

INSPECTION REPORT

CALLOW END C OF E PRIMARY SCHOOL

Callow End, Worcester

LEA area: Hereford and Worcester

Unique reference number: 116789

Headteacher: Mrs. M. Lloyd

Reporting inspector: Mr. J. D. Eadie
20191

Dates of inspection: 31st January - 3rd February, 2000

Inspection number: 189620
Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|---|
| Type of school: | Infant and Junior |
| School category: | Voluntary controlled |
| Age range of pupils: | 4 to 11 |
| Gender of pupils: | Mixed |
| School address: | Callow End Worcester |
| Postcode: | WR2 4TE |
| Telephone number: | 01905 830337 |
| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Mr. David Keyse |
| Date of previous inspection: | 24 th – 27 th June 1996 |

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| Mr. J. D. Eadie | Registered inspector | Mathematics | The characteristics and effectiveness of the school |
| | | Science | The school's results and pupils' achievements |
| | | Information technology | Teaching and learning |
| | | Art | Key Issues for action |
| | | Design and technology | |
| Mrs. C. Murrery-Watson | Lay inspector | | Pupils' attitudes, values and personal development |
| | | | Pupils' welfare, health and safety |
| | | | Partnership with parents and carers |
| Mrs. B. E. Barnard | Team inspector | Areas of learning for children in the foundation stage | Quality and range of opportunities for learning |
| | | Special educational needs | Leadership and management |
| | | Equality of opportunity | |
| | | English | |
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| | | Music | |
| | | Physical education | |
| | | Religious education | |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the small village of Callow End a few miles south of the city of Worcester. It serves the village and the surrounding area, with about 50 per cent of the pupils travelling into school from outside the catchment area. At the time of the inspection there were 75 pupils on the roll, of whom five were under the age of five in the reception class. All the pupils are of white ethnic origin and none come from homes where English is the second language. There are 15 pupils on the school's register of special educational needs, of whom one has a statement of special needs. The school has a mixed intake drawn from a variety of backgrounds. Pupils' attainment on entry also varies widely, but is generally in line with the national average.

HOW GOOD THE SCHOOL IS

Callow End Primary School provides a good all round education for its pupils. Concern for the needs and welfare of each child is a priority of the school. Levels of attainment throughout the school are at least average and the pupils are experiencing generally good teaching. The relatively new headteacher has a clear vision of the way forward for the school. She is ably supported by a committed staff. The governors are well informed and clearly understand their role and the needs of the school. The school provides good value for money.

What the school does well

- The quality of teaching is good overall.
- Other adults who work or help in the school make a very significant contribution to the progress that the pupils make. They are also very good role models.
- There is a very caring atmosphere in the school, and the pupils' welfare is a priority.
- The pupils have good attitudes towards their school and their work.
- The leadership and management of the school are good at all levels. The headteacher provides clear direction, all staff work well together, and the governing body is knowledgeable and supportive.
- The school works hard to promote the personal, social and moral development of the pupils, and this development is good.
- Relationships are good at all levels, between pupils, between adults and between pupils and adults.
- Good provision is made for the pupils with special educational needs. Their needs are identified early and clear targets are set for their progress.
- The school is committed to the education of the whole child, and this is clearly seen in the daily life of the school.

What could be improved

- Standards in information technology.
- The school has adapted nationally recognised schemes of work for their use, but teachers do not always adapt them to the needs of individual pupils.
- The setting of targets for improvement for individual pupils or for groups of pupils. Learning targets for pupils in lessons are not shared with the pupils often enough and this reduces the impetus of these lessons.
- The monitoring and evaluation of teaching to provide a clear focus for improvement.
- There is no child protection policy.

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

What the school does well greatly outweighs the areas for improvement and the school is already addressing many of these aspects.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress since the last inspection in June 1996. All the key issues raised at the time of that inspection have been addressed, largely successfully. Although standards in information technology have not been raised significantly, progress has been hindered by the lack of up-to-date computers, and teachers make efforts to ensure that the pupils do have a range of experiences in this subject. The pupils now receive their entitlement to design and technology and there are some examples of good work in this subject. Statutory obligations have been met in regard to the monitoring of the curriculum and finances by the governing body and the keeping of registers. Pupils are now receiving a balanced and broad curriculum.

STANDARDS

As there were fewer than ten pupils taking the tests at age eleven in 1999, it is statistically too small a group to compare either with national averages or with similar schools. Trends over the last four years in the tests for eleven year olds at the school have risen in line with the rise nationally in English, mathematics and science. Evidence from the inspection shows that standards are average in all three subjects, and in most areas of the curriculum. However, standards in information technology are below average at both key stages. Progress in this subject is hampered by the lack of up-to-date equipment. There are new computers on order. The school has set realistic targets for future improvement.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | The pupils enjoy coming to school and have good attitudes to their work. |
| Behaviour, in and out of classrooms | Behaviour in the school is good. The pupils are generally very aware of the effect their actions have on others. |
| Personal development and relationships | The pupils' personal development is very good, and relationships at all levels within the school are also very good. |
| Attendance | Attendance is good and procedures for promoting and monitoring attendance are also good. |

This aspect is a significant strength of the school and helps to promote the good working environment.

TEACHING AND LEARNING

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

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

Of the lessons seen 60 per cent were good or better, of which a small proportion was very good. The remainder were satisfactory. The teaching of English and mathematics is generally good, and the teachers have satisfactorily implemented the literacy and numeracy strategies. The teachers manage their pupils well and create an orderly

environment in which pupils can make effective progress. On the rare occasions when this does not happen it is usually because the lesson lacks pace and the pupils lose interest. The teachers make very good use of the high number of other adults who help in class. These support staff, parents and other volunteers are given clear guidance and add significantly to the education of the pupils. The teachers plan well and their planning usually meets the needs of most of the pupils in their classes.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | The quality and range of learning opportunities for the pupils is good. A good range of visits and visitors and a very good range of extra curricular activities significantly enhance the curriculum. |
| Provision for pupils with special educational needs | Good provision is made for the pupils with special educational needs. Their needs are identified early and they are well supported. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good provision is made for the pupils' moral development, and good provision for their spiritual and social development. They are encouraged to become good citizens and respect the needs and values of others. |
| How well the school cares for its pupils | The care of the pupils is a priority for the school. They are safe and well cared for while in the charge of the school. There is no child protection policy yet in place. |

The parents are very positive in their views of the school, and this reflects its welcoming atmosphere and the approachability of the staff.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | The headteacher provides clear educational direction for the school and is well supported by the deputy and all other staff. |
| How well the governors fulfil their responsibilities | The governors are well informed and also have a good range of expertise and are enthusiastic in their support of the school. |
| The school's evaluation of its performance | The relatively new headteacher has already analysed the strengths and weaknesses of the school and has, with the support of governors and staff, put in place procedures to take the school forward. |
| The strategic use of resources | Support staff and other adults are used particularly well, and the finances and other resources available to the school are used satisfactorily. |

The school has taken the decision to increase levels of staffing in order that the older pupils can be taught within small groups for literacy and numeracy. This has been an effective use of financial resources and has benefited the pupils significantly. Accommodation is satisfactory overall and there are sufficient resources for all curriculum areas except for information technology, and the school is in the process of addressing this shortcoming. The school takes care and ensures best value when spending money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|---|
| <ul style="list-style-type: none">• The school is approachable.• The school is well managed and led.• Their children like school.• The school has high expectations of what their children can achieve.• Teaching is good. | <ul style="list-style-type: none">• Levels of homework• Information about their child's progress• The range of after school activities. |

The judgement of the inspection team is that levels of homework are satisfactory and that homework makes a useful contribution to the pupils' progress. Inspection evidence shows that there is a very good range of extra curricular activities. Although reports do not always give clear indication of how the pupils are progressing, there are ample opportunities for parents to find out about their child's progress. Apart from these judgements, the inspection team agrees with all other parental views.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The results in the 1999 National Curriculum tests for eleven-year-olds showed that performance, based on average points scored, was above the national average in English, in line with the average in science and well below average in mathematics. However, as the number of pupils taking the tests is small, care should be taken when trying to make statistical inferences from the results from one year. A more reliable option is to look at the trends over the years. The trend at age eleven since 1996 has risen almost exactly in line with the rise nationally over the range of subjects. Comparing the results of the pupils who took the tests at age 11 in 1999 with their results in the tests for seven-year-olds in 1995 it can be seen that in general they have performed as would be expected in English, but rather worse than expected in mathematics and science. The school has realised this fact and has already put in place procedures that are having an impact on the pupils' progress in mathematics, and there are plans to do the same in science in the near future.

