

INSPECTION REPORT

OFFENHAM C of E FIRST SCHOOL

Offenham, Evesham

LEA area: Worcestershire

Unique reference number: 116835

Headteacher: Mrs J. Wardle

Reporting inspector: Paul Evans
20737

Dates of inspection: 19th – 22nd June 2000

Inspection number: 189591

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

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INFORMATION ABOUT THE SCHOOL

Type of school: First School
School category: Voluntary Controlled
Age range of pupils: 4 - 10
Gender of pupils: Mixed

School address: Myatt Road
Offenham
Evesham
Worcestershire
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Appropriate authority: Governing body
Name of chair of governors: Mr J. Wilkinson
Date of previous inspection: 19th March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Paul Evans	Registered inspector	Under fives Mathematics English Music Physical education Religious education Special educational needs Equal opportunities	What sort of school is it? The school's results and pupils' achievements How well are pupils taught?
Brian Jones	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents
Lynn Lowery	Team inspector	Science Information technology Art Design and technology Geography History English as an additional language	How good are the curricular and other opportunities offered to pupils? How well is the school led and managed?

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Offenham Church of England First School is a small village school on the outskirts of Evesham. There are currently 121 pupils on roll, 64 girls and 47 boys, aged between 4 and 10. The majority of pupils live within the catchment area with a few travelling from nearby Evesham. Children's attainment on entry to the school is average. Most children have attended playgroup or full time nursery before joining the school.

There are 26 children on the school's register of special educational needs. Of these, two children have statements of special educational needs. The percentage of pupils known to be eligible for free school meals is well below the national average. There are no pupils for whom English is an additional language. The small number of pupils whose mother tongue is not English are truly bilingual.

HOW GOOD THE SCHOOL IS

The quality of teaching is good. The leadership and management of the headteacher and the teaching staff are sound. The standards achieved by the school are improving. At the end of Key Stage 1 and at the time that they leave the school the standards that pupils achieve are sound. The overall effectiveness of the school is now good. The school gives sound value for money.

What the school does well

- The quality of teaching and the close teamwork of the present teaching and support staff are good.
- The spiritual, moral, social and cultural development of pupils are all very good.
- Pupils' attitudes to school, their behaviour and their personal development and relationships are all very good.
- The school has very good links with parents and the local community.
- The school is a very caring community.
- The provision of extra-curricular activities is excellent.

What could be improved

- The present level of training for governors is not good enough to enable them to fulfil their role properly.
- The good information gathered from the assessment of pupils' work is not satisfactorily used to guide future planning to meet the needs of all pupils in mixed age classes
- The teaching of the skills of extended writing in English and its use in the wider curriculum.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1996. All but one of the issues raised at that inspection have been addressed well. Teaching strategies have been broadened in order to challenge pupils' thinking and to broaden their understanding. Expectations have been raised with respect to pupils' abilities to question, reason and hypothesise.

Procedures for assessment have been developed and implemented and the information gathered about pupils' learning is good. However, the good information gathered from assessment is not fully used to guide future planning to meet the needs of all pupils in mixed-aged classes. The teaching of all subjects is now guided by clearly devised schemes of work.

The one area which has not been fully addressed is that of the monitoring of the delivery of the curriculum, particularly the quality of teaching. Strategies for monitoring have been developed and some monitoring has taken place. However, these strategies have not been able to be fully implemented because of the recent incidence of ill health amongst staff over which the school has no control. Overall, the school has made good progress since the last inspection.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
Reading	C	B	A		well above average A above average B average C below average D well below average E
Writing	B	B	E		
Mathematics	D	D	E		

No comparisons are made with similar schools because there is no figure available for eligibility to free school meals, as the county has not run a school meals service for many years. In the 1999 national tests at the end of Key Stage 1 the percentage of pupils who reached Level 2, the expected level for seven-year-olds, and above was close to the national average in reading and in writing. The percentage of pupils who reached the higher than expected Level 3 was well above average in reading but below the national average in writing. In mathematics the percentage reaching the expected Level 2 and the higher Level 3 were both well below the national average.

In the unconfirmed results of the national tests for 2000 the school maintained standards in reading and writing for the percentage of pupils reaching Level 2 and above. In mathematics the percentage of pupils who reached Level 2 and above rose by eight per cent over the 1999 figure. At the end of Key Stage 1 and when pupils leave the school the standards that pupils reach in music and physical education are good. In religious education, design and technology, information technology, history, geography and art they are all satisfactory.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are eager to attend school and show a keen interest in their work.
Behaviour, in and out of classrooms	Very good. Pupils move around the school in an orderly manner. They have developed good manners and show respect for others.
Personal development and relationships	Very good. Pupils show caring and considerate attitudes towards each other and to adults. Relationships between adults and pupils and amongst pupils are very good.
Attendance	Very good. Attendance for the year 1999/2000 is 97.3 per cent which is above the national average. This is an improvement of almost two per cent over the previous year.

Pupils in both key stages are very enthusiastic about school. Their interest and involvement in their work is also very good. Pupils' behaviour is almost always very good and there is no evidence of bullying. They know right from wrong and learn to respect the feelings and values of others. Relationships between pupils and between pupils and their teachers are very good.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	None seen	Good	Good

The quality of teaching in literacy and numeracy lessons is never less than satisfactory. It is often good or very good in both subjects and is occasionally excellent in mathematics.

Teachers' planning is good. Good quality information about pupils' learning is gathered through assessment. However, this information is not fully used to inform future planning and to carefully match future tasks to what pupils already know, understand and can do.

There is good support for pupils with special educational needs and all these pupils make good progress. Pupils for whom English is not their first language are truly bilingual, consequently the school does not have to employ strategies for teaching English as an additional language.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is broad and balanced. It is enriched by the excellent provision of extra-curricular activities. It clearly reflects the school's aims and values.
Provision for pupils with special educational needs	Good. Procedures for the early identification of pupils with special educational needs are very thorough. There is an excellent attitude to the inclusion of all pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for the spiritual, moral, social and cultural education of all pupils is very good.
How well the school cares for its pupils	Very good. Pupils are effectively encouraged to be sensible, to help and share and to think of others.

The quality of the information provided for parents is very good. The effectiveness of the school's links with parents and the impact of parents' involvement on the work of the school are also very good. The school has an excellent policy of inclusion and all pupils are given full access to the whole of the school's provision. The exception to this is when pupils are withdrawn from some lessons to be given support in other areas of the curriculum. The very good knowledge and understanding of their pupils by all teachers and the school's consistent striving to deliver its aims and values means that the levels of care shown to pupils are very high.

HOW WELL IS THE SCHOOL LED AND MANAGED?

Aspect	Comment
Leadership and management by the headteacher and other key staff	Sound. The headteacher has promoted high levels of teamwork and expectation, amongst the present teaching and support staff.
How well the governors fulfil their responsibilities	Less than satisfactory. Many of the governing body are relatively new in their posts and lack the training to identify the strengths and weaknesses of the school or to give the required level of support to the headteacher and her staff.
The school's evaluation of its performance	Satisfactory. The implementation of strategies for appraisal and for the monitoring of the curriculum have been interrupted by the recent incidence of unavoidable staff absence.
The strategic use of resources	Satisfactory. Estimates are sought before money is spent. There is some evaluation of value for money. There is room for further development.

The number, experience and levels of qualification of teachers and support staff are satisfactory to meet the demands of the curriculum. The school buildings and grounds provide very good areas for teaching and learning. The quantity and quality of resources for teaching and learning are good overall.

The headteacher has shown great strength and resilience in maintaining strong teamwork throughout the school at a time of great disruption over which the school has had no control.

Many of the governing body are new to their role and consequently have not been able to undertake sufficient training. A new constitution has been drawn up for the governing body but it has not yet been adopted. These factors mean that the governing body is not presently able to fulfil its role in the management of the school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • They are comfortable to approach the school with any questions or problems. • The behaviour of pupils is good. • They feel that the school is well led and managed. • They feel that the teaching in school is good. 	<ul style="list-style-type: none"> • Information about the progress of their children. • The amount of homework given to children. • The range of extra curricular activities. • The levels of challenge for some pupils in mixed age classes.

Inspection evidence supports the majority views of parents with regard to the strengths of the school.

The quality of information provided for parents, particularly about the progress of their children is very good. The impact on their learning of the work that pupils do at home is also very good.

The range of extra-curricular activities which the school provides is excellent. In these areas the evidence from the inspection does not support the concerns of some parents.

