

INSPECTION REPORT

PINVIN CHURCH OF ENGLAND FIRST SCHOOL

Pinvin, Pershore

LEA area: Worcestershire

Unique reference number: 116840

Headteacher: Mrs P Trivett

Reporting inspector: Mrs J M Jones
23097

Dates of inspection: 22 - 24 May 2000

Inspection number: 189639

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Voluntary Controlled
Age range of pupils:	4 to 9
Gender of pupils:	Mixed
School address:	Main Street Pinvin Pershore Worcestershire
Postcode:	WR10 2ER
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr R Elliott
Date of previous inspection:	October 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs J M Jones	Registered inspector	English Art Music Religious education Under-fives	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
Mr B Silvester	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Mr H Moreton	Team inspector	Mathematics Science Information technology Design and technology Geography History Special educational needs Equal opportunities	How good are the curricular and other opportunities?

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	19
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	22
PART C: SCHOOL DATA AND INDICATORS	23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Pinvin Church of England First School is a very small school for 74 boys and girls aged 4 - 9 years old. It has Voluntary Controlled status and is affiliated to the Church of England. In national socio-economic terms the intake is average. About 3 per cent of pupils claim free school meals, which is well below the national average but the exact number of pupils eligible is difficult to establish since the local authority does not provide a schools meals service. There is a small number of pupils from ethnic minority communities and the nearby site for travelling families. There are 8 pupils on the register of special educational needs with communication, specific and moderate learning difficulties. Two pupils have a Statement of Special Educational Need. The overall attainment of children on entry is as expected for children of their age.

HOW GOOD THE SCHOOL IS

Pinvin First School is effective and has many strengths. Pupils make at least satisfactory progress. Standards overall are in line with national expectations. Teaching is good with the result that pupils have positive attitudes to their work. The school is well led and managed by the headteacher who has created a strong staff team and a caring and purposeful atmosphere in which pupils thrive. There is a shared commitment to improvement and a capacity to succeed. The school provides satisfactory value for money.

What the school does well

- The headteacher provides effective leadership and has developed a very good partnership with parents whose involvement has a very positive impact on the work of the school.
- In art, pupils achieve well above the levels expected. The work on display around the school is of a high quality and helps create the very attractive learning environment.
- There is much good and, for the youngest children, often very good teaching so that all pupils are keen to learn, concentrate on their work and behave well. Children aged under five make good progress and their attainment by the age of five exceeds expectations because of the lively teaching that makes learning fun.
- Provision for pupils with special educational needs is good and they make good progress.
- Pupils' personal development is very good. They enjoy coming to school because relationships are very good and everyone is valued. They are confident, responsible and understand the impact of their actions on others. The wide range of extra-curricular activities extends and enriches the curriculum.
- Staff know pupils very well and give good support and guidance. The provision for pupils' personal, spiritual and moral development and the procedures for assessing pupils' attainment are good.

What could be improved

- There is no whole-school agreed approach to the teaching of reading and reading records are unsatisfactory with the result that some pupils do not achieve as they should.
- Teachers do not consistently challenge all pupils, especially higher attainers, by setting tasks that match their prior attainment.
- The written school development plan does not place enough emphasis on raising standards and systems for self-evaluation, including analysis of data, are underdeveloped. Governors are not sufficiently involved in setting the agenda for school improvement and monitoring its effectiveness.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good overall progress since the last inspection in 1996. The school has maintained academic standards overall and the quality of teaching and pupils' attitudes to their work remain good. Curricular planning, assessment procedures, the school's partnership with parents and the use of the accommodation have improved. There has also been good progress in addressing the key issues. Standards in information technology have risen, morning registration complies with requirements and resources have been audited. There have been significant improvements in the school's framework for long term planning and teaching is now well supported by schemes of work. However, although the quality of teachers' day-to-day assessment has improved, except in reading, their daily planning does not consistently meet the needs of pupils of all ability levels.

STANDARDS

The table shows the standards achieved by 7 year olds based on National Curriculum test results.

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
Reading	E*	C	E	E	well above average A above average B average C below average D well below average E
Writing	E	A	E	E	
Mathematics	E*	D	D	E	

This information shows, for example, that at the end of Key Stage 1 in 1999, although standards in mathematics were below average compared with schools nationally, they were well below average compared with similar schools. E* means that the school's performance was in the bottom five per cent nationally. However, these results are not a good indicator of standards in the school. Direct comparisons of pupils' results from one year to the next can be misleading because the small number of pupils involved means that the performance of individual pupils can distort the figures and cause considerable year-on-year variations. In addition, there was a very high proportion of pupils with special educational needs in Year 2 in 1997 and 1999, which had an adverse effect on the school's results. There is no discernible trend in attainment over time. The school anticipates that this year's results will show a great improvement.