2. The school's results in the 1999 national tests were below average in English, and well below average in mathematics and science when compared with those of "similar schools". Once again care should be taken when interpreting these statistics bearing in mind the small number of pupils in the year group. The results were very much better in 1998 as the particular group of pupils taking the tests in that year were more able. The school has set realistic targets to raise standards in the future.

3. In the National Curriculum tests in 1999, attainment of pupils by the age of seven was above the national average in reading and writing, and in line with the average in mathematics. The proportion of pupils gaining the higher levels in the tests was close to the average in reading and mathematics and below the proportion found in most schools in writing. As at Key Stage 2 care should be taken when interpreting these results. The results were very much better in 1998, but this was due to the very different abilities of the particular group of pupils taking the tests. Due to the small number of pupils taking the tests in any year it is not possible to make a comment about trends as results have varied so widely from year to year.

4. Compared with the levels gained in similar schools in 1999 the average levels scored by pupils in the tests at age seven are in line with the average in writing, below average in reading, and well below average in mathematics.

5. The teachers' assessments for the pupils aged seven in 1999 were fairly accurate in terms of the numbers expected to achieve the expected level, but they were rather pessimistic in terms of the higher levels expected. The teachers' assessments for science at this age put the pupils' performance slightly below the average in national terms.

6. The baseline assessment tests carried out by the school show that the pupils entering the school in the reception class have average attainment overall.

7. By the age of seven, the standards of attainment seen during the inspection are in line with the national average in English, mathematics and science, but below average in information technology. They are at the level expected in the local agreed syllabus in religious education. In all other subjects, they are in line with what is normally expected of

pupils of this age. In the last inspection report, standards were described as being in line with those found nationally. These standards have therefore been maintained. Overall, the pupils' attainment across the range of subjects at the end of Key Stage 1 is, therefore, average.

8. Standards of attainment in speaking and listening are above average for the pupils aged seven. They listen carefully and show understanding by being able to follow instructions. The pupils speak confidently and use a good range of vocabulary for their age. Standards of reading are in line with the average at this age. The pupils' skills of word recognition and word building are satisfactory and they are beginning to read with expression. Standards of writing are above average at age seven. The pupils present work neatly and their handwriting is usually accurately formed and consistent in size. Their spelling, punctuation and grammar are generally good for pupils of this age. They write about events in their own lives and about the stories read to them in class. Overall, the pupils make satisfactory progress in English at Key Stage 1.

9. In mathematics at Key Stage 1, the pupils are reaching the expected standards in numeracy. Most count groups of objects accurately and many recall their addition and subtraction facts to 10 and beyond. Their ability to apply this knowledge to problems is satisfactory but they are not given sufficient opportunities to practise this skill. The pupils measure using non-standard units and put objects in order of size. The inspection evidence indicates that most pupils are making satisfactory progress in mathematics at this Key Stage.

10. The pupils are reaching expected standards in science at Key Stage 1. Their attainment in experimental and investigative science, life processes and living things is satisfactory. For example, the pupils understand growth and the needs of plants and animals. They recognise some properties of materials by the end of the key stage and their knowledge and understanding of this aspect is generally average. It is also average in physical processes. The pupils are making satisfactory progress in science at Key Stage 1.

11. Overall, the pupils' progress at Key Stage 1 is satisfactory, except in information technology where it is unsatisfactory as they are not being given a sufficiently wide range of opportunities, largely due to shortcomings with the computers available.

12. Standards overall at the end of Key Stage 2 at the time of the inspection are satisfactory. They have improved since the national tests in the summer of last year, and by the age of eleven, standards of attainment are in line with expectations in English, mathematics and science. In religious education, standards are in line with the requirements of the locally agreed syllabus. Standards in information technology at this level are unsatisfactory, as the pupils do not have sufficient opportunities to experience the full range of aspects of the National Curriculum. In all other subjects, the pupils' attainment is in line with expectations. The last inspection reported standards as being in line with national expectations except in design and technology at this key stage. Standards have therefore generally been maintained, except in design and technology where they have improved.

13. In English at Key Stage 2, standards of speaking and listening are above average, and those in reading and writing are in line with the national expectations. By the age of 11, the pupils read with confidence. They write coherent passages using appropriate punctuation and paragraphing, although their spelling is a relative weakness. Their listening skills are often good and they respond well when asked questions. The implementation of the Literacy Hour has had a positive impact and overall the pupils are making satisfactory

progress in English at Key Stage 2.

14. In mathematics at Key Stage 2, the pupils' skills in calculating are average and they are usually quick and accurate. They use their knowledge in new situations and identify the correct mathematics to use. The teachers sometimes ask the pupils to explain their working and find a variety of methods to solve a problem; when this happens it increases the pupils' understanding of the processes involved. The pupils' knowledge of shape, space and measure and data handling is average, though not as good as their ability in other areas of mathematics. The school has satisfactorily introduced the National Numeracy Strategy and the pupils' progress in mathematics is satisfactory overall at Key Stage 2.

15. At Key Stage 2, the pupils' attainment in science is average and progress is satisfactory overall. They have average knowledge and understanding of life processes and living things. They realise the importance of healthy living and keeping fit. The pupils' attainment in experimental science is average. They undertake a fair test and predict likely outcomes, for example which materials will act as conductors of electricity. The pupils' knowledge of materials and physical processes is average. They have sufficient depth of knowledge of materials and have an average understanding of the topics on physical processes.

16. The general progress of pupils at Key Stage 2 is satisfactory, except in information technology where it is unsatisfactory due to the lack of range of opportunities.

17. The pupils with special educational needs make satisfactory progress in relation to the targets set in their individual education plans. The special educational needs co-ordinator and teachers set realistic, measurable targets and evidence shows that the individual education plans are reviewed regularly and new targets set. This is having a positive impact on the achievement of the pupils with special educational needs.

Pupils' attitudes, values and personal development

18. The pupils are very keen to attend school and show great enthusiasm for learning. This applies not only in lessons, but is indicated by the large proportion of pupils who choose to take part in the extensive range of extra-curricular activities offered by the school. Interesting lessons, the very effective adult role-models provided by the staff and other adults in the school, and the very good level of support given by the great majority of parents help to foster a willingness on the part of pupils to work hard and gain satisfaction from what they are achieving. Instances were seen, for example, of pupils bringing items from home for inclusion in lessons, or simply to share with their class teacher. The pupils respond well to the different opportunities the school offers to celebrate success. One example of this is the pleasure they show during the weekly "Golden Assembly", whether at receiving award certificates or at the achievements of their classmates.

19. The previous report commented on the good behaviour of pupils and the positive effect this had on the standards achieved. Behaviour continues to be good throughout the school. With the exception of a small number of individuals, the pupils are polite, show a good measure of self control and display a responsible attitude towards their surroundings and the books and equipment they use. Parents commented favourably on the good standard of behaviour shown both in and out of school, and a letter commending pupils' behaviour was received recently following a school trip to a museum. The time given by staff in helping pupils understand why they are expected to behave in a certain way, as well as the consistently good standards set by all adults in the school, has a very positive impact on the quality of behaviour shown by the pupils.