The concerns of some parents about the levels of challenge being presented to some pupils in mixed-age classes is supported by inspection evidence. The good quality information which is gathered from the assessment of pupils' learning is not being well used to carefully match future tasks to what pupils already know, understand and can do.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the national tests for seven-year-olds in 1999 the school's results in reading were well above the average for all schools nationally. In the tests in writing and in mathematics the school's results were well below the national average.
2. No comparisons are made with similar schools throughout this report as those schools are grouped according to the number of pupils who are eligible for free school meals. As the county of Worcestershire has had no schools meals service for many years the reliability of any suggested figure of eligibility for free schools meals cannot be depended upon to provide a true measure for comparison.
3. When considering the school's average results at the end of Key Stage 1 over the four years 1996 to 1999 in reading they were above the national average. In writing the school's results were close to the national average and in mathematics they were below the national average.
4. The performance of girls and boys over this period showed no significant difference in reading or writing. However, in mathematics the boys' average score was below the national average while the girls' score was well below the national average.
5. During the period 1996 to 1999 the school has raised standards in reading in Key Stage 1 each year since 1997. Standards in writing had been maintained at levels above the national average from 1996 to 1998 but fell in the 1999 tests to being in line with the national average.
6. In mathematics from standards which were in line with the national average in 1996 there has been a continuing slight fall in standards each year until in 1999 the school's results were below the national average.
7. The unconfirmed results in the national tests for seven-year-olds in the year 2000 show that the school maintained its high standards in reading, although the percentage of pupils who attained above average standards fell from the very high levels of 1999. Standards in writing were improved and in mathematics they were significantly improved.
8. Standards in English seen during the inspection were satisfactory overall. Standards of speaking and listening are good; they are well developed in the early part of the school and are extended in later years. Standards in reading are good. Pupils are taught phonic skills, their sight vocabulary is good and through the effective implementation of the National Literacy Strategy they learn to appreciate a range of literature. They learn book selection skills and are taught the use of contents and index in research.
9. Standards in writing are satisfactory. Pupils learn to write first in simple sentences and later in extended sentences, having a sound understanding of the rules of grammar and of spelling. The development of extended writing is less than satisfactory. As they progress through the school pupils' pieces of written work become longer as their capacity to use written language improves.
10. However, the school does not teach the principles of extended writing and although there are some sound examples of extended writing, particularly in the area of written reports, this is an under-developed area of literacy. This also has the consequence that very little

extended writing is seen in the wider curriculum, for example in science, history and geography.

11. Standards in mathematics are satisfactory. This is a clear improvement over past standards achieved in the subject. The school recognises this and attributes the improvement to the implementation of the National Numeracy Strategy. Inspection evidence supports this judgement.
12. Throughout the school the teaching of mental strategies in mathematics is now good and in some lessons is very good. All the current teaching staff have fully implemented the National Numeracy Strategy and all are very complimentary about the effect that it has had on pupils' learning. All aspects of mathematics are fully covered within the school's curriculum and the school is poised to achieve standards which are in line with national expectations. This is significant progress.
13. Standards in science are satisfactory. Both at the end of Key Stage 1 and when pupils leave the school at ten years of age their standards are in line with what is expected nationally.
14. Standards in information technology are in line with what is expected of pupils both at seven and ten years of age. Computers are used in a good range of the broader curriculum, for example in mathematics, to produce graphs and word processing in a number of subjects.
15. Standards in religious education are sound. The school's scheme of work is very clearly based on the agreed syllabus for the diocese and the agreed syllabus for the county and meets the requirements of both. Pupils are taught the principles of Christianity and the practical application of these principles in their daily lives. They learn about other major world religions and learn to respect the beliefs, values and opinions of others. The practical application of this teaching can be seen in the attitudes and behaviour of pupils in their daily lives in the school.
16. Standards in design and technology, geography, history and art are in line with what is expected of pupils both at the end of Key Stage 1 and when pupils leave the school at ten years of age. The school has maintained the breadth of the curriculum in spite of more time now being given to literacy and numeracy. The depth of provision in some subjects, for example in geography, is somewhat lacking but all subjects are taught and standards in all subjects are at least in line with what is expected for pupils' age and levels of ability.
17. Standards in music are good. Pupils are taught the principles of rhythm and melody in their earliest singing lessons. Throughout the school music is celebrated as a medium for pleasure and enjoyment. Pupils have opportunities to compose and perform their own music inspired by such diverse influences as Mozart and Louis Armstrong. Pupils have opportunities to learn to play a variety of instruments such as guitar, trombone, tuba and a wide range of recorders. They also have the opportunity to display their various musical talents in the local orchestra and when taking part in school performances. Music contributes strongly to the spiritual development of pupils in the school.
18. Standards in physical education are good. All aspects of the National Curriculum are taught throughout the school. Skills in gymnastics, dance, swimming and traditional games are developed at the appropriate times in the pupils' physical development. Older pupils undertake outdoor and adventurous activities at the Malvern centre during a residential weekend. Other pupils have opportunities to undertake these exciting activities on day visits. The excellent range and quality of extra-curricular provision

supports the physical education curriculum very well. The school's netball, soccer and swimming teams are regular winners of local trophies.

19. At the end of their time in the school pupils have reached standards in English, mathematics and science which will enable them to reach the average Level 4, the expected level at the age of 11, or above, in tests at their next school. Recent results from the middle school show that of the pupils who had joined from Offenham First School 90 per cent reached Level 4 or above in English, 60 per cent in mathematics and 100 per cent in science in national tests at the end of Key Stage 2 in 1999.
20. In all areas of the school the provision for pupils with special educational needs is good. These pupils make good progress and reach standards which are in line with their levels of ability and development. Some pupils with special educational needs achieve standards which are better than this. The school's policy of total inclusion for these pupils is a strong factor in their development.

Pupils' attitudes, values and personal development

21. Pupils' attitudes, values, behaviour, relationships and personal development are all very good. Pupils like the school, they enjoy learning, they work hard and are keen to succeed. The school is the focal point of the village. Pupils are proud of their successes in sports and especially of their skill and reputation for musical performances and maypole dancing which they perform throughout the local area.
22. Pupils are very enthusiastic in their response to the school's high quality teaching. Their attitudes to learning are good or better in over four lessons out of five. They are very eager readers. A high proportion read almost every night. They respond very eagerly to the excellent range of extra-curricular activities in sport and the arts. They dance for a large audience in Evesham Market. This year they have won a netball league and an array of soccer tournaments.
23. Behaviour in lessons, around the school and in the community is very good. There was no unsatisfactory behaviour in any lesson seen. The school has not excluded any pupil at any time in the recent past. Pupils are trustworthy, courteous and friendly to visitors. They keep their classrooms tidy. At lunchtime they are careful not to drop litter in the field and the playground. There is very good freedom from harassment and oppressive behaviour. Parents express absolutely no worries about bullying. Pupils are very considerate of the effect their actions have on others.
24. Pupils develop their personal responsibility very well. The younger pupils look after materials and equipment in their classrooms. The older classes look after young pupils, especially those in the reception class. For example, a group of Years 4 and 5 pupils who have learnt skipping skills and traditional games pass these games on at break times. Older pupils take on a wide range of whole-school duties. For example, they manage the overhead projector very expertly in assemblies. Because of their rural environment pupils take very good care of the animals at school. Three pupils in turn take complete charge of feeding the school's three guinea pigs, cleaning them out and turning their hutch to the wall each night to keep them away from passing foxes.
25. From their start in the reception and Year 1 pupils share equipment and take turns smoothly. Very good relationships continue throughout the school. Children in different year groups sit together at lunch. To avoid the risk of accidental injury one half of the playground is for Key Stage 2 pupils only. These older pupils can, however, go into the other part of the playground to lead the other children's games. The relationships develop further as pupils care for classmates with physical handicaps. They show their

friendship in practical ways such as making sure their sandwiches are within reach at lunchtime and keeping passageways clear so that they can move around safely and easily. Pupils relate very well to their teachers and the other adults at school. They show consistent respect for other people's feelings, values and beliefs.

26. Parents' and pupils' enthusiasm for the school is reflected in very good attendance figures. In 1999/2000 attendance reached 97.3 per cent, more than three percentage points above the national primary average. This is an increase of over one per cent since the previous inspection and over two per cent on the previous year. There were no unauthorised absences. Pupils arrive very punctually each morning and make a prompt, efficient start to lessons.

HOW WELL ARE PUPILS TAUGHT?

27. The quality of teaching is good in both key stages. This is a major factor in raising the standards which pupils reach.
28. The introduction of the national literacy strategy has been well managed. Standards of speaking and listening are good; they are well developed in the early part of the school and are extended in later years. All teachers in both key stages teach phonic reading skills to a high standard. Standards in reading are good. Pupils sight vocabulary is good and through the effective implementation of the National Literacy Strategy they learn to appreciate a range of literature. They learn book selection skills and are taught the use of contents and index in research. Standards in writing are satisfactory.
29. As they progress through the school pupils learn to write in extended sentences showing a sound understanding of the rules of grammar and of spelling. The development of extended writing is less than satisfactory. Some longer pieces of written work are produced as pupils' ability to use written language improves. However, the school does not teach the principles of extended writing and although there are some sound examples of extended writing, particularly in the area of pupils' written reports, this is an under-developed area of literacy. Very little extended writing is seen in the wider curriculum, for example in science, history and geography.
30. All teachers employ good questioning skills to build pupils' knowledge and understanding. Teachers build pupils' confidence in discussions and pupils demonstrate good speaking and listening skills during discussions in both key stages.
31. The National Numeracy Strategy has been introduced well. Teachers use good techniques to develop pupils' mental strategies. In one excellent numeracy lesson with the youngest pupils in Key Stage 1 pupils identified three-dimensional figures by their correct mathematical name from oral descriptions of their properties given by the class teacher. All aspects of numeracy are well taught and numeracy skills are beginning to be used well in the wider curriculum. For example, Year 3 pupils presented their findings from research into the Romans in the form of computer-generated graphs.
32. Teachers demonstrate good knowledge and understanding of a wide range of subjects. The systems used for assessing pupils' knowledge, understanding and abilities have been well developed and implemented in response to a key issue in the last inspection report. The systems are good, as is the quality of the information which is gathered. However, the use of this good assessment information to guide the planning of future work is less than satisfactory. In most lessons the same work is presented to all pupils in the class irrespective of their individual levels of development.