Evidence from this inspection shows standards overall are in line with national expectations at the end of Key Stage 1 and by the time pupils leave school. They are in line with national expectations in both key stages in all subjects except art, which is well above expectations. The pupils' attainment in religious education meets the expectations of the Agreed Syllabus. There was insufficient evidence to make a judgement about standards in music in Key Stage 1 and physical education in Key Stage 2. Pupils make sound overall progress through the school. However, a few pupils underachieve in reading and higher attaining pupils are not always set tasks that make them think. Pupils' skills in mental mathematics are developing well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils play a full part in the school's life, are enthusiastic learners and have a desire to improve. They are not afraid to make mistakes.
Behaviour, in and out of classrooms	Good. Pupils are courteous and helpful and show respect for others. However, the oldest pupils sometimes become rather noisy when they

	get excited.
Personal development and relationships	Very good. All pupils mix well regardless of age or gender. They work and play together well and are willing to share and take turns.
Attendance	Below the national average because of the poor attendance record of three pupils but the procedures for monitoring and improving attendance are good.

Pupils' response was good or better in more than three-quarters of the lessons seen and was never less than satisfactory. The attitudes to learning of the youngest pupils are consistently very good and are better in Key Stage 1 than in Key Stage 2. The small numbers of ethnic minority and pupils from travelling families are very well integrated into the life of the school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-9 years
Lessons seen overall	Good	Good	Satisfactory

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

The quality of teaching and learning is good overall. It was good or better in 59 per cent of lessons seen, very good in 15 per cent and was never less than satisfactory. The teaching of English and mathematics is at least satisfactory and is often good. Basic skills, such as phonics and strategies for mental calculations are given proper emphasis and are taught well. The whole-class introductions to lessons are particularly effective and the plenary sessions reinforce appropriately what pupils have learned. The quality of teaching for children aged under five is never less than good and is often very good. The teacher has a very good understanding of the needs of young children and high expectations of children's concentration, work and behaviour. She exploits all opportunities, including planned play, to promote children's progress.

There are a number of significant strengths in the quality of teaching. Teachers manage pupils well and encourage them to do their best. They value pupils' ideas, which encourages all pupils to contribute. No teaching time is wasted and teachers have good methods for sustaining pupils' interest. Pupils know what is expected of them because teachers explain tasks and concepts clearly. Teachers ask questions that probe pupils' understanding. They build systematically on pupils' previous learning by adapting lesson plans in the light of their evaluations. Weaker aspects of teaching are that expectations of more able pupils are not always high enough, learning objectives are not specific for group work and support staff are sometimes not deployed efficiently in whole-class sessions. The quality of marking is also variable. In English, it gives pupils useful feedback on their work but is less helpful in mathematics and science.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Broad and balanced. Good for under fives and smooth transition into the National Curriculum. Curriculum planning is detailed.
Provision for pupils with special educational needs	Good. Pupils receive effective support. Teachers and support staff provide an appropriate blend of help and challenge that raises pupils' self-esteem.
Provision for pupils' personal, including	Provision is good for pupils' moral and social development and satisfactory for their spiritual and cultural development. Pupils'

spiritual, moral, social and cultural development	behaviour is promoted well through the high expectations staff have of them. Pupils have insufficient opportunities to learn about life in multi-cultural Britain.
How well the school cares for its pupils	Good. Staff are very caring and the pupils are made to feel happy and secure. Assessment information is not used to predict pupils' achievements.

There is no specific planning for the development of numeracy and literacy, including speaking and listening, through other subjects. Science is not given enough time to enable all topics to be studied at a sufficient depth.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has a clear educational vision so that all work to a common purpose. She manages staff and pupils well and team work is well established. Co-ordinators make an effective contribution to school improvement.
How well the governors fulfil their responsibilities	Satisfactory. Governors are very involved in school life. They are beginning to act as a critical friend but do not yet hold the school to account for its standards.
The school's evaluation of its performance	Procedures for self-evaluation are not planned, regular, rigorous or systematic enough to enable the school to evaluate fully the effectiveness of its work.
The strategic use of resources	Satisfactory. Financial planning supports agreed educational priorities. Spending plans have now been finalised to reduce the contingency fund to an appropriate level.

Informal monitoring procedures are good and the headteacher is well aware of what goes on in every classroom because she teaches every class. The accommodation is good and learning resources are satisfactory. The school is beginning to address the best value principles in the management of the school's resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children like school, behave well and are helped to become mature and responsible. Teaching is good and pupils make good progress. Teachers expect pupils to work hard and do their best. The school is well led and managed and the headteacher and staff are approachable. The school works closely with parents and keeps them well informed about their children's progress. 	<ul style="list-style-type: none"> A few parents feel that the teachers should give more homework to the oldest children. Some parents consider that the school does not provide an interesting range of activities outside lessons. A very small minority thinks that the more able children are not challenged enough.