20. The daily life of the school is characterised by the very good quality of relationships between pupils and with staff, at all levels. The value placed on each child as an individual and the clear expectation that pupils are to treat each other and all adults with respect, help to maintain a caring, “family” atmosphere. Pupils gain in confidence as they progress through the school and older pupils play with younger ones in a friendly and supportive way. The very good provision made by the school for the pupils’ moral development, as well as the opportunities given for pupils to reflect on the way their actions affect other people, means that instances of oppressive behaviour, such as bullying or racism, are very rare and quickly checked. The respect for the feelings, values and beliefs of others that the pupils are developing is outstanding and a credit to the school.

21. Levels of attendance are good, and above those found in primary schools nationally. This good level has been maintained since the last inspection. Pupils arrive on time at the start of the school day and lessons begin promptly. There are no exclusions.

HOW WELL ARE PUPILS TAUGHT?

22. The quality of teaching is good overall. No unsatisfactory teaching was seen during this inspection. Nearly three lessons in five observed were good, and a small proportion very good. The quality of teaching was similar for the pupils in both key stages and for the children under five. During the last inspection the quality of teaching was described as good in both key stages, so this quality has been maintained.

23. Throughout the school, the teachers have good subject knowledge. They are therefore confident in their teaching and impart this knowledge to their pupils well. In most lessons, the teachers set high standards of discipline and manage the pupils well. The orderly environment thus created enables the pupils to make sound progress. The teachers plan their lessons well and the planning often takes into account the stage of learning that the pupils have reached in their previous work. The planning is particularly effective when learning objectives are made clear to the pupils at the start of the lesson. This involves the pupils in their learning and enables them to progress more effectively. However, this is not seen often enough. Another shortcoming in the use of the planning is that the teachers follow their planning too rigorously and do not take into account the speed of learning of the pupils during the lessons. A significant strength of the teachers’ planning is the use of support staff and volunteers. These extra adults are very well prepared and make a significant contribution to the pupils’ learning.

24. The lessons are well structured with teachers using a good balance of instruction and activities for the pupils to do. This occasionally does not happen, for example in a mathematics session in a Year 2 and 3 class where the pupils spent too long on a task they had understood readily, so some lost interest. In these lessons the progress of pupils is slowed and time is wasted. Apart from this, time is generally used satisfactorily, with lessons moving at sufficient pace. The teachers have high expectations of the pupils’ behaviour, but there are occasions, particularly in Key Stage 2 where insufficiently high expectations are set of what the pupils can achieve.

25. The teaching of literacy and numeracy is good. The teachers have had training in the presentation of both the Literacy Hour and the Numeracy Strategy; this has led to improving the pupils’ rate of progress.

26. The teachers plan carefully for the needs of the pupils with special educational needs. They set appropriate targets for literacy, and much of the work for these pupils is well targeted by support assistants and volunteers who work purposefully with small groups of pupils. Moreover, the pupils who are occasionally withdrawn from the classroom to work with support teachers are engaged in activities that are well targeted to meet their individual needs. However it is not always clear from individual class teachers plans whether or not different specific tasks are prepared for pupils with special needs as part of the general classroom activities.

27. The marking of work is generally satisfactory, and sometimes contains comments that will help the pupils to improve or set targets for themselves. Homework makes a satisfactory contribution to the pupils' learning, and there is increased provision in later years to prepare them effectively for their secondary education. The pupils take home reading and some weekly spelling and mathematics and as they reach the upper years other work is also set.

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

28. The school is providing a well balanced curriculum which is significantly enhanced by a range of other opportunities such as visits and visitors, the use of the locality and extra curricular activities. The quality and number of adults in school also enhances curriculum opportunities and the support that pupils receive.

29. The school meets statutory curriculum requirements and is effective in promoting enduring values in order that its pupils will be good citizens. The extra-curricular provision of football, art, engineering, netball, choir, recorder takes account of the range of interests of its pupils and uses the skills and talents of its parents and staff to provide it. These further opportunities are well supported.

30. The curriculum for the children under five in the reception class covers the six areas of learning recommended, although at times pupils are expected to cope with the National Curriculum as part of a mixed reception and Year 1 class. The questions and tasks are usually well matched to the needs of the pupils and the older pupils usually make effective role-models. Pupils with special educational needs are identified early and provision is made for them to have work better suited to their needs. The provision of a classroom assistant in the reception class for most of the week enables the class to be split into two groups and appropriate work provided for each set. It also enables assessment of pupils' achievement to take place more easily. The school has implemented both the National Literacy Strategy and the National Numeracy Strategy although there are instances of over-planning where too much is attempted in a lesson. The staff are conscientious and where this happens, they evaluate their planning, discuss it with others, and endeavour to solve the problem.

31. The school is highly thought of in the village and pupils use the locality in their geography lessons. Pupils from the school have recently had the opportunity to join with other musically and artistically talented pupils from Worcestershire for mutual benefit. Parents are encouraged to come into school whenever they can and shared reading sessions take place weekly at the beginning of the day. Open evenings for parents occur termly and volunteer parents play a vital role in developing reading enjoyment and skills through the Better Reading project.

32. The spiritual development of the pupils is good. Pupils are taught the meaning of reflection, thought and prayer from reception through to the end of their primary years. Pupils are given an education steeped in Christian values. Teachers take every opportunity to emphasise caring for others and helping others and the close knit community appreciates this. However, other than in religious education, there was no evidence of any explicitly planned provision.

33. The pupils know right from wrong and their moral development is very good. Implications of unacceptable behaviour are clearly stated and every pupil understands the class and school rules, although a few forget when it comes to shouting out answers in class. Pupils feel strongly about behaving well and they made a significant contribution to modifying the behaviour of a new pupil who did not have such an established code of conduct.

34. The social development of the pupils is good. Older pupils help younger pupils and are very caring towards them making the school a very civilised community. No instances of bullying or unkindness were seen.

35. The school uses its local community as well as the wider area to promote cultural traditions. They make many visits both locally and as far away as London in order to broaden horizons. Visitors are also used to good effect, including people from other countries such as Africa, to give pupils first hand accounts of conditions there. Grandmothers of pupils are also invited in to give accounts of their World War II experiences of evacuation. The overall provision for the pupils' cultural development is satisfactory.

36. The school provides a rich and varied curriculum with opportunities for all interests and talents.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. Good provision is made to ensure the welfare, health and safety of the pupils. Both teaching and non-teaching staff show a strong commitment to the wellbeing of the children in their care, and work hard to ensure an happy and secure environment in which pupils can develop into confident and mature individuals. Supervision in the playground, for example, is both vigilant and friendly and pupils approach the midday staff with confidence. Non-teaching staff undertake a number of roles in the school and pupils know them well. This increases the number of adults to whom the pupils can turn for help and promotes a community atmosphere with everyone working to the same end.

38. Provision for child protection is satisfactory and the school liaises with outside agencies as required. Whilst the school follows local authority guidelines and appropriate training has been undertaken by all staff, there is a significant omission in that there is no school policy for child protection.

39. A key issue in the previous report was the need to ensure that the existing policy for assessment, recording and reporting is fully implemented. Since the last inspection, measures have been taken to do this. The quality of assessment and its use is now satisfactory at both key stages. Members of staff look at what pupils are achieving each week and plan the following week's work accordingly. In the longer term, for example, the need to raise standards in mathematics across the school has been identified and a new scheme of work introduced.

40. Both teaching and non-teaching staff follow the school's policies to promote and support good standards of behaviour and this has a very positive effect on standards in the school. Along with the evident care they show for all pupils, and the very good role models they provide to encourage polite, respectful conduct, the importance placed on valuing each child as an individual and celebrating pupils' achievements helps to raise self esteem and promote good behaviour and attendance. On the rare occasions when pupils' attendance is poor, the school has effective procedures, including liaison with the Educational Welfare Officer and prompt contact with parents, to encourage pupils to attend regularly.