33. Pupils are enabled to complete the work set through a combination of good teacher and classroom assistant support, flexibility in time allowances for pupils of different ability levels and realistic expectations for pupils' achievements based on their levels of attainment. However, this does not compensate for the less than satisfactory use of assessment information to carefully match tasks to pupils' levels of ability.
34. Homework is built up steadily throughout both key stages. During the week of the inspection reading books were taken home regularly and inspectors saw homework set and monitored in timetabled classroom sessions. The use of homework to support pupils' learning is good.
35. Procedures for the support of pupils with special educational needs are good. All these pupils make good progress. Pupils with statements of special educational needs are very well supported and the school's very good levels of inclusion mean that all pupils are enabled to partake in all curriculum activities. Individual education plans contain clear, well-focused and attainable targets. Parents are kept well informed about their children's progress and very good working relationships are maintained with outside support agencies.
36. However, the withdrawal of pupils from some lessons for reading support or for specific special educational needs support means that they occasionally miss the exciting or practical part of a lesson or that the time they have for study is limited. On one occasion a pupil with special educational needs was withdrawn from a science lesson. During the period of absence from the classroom the pupil missed the experiment undertaken by the teacher which was the focus for pupils' recording and reporting. When the pupil returned to the classroom the teacher carefully explained what had taken place but this was no substitute for actually witnessing the experiment. On another occasion pupils in a Key Stage 2 class were withdrawn from a numeracy lesson for reading support, limiting the time that they had for their numeracy studies.
37. A good range of teaching methods is employed. In some lessons of excellent quality in music and mathematics the teachers brought real awe and wonder into pupils' learning experiences. Teachers' expectations for pupils' progress and attainment and for their behaviour are good. This results in a well-focused and productive learning environment in the majority of lessons.
38. Pupils work hard at their tasks combining thoughtful application and good levels of concentration. They use their knowledge and understanding of literacy and numeracy to solve problems in other areas of the curriculum. Pupils in both key stages show a high level of interest in their lessons. From the very youngest children teachers foster skills as independent learners. This leads to pupils being able to study without direct supervision in later years.

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

39. Pupils are provided with a broad, balanced and relevant curriculum which reflects the aims of the school. The curriculum fully meets statutory requirements and those of the locally agreed syllabus for religious education. Appropriate emphasis is placed on the teaching of English and mathematics. The school's planning and provision for the Literacy and Numeracy Strategies is good and is having a positive impact upon the standards achieved by the pupils. However, insufficient time is given within the literacy hour and across the curriculum to teaching the skills of extended writing and handwriting.
40. The specialist provision made for the teaching of music is contributing to the achievement of high standards. The introduction of the Literacy and Numeracy Hours has reduced the

amount of time being spent on other subjects. The school has decided to maintain the breadth in the curriculum, but this has been at the expense of the depth in some subjects such as history and geography.

41. Pupils have the chance to study all the aspects of the information technology curriculum and it is used on a regular basis to contribute to work in most subjects in the curriculum, for example music, art, history, geography and science.
42. The quality and range of the curriculum provided for those pupils who are under five is very good. The curriculum includes all the areas of learning specified in national guidance and places appropriate emphasis on their personal and social development.
43. Provision for pupils with special educational needs is good throughout the school. Information about the pupils and assessments of their needs is used to ensure appropriate levels of support. Learning support assistants are fully involved with the planning of the curriculum for those pupils they support and consequently they are able to make a very positive contribution to their learning and enable them to have full access to the school curriculum.
44. The school provides an excellent range of extra-curricular activities and large numbers of pupils take part in them. There are opportunities to take part in residential visits, sports, music and dance clubs. The school is particularly proud of its maypole dancing, which it performs at local village events. Pupils have the chance to go on a very good range of visits which includes museums, farms, parks, the local area and outdoor activity centres. Many people visit the school to broaden pupils' interests and experience. Recent visitors have included a Kathak dancer, a professional cricketer to coach the school team and other interested participants, a group of instrumentalists who performed a concert for the pupils, a skipping workshop and representatives of various charities.
45. Whenever possible parents and the local community are involved in the events; for example, a group of visiting jazz musicians stayed on in the evening to play for the parents and the school regularly arranges themed 'fun evenings' which the families and local residents are invited to attend.
46. The school enjoys very good links with the feeder playgroups and nursery schools and it works very well with the school into which its Year 5 pupils move. The local primary schools work well together.
47. The school teaches personal, social and health education to all classes. The lessons are well planned and are making a positive contribution to the pupils' personal development. Within this framework they become aware of the dangers of drugs and are taught sex education in the final class.
48. Taken as a whole the provision for pupils' spiritual, moral, social and cultural development is very good. The school takes every opportunity to develop pupils spiritually. Through well planned assemblies and class prayers pupils are continually made aware of the presence of a greater being. Teachers frequently draw pupils' attention to the wonders of nature. During the inspection ducklings were hatching in the school and pupils were able to witness this and the remarkable development of the ducklings thereafter.
49. In weekly assemblies pupils are encouraged to have a respect for the achievement of their fellow pupils. In addition the school invited in a group of disabled people to talk about how they are able to achieve a good quality of life despite their difficulties.

50. Provision for moral development is very good. Personal behaviour is promoted well through the high expectations teachers have of the pupils. There is an effective system of rewards for good behaviour and attitudes, which is valued by the pupils. Pupils respond positively to praise and accept sanctions for unacceptable behaviour with good grace. Teachers and other adults in the school provide good role models. Pupils with special educational needs are well integrated into school activities and they enjoy mutual respect with others in the school. In personal, social and health education pupils have the opportunity to discuss a good range of moral issues and to consider the values and attitudes of others.
51. The school makes very good provision for pupils' social development. The ethos of the school enables pupils to work together well. The excellent provision of extra-curricular activities makes a very positive contribution to social development through teamwork, particularly in sport, music and through competition with other schools. There are many informal opportunities for pupils to take responsibility, for example feeding and caring for the school guinea pigs and helping operate the overhead projector and music centre in assemblies.
52. The school promotes a very good understanding of citizenship through some of its links with the local community. Pupils are encouraged to think of those less fortunate than themselves and they regularly raise money for charity. This year the school has supported Dr. Barnado's and pupils raised almost £500 for them.
53. Older pupils have the chance to take part in a residential visit and this provides them with the opportunity to become more independent and to cope with life away from home. Younger pupils visit the same outdoor activity centre for the day and are presented with challenges which they would not normally experience.
54. There is very good provision for pupils' cultural development, learning about both their own culture and those of others. Throughout the school pupils are encouraged to appreciate their own cultural heritage, for example through history and maypole dancing. In geography pupils have the chance to learn about life in other places, for example Chembakoli, a village in India. In art pupils become aware of the work of famous artists and in music they listen to the works of famous composers. Religious education teaches pupils about the different world religions and their impact on lifestyle. Recent e-mail links with a school in the Lebanon are raising pupils' understanding of life there.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

55. The school's ethos leads it to care very well for the health, safety and well-being of its pupils. The high quality of its care is a strength of the school. Parents say the school handles problems and concerns sensitively. They value the way that it includes all the pupils in its activities. A weakness noted by the previous inspection was that the school did not have a formal assessment policy. The school has introduced a good assessment policy together with a number of other policies to extend the quality of pupils' care.
56. The headteacher is the designated teacher for child protection. She has received appropriate training and works closely with local agencies when necessary. She ensures that all staff are aware of the procedures required. One member of staff has a current first-aid certificate. The school provides effective care for minor accidents and records them at the first-aid point. The very good procedures for health and safety include checking by two governors twice a year with a formal inspection each year by the school's 'Safe School Group' comprising staff, governors and parents.

57. The caretaker is very conscious of health and safety requirements. She carries out or arranges repairs as needed. However, there are health and safety concerns that require attention. The electrical wiring is unreliable and the strip lights throughout the school flicker on and off intermittently. The narrow urinals in the boys' toilets on both sides of the school accommodate only one pupil at a time. They are inadequate at break time and before lunch and afternoon school. Three classrooms have new carpeting but the carpet in the fourth is badly worn and could trip a child.
58. Procedures for monitoring pupils' attainment and personal development are good. The school carefully assesses children under five when they first come into the reception and Year 1 class. It supplements the National Curriculum tests at the end of Year 2 with standardised tests in English and mathematics at the end of Years 3, 4 and 5. These indicate how each pupil is achieving in comparison with national averages. However, partly as the result of a delay through staff sickness the school has not formalised a way to use the assessment information to guide planning of what pupils are to learn. At present this element of the assessment process is unsatisfactory. Teachers are starting to introduce targets for individual pupils in some classes but this is not consistent across the school. Similarly, the marking of pupils' work does not consistently match the good practice seen in some classes.
59. The provision for pupils who have a statement of special educational need is very good. All adults are aware of their needs and they receive high quality support. Their individual education plans are comprehensive and well directed. The school encourages parental support at every review meeting and it happens. The caring ethos of the school means that these pupils are valued members of the school community. The friendship of other pupils helps them develop self-esteem and the confidence to work hard and address their difficulties. As a result they make good progress and achieve well for their abilities.
60. The school provides pupils with very good personal support. Teachers know their pupils very well and take account of their individual needs and interests. Year 5 pupils go on a residential visit to an outdoor activity centre at Malvern. This year the school also arranged a day visit for Year 3 pupils. These visits enable pupils to make real gains in teamwork and maturity. The school has very good procedures for promoting attendance and punctuality. It has made parents aware that prompt, regular attendance is important and that they must notify the reason for any absence. The school follows up promptly if parents do not provide the reason. As a result attendance is very high and unauthorised absence is virtually non-existent.
61. The school's very good policy for behaviour and discipline is a significant improvement since the previous inspection. The school now has a structured system of rewards and sanctions. In addition to the whole-school policy each class develops its own rules and displays them in the classroom. Pupils feel they own these rules and observe them. At break times a teacher monitors the playground and the field. The school has very good procedures for eliminating oppressive behaviour. Sanctions to deter bullying are very effective. It is very rare that the school has to call in the parents of a child whose conduct is causing concern. Parents say they are confident the school would resolve any bullying incident very quickly.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