At the pre-inspection meeting, parents were extremely supportive of the school and the responses to the questionnaires show that they are pleased with almost everything about the school. The inspection team supported parents' views about the school's strengths and agreed that more able children are not always challenged enough. However, the inspection evidence showed that the range

of extra-curricular activities is good and the quantity of homework is appropriate, although teachers do not always set it regularly.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1 In the Key Stage 1 National Curriculum tests in 1999, the school's results present a very mixed picture. In reading and writing, pupils' results were well below average when compared with schools nationally and those with pupils from similar backgrounds. In mathematics, they were below the national average and well below the average for similar schools. In teacher assessments in science and speaking and listening, the proportion of pupils attaining the expected level (level 2) or higher was below the national average. The percentage that attained the higher than expected level (level 3) was well below average in reading and mathematics and was below average in writing. However, these results are not a good indicator of standards in the school.
- 2 In 1999, the high proportion of pupils with a Statement of Special Educational Need adversely affected the school's results. All the pupils who did not have a Statement of Special Educational Need attained a mid-level 2 (level 2B) or above in reading and mathematics and 60 per cent of them achieved level 2B or above in writing. The school predicts that this year's results will show a great improvement. It anticipates that all pupils will attain at least the expected level in reading, writing, mathematics and science with an increased proportion at the higher levels. Although the school is beginning to track pupils' progress through the school and is acquiring much useful data, this information is not yet being used to set targets for pupils' achievements for the next year.
- 3 Key Stage 1 test results from 1996 - 1999 show that standards fluctuate greatly and there is therefore no discernible trend in attainment over time. These year-on-year variations are almost inevitable when the size of the cohort is very small and each pupil carries a high percentage. Direct comparisons of pupils' results from one year to the next can therefore be misleading. In 1997, for example, half the pupils were on the register of special educational needs and this again affected the overall results. Test results are also often different from inspectors' judgements about standards because they refer to different groups of pupils and inspectors scrutinise a wider range of work than is included in the tests.
- 4 Evidence from this inspection shows standards overall are in line with national expectations at the end of Key Stage 1 and by the time pupils leave school at the end of Year 4. They are in line with national expectations at the end of Key Stage 1 and Year 4 in both key stages in all subjects except art, which is well above expectations. The pupils' attainment in religious education meets the expectations of the Agreed Syllabus at the end of Years 2 and 4. There was insufficient evidence to make a judgement about standards in music in Key Stage 1 and physical education in Key Stage 2. Standards are similar to those reported at the time of the last inspection in 1996. Since then, in both key stages, standards have improved in information technology and art but fallen in science. Standards are lower in English in Key Stage 1 and in music in Key Stage 2. In all other subjects standards have remained the same.
- 5 Parents are very happy with standards at the school. Every parent who completed the pre-inspection questionnaire reported that the school expects children to work hard and achieve their best. These views were confirmed at the pre-inspection meeting with parents when all those present agreed that their children, including those with special educational needs, are helped to learn and make progress.
- 6 Children's attainments on entry vary but, overall, are as expected for children of their age. As a result of the consistently good teaching that they receive, children enjoy learning and make good progress. By the age of five, most children have exceeded the desirable learning outcomes in language and literacy, mathematics, their knowledge and understanding of the world and their personal, social and physical development. Their attainment is in line with expectations in their creative development.