41. Whilst staff have a good general knowledge of pupils' attainment and provide satisfactory support for all pupils, too close adherence to published schemes of work in some subjects means that the best possible progress is not always achieved. More flexibility in the use of such schemes would mean that work could be more closely tailored to pupils' actual ability and needs. Good provision is made for pupils with special educational needs. Their needs are identified early and clear plans made for their progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. The parents think very highly of the school. They offer excellent support to the school during each day and in many other practical ways. They find the school approachable and make good use of the opportunities they have for contact with staff. They have confidence in the way the school is managed, feel that the school has high expectations of what their children can achieve and that the teaching is good. Some concerns were raised about the use of the homework being set, the level of information given on their child's progress and the range of after school activities. Whilst the written reports do not always give a clear indication of how the pupils are progressing, there are ample opportunities, both formal and informal, for parents to find out about their child's progress. No evidence was found to support the other concerns.

43. The previous report indicated satisfactory communication with parents and that there were good links with the local community. The school maintains good links with parents and works hard to involve them in the life of the school and with their children's work. Good use continues to be made of local contacts to enrich the curriculum, as well as visits further afield to extend the range of experiences available to pupils.

44. Regular letters are sent home and the homework diaries provide an effective means of dialogue between parents and staff. In the infant class, for example, the homework being set provides parents with a clear indication of the work being undertaken in class and parents use the diary to record any problems or successes during the child's work at home. Prompt contact is made with parents if the school has any concerns, about behaviour for example, and in this way a constructive dialogue can be established to give the best possible support.

45. On occasion, the school arranges open days and special evenings to show parents specific areas of the curriculum. Most recently, an open day was arranged to show the work being undertaken in the teaching of numeracy. There are ample opportunities, both at regular parents' evenings and through informal contact at the end of the school day, for parents to be informed about their children's progress. The written reports are issued before the end of the summer term so that parents can discuss them with staff. Whilst they contain a satisfactory level of general information on what each child has achieved throughout the year, they lack specific information on what each child knows and the skills acquired within the requirements of the National Curriculum. It is not always clear what

progress has been made from year to year, and specific targets for improvement are rarely set.

46. Parental involvement in the life of the school is outstanding and the great majority are making a very positive impact on the progress of their children, both through the use of homework and by their very positive support of the school's aims and values. A significant number of relatives and friends offer help during the school day, including making a direct contribution to the content of lessons. During the inspection, for example, a grandmother gave a first hand account of her experiences as a child during the Second World War to a class studying the topic in history. A small group of parents have received training in the support and assessment of reading skills. This was externally funded through the "Better Reading Partnership". They work alongside the class teacher on two mornings a week and this additional support is having a positive effect on the standards of reading being achieved. Many parents come in to school at other times to share in their child's reading class, as well as offering practical help in other ways. There is a very active Friends Association, which raises valuable funds as well as undertaking other tasks for the school. One example of such help is a working party which undertook to tidy and weed the whole of the school site. Parental involvement in the life of the school is a significant strength and has a positive impact on the standards being achieved.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The headteacher is recently appointed. She has a clear sense of direction and vision for the future, which is shared by the governing body and all of the staff. Soon after taking up her position the headteacher carried out an audit of the school as a basis for decision making. The staff works in a culture of openness; being able to discuss pupils' standards and progress as well as curricular matters helps professional development.

48. The headteacher and governors share a clear vision for the future development of the school. Goals for improvement are identified and shared with staff and parents. The governors are committed to the school and have undertaken additional training in order to become more effective. There are newly formed committees for finance, premises and curriculum. Since being appointed, the headteacher, in conjunction with the governing body, has made a decision to commit the inherited carry forward of monies to the employment of a part time additional teacher in Key Stage 2. This decision enables the older pupils to be taught in smaller groups for numeracy and literacy in order to raise standards further. This will be secure until September 2001 when funding runs out, and already plans to market the school and to attract new pupils from the area, in order to generate income, have been formulated.

49. Members of staff have all had formal discussions with the headteacher and these interviews will form a basis on which to build the appraisal programme. The headteacher has monitored some teaching within the constraints of her own teaching role in Years 4,5, and 6. Governors and subject co-ordinators have also carried out some monitoring of teaching, but this monitoring has not had a sufficiently clear focus on raising standards.

50. Members of staff clearly understand the implications behind the priorities given to the developments in the school's development plan and pending National Curriculum changes. The school has chosen to adopt nationally-recommended schemes of work in science and other foundation subjects. This has the advantage of providing structure and progression but although the school has adapted them for their use they aren't always adapted to the needs of the pupils in each class.

51. The identification of and provision for pupils with special educational needs is good and these pupils currently make sound progress overall. The quality and number of support staff and volunteers are good.

52. There is a wealth of expertise and talent in the school and members of staff show great versatility in the roles they play, for example the secretary combines running the office, acting as classroom support and playing the piano. The cleaner-in-charge also acts as support for special educational needs pupils and dinner supervisor and this gives pupils a role model for flexibility.

53. The ethos of the school is extremely good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54. In order to continue to raise standards in the school, the governors, headteacher and staff should:

- (1) improve standards in information technology by;
 - a) improving the quality and range of equipment available;
(paragraphs 11, 107, 111)
 - b) ensuring that all staff are confident in the use and application of information technology;
(paragraph 111)
 - c) planning to ensure that the pupils have sufficient opportunities to develop their skills in this subject and ensure that information technology supports work in other subjects.
(paragraphs 11, 12, 16, 70, 76, 107, 108, 110)
- (2) adopt a more flexible approach to the currently used schemes of work so that the teachers are able to meet the needs of all pupils in all lessons.
(paragraphs 23, 41, 50, 81)
- (3) set clear targets for improvement for pupils and group of pupils, and share these targets with the pupils in order that they are more actively involved in their own progress.
(paragraphs 23, 27, 45, 70, 72, 81, 88)
- (4) focus the monitoring of teaching that is carried out by the headteacher, subject co-ordinators and governors in order that the quality of teaching is improved further.
(paragraph 49)
- (5) put in place a child protection policy.
(paragraph 38)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 33 |
| Number of discussions with staff, governors, other adults and pupils | 12 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0 | 3.3 | 56.7 | 40 | 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 – Y6 |
|--|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 73 |
| Number of full-time pupils eligible for free school meals | 1 |

FTE means full-time equivalent.

| Special educational needs | YR – Y6 |
|---|---------|
| Number of pupils with statements of special educational needs | 1 |
| Number of pupils on the school's special educational needs register | 15 |

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

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 3 |
| Pupils who left the school other than at the usual time of leaving | 8 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 4.1 |
| National comparative data | 5.4 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.4 |
| 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 | 7 | 6 | 13 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|----------|-----------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 6 | 7 | 6 |
| | Girls | 6 | 6 | 5 |
| | Total | 12 | 13 | 11 |
| Percentage of pupils at NC level 2 or above | School | 92 (100) | 100 (100) | 85 (100) |
| | National | 82 (77) | 83 (81) | 87 (84) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|----------|-------------|----------|
| Numbers of pupils at NC level 2 and above | Boys | 6 | 6 | 6 |
| | Girls | 5 | 5 | 5 |
| | Total | 11 | 11 | 11 |
| Percentage of pupils at NC level 2 or above | School | 85 (100) | 85 (100) | 85 (100) |
| | National | 82 (81) | 86 (85) | 87 (86) |

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

Attainment at the end of Key Stage 2

| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 1999 | | | |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | | | |
| | Girls | | | |
| | Total | 8 | 5 | 7 |
| Percentage of pupils at NC level 4 or above | School | 89 (66) | 56 (75) | 78 (74) |
| | National | 70 (65) | 69 (59) | 78 (69) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | | | |
| | Girls | | | |
| | Total | 8 | 7 | 8 |
| Percentage of pupils at NC level 4 or above | School | 89 (66) | 78 (75) | 89 (83) |
| | National | 68 (65) | 69 (65) | 75 (72) |

Where the number of boys or girls is less than five, the individual results are not reported
Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 0 |
| Black – African heritage | 0 |
| Black – other | 0 |
| Indian | 0 |
| Pakistani | 0 |
| Bangladeshi | 0 |
| Chinese | 0 |
| White | 70 |
| 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 – Y6

| | |
|--|------|
| Total number of qualified teachers (FTE) | 3.8 |
| Number of pupils per qualified teacher | 19.2 |
| Average class size | 24.3 |

Education support staff: YR – Y6

| | |
|---|----|
| Total number of education support staff | 3 |
| Total aggregate hours worked per week | 44 |

FTE means full-time equivalent.