62. The large majority of parents say this a good school. Virtually all say their children like it. Most feel they are welcome when they come in to discuss a concern. However, the school has recently undergone problems beyond its control, including long-term illness of staff. These factors may explain why almost a third of parents answering the questionnaire say that the school does not keep them well informed about their children's progress.
63. The inspection judgement is that the school provides very good information to parents. The school invites parents to meetings with their children's class teacher three times each year. Early in the autumn term the meeting focuses on what the children will learn in the year. In the spring term the school offers an individual discussion on the child's progress and a very high proportion of parents' come to this meeting.
64. Parents come in to discuss their child's annual report at the end of the summer term. The quality of these reports is high. In addition to good individual descriptions by the teacher they contain gradings that show how much effort the child has put into each subject and how the child's achievement compares with the national average. This applies to English and mathematics in all reports. Where possible teachers enter the two gradings in the other subjects. This amount of detail is unusual in Key Stages 1 and 2. The school frequently sends newsletters with information about activities and events. The clearly presented prospectus invites parents to help with their children's learning at home and in school.
65. The school has very good parental links. Parents who help in school or with clubs and visits say these help them to get to know the school really well. Parents value the way that musical and dance performances at Maytime and Christmas reflect the children's eagerness and creativity and enhance their confidence and self-esteem. The school supporters' association of which all parents are members provides a wide and very active range of activities. The association issues its own newsletters and takes care to involve the children in many of the events. For example, pupils took part in a jazz workshop one Friday in the autumn term and the band stayed to host a family entertainment in the evening.
66. Parents make very good contributions to their children's learning at school and at home. Some parents regularly hear children read in class and provide support in other lessons. Parents provide expert help and transport for soccer and other sports. A father accompanies pupils to swimming lessons. Following the successful introduction of the home/school agreement at the start of the year the school has developed its provision of homework. Most of the younger pupils read at home with their parents almost every night and pupils continue to read enthusiastically at home throughout their time in the school. Older pupils do additional homework lasting for about 20 minutes. The social events organised by the school association help to fund a number of extra facilities. These include outdoor play and electronic control equipment, an overhead projector and a building extension for studies in technology.

HOW WELL IS THE SCHOOL LED AND MANAGED?

67. The leadership and management of the headteacher is sound. Despite circumstances beyond the control of the school she continues to provide clear educational direction for the school. Since the first inspection report the role and effectiveness of curriculum co-ordinators has been improved. However, recent long-term illness means that subject co-ordination is currently not as effective as it might be. The team of teaching and non-

teaching staff present during the inspection clearly work very well together and are committed to raising standards in the school.

68. Detailed and sensible plans are in place for next year which should improve curriculum provision and monitoring and enhance the role of curriculum co-ordinators. The headteacher will be devoting more time to school management and to monitoring teaching and learning. The school has appropriate aims and values and is largely successful in achieving them. It is committed to ensuring that pupils with special educational needs are well supported and is successful in achieving this. They are given the opportunity to partake fully in the life of the school.
69. The governors are interested in the work of the school and are supportive of it. The governing body fulfils its statutory obligations. However, the majority of the governors are very new and do not yet have the necessary skills and knowledge to support the work of the school fully. They have clear plans in place to develop their expertise but at the moment the governing body is not fulfilling its role satisfactorily and it is not sufficiently effective.
70. The governors are entirely dependent upon the headteacher to provide them with information and are not fully aware of the strengths and weaknesses of the school. There is a draft plan for the future structure and committees of the governing body. It is a sensible document which will improve the effectiveness of the governing body when it is implemented. Governors have already been identified to have responsibility for special educational needs, literacy and numeracy. They make regular visits to the school and have been involved in some monitoring of classroom practice. However, although this is useful it lacks a rigorous structure and as a result is only partially effective. Governors are currently supportive of the headteacher in shaping the direction of the school, but they do not play their full part in the partnership with the school's management on this issue.
71. The school is clearly committed to improvement and has set realistic targets for raising standards in numeracy and literacy. The school development plan is a useful document and identifies appropriate priorities for development. It now needs to be extended so that it plans for several years ahead. Specific grants are being used for their designated purposes, for example additional literacy support in Year 3. Additional funds are appropriately allocated to increase provision for pupils with special educational needs.
72. The headteacher and the finance committee are now beginning to apply the principles of best value in their use of the schools' finances. Procedures for monitoring the budget have been reviewed and improved. They are now operating effectively. Satisfactory use is made of new technology to administer the accounts and the school has the facility to make use of electronic mail.
73. The school has a satisfactory number of staff to meet the demands of the curriculum and they are sensibly deployed. All staff are appropriately qualified and have clear job descriptions. All take responsibility for the co-ordination of at least one subject. This responsibility is allocated based on teachers' previous experience and recognised strengths.
74. Long-term staff sickness has affected the effectiveness of curriculum co-ordination and has placed an undue burden upon the headteacher. She has taken responsibility for the majority of subjects and has put a lot of time and effort into updating schemes of work to take account of recent Qualifications and Curriculum Authority (QCA) guidance. Plans for next term have been well thought out and give other teachers the chance to take responsibility for planning and monitoring subjects.

75. Taking into account the number of pupils on the school's register of special educational needs the number of learning support assistants and classroom assistants is good. The headteacher has recently taken on the responsibility for co-ordinating the provision for special educational needs. She is doing the job effectively and plans to attend relevant courses next year in order to update her knowledge and skills. The quality of individual education plans is good and teachers are fully aware of their contents. The governor responsible for special educational needs makes regular visits to the school to ensure the requirements of the Code of Practice¹ are fully met.
76. The school has an appropriate strategy in place for appraisal and performance management. However, for a number of valid reasons the system is currently in abeyance and plans are in place for it to re-commence when new teachers join the school next term. There are effective procedures in place to support newly-qualified teachers.
77. The accommodation, for the number of pupils on roll, is very good. The building is well maintained and it provides an interesting and attractive learning environment. Indoor facilities such as the hall, corridors and technology area are effectively used to support pupils learning. Classrooms contain attractive displays of pupils' work.
78. The school has spacious and attractive grounds. Pupils benefit from a wild area and a pond which support learning in science. Children under five benefit from a secure outdoor play area which is separate from the rest of the playground. Other pupils enjoy the log adventurous play facility and the recently installed picnic tables and benches. Pupils benefit from a specialist technology room which was financed jointly by 'The Old School Charity', the Offenham School Support Association and the county.
79. Resources for most areas of the curriculum are good, although the ratio of computers to pupils is below the national average. The range and quantity of music resources is very good. Plans are in place to extend the range of resources to meet the requirements of the new schemes of work based on QCA guidance. The school has a good range of good-quality fiction books available to pupils in classrooms. There is a library with a satisfactory range of non-fiction books, but it is not used as fully as it might be. The school's resources are tidily stored, clearly labelled and easily accessible. The school makes very good use of visits and visitors as an additional learning resource.

¹ Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

80. In order to raise standards further and improve the quality of education, the headteacher, governors and staff should:
- improve the level of training of all governors to enable the governing body to understand the issues facing the school and to provide the necessary level of support for the school's management. The newly drafted constitution should be implemented as a first step towards this objective (paragraphs 69 and 70);
 - use the good quality information already gathered from the assessment of pupils' work to carefully match future work to what pupils already know, understand and can do (paragraphs 32-33, 58, 108, 117, 121, 141 and 175);
 - develop and implement strategies for teaching the skills of extended writing in literacy and encouraging its use in the wider curriculum (paragraphs 28, 39, 92 and 98).
81. The governing body may also wish to include the following minor issues in its action plan:
- the early development of handwriting and presentational skills to enable pupils to take a greater pride in their work (paragraphs 39 and 93);
 - the inappropriate withdrawal of pupils from some lessons for special educational needs and reading support (paragraph 36).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	32
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
10	25	43	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	YR – Y5
Number of pupils on the school's roll (FTE for part-time pupils)	121
Number of full-time pupils eligible for free school meals	2

FTE means full-time equivalent.

Special educational needs	YR – Y5
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	26

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	4.8
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	12	15	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	10	9
	Girls	13	13	13
	Total	23	23	22
Percentage of pupils at NC level 2 or above	School	85	85	81
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	10	10
	Girls	13	13	13
	Total	23	23	23
Percentage of pupils at NC level 2 or above	School	85	85	85
	National	82	86	87

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	121
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	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.

