning the right things. These improvements have had a good impact on standards, and ensures that work is sufficiently demanding for pupils of all abilities.
120. Evidence gained from lesson observation, scrutiny of planning and sampling the pupils' work, indicates that teaching is good. A particular feature of lessons that contribute to good learning, is the way children are challenged to take part physically by playing instruments, and this encourages them to sustain their attention, and creatively in composing. These features enable the pupils to make good progress. In the lessons seen, teachers vary activities to maintain the pupils' attention, and learning is promoted because pupils are interested. Teachers do not dismiss any suggestions or answers of the pupils, but allow them to experiment with their ideas. This helps to promote concentration and independent learning. The pupils' enthusiasm reflects that of the teachers, and this results in good levels of concentration, even when a few pupils are distracted.
121. The teaching of instrumental music is undertaken by visiting specialist teachers and the co-ordinator, and the pupils benefit from their good subject knowledge. Lessons are planned carefully to enable pupils to build their skills and understanding in a sequential way, and this contributes to their good, and sometimes very good progress. Teachers make good use of demonstrations to illustrate points, and to encourage pupils to think imaginatively. The pupils are challenged to produce good quality work and to work co-operatively in pairs or groups.
122. The co-ordinator has introduced the playing of 'live' music as a daily activity when pupils come into the hall for worship, and as a feature at special occasions. Pupils who learn an instrument, at school or at home, are encouraged to play, and a good range of instruments are heard including the piano, flute, guitar, clarinet and recorders. Pupils are very proud of this opportunity, and achievement and self-esteem are promoted through the experience. The co-ordinator frequently joins in, and this provides a very good role model for the pupils. A high priority is given to promoting music across the school and this has a positive impact on standards.
123. The school views the opportunity to perform to varied audiences, for example in assemblies and at local events, as a very valuable and worthwhile experience that also contributes to raising standards. As a result, pupils are interested and appreciative of the performance of others. During the inspection, the whole school was seen practising for their performance for the church fete. The quality of performance was of very high quality. All pupils joined in singing with great enthusiasm and gusto. Never the less, the depth of meaning in the words of the songs was not lost, as the pupils responded sensitively to them while they were singing, and they understood the spirituality of the messages that were being conveyed.

PHYSICAL EDUCATION

124. The standards attained by pupils at the end of Key Stages 1 and 2 are in line with those expected for pupils of these ages, and a significant minority of pupils attain higher levels of

skill and understanding. Standards are very similar to those found at the time of the last inspection. The achievements of pupils are satisfactory in relation to their previous learning.

125. By the end of Key Stage 1, pupils show suitable control and agility in their running. They change direction and speed with ease, start and stop quickly and move with appropriate pace and balance. They move in other ways with equal control, such as when they hop, jump and skip in lessons and at play times. Pupils in Year 1 throw and catch reliably over short distances, and many anticipate well when they have to move to receive an inaccurate throw. Year 2 pupils control a football with both the inside and outside of the foot during practise sessions, and show above expected awareness of the need to move quickly into space to receive a pass. Some Year 2 pupils can already swim widths of the local swimming pool confidently, using recognisable strokes, and other pupils are making good progress in learning to swim.
126. By the end of Key Stage 2, standards in swimming are in line with expectations, with a very large majority of pupils attaining 25 metres with confidence. A good proportion of pupils can swim much further. Whilst no other lessons were seen involving pupils in Year 6, extra-curricular sessions in rounders, athletics and cricket demonstrate that the pupils have developed skills, understanding and knowledge at an appropriate level for their age, and that a significant minority of pupils attain standards above this level. Pupils in Years 3 and 4 attain standards in dance that should enable them to reach the end of key stage expectations by the end of Year 6. They show appropriate body control, quickly learn sequences of complex dance steps and synchronise their movements well with that of their partner.
127. The quality of teaching is good at both key stages. Teachers know what they expect the pupils to learn in each lesson, and by sharing this with the pupils, motivate them well to learn what is planned. Teachers use a good range of teaching techniques, including explaining, demonstration and questioning, and this enables the pupils to know what is expected of them. Expectations of work and behaviour are high, and a very large majority of pupils respond well, with interest, enthusiasm and perseverance. A few boys in Years 3 and 4 require frequent reminders from the teacher, before they give sufficient effort and concentration to their work. In all lessons, teachers plan a well structured sequence of tasks and activities that are matched well to the differing learning needs of the pupils, enabling them to make mainly good progress.
128. The school provides a well balanced, broad and interesting curriculum, that is enhanced very effectively by an extensive programme of extra-curricular activities. The planning of the curriculum for the school as a whole is currently satisfactory, but is soon to be revised by the adoption of the Qualifications and Curriculum Authority Scheme of Work. Little formal assessment is currently undertaken, except in swimming where it is good. The subject is soundly managed by a very experienced and capable co-ordinator. Monitoring and evaluating work in the subject is not in place because physical education has not been a priority subject for the school over the last four years, partly due to major developments in the provision for literacy and numeracy.