Financial information

| | |
|--|-----------|
| Financial year | 1998/1999 |
| | £ |
| Total income | 142 201 |
| Total expenditure | 139 794 |
| Expenditure per pupil | 1 840 |
| Balance brought forward from previous year | 13 676 |
| Balance carried forward to next year | 16 083 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|----|
| Number of questionnaires sent out | 77 |
| Number of questionnaires returned | 43 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 51 | 47 | 2 | 0 | 0 |
| My child is making good progress in school. | 33 | 60 | 5 | 0 | 2 |
| Behaviour in the school is good. | 26 | 72 | 2 | 0 | 0 |
| My child gets the right amount of work to do at home. | 26 | 47 | 21 | 0 | 7 |
| The teaching is good. | 53 | 37 | 0 | 0 | 9 |
| I am kept well informed about how my child is getting on. | 40 | 47 | 14 | 0 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 77 | 21 | 2 | 0 | 0 |
| The school expects my child to work hard and achieve his or her best. | 47 | 51 | 0 | 0 | 2 |
| The school works closely with parents. | 47 | 44 | 9 | 0 | 0 |
| The school is well led and managed. | 58 | 37 | 0 | 0 | 5 |
| The school is helping my child become mature and responsible. | 51 | 35 | 0 | 0 | 14 |
| The school provides an interesting range of activities outside lessons. | 47 | 42 | 2 | 5 | 5 |

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

55. Children under five enter the reception class on a full time basis during the year they are five. They share their teacher and classroom assistant with the Year 1 pupils. The advantages include being able to watch older children demonstrating their skills and being helped and supported by them. The disadvantages include the fact that they are having to follow the National Curriculum programmes of study along with the older pupils, when the nationally agreed six areas of learning would be more appropriate. Part of the time the children are taught in separate groups with the help of the classroom assistant to interact and oversee one of the age groups. This serves to develop independent learning, which is one of the aims of the unit. All children are assessed during their first term in school and the school uses the results of these tests effectively to plan for the children's future learning. Each year group has different strengths and weaknesses and even at this early stage there is a wide spread of experience and knowledge.

Personal and social development

56. The teacher visits pupils in their home before entering school. On entry they join a mixed-age class where older pupils show a caring attitude towards them. This helps them to settle quickly and all show great enthusiasm for school. They learn to share resources and to take turns supporting each other to overcome difficulties. The older role models enable them to know what is expected of them and they learn routines quickly. Half of the teaching area is devoted to social and creative play and different themes are set up such as an airport and its related activities. This facilitates the development of vocabulary and its use and allows children the opportunities for role-play and interaction with one another.

Language and literacy

57. In the reception class, children take part in the Literacy Hour along with Year 1 pupils, but different tasks are set according to age and learning needs. After listening to and joining in with the reading of 'Pig in the Pond' by Martin Waddell the teacher questions skilfully to develop observational skills as to how the text is presented and why. Children soon learn that there are reasons for parts of the text being larger and some words printed in capital letters. Children are encouraged to predict the next event in the story and understand that merely relating facts of a story does not make it interesting. At first children find it hard to produce dialogue when acting out the story, however, interaction with the teacher who acts it out with them enables them to think of suitable phrases. Children also try to think up alternative endings to the story.

58. Children take reading books home and are starting to keep their own reading records on a simple chart. The higher-attaining children read easy readers and use letter sounds and illustrations as reading cues. Children make good progress with their writing and from a starting point of indecipherable squiggles they progress to forming letters on top of their teacher's writing to forming letters underneath and later attempting their own writing.

59. Children have lots of opportunities for speaking and listening and are confident in their responses to questions. Occasionally, self-consciousness inhibits them as in the religious education lesson when asked to offer a short prayer of thanks.

Mathematical

60. The mathematics lessons always start with counting sessions and children practice counting forwards and backwards to ten and some say what one more than or one less than is using numbers to twenty. They watch and listen to the tasks set for Year 1 pupils and clearly benefit from this opportunity to watch others counting in tens and sorting out a muddled number line. Whilst Year 1 pupils set about their tasks overseen by the classroom assistant, the under fives work with their teacher counting cookies and singing the rhyme 'Five chocolate cookies'. They match coins to cookies in a 1-1 correspondence and all but two state that there are the same number of cookies and pennies even though the length of the line is longer. Children develop mathematical language and have opportunities to practice this.

Knowledge and understanding of the world

61. In geography the children use the book 'We're Going on a Bear Hunt' in order to follow the symbols drawn on a flip chart. This is their early introduction to maps and following a series of instructions. They join in with the journey enthusiastically and although no one could read the words, they read the symbols and knew which action to do next. Once again drama was used to bring the story to life. Their teacher uses every opportunity to add to children's knowledge such as the advantages of being bilingual and why other children have different beliefs and traditions.

Physical development

62. The children under five and the Year 1 pupils have their physical education lessons together. They go to the hall and after a brief warm-up session watch and join in with putting out the large pieces of apparatus.

63. The emphasis is on safety and children learn how to carry equipment, how many must carry it and how it is made secure. The children are confident and adventurous even though using the apparatus is new to them. They learn to balance on various parts of the body and find different ways of travelling over the apparatus. However, if the lesson is too long the quality of movement does not improve but becomes repetitive. Occasionally a child needs assistance from an over-ambitious climb to a high level and there is a ready response to this need.

Creative development

64. There are opportunities for using a wide variety of media in the reception class although no specific activities were seen in progress. Children's work is kept in their individual ring binders and most show evidence of making good progress.

ENGLISH

65. The school's results in national tests need to be treated cautiously given the very small cohorts of pupils. In the national tests at age 11 in 1999, the proportion of pupils achieving the expected level was well above the national average, although the proportion reaching the higher levels was below average. However, teacher expectations for those pupils achieving level 4 and above in the tests was lower than their actual achievements and predictions for this year are also slightly lower than last year's results. The use of interim non-statutory tests in Years 3, 4, and 5 is now enabling the school to monitor the progress of its pupils more effectively. Over the four years from 1996 to 1999 the school's performance in English at age 11 in national tests has seen a steady increase from well below the national average to above it. The inspection judgement is that attainment is average overall at Key Stage 2.

66. At the end of Key Stage 1 when pupils are 7 years of age the proportion of pupils reaching level 2 and above in reading, was well above the national average and those reaching level 3 was close to the national average. In writing at the end of Key Stage 1, all pupils reached level 2 and this was well above the national average proportion. However, no pupils reached level 3 in the writing tests and this was below the national average. The judgement of the inspection is that attainment in English at Key Stage 1 is average overall.

67. Attainment in speaking and listening is above average at both key stages. The pupils listen attentively in most lessons and ask questions to make sure they understand. Teachers explain work carefully and question skilfully to ascertain understanding. Most pupils are able to express themselves well and a group of Year 6 girls were keen to read 'The Owl and the Pussycat' to the school in assembly. The youngest pupils enjoy acting out stories such as 'The Pig in the Pond', and are able to recall the main facts. They find producing their own dialogue more difficult, and rely on their teacher to start them off. In the reception class, while the under fives are being taught, Year 1 pupils, supported by the classroom assistant, become involved in establishing an airport in the adjoining room. Whilst some pupils make passports and collect items of clothing from catalogue books to take on a flight, other pupils act as air control officers, pilots and stewardesses. This gives pupils opportunities to exchange dialogue and to use the vocabulary specific to the everyday working of an airport.