Teachers and classes

Qualified teachers and classes: YR – Y5

Total number of qualified teachers (FTE)	4.8
Number of pupils per qualified teacher	25
Average class size	30

Education support staff: YR – Y5

Total number of education support staff	6
Total aggregate hours worked per week	99.5

Qualified teachers and support staff: YR – Y5

Total number of qualified teachers (FTE)	4.82
Number of pupils per qualified teacher	25

Total number of education support staff (FTE)	3.8
Total aggregate hours worked per week	99.5

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	232,637
Total expenditure	219,106
Expenditure per pupil	1,841
Balance brought forward from previous year	13,531
Balance carried forward to next year	10,134

RESULTS OF THE SURVEY OF PARENTS AND CARERS

Questionnaire return rate 35.6%

Number of questionnaires sent out	87
Number of questionnaires returned	31

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	32	3	0	0
My child is making good progress in school.	35	48	13	0	4
Behaviour in the school is good.	52	42	3	3	0
My child gets the right amount of work to do at home.	26	58	6	10	0
The teaching is good.	45	39	10	3	3
I am kept well informed about how my child is getting on.	39	29	26	6	0
I would feel comfortable about approaching the school with questions or a problem.	61	23	13	3	0
The school expects my child to work hard and achieve his or her best.	48	35	10	3	4
The school works closely with parents.	42	42	10	3	3
The school is well led and managed.	45	39	10	3	3
The school is helping my child become mature and responsible.	42	48	6	3	1
The school provides an interesting range of activities outside lessons.	26	52	13	3	6

OTHER ISSUES RAISED BY PARENTS

The quality of information about the progress being made by their children. The inspection team found that this was very good.

The amount of homework given to children. This was also judged to be very good. The timetabled homework monitoring sessions in classes were also very good.

The range of extra curricular activities. This was found to be excellent. It covers a wide range of sports, music and dance activities. The school's links with the community are very good.

The levels of challenge for some pupils in mixed-age classes. The inspection evidence shows that the good quality information gathered through the assessment of pupils' learning is not well used to carefully match future tasks to what pupils already know, understand and can do. The inspection team agrees with the views of some parents in this matter

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

82. At the time of the inspection all pupils in the reception class were working within the National Curriculum programmes of study. The very youngest pupils were given tasks in some lessons, for example in design and technology, which the teacher thoughtfully provided that were based on the nationally agreed desirable learning outcomes for children under five.
83. The quality and range of the curriculum provided for those pupils who are under five is very good. The curriculum includes all the areas of learning specified in national guidance and places appropriate emphasis on their personal and social development.
84. The school's policy and schemes of work for children under five are good. Plans are in place to implement the new curriculum guidelines for the foundation stage.
85. In all areas of the desirable learning outcomes² pupils have made good progress and they are now fully involved in learning within the National Curriculum. This is very good provision.

ENGLISH

86. In the 1999 end of Key Stage 1 national tests in reading the percentage of pupils who reached Level 2, the level expected for seven-year-olds, or above was 85 per cent. This was close to the national average. The percentage of pupils who reached the higher than expected Level 3 was 41 per cent which was well above the national average. In writing the percentage of pupils who reached Level 2 or above was 85 per cent. This was close to the national average.
87. When considering the schools results over the four years 1996 to 1999 together, the performance of pupils in reading was above the national average and in writing it was in line with the national average. There was very little difference between the performances of girls and boys in these areas during that period.
88. The unconfirmed test results for the year 2000 show that at the end of Key Stage 1 the school has maintained standards in reading with 83 per cent of pupils reaching the expected Level 2 and above. However, the percentage of pupils who reached the higher than expected Level 3 fell to 18 per cent. In writing the unconfirmed test results for 2000 show standards in writing were also maintained with 83 per cent of pupils reaching the expected Level 2 or above. No pupils reached the higher than expected Level 3 in writing.
89. At the time of the last inspection standards in English were satisfactory. This is still the case although more pupils are now reaching higher levels within the national Level 2 than in the 1999 tests. At the time of the last inspection pupils' standards in speaking and listening were judged to be below average. There has been considerable improvement since then and pupils' standards of speaking and listening are now good. From the

² Desirable learning outcomes – these are goals for learning for children by the time they enter compulsory education at the age of five. They mainly refer to literacy (*speaking, listening, reading (recognising their own names and common words, enjoyment of stories, books and pictures) and writing, e.g. writing their names and recognising UPPER and lower case*), numeracy (*recognising the meaning of numbers, beginning to add and subtract small numbers, sorting and matching objects and numbers and recognising common shapes and patterns*) and personal and social skills (*showing confidence, self-respect, ability to work with other children and adults, concentrating, offering ideas, taking turns and sharing*). These will be replaced with the Early Learning Goals in September 2000.

earliest age pupils are encouraged to use a wide vocabulary, to speak clearly and in proper sentences. As they progress through the school they develop good questioning skills and begin to develop the ability to explain their mental strategies.

90. When pupils leave the school at ten years of age the great majority are in line to achieve Level 4 in English tests at the end of Key Stage 2 in their next school. Figures from the local middle school to which most pupils from Offenham First School transfer show that 90 per cent of Offenham School's past pupils attained the expected Level 4 or above in 1999.
91. The school teaches phonic skills, promotes the extension of each pupil's vocabulary in all lessons and has a good system to ensure that pupils read frequently both in school and at home. All pupils are taught good book selection skills from an early age. The formal teaching of the uses of lists of contents and indices in non-fiction books is the basis for the development of good research skills as pupils progress through the school. Pupils read in small groups during literacy lessons and, because of the close supervision and guidance given by the teachers, levels of learning are often good.
92. Standards of writing are satisfactory overall. Pupils gain sound levels of understanding of the rules of grammar and they learn to use punctuation correctly. There are very few examples of good extended writing in science, history or geography. The school does not teach the skills of extended writing and this is less than satisfactory. There is a concerted effort by all teachers to improve pupils' range of vocabulary. This contributes to the good standards in speaking and listening and in reading.
93. The school has adopted a cursive style of handwriting and pupils frequently practice their handwriting skills. However, the basic skills of handwriting are only slowly acquired by pupils and most pupils do not reach a standard which would enable them to take great pride in their work until close to the end of their time at the school.
94. The quality of the provision for pupils with special educational needs is good. The school follows a total inclusion policy and all these pupils have full access to the English curriculum. The support assistants who guide and support these children are well trained and the level of support that they provide is very good. All these pupils make good progress.
95. The quality of teaching in English is good. The quality of teaching, observed in Key Stage 1 was very good in one lesson and good in two lessons. Teachers shared lesson objectives with pupils and used the elements of the National Literacy Strategy well. When reviewing what had been learned during the lesson teachers made links with the learning objectives for the next lesson. Teachers were consistent in extending pupils' vocabulary and in their levels of expectation for pupils to speak clearly and in sentences when asking or answering questions. The standard of reading observed during literacy lessons was good. This was because of the close support and guidance given by teachers.
96. The quality of teaching observed in Key Stage 2 was good in one lesson and sound in the other lesson observed. In all literacy lessons the principles of the National Literacy Strategy were observed. In the good lesson the class teacher's introduction was sharp and well focused and the end of lesson review involved pupils in explaining to the class what they had discovered or achieved. This enabled pupils to learn from each other.
97. Pupils' attitudes to their learning are good or very good in all lessons. They pay close attention to their teachers, work well together in small groups when this is appropriate and

many pupils show developing skills as independent learners. Pupils' behaviour is always good or very good.

98. The breadth and balance of the curriculum in English is sound. Opportunities for speaking and listening, reading and writing are regular and the school's introduction of the National Literacy Strategy is good. The school is aware of the weakness in the area of extended writing. The skills of extended writing are not systematically taught and this results in a weakness not only in English but also in other areas of the curriculum where this skill could be appropriately used such as science, history and geography.
99. The policy and scheme of work for English are good. The National Literacy Strategy is fully implemented in all classes of the school and is contributing well to raising standards. Teachers' planning is being monitored and the monitoring of lessons is planned from the autumn term of this year when new staffing arrangements will allow this. The use of homework to complement classroom work in English is good.
100. The quality of work undertaken by pupils during the inspection confirms that standards in English in both key stages are sound. The combination of fiction and non-fiction books found in the school library and within classrooms is good.

MATHEMATICS

101. In the 1999 end of Key Stage 1 national tests in mathematics the percentage of pupils who reached Level 2, the level expected for seven-year-olds, or above was 82 per cent. This was below the national average. The percentage of pupils who reached the higher than expected Level 3 was four per cent which was well below the national average.
102. Taking the school's results in the national tests in mathematics for the four years 1996 to 1999 together, the performance of boys and girls together was below the national average. Over this period the boys outperformed the girls which is not a reflection of the national picture where both girls and boys achieved at exactly the same levels during this period.
103. The unconfirmed test results for the year 2000 show that at the end of Key Stage 1 the school has significantly improved standards in mathematics with 89 per cent of pupils reaching the expected Level 2 and above. However, the percentage of pupils who reached the higher than expected Level 3 remains low.
104. At the time of the last inspection standards in mathematics were in line with national expectations for their age. Since that time there has been a raising of national expectations. The school's introduction of the National Numeracy Strategy is good and this has undoubtedly contributed to the significant rise in standards since 1999. Inspection evidence supports the judgement that the school's standards in mathematics are now in line with national expectations both at the end of Key Stage 1 and when the pupils leave school.
105. When pupils leave the school at ten years of age the number who are in line to reach the expected Level 4 and above in the end of Key Stage 2 mathematics tests in their next school has been below the national average. Figures from the local middle school to which most pupils transfer from Offenham First School show that 60 per cent of Offenham's past pupils reached the expected Level 4 and above in the 1999 end of Key Stage 2 tests.
106. There is an appropriate emphasis on numeracy throughout the school and teachers are making good progress in the implementation of the National Numeracy Strategy.

Teachers are now basing their lessons on the guidelines from the National Numeracy Strategy, for example in the use of an introductory session to practise and reinforce mental strategies. This approach is beginning to have a positive impact on pupils' mental skills. Mathematics is used across the curriculum and this is helping to reinforce numeracy skills. For example, in geography pupils use co-ordinates in plans and map work and in science they form charts and graphs of their findings.

107. At the end of Key Stage 1 pupils add three numbers to totals up to 20, subtract within 20 and count on and back by one up to 250. They count on in multiples of three, five and ten and calculate early multiples of single digits. They learn to halve and double numbers, round to the nearest ten and identify odds and evens and the criteria for sets. They tell the time, identify and write the correct mathematical names for common two-dimensional shapes, measure everyday objects using standard and non-standard measures and know the names of the months of the year and the days of the week. Pupils learn to calculate multiples of 10p up to £1, calculate change from 10p and measure capacity using non-standard measures. They use pictures to graphically represent numbers and gather data within their class, for example about favourite toys or pets, and represent this data in block graphs. They use their knowledge and understanding of number when investigating "caterpillar movements" on grids and when calculating data for graphs.
108. Evidence from pupils' past work shows that much work is presented to all pupils at the same level, mostly in the form of worksheets. Most work is completed correctly but there is little extension work for pupils of higher ability.
109. By the time that pupils leave the school they write numbers in words and figures up to 1,000,000. They add two- and three-digit numbers up to 10,000 and subtract from 999. They multiply all single digits, multiply money in pounds and pence, work confidently with digital and analogue time and identify a good range of polygons from their properties using their correct names. Pupils use frequency charts to gather data which they translate into line and block graphs and they read co-ordinates to identify position. They use their knowledge and understanding of number measures, time and data handling in a good range of investigations.
110. By the end of Key Stage 1 when pupils are seven, they have made sound progress since starting school. The unconfirmed national test results for 2000 show a significant raising of standards in mathematics across the school. Inspection evidence indicates that this improvement is because of the school's targeting of mathematics as an area for improvement and the good introduction of the National Numeracy Strategy. This is a significant improvement during the past year.
111. The quality of teaching seen during the inspection was good overall. One lesson in Key Stage 1 was excellent. In two other lessons, one in each key stage, the quality of teaching was very good. In the other two lessons observed, again one in each key stage, the quality of teaching was satisfactory. All teachers have clear learning objectives, good knowledge and understanding of the National Numeracy Strategy and have the ability to enthuse and excite pupils about mathematics. When teaching was excellent the teacher set very high standards for all pupils from the very beginning of the lesson. The teacher described the properties of three-dimensional shapes and used very high level questioning skills to identify pupils who would succeed. The pace of the lesson was very high. The class teacher and the support staff provided very high quality support throughout. The teacher used pupils' explanations of their mental strategies in the lesson introduction and what they had discovered in the end of lesson review to enable pupils to learn from each other. The school's introduction of the National Numeracy Strategy is good. Teachers are following the framework of the strategy closely and standards in mathematics are being raised across the school.

112. The co-ordinator offers support and help to all members of staff and is committed to improving the standards attained by pupils in the school. One lesson in numeracy has been seen in each class but further monitoring has been prevented by staff absence which is beyond the control of the school. To further raise standards strategies should be prepared and implemented which will enable the teaching of mathematics to all year groups and also the work of pupils in all classes to be regularly monitored. This will provide information for the co-ordinator and the senior management team, which will identify areas for further improvement.

SCIENCE

113. At the end of Key Stage 1 the number of pupils assessed by teachers as reaching Level 2 or above in 1999 was well below the national average. However, the number of pupils who achieved the higher Level 3 was above the national average. The scrutiny of pupils' work during the inspection and the provisional results for the year 2000 clearly indicate that the achievement of the current Year 2 pupils has improved and is now in line with standards achieved nationally.
114. Pupils in Year 5 are currently achieving standards which mean they are on target to achieve standards which are in line with the national average at the end of Key Stage 2.
115. Pupils in Year 1 are learning how to carry out investigations and are beginning to think about how they can make them fair. They make simple predictions, for example about whether different materials are waterproof and could be used to make a raincoat for Chris Bear. In Year 2 they identify a good range of different materials and begin to classify them according to their properties. They are developing an understanding of the importance of the properties of materials in deciding which material would be best for a particular purpose. This work is of a good standard. Pupils have studied sound and have a basic understanding of how we hear. They learn the differences between living and non-living things. They have an understanding of life-cycles, for example of butterflies. They know how they have changed since they were born. Pupils know what plants need to grow and label the main parts of a flower.
116. In Key Stage 2 pupils demonstrate a basic understanding of why we need food and which foods are healthy. They understand why we need exercise and know what effect it has on our hearts. They name the different types of teeth we have and know the function of each. Pupils have a good understanding of electricity. They use the correct symbols to draw circuit diagrams and know the difference between series and parallel circuits. They have a sound understanding of the properties of solids, liquids and gases. Pupils have investigated forces at an appropriate level and understand the effects of water and air resistance. They plan their own investigations and record their findings in different ways, for example on graphs and charts. They make reasoned predictions and reach logical conclusions. Pupils with special educational needs receive effective support and make appropriate progress and take part fully in the lessons. Computers are sometimes used to help them present their findings more effectively.
117. Overall, pupils make sound progress at both key stages. There is a detailed scheme of work which ensures that pupils continually build upon their skills and knowledge as they move through the school. Teachers are aware of the needs of the wide range of abilities and sometimes ages in their classes. Often they plan different work for groups of pupils so that they are all able to do the task at their own level. However, this is not consistently done and sometimes the oldest or highest attainers are insufficiently challenged. The school is aware of the need to develop this aspect next year and to monitor teaching effectively to ensure that it is happening.

118. Pupils at both key stages have positive attitudes towards science. They are very keen to both ask and answer questions. On occasions they show real curiosity and a desire to pursue a line of enquiry until they find the answer. The result of this is that they make real gains in skills and knowledge in a very short time. Pupils are keen to use the computer to carry out research. Pupils listen well to each other and the teacher. They generally settle quickly to written work and are willing to help each other and to share ideas, as the Class 2 pupils did when they were investigating and classifying materials.
119. The quality of teaching is good overall at both key stages. Pupils are given lots of opportunities to learn through investigation. Teachers' planning for individual lessons is very thorough and they are well organised. They plan interesting activities and make good use of the resources available. Teachers manage pupils very well and have high expectations of behaviour. They manage to create a calm, purposeful working atmosphere on most occasions, although pupils are sometimes genuinely excited about what they are doing and find it difficult to work quietly. Nevertheless, they are still on task.
120. Teachers make very good use of classroom assistants and learning support assistants. They are very well briefed and make a very positive contribution to the learning of all pupils in the class, not just those who have special educational need. All the teachers and classroom assistants are skilled at asking questions to get pupils to predict, reach sensible conclusions, make suggestions and to check their understanding. Where teachers plan different work for pupils of different ages or abilities it works well and ensures all are sufficiently challenged. However, they need to extend the current good practice to all classes and lessons.
121. Teachers' planning is supported by a detailed scheme of work, but more thought needs to be given to how it can be adapted to fully meet the needs of minority year groups in some classes. Pupils' work is marked regularly and careful records kept of their progress. Greater use of this information now needs to be made when matching work to individual needs and setting individual targets for improvement.

ART

122. Art continues to be an important part of the school curriculum. Consequently pupils make sound progress and achieve standards similar to pupils of the same age nationally. Their work is well displayed and contributes to the stimulating working environment. The school is teaching all the requirements of the National Curriculum programme of study for art. Pupils acquire an appropriate range of skills and are given the opportunity to work with a wide range of materials.
123. At Key Stage 1 pupils begin to use sketchbooks to record initial ideas and to try out new skills. They have tried out an interesting range of techniques for applying paint, including the use of hands, feet and marbles! They mix colours from primary colours and in Year 2 they match colours quite closely using paint. Pupils have the opportunity to look at the work of a range of artists including Van Gogh, Georgia O'Keefe and Mondrian. They look at art from other cultures; for example, they have produced their own Mendhi hand patterns. Their close observational skills are developing well and some of their drawings of halves of fruit are detailed and quite accurate.
124. Pupils in Key Stage 2 produce more detailed drawings and their colour-mixing skills are more accurate. They learn how colour can be used to convey mood and feelings and use this knowledge in their work. They understand how to achieve fine tones and shades. They become competent in using a wider range of media, for example pastels, charcoal,

chalk clay and fabrics. They learn about the work of other artists and make better and more effective use of computers in their work.