68. Standards in reading are in line with national averages. Lower-attaining pupils generally make good progress with their reading, at both key stages, although they do not extend themselves with their choice of reading material. The pupils know their letter sounds and are able to attempt to build words if they come across an unfamiliar word. Unfortunately they are often reluctant to find out the meaning of words when they are unsure. Higher-attaining pupils also make good progress and most are reading above the expected level for their age in both key stages. The pupils of average ability make satisfactory progress at Key Stage 1 and by the end of Key Stage 2 their progress is good. During reading sessions following registration pupils sit in small groups and take turns to read to one another. They help each other with words and discuss those words that they do not understand. The teacher circulates around the groups and the pupils show an understanding of the text and generally use expression whilst reading.

69. At the beginning of the day parents are invited in to a weekly reading session which creates a family atmosphere and helps to build the links between home and school. During registration, the pupils in one class are asked to answer when their names are called with words beginning with a different sound each day, such as 'th' or 'sh'. The older pupils sometimes lack expression when reading aloud but they enjoy reading fiction and explaining why they have chosen their book. Poetry is much loved too. Some pupils use the local libraries of Malvern and Worcester. Less enthusiasm is shown towards information books and at the end of Key Stage 2 there are still pupils who do not know how to locate information in the school's library. The parents who help with the Better Reading Partnership Project have chosen to use information books and find that they are becoming more popular. Even lower-attaining pupils know what an author is and pupils wrote enthusiastically about the visit they had from the author, Sally Grindley. Pupils in Years 3 and 4 with special educational needs receive extra help in the Additional Literacy Support Group which is known as the A team in order to build the self-esteem of those pupils.

70. The standard of writing is above average at Key Stage 1 and average at Key Stage 2, where the lack of clear and achievable targets inhibits further improvement. In the Years 2 and 3 class most pupils create a profile of a friend including their appearance and personality. Most are generally aware of full stops and capital letters but do not always use

them. There is informal talk between pupils as they spark ideas off one another and they retain their concentration throughout the lesson. Good use was made of the plenary session at the end of a lesson, where older pupils read out their accounts to the younger pupils who tried to guess who was being described. Years 4 and 5 are taught together for literacy and they were learning to discriminate between metaphors and similes. They found it easy to think of and write sentences containing similes but found metaphors more difficult. At the end of Key Stage 2, higher-attaining pupils are able to write interesting stories with vocabulary designed to interest the reader and with clearly thought out plots, but lower-attaining pupils are producing writing without heed to punctuation. Spelling is generally weak in written work but scores in spelling tests are considerably higher. The pupils in Year 6 were very interested in their lessons on different styles of writing, particularly when it involved mystery and horror stories, and they were able to identify different styles readily. The pupils are taught grammatical skills in the literacy hour and successfully complete given work sheets, but as yet are not fully competent at using those skills in their everyday work. Writing frames are also used as an aide memoire to identify examples of suspense and mystery in text. The pupils are not as yet regularly using technology to present and edit their work.

71. The pupils' attitudes to their learning are generally good. They show keenness and enthusiasm for learning but when given too much time they become unproductive and lose concentration.

72. The standard of teaching is good and this has a positive effect on raising standards in English by equipping the pupils with the skills of reading, writing, speaking and listening. The teachers' planning is thorough in the long and medium term where the literacy strategy provides the framework, but individual lesson plans often focus on the teaching element and less on what the pupils are expected to learn. The teachers spend time recapping previous learning and questioning to ensure that pupils have understood. In successful lessons the teachers seek to enhance the observational skills of their pupils and the plenary is used to reinforce learning and extend pupils' thinking, such as how a poem should be performed. There is a positive ethos in lessons and teachers are good role models for the pupils, except when spelling and grammatical errors go unnoticed. The teachers evaluate their teaching and are keen to rectify instances where pupils have not understood by questioning their own explanations. The lower-attaining pupils are supported by teachers who scribe for them and by good use of support staff to assist them in their learning. When a lesson is less successful, often the pace is slow, the pupils lose a sense of urgency and purpose and less is achieved. As yet, the teachers are not setting achievable targets for pupils in order to improve the standard of their writing and this is restricting the rate of progress. There is generally a lack of focused homework to support improvement and to inform parents how they might assist their children.

73. There are not enough dictionaries of an adequate standard in classrooms and this inhibits the pupils' independence and development. The school has an adequate number of fiction books and structured readers that are all easily accessible. The library, which is used by support groups, is in a central position close to the main entrance and is both light and bright with some seating.

74. Resources are presently adequate for the pupils' needs and the headteacher, who also co-ordinates the subject, identified, in her initial audit, the need to make further purchases.

MATHEMATICS

75. The results in the National Curriculum tests in 1999, based on average points scores, were well below the national average. Care should be taken when interpreting these statistics due to the small number of pupils taking the tests. The results in 1999 were depressed due to two pupils joining the school shortly before the tests. In fact, standards in 1998 were very much better, being well above the national average. The trend in standards in recent years has not quite kept pace with the rise in national standards. The school has realised this and has already taken action to raise standards. There are now statistics that enable predictions to be made of likely performance in the Key Stage 2 tests on the basis of the pupils' performance in the Key Stage 1 tests in 1995. Using these statistics the group of pupils who took the Key Stage 2 tests in 1999 performed not as well as expected. Once again, action taken by the school is addressing this problem.

76. The judgement from the inspection is that the pupils are making satisfactory progress overall through Key Stage 2 and that by the end of the key stage are achieving average standards. At the last inspection the standards were described as being in line with national expectations and have since been maintained. By the end of the key stage the pupils have a ready facility with number and standards of numeracy are average. They calculate quickly and accurately in their heads and in their books. For example, most of the pupils in Year 6 double and treble three digit numbers in their heads. The pupils accurately perform written calculations with percentages, fractions and money, and they do 'long multiplication' by the end of the key stage. Their knowledge of shapes, space and measure is satisfactory. For example, they understand the properties of a range of quadrilaterals and describe their symmetry. At this stage in the year the pupils have not covered a great deal of data handling, but they show they produce a variety of graphs to display information. However, this understanding is not reinforced by the use of information technology except in a limited way.

77. Attainment in the national tests for seven-year-olds in 1999 was in line with the national average. The results in these tests have varied widely since 1996, reflecting the small numbers of pupils in each year group when a difference of one or two pupils achieving the expected levels makes a big difference in the average levels achieved. The proportion of pupils achieving the higher level in the tests in 1999 was also above the national.

78. Evidence from the inspection is that the pupils are making satisfactory progress and that standards are satisfactory by the end of Key Stage 1. In a mental mathematics session seen, the pupils counted on in tens readily from a starting three digit number. They quickly worked out for themselves a quick way of adding 9 or 19 to a number, and many extended this to adding any number one less than a multiple of 10. They have some knowledge of two and three-dimensional shapes and describe some of their properties, including lines of symmetry. However, the teachers do not always take opportunities to ask the pupils to explain their working and ask if there are other methods of tackling a problem, so the pupils are not developing as well as they might the ability to apply what they have learnt to new situations.

79. The pupils with special educational needs generally make satisfactory progress in mathematics in relation to their prior attainment. They are well supported in class by other adults who are given clear guidance about their needs.

80. The pupils enjoy their lessons and show good levels of concentration. A good feature of their response is the way that they settle very quickly to group work even if they are not being directly supervised. They also co-operate effectively in their work when appropriate. The pupils treat resources with respect and relationships are very good in the classrooms. The good quality of the pupils' attitudes to their work has been maintained since the last inspection and has a positive effect on the progress that they make.

81. The quality of teaching in mathematics observed during the inspection was good overall. The teachers are planning in line with the National Numeracy Strategy and their short-term plans are generally thorough. However, there are occasions when teachers stick to the plan when their pupils need to go faster or slower. The teachers manage their classes well and create an orderly environment in which the pupils find it easy to learn. The teachers have good subject knowledge which enables them to be confident in their delivery of the lessons. The teachers often bring the whole class together to make a teaching point that has come up; this helps the pupils to understand what they are doing. Only occasionally is the objective shared with the class at the beginning of the lesson. When this happens the pupils are more involved in the task and their progress is consequently faster. The teachers often make good use of questioning to set challenges for the potentially higher-attaining pupils. In some lessons the pace is not as brisk as it might be as the teacher allows the pupils to spend too long on one task.