125. Pupils enjoy art. They behave well in lessons and show interest and enjoyment. They work well independently and in pairs and small groups. They are happy to help each other and willingly share materials and equipment. Pupils listen and watch demonstrations carefully, with the result that they learn new techniques quickly. They use the resources carefully and help to tidy away at the end. Pupils take care with their work and try to present it well. They are happy to use their imagination when given the opportunity.
126. The scrutiny of pupils' work through sketchbooks, display and photographs shows that the quality of art teaching is satisfactory at both key stages. Teachers have a secure understanding of the subject which enables them to provide competent demonstrations and explanations. Good use is made of the specialist skills of different adults in the school. Teachers plan an interesting range of activities for the pupils which successfully stimulate their interest and enthusiasm.
127. Many activities are sensibly linked to ongoing work in other subjects. Teachers are well organised and make good use of the resources available. They provide useful comments to individuals, which help pupils improve their work. Good use is made of the computer to support work in art. The school is aware of the need to improve assessment strategies and to update the scheme of work next term.

DESIGN AND TECHNOLOGY

128. At both key stages pupils make satisfactory progress. They achieve standards that are similar to those of pupils of the same age nationally. They have the chance to work with a wide range of materials as specified in the National Curriculum, for example wood, card, food, junk materials, clay, fabric and threads. Pupils at Key Stage 1 quickly develop an understanding of the design process. They draw simple diagrams of what they are planning to make and label them to show some of the materials they intend to use. Pupils have the chance to evaluate existing products and then suggest how they could be improved. A good example of this is the work done by Class 1. They visited a local park, said what they liked and disliked about it and drew plans to show how they could make it better.
129. During the inspection pupils were busy making models of playground equipment. They produced work of a good standard and showed they could make sensible and imaginative choices of materials and techniques. In Class 2 pupils describe in detail what they have made and how.
130. Pupils continue to develop their practical skills as they move into Key Stage 2. They put more thought into the materials that they use, choosing them more carefully to ensure they are fit for the purpose. They acquire a broader range of skills and techniques and are able to use them with greater precision. The quality of the drawings improves, but the school needs to develop this aspect further so that the oldest pupils are able to produce carefully measured and drawn working diagrams.
131. The school has maintained the standards achieved in design and technology seen in the last inspection despite a reduction in time spent on these activities since the introduction of the Literacy and Numeracy Strategies. The school has produced a policy for the teaching of design and technology and has updated its scheme of work to take account of the QCA guidance. It is now well placed to introduce the new curriculum in September 2000. The current scheme of work ensures pupils experience a broad range of

opportunities and that they progressively acquire skills and knowledge as they move through the school.

132. Pupils at both key stages enjoy this subject. They show real interest and enthusiasm and are very keen to talk about their work. It is evident that they make good use of imagination when they are designing and they take care to produce well-finished artefacts which they are pleased with. Pupils are capable of working independently, in small groups and sometimes as whole classes. They demonstrate an appropriate awareness of safety. Pupils are happy to help each other and are keen to answer teachers' questions and make suggestions. In the lessons observed pupils behaved well, listened carefully to instructions and followed them.
133. There were few opportunities to observe the teaching of design and technology during the inspection. Consequently judgements on the quality of teaching are based upon discussions with pupils and teachers, an examination of the policy and scheme of work, teachers' planning and work on display and in photograph albums. The subject is well taught at both key stages.
134. Teachers have a good understanding of the subject. This enables them to plan interesting activities which progressively develop pupils' skills and independence. They provide competent demonstrations of skills and techniques which results in pupils producing work which shows attention to detail. Teachers make good use of the resources available, particularly the recently built food technology room. Teachers record the work done by pupils and write informative comments on their annual reports. The school is aware of the need to develop the role of the co-ordinator more fully, particularly in terms of monitoring.

GEOGRAPHY

135. Pupils at both key stages make satisfactory progress in geography as they move through the school. Since the introduction of the Literacy and Numeracy Strategies the time spent on geography has been reduced. Consequently although the breadth of the curriculum has been maintained, the depth of work has been reduced.
136. Overall, pupils achieve standards similar to those of pupils of the same age nationally. At Key Stage 1 pupils become aware of the value of maps and learn how to locate places using two-figure co-ordinates. They draw a simple map of their route to school. They learn about the different countries of the British Isles and they label them on a map. Pupils know there are different countries in the world and that their climates are different. Through their studies of the travels of "Chris Bear" they learn about famous places and different lifestyles and foods. They also find out about different types of transport.
137. At Key Stage 2 pupils extend their ability to use maps to locate places and to find out about climate and vegetation. Pupils find out more about the mountains, rivers, towns and cities of the British Isles. They find out about the countries in Europe and climatic variations throughout the world. They learn how to use keys on maps and four figure grid references. They learn about the geography of the local area. In Class 4 pupils study Chembakoli in India and compare it to their own environment and lifestyle. They make good use of computers to support and extend their learning in this topic.
138. Pupils have positive attitudes towards their learning in geography. They behave well in lessons, listen carefully and follow instructions. Pupils are keen to answer and ask questions and show interest in their work. They work well independently and in groups. Pupils are quick to help each other and share their findings. When given the opportunity pupils enjoy using the computer to help them with their work.

139. It was only possible to observe the teaching of a small number of geography lessons during the inspection. Consequently the quality of teaching has been judged by scrutinising pupils' written work and work on display, looking at the scheme of work and teachers' planning and talking to pupils and teachers.
140. Overall the teaching of geography is satisfactory. Teachers use their secure subject knowledge to give pupils accurate information and clear instructions and explanations. They plan interesting activities and enable pupils to make good use of computers to support their work. Classroom assistants provide effective support for pupils with special educational needs, which means they have full access to the curriculum and are able to make appropriate progress.
141. The school realises it now needs to ensure that tasks are planned which ensure that all pupils are challenged at an appropriate level, particularly the higher attainers. Teachers are well organised and make good use of the resources available. They have good relationships with the pupils. This means they are happy to contribute to discussions and answer questions. Teachers manage pupils well. This means that all are able to create a calm, purposeful working environment where pupils can concentrate and produce good work. The scheme of work has already been updated to take into account recent QCA guidance and the school is ready to implement the new curriculum in September. The role of co-ordinator has remained undeveloped due to staff illness. However, the school has appropriate plans in place to remedy the situation next term and to ensure the curriculum is effectively monitored.

HISTORY

142. Pupils in both key stages make satisfactory progress and achieve standards similar to those of pupils who are the same age nationally. At Key Stage 1 pupils develop an awareness of the past and present by looking at old and new teddy bears. They learn how to look for evidence that will help them decide whether something is old or new. They know how hospitals have changed over time and have looked at how they themselves have changed since they were born. Pupils have studied famous people in the past, for example Florence Nightingale. They retell her story both orally and in writing. They are encouraged to empathise with people and situations and this is a skill which is consistently developed as they move through the school. Their language skills develop as they talk and listen in discussions with their teachers. They improve their reading skills and begin to write descriptively.
143. Pupils at Key Stage 2 continue to develop their historical skills as they follow the National Curriculum study units. They make sound progress and develop the breadth of their historical knowledge. The reduction in the amount of time spent on history since the introduction of the Numeracy and Literacy Strategies means that the depth of pupils' knowledge has been sacrificed. Pupils demonstrate empathy in their discussions about life in prisons and factories during Victorian times. They learn about the lives of more famous people, for example Lord Shaftesbury. They are given the opportunity to learn about life in prison today by asking their own questions of a visiting prison officer. They put a lot of thought into what they will need to find out in order to compare past and present conditions.
144. Year 5 pupils have found out about life in Ancient Egypt and this has been made real for them as a result of visiting an exhibition at the Birmingham Museum. Year 3 pupils have had chance to find out how the Anglo-Saxons lived through a visit to Sutton Hoo. Pupils have used information technology to research some of the topics covered and have found out some interesting information.

145. Pupils respond well in history lessons at both key stages. They show curiosity and a desire to find out more. They particularly enjoy working with first hand evidence, for example when they visit museums and places of historical interest. They work well together in groups, helping each other and sharing information. Pupils behave well, listen carefully to information and instructions and are quick to volunteer to answer questions.
146. It was not possible to observe very many history lessons during the inspection and consequently the judgements about teaching are based on the scrutiny of pupils' work and teachers' planning, looking at work on display and talking to pupils. History is well taught at both key stages. Teachers plan their lessons carefully and include an interesting range of activities. Whenever possible visits are made to places of historical interest. This helps to bring the subject to life for the pupils.
147. There is clear progression in the work pupils are given but the depth of knowledge expected in written work at Key Stage 2 is superficial. Pupils actually know much more than their written work suggests. Teachers mark pupils' work regularly, but comments tend to be supportive rather than suggesting how pupils might improve. Comments on annual reports are informative. Teachers have high expectations of pupils in terms of behaviour and are successful in achieving these. A calm and purposeful working atmosphere is created in lessons. Whenever possible teachers make good use of computers to support learning and to encourage independent research.
148. Relationships between teachers and pupils are good. This means that pupils feel confident to make contributions during class discussions. The curriculum has already been updated to take into account QCA guidance and the school is well placed to introduce the new curriculum in September. The co-ordinators role is under-developed due to staff illness, but plans are in place to ensure effective monitoring and the purchase of resources to support the new scheme of work next term.

INFORMATION TECHNOLOGY

149. Standards in information technology are in line with national expectations at the end of Key Stage 1. Pupils in Year 5 are well placed to achieve the national expectation at the end of Year 6 in their middle school.
150. The school has installed more modern computers since the last inspection, but the ratio of computers to pupils is still below the average provision in similar schools nationally. However, computers are in use in almost all lessons. Pupils are confident in their use of computers and use them for a wide range of purposes. The school has extended its range of software and it now represents most subjects.
151. By the end of Key Stage 1 pupils name the parts of a computer and use a keyboard and a mouse. They use a word processing program to write using upper and lower case letters and punctuation. For example, Year 1 pupils wrote about their visit to Bidford Park during the inspection. Pupils print their work with help. Year 2 pupils have produced some good pictures using a graphics program. This has involved them in using the mouse to select different colours and apply them in different places. Pupils use the mouse to select icons and move items on the screen. For example, pupils in Class 1 select different clothes and put them into the correct place when dressing the teddy. Pupils use number games to develop their numeracy skills and they produce graphs to show the results of their surveys in class 2. Pupils produce simple tunes using a music composition program.
152. By the end of Year 5 pupils are much more confident in their use of computers. They work independently and need much less teacher intervention. They can word process

their work, changing the size and style of font and changing the layout of the page. They combine text and illustrations to make their work more interesting and attractive. Pupils continue to use computers for research in a wider range of subjects. They use spreadsheets and databases.

153. The oldest pupils learn how to program a screen turtle. They learn how to use the Internet and the school has its own website which pupils have contributed to. Three pupils have recently taken on the responsibility for running the school's website and updating and adding to the information it contains on a regular basis. Pupils send e-mails to Dar El Awlad School in the Lebanon and receive them from them.
154. Pupils enjoy using computers. They show good levels of concentration and motivation. They work well together in pairs at the computer, helping each other as necessary, sharing and taking turns willingly. When required older pupils can work independently. Their behaviour is always good and they treat the equipment with respect. Pupils show real interest when shown how to use a new piece of software or how to use a new skill. They often complement work done at school by continuing their work on their computers at home.
155. The quality of teaching is good at both key stages. Teachers' subject knowledge is secure and enables them to provide clear explanations and demonstrations. Teachers are keen to use the computers in lessons and take every opportunity to do so. They are now used in almost all subjects and lessons. Good use is made of computers and well briefed and competent classroom assistants to support the learning of pupils with special educational needs. The scheme of work ensures pupils have a broad experience of the use of computers as they move through the school. It has already been updated following QCA guidance and teachers make good use of the scheme when planning their work. The school is aware of the need to improve the assessment and monitoring of information and control technology. Plans are in place to enable this to take place next term.

MUSIC

156. At the time of the last inspection it was reported that some pupils achieved standards which were in line with their age and ability. However, many did not and there was underachievement in music throughout the school.
157. There has been very good progress since the last inspection. Music is now a strength of the school. Progress for all pupils, including those who have special educational needs is good throughout the school.
158. Pupils learn to clap to different rhythms and to sing a wide variety of songs in tune paying careful attention to pitch and tempo. They learn about tuned and untuned percussion instruments and their correct musical names. They listen to and sort different sounds into categories and many older pupils identify instruments from taped music, distinguishing correctly between different stringed and brass instruments.
159. As they move through the school they listen to the music of many different composers such as Beethoven, Mozart, Mussorgsky and Hugh Masekela. Music makes a good contribution to pupils' cultural development through listening to music from other cultures, for example Indian and Cuban music. From the earliest age pupils learn to sing action songs carefully matching the pace of their actions to the beat of the music. As they progress through the school the range of the songs they sing widens and they improve their skills in holding a melody and a rhythm.

160. Pupils experiment with a variety of instruments in their lessons. In one excellent lesson in Key Stage 2 pupils were observed composing music to reflect Louis Armstrong's early life in New Orleans. The selection of musical instruments available to pupils was very good. It included tuned and untuned percussion instruments, two trombones and a tuba. The number of instruments available was such that not only could each pupil have their own instrument but that if they needed to change instruments to achieve a particular sound others were available to them.
161. Pupils have very good attitudes to their music lessons. They are extremely well behaved, attentive and listen to each other and to their teachers. They thoroughly enjoy their lessons and this has a very positive impact on their learning.
162. Two lessons were observed, one in each key stage. The quality of teaching in one lesson was excellent and in the other it was very good. Teachers' planning in both lessons was very clear and teachers' levels of expertise and knowledge was very good. The music specialist employed by the school provides valuable expertise which further supports teachers' knowledge of the subject. Opportunities to achieve quality and range in singing are evident in the range of songs which pupils learn from different cultures and in the tuneful manner in which they sing together in assemblies.
163. The curriculum is very broad and well balanced and the scheme of work provides sufficient guidance for teachers to ensure that pupils make good progress throughout the school. The excellent music specialist has developed with staff a rich and varied curriculum with a strong emphasis on pupils' spiritual, social and cultural development. It supports other subjects such as history, art and geography.
164. Pupils have opportunities to draw pictures of musical instruments. There is a good range of extra-curricular music provision. Lessons available include recorders, guitar and trombone. The school has a choir and a good number of pupils are members of the orchestra of the local schools' consortium. Pupils have opportunities to perform musically for larger audiences. For example, a group of older pupils studied Mussorgsky's "Pictures at an Exhibition". After studying some modern paintings they composed their own version of the classical piece and later performed it for the whole school.

PHYSICAL EDUCATION

165. A good policy and scheme of work are in place. All aspects of the National Curriculum are taught and pupils make good progress throughout the school. Standards have been maintained since the last inspection.
166. In Key Stage 1 pupils learn to move in different ways safely and at different speeds. They throw a ball and develop control whilst dribbling a ball with hands or feet. In gymnastics most children practise and remember a sequence of travelling movements. They talk about their movements and some describe what others are doing such as 'he is running and jumping', 'she is leaping'. Progress is sound or good when the children are given sufficient time to practise and develop their skills. Pupils in Year 2 receive 30 sessions per year of swimming instruction.
167. In Key Stage 2 pupils extend their games skills to the point that the school is highly successful in inter-schools competitions. Hand eye co-ordination is steadily improved and many become more poised and controlled in their movements.
168. All pupils learn to dance; many in the village tradition of Maypole dancing which the school demonstrates each year at one of the few permanent, fixed Maypoles remaining in England, sited on the village green. Country dancing is also taught and the school

provides an extra-curricular club in contemporary dance.

169. In the two lessons observed during the inspection, one in each key stage, the quality of teaching was at least satisfactory and in one lesson it was good. Teachers are knowledgeable about developing skills and move the lesson forward with a good pace and variety of challenging activities. Good attention is given to safe practice including the need for warming up. Children are enthusiastic and behaviour is good.
170. The school provides a residential visit to the Malvern Centre for pupils in Year 5 which enables them to undertake outdoor and adventurous activities such as abseiling, archery and climbing. Pupils are accompanied by staff and governors and the diaries that they keep show some good examples of extended writing. Year 3 and Year 4 pupils are taken to the same centre for day visits.
171. The school has been very successful in sporting competitions. During the current season the school's teams have won the Evesham and District First Schools' Netball League. The football team won the local schools' league, the Offenham School Tournament, the challenge shield and the Evesham schools' tournament Millennium Cup. The school's swimming team was third in the local schools' gala. This is a significant level of sporting achievement for a small school.
172. The leadership given by the co-ordinator is very good. The hall, which is used as a gymnasium, is of a good size and is well equipped with a good range of high level and large scale equipment. The school's playing field and the playground present good areas for the teaching and learning of all aspects of physical education.

RELIGIOUS EDUCATION

173. Pupils' work in religious education is based on the Worcestershire County Agreed Syllabus for religious education, but also follows the guidance of the diocesan scheme. The school is currently considering the new guidelines on religious education from the Department for Education and is planning to modify its own scheme where necessary. Work seen during the inspection was clearly planned to the county and diocesan guidelines and standards are satisfactory overall.
174. Standards being achieved by the all pupils are in line with those expected. Judaism, Hinduism and Islam are studied in appropriate detail and pupils learn about Christianity through the celebration of major festivals such as Christmas, Easter and Harvest, through Bible stories and the lives of famous Christians and through studying aspects of Christian worship. Those studying Lord Shaftesbury looked closely at his prayer, reflecting on the elements of Christian prayer which it demonstrates. They learn about some of the important events in the lives of famous Christians. In their writing they demonstrate an ability to understand what it must feel like to be lonely and needy or they consider various feelings such as anger or sadness.
175. The progress of all pupils, including those with special educational needs, in acquiring religious knowledge and understanding over time is sound. Evidence from pupils' work indicates that teachers do not plan for the very broad range of ability within a two year class or provide sufficiently hard enough work for the older or higher attaining pupils in the class. All pupils in the class usually complete the same work, which takes too little account of the varying levels of pupils' abilities.
176. Time is given for pupils to reflect on what they are learning and the development and regular use of prayer is consistent throughout the school.

177. Very few lessons in religious education were observed during the inspection. In those that were seen teachers' planning was good and they maintained pupils' interest and concentration throughout. Pupils' behaviour was good. They paid attention to their teachers and concentrated on the tasks that they were set. Pupils' attitudes are good overall.
178. There are good links with the church and the local vicar is a regular visitor to the school. His contribution gives good support to the teaching of the subject.
179. The school has a satisfactory level of resources to support the teaching and learning of religious education. The subject co-ordinator is the headteacher who is knowledgeable about the teaching of the subject and is able to give good support and guidance to other teaching staff when this is required.