82. The curriculum for the subject meets the statutory requirements. Standardised tests have been used to assess the pupils' attainments and the results are now also being used to track their progress. In a number of instances there is also good use of the results of short-term assessments in the teachers' planning for future lessons. Useful links have been established with the local high school and this has enabled the co-ordinator to be able to share their resources. The school has also held worthwhile activity days for pupils of potential high attainment to help them to achieve standards in line with their abilities.

SCIENCE

83. The pupils' attainment in the 1999 National Curriculum tests at the end of Key Stage 2 was in line with the national average but well below average when compared with similar schools. The percentage of pupils reaching level 5 or above was well below the national average. These statistics should be treated with caution, as the number of pupils taking the tests is too small to make such statistics reliable. The results over the last four years have been too variable to be able to make comments about trends due to these small cohorts. The inspection evidence confirms that attainment in science is in line with national averages at the end of both key stages and standards have been maintained since the previous inspection.

84. Older pupils in Key Stage 2 are made familiar with careful scientific method. As a result, they demonstrate a good awareness of how to conduct scientific investigations and by the end of their time at school confidently devise a fair test. They clearly understand that in order to conduct a fair test there should be only one variable. For example, the pupils in Years 4, 5 and 6 knew that when testing a variety of materials for their properties of insulation, the only variable could be the type of material, the size and other factors had to remain the same. The pupils' previous work also showed evidence of investigative work and demonstrated their abilities to make predictions and record the results of their experiments for themselves. Their knowledge in the various aspects of the curriculum is satisfactory.

85. In Key Stage 1 the pupils in Year 1 and reception investigate satisfactorily whether materials are waterproof or not and record their findings in an appropriate way. They know the needs of a healthy diet and recognise stages in growth. They construct a simple circuit and are beginning to devise an experiment to test their predictions. Some of the older pupils in the key stage describe air resistance, using a phrase such as: "The air is pushing up on the unscrunched paper."

86. Satisfactory progress is made in both key stages in developing investigative and experimental skills. The pupils are making sound progress in recording in a range of formats including drawings, tables and graphs and in using their results to draw conclusions. The progress of pupils with special educational needs is satisfactory due mainly to the good level of support provided. It enables them to take part in the science curriculum and develop their understanding through discussions in lessons.

87. The pupils' attitude to science is generally good. They listen attentively, follow instructions and settle promptly to tasks. They work effectively in pairs and in small groups and respect is shown for equipment. Relationships are good and the pupils are confident to ask for clarification and support. Their behaviour is good and this is having a positive impact on their attainment and progress in science.

88. The quality of teaching is good overall. The teachers use introductions well to assess the pupils' previous knowledge and have a clear understanding of the science curriculum. Their lesson planning is sound and objectives clear, though these objectives are rarely shared with the pupils. There is a good balance of class teaching and support for groups of pupils. The teachers use questioning effectively to promote discussions and to extend the pupils' thinking. Their classroom management and relationships are good overall. They give clear instructions for tasks and make good use of whole-class sessions to reinforce teaching points and to assess understanding. The resources for lessons are appropriately organised and support staff are well deployed. This is having a positive impact on the progress of pupils with special educational needs who make satisfactory progress in both key stages.

89. The school has appropriately adopted the national guidance for teaching science. The school is working on a two-year cycle to ensure that all areas of science are covered and that there is progression of knowledge and skills. Assessment in science is satisfactory using tests at the end of each unit of work. These tests are satisfactorily used to track individual pupil's progress and records are updated each term. The science co-ordinator has clear view of her role and has monitored some of the teaching of science.

ART

90. The pupils are making sound progress in art and standards are as expected when they leave the school. Standards have been maintained since the previous inspection. Insufficient lessons in art were observed during the inspection to make it possible to make a valid judgement on the standards of teaching. Evidence of progress and standards were obtained from scrutiny of pupils' work and informal discussions. The pupils make satisfactory progress in expressing their ideas and feelings using a range of media.

91. In Key Stage 1, the pupils in reception and Year 1 have produced some pleasing results when painting pictures of their faces. Some very attractive end results have also been achieved using salt dough to create and decorate faces and initial letters. A range of media has been used to produce a class collage inspired by a visit to see "The Snowman" in Years 2 and 3. A good variety of colouring materials have been used by the older pupils

in the key stage to create a range of pictures.

92. In Key Stage 2, the pupils in Years 4, 5 and 6 draw and paint well observed pictures of classmates, and were seen working on observational pictures of a variety of breads, using pastels and other materials. Some of these showed good appreciation of the techniques involved and a good range of tone and texture. A striking wall display of the solar system has been created using a variety of media.

93. In the art lessons observed, the pupils showed interest shared resources well. They were encouraging to their classmates and showed appreciation of their efforts. Relationships with adults and with each other were good.

94. The evidence from medium-term planning indicates that all aspects of art are appropriately covered during the year. The pupils' experiences in art are also significantly enhanced by a well supported after-school art club, which is run by a parent-governor. This gives them opportunities to work with materials that they would not normally use in the curriculum. The high levels of adult support in lessons also enables the pupils to make faster progress, as not only do they have extra support, but some of this support is given by talented artists who give the pupils very good guidance. The school has had an artist in residence and has also been involved with other artists coming into school. One of the results of this work is a collage/tapestry that is currently hanging in County Hall. This has ensured that the subject has a high profile and raises the pupils' levels of enthusiasm.

DESIGN AND TECHNOLOGY

95. Only one lesson was seen in design and technology, so no valid judgement is possible on the quality of teaching. Other judgements are therefore based on a scrutiny of work and discussions with teachers and pupils. From the evidence available the judgement is that standards are in line with those expected at the end of both key stages and that pupils of all levels of potential attainment are making satisfactory progress.

96. The pupils in reception and Year 1 have made houses using a good range of materials and some skilled techniques for ensuring that the doors will open. In Years 2 and 3 the pupils have designed and made puppets with a range of moving parts. These display satisfactory making skills and also some good evaluations of how effective their designs were. The pupils in years 4, 5 and 6 have designed and made biscuits and suitably decorated wrappers for them. Although design skills are satisfactory, and appropriate making skills are also seen in a range of puppets made by these pupils, their evaluations are not much more sophisticated than those of the younger pupils in the key stage.

97. In the lesson seen the pupils were keen to express their views when looking at a range of breads and discussing their appearance, texture and flavour. They listened well to each other and were prepared to go with the majority view of their group. Their cultural development was also reinforced by the good use of a volunteer classroom assistant who was asked to share her experiences of bread from different parts of the world.

98. An after-school engineering club run by a retired engineer, who lives locally, assisted by a grandparent and a parent, enhances provision in the subject. This gives the pupils further opportunities to design and make and evaluate their designs. Technology is also used in the school when the pupils make cakes and biscuits and raise money by holding afternoon teas for the local community. They also raise money at break times by selling produce they have made.

GEOGRAPHY

99. Only one lesson was seen although further evidence was found in wall displays in other classes. Standards are judged to be in line with those found nationally and the pupils are making satisfactory progress.

100. The pupils in Year 1, having explored the local area around Callow End, were broadening their horizons by studying maps of Worcestershire. Pupils shared floor maps and took great care not to crease or tread on them. Some of the pupils were able to locate Callow End on them and to find Worcester. Comments included 'There must be big schools in Worcester as it is a big place' and 'Callow End is a small place and that's why it has a small school'. Pupils were able to find the River Severn and guessed that the straight blue lines were motorways. Their curiosity spread to the contours on the maps, symbols and the co-ordinate numbers, to which they were given appropriate answers that would lead them to the next stage in their learning. Older pupils demonstrate a good understanding of pollution of all types, and their effect on the environment, but there was no evidence of individual enquiry in books seen.

101. Pupils at the end of Key Stage 1 and the beginning of Key Stage 2 studied Africa and their topic was brought to life by a visitor from Africa who explained the causes of river blindness and what could be done to prevent it. Children wrote accounts of this showing concern for and empathy with the sufferers.

102. The pupils use the local area and make the most of the facilities they have on their doorstep. As yet no assessment is used to determine what is to be taught and the school continues to use nationally recognised schemes of work as a structure. The headteacher is presently co-ordinating the subject and is well qualified to do so with her degree in humanities.

HISTORY

103. Only one history lesson was seen and judgement is therefore made on the basis of that lesson and of the work seen in pupils' books. Standards are generally in line with those found nationally and the pupils are making satisfactory progress.

104. Pupils acquire considerable amounts of knowledge about their topics from their teachers and from information books. Their lessons are enhanced by short video clips and by visiting speakers such as the grandmother of one of the pupils. This first hand account of the evacuation of children during the Second World War captivated the audience of pupils from Years 4, 5 and 6, especially when shown a ration book and actual meagre amounts of butter, sugar, tea and margarine that constituted the weekly rations of many families. Less evident is the teaching of historical skills and of discriminating between fact and opinion, truth and bias. Pupils in other years write diaries in the style of Samuel Pepys when recounting the events of the Great Fire of London. Comparisons between how the rich and poor folk lived in Tudor times and an insight into the infamous deeds of Henry VIII were studied during the Autumn term when Key Stage 1 and 2 pupils created family trees and recorded the fate of Henry's wives.

105. Pupils show a keen interest and sustained concentration in their history topics and very much appreciate the opportunities planned for them.

106. Resources are adequate, although some of them are as a result of the local education authority loan service. The school does all it can to arrange visits appropriate to topics being studied and pupils from both key stages visit castles and older pupils have taken part in a civil battle re-enactment at Worcester Commandery.

INFORMATION TECHNOLOGY

107. Standards by the age of eleven are below average, and the pupils make unsatisfactory progress in Key Stage 2. During the inspection, few pupils in this key stage were observed using computers and although some computers were turned on in their classrooms, their use was not often planned. The following judgements are therefore based on one lesson seen, a scrutiny of work provided by the school, displays and discussions with pupils and staff. Displays of millennium resolutions showed that pupils can select fonts and font sizes in order to create an attractive result. The lesson observed in Class 3 demonstrated that the pupils understand that a database is a good way of collating information and that they recognise that databases can contain errors. However, they are inhibited in the range of skills they use by the age of the computers and software. The school does not possess any equipment for the monitoring of external events, so this aspect of the curriculum is not covered.

108. By the age of seven, standards are below average. The pupils have experienced communicating data in word processing, where they are able to use a menu to make satisfactory choices to improve the presentation of their work. The younger pupils in the key stage have produced some attractive pictures, showing satisfactory levels of skill in the use of menus, mouse and the keyboard. A lesson was observed with the pupils showing that they understand the need to sequence instructions accurately in order that a programmable toy should complete a set course. However, once again there is a limited range of opportunities for the pupils in this key stage which inhibits their achievements and their progress in this key stage is also unsatisfactory.

109. The pupils enjoy using computers and are keen to try to improve their skills. Pupils throughout the school show an interest in computers. There was very obvious enthusiasm shown in the lesson with the programmable toy in the class for the youngest pupils.

110. As a limited number of lessons was seen, it is not possible to make judgements about the quality of teaching in this subject. However, it is clear that the teachers' planning does not yet incorporate sufficient opportunities for the pupils to develop skills at an appropriate pace.

111. The co-ordinator is keen to improve standards and has, in discussion with her colleagues, produced an action plan for the subject. This addresses many of the shortcomings mentioned above, and although the timescale for development is not particularly rapid, it is realistic bearing in mind that this is a small school where there are already many demands on teachers. The action plan takes into account the new computers that the school has already ordered. The teachers have not yet had sufficient training in the subject to enable them to be confident in delivering all aspects of the curriculum, but this training is planned for the autumn term.

MUSIC

112. Only two lessons of music were seen but further evidence of the school's provision was gained from the two recorder groups and the choir which meets after school.

113. As soon as children enter the reception class they have two short music lessons each week. They learn to hold and play untuned percussion instruments and soon accompany tunes and songs joining in with the singing as well as playing. Pupils take care of the instruments and behave very responsibly. At present the lessons are directed by teachers and led with instruments chosen for the purpose, although all the pupils were able to have turns with all of the instruments.

114. Pupils playing the recorder learn to read music and are flexible enough to take on different parts for each tune. The choir sings enthusiastically and the opportunity to join is open to everyone although only two boys have chosen to join. Singing in assembly is also tuneful and enthusiastic.

115. Less than satisfactory features of lessons are when teaching points are not made and where pupils perform without guidance and advice on how to improve upon their skills and acquire new knowledge. Pupils generally behave well, any silliness is quickly checked.

116. The school is fortunate to have two members of staff who play the piano and music is seen to be an important part of the curriculum and both the secretary and the music co-ordinator liaise and plan for termly concerts. The school also sings at St Cloud's Nursing Home and sings carols for St. Richard's Hospice.

117. The co-ordinator is well qualified and wishes to pursue ways of using computers as a means of composing.

PHYSICAL EDUCATION

118. One lesson of physical education was seen and no other evidence was available, although documentation indicates that the school provides opportunities for pupils to join football and netball clubs out of school hours and on Saturday mornings when a football club is run by a parent. A lunchtime club is held to promote football training and this is attended by boys and girls. The school provides cricket coaching twice termly through visits from a member of Worcestershire Cricket Club. The cluster group of primary schools provides opportunities for tournaments and the school is a member of Malvern District Sports Group. The school netball team has come first in the tournament for the past two years. Dance workshops have also been provided along with performances from visiting dance groups. Extra-curricular provision is therefore very good.

119. In the early years pupils are taught how to lift and move apparatus carefully and safely taking responsibility for keeping themselves and others safe. They learn to co-ordinate their movements and use different parts of their bodies to move along benches and beams. All are confident when using the apparatus and their skill in balancing and descending increases.

120. Teaching takes account of the age, ability, and agility of the pupils and long-term planning shows progression. When the apparatus is in place and in use by a full class the hall is quite cramped and space is at a premium. Protuberances from wall hanging apparatus create additional hazards. With older children in a similar situation the lack of space would be even more obvious. The school is fortunate in having a hard surface

playground and a field of generous size for outdoor activities.

121. The co-ordinator, who is also the deputy headteacher, has attended courses for physical education and dance. She monitors her subject by looking at planning, assisting teachers to plan and working with and observing pupils throughout the school.

RELIGIOUS EDUCATION

122. Only two lessons of religious education were seen, but they indicated how important a subject this is to the staff and the pupils. Children in the reception class learn that when people pray they are talking to God and they join in a circle to compose a simple prayer of their own. They are taught the purpose of prayer and this clearly has an impact on their role in the collective act of worship that takes place in assembly. They put their hands together and shut out the rest of the world, taking time to think and reflect on what is important to them. Although some children are self-conscious, almost all offer a simple prayer of appreciation using a kneeling pad.

123. The pupils in Years 2 and 3 reflect on special places and where they can go to be quiet or think. They learn that shrines are special places in Hindu homes and examine artefacts from the Hindu faith and look at books provided by the loan service. The class opened a letter from a Hindu boy who explained about himself and his religion. Pupils posed questions in order to find out more about Hinduism and what is important to Hindus. They recall the meaning of some of the vocabulary used in previous lessons. From evidence found in pupils' books, Year 6 has made a study of the Christian church, its various parts and functions. The school arranges visits to a Jewish Synagogue, Hindu and Sikh temples, nearby Stanbrook Abbey and various local churches. Visitors from the Salvation Army, missionaries and representatives from various charities come to speak with the pupils.

124. Teaching is good at Key Stage 1 and satisfactory at Key Stage 2. It is good overall. Where it is very good, a spiritual atmosphere is created and pupils learn the importance of calm reflection and thought.

125. The school has access to an excellent collection of artefacts shared with the cluster group. The school provides an appropriate atmosphere in which to nurture spiritual development and a strongly moral code of behaviour.