- 7 Pupils continue to make sound progress through the school, as they did in 1996. In both key stages, pupils with special educational needs make good progress. Although class teachers' lesson planning does not always incorporate the targets in pupils' individual education plans, the targets themselves are sufficiently detailed to help them plan pupils' daily work. Pupils are supported effectively both within the classrooms and when taught in withdrawal groups. There are good procedures for assessing the progress made by pupils with special educational needs and their progress is reviewed regularly. The progress of the very few pupils from travelling families is at least satisfactory and occasionally very good, especially in reading, when they are given regular extra adult help. The school has not identified any gifted and talented pupils. The findings of this inspection and an analysis of the school's test results show that there is no significant difference in the attainment of boys and girls.
- 8 Higher and lower attaining pupils make satisfactory progress. However, it is slower in some lessons because, although teachers usually group pupils according to their prior attainment, they do not specify learning objectives for higher and lower attaining pupils in their planning. Higher attaining pupils are not consistently challenged and too often complete the same work as other pupils. The rate of progress of lower attaining pupils in English is improved when they receive additional literacy support. They benefit from the well-planned activities, the high level of adult support and the emphasis on basic literacy skills. The school's assessment procedures are providing information about pupils' progress and show that the majority of pupils have made good progress in basic literacy and numeracy skills.
- 9 Pupils' literacy and numeracy skills are sufficiently well developed to enable them to access the curriculum. Although there is no whole-school planning for the specific development of speaking and listening skills, the school provides good opportunities in the classroom for this aspect of English. The result is that pupils' achievements are slightly above expectations. Standards in reading are broadly in line with national expectations by the end of Key Stage 1 and Year 4 but a few pupils underachieve. This is because, although the school has implemented group, silent and paired reading, it no longer has an agreed whole-school approach to reading. Teachers make their own decisions, for example about how to use the reading schemes and how to support individuals, especially those pupils whose parents do not read regularly with them. Some pupils' reading books are not at an appropriate interest level or level of difficulty because class teachers are not sufficiently involved in selecting them. Teachers also do not ensure that pupils are taught a range of strategies to help them decipher unfamiliar words. Reading records are also inadequate and do not track pupils' progress closely enough. The range and quality of writing is satisfactory, although spelling in Key Stage 2 is less secure than in Key Stage 1. Opportunities are missed to enhance pupils' literacy skills in other subjects because the use of literacy across the curriculum is incidental rather than planned.
- 10 Pupils make satisfactory progress in mathematics and the introduction of the National Numeracy Strategy is having a positive effect on pupils' learning, especially in mental mathematics. Teachers' secure subject knowledge helps them explain concepts clearly and ask questions that encourage pupils to develop their own strategies for solving problems. However, there are too many occasions when pupils of differing abilities are set the same task with the result that the higher attaining pupils sometimes practise skills they have already learned. Pupils have too few opportunities to develop their mathematical skills through other subjects.
- 11 Pupils' progress in science is satisfactory and nearly all pupils achieve as they should. They use scientific words accurately because teachers emphasise the vocabulary associated with the topic they are teaching. Teachers develop pupils' skills in experimental and investigative science but also rely too heavily on worksheets that do not make pupils, especially higher attainers, think for themselves or enable them to record their observations in their own words.
- 12 Standards are rising in information technology and all pupils make satisfactory progress. By the time they leave the school their skills in using information technology are at a level expected for pupils of this age. Teachers' demonstrations of new programs and skills, followed by opportunities for pupils to practise them, help pupils acquire new knowledge and understanding in a systematic way. The school now has enough computers for pupils to learn information technology effectively. Teachers are committed to using information technology and are beginning to use it more frequently to support learning in other subjects.

- 13 Pupils make satisfactory progress in religious education and their understanding is enhanced by acts of collective worship and links with the local church. Pupils in Key Stage 1 have an appropriate knowledge of Bible stories and the reasons for Christian festivals but have few opportunities to explore other religions. In Key Stage 2, pupils build on their previous learning and develop a sound understanding of the main events in the life of Jesus.
- 14 Standards in art are a strength of the school. Pupils achieve well above the levels expected because of the school's enthusiasm for the subject. The work exhibited in the school's art gallery and on display around the school is of a high quality. Pupils use a wide range of media, processes and techniques with skills that exceed expectations for their age.

Pupils' attitudes, values and personal development

- 15 Pupils enjoy coming to school and play a full part in its life, including in the extra-curricular activities. They respond well to their work overall. The attitudes to learning of the youngest pupils are consistently very good and are better in Key Stage 1 than in Key Stage 2. Nearly all pupils are enthusiastic learners and have a desire to improve. The pupils are eager to participate in their lessons and are quick to answer or raise questions. They collaborate well. In a Key Stage 2 lesson in religious education, for instance, the pupils worked effectively together to determine what the various artefacts were used for. Pupils become involved in the activities they are given and concentrate well. A good example of their response to their teaching was observed in Class 1 when a group was engrossed and totally enthralled by the information technology work they were doing. They were not afraid to make mistakes because of the supportive classroom ethos.
- 16 Children aged under five come into school happily and respond very well to the teacher's high expectations of behaviour and application to their work. They are very well behaved, persevere with the tasks that they are set and are keen to acquire new skills. They develop positive relationships with each other and the adults involved in the classroom because they have very good opportunities to work and play together in the planned play sessions. They clear up independently at the end of lessons and put the equipment away in the right places. Pupils with special educational needs and those from travelling families are keen to learn and thrive on the praise and encouragement that they are given by teachers and support staff with whom they have very good relationships.
- 17 The behaviour of the pupils, in class and around the school, is good. Parents are very happy with the standard of behaviour achieved in the school. Pupils are friendly, courteous and helpful and show respect for others. There is no evidence of any bullying or oppressive behaviour. There have been no exclusions from the school. The good standard of behaviour assists the pupils' learning, although the oldest pupils sometimes become rather noisy when they get excited, which can distract other groups that are trying to concentrate. The last inspection report stated that pupils were enthusiastic, worked hard and that the standard of behaviour was consistently high. This is still the case.
- 18 Relationships between pupils and adults and pupils themselves are very good, thus establishing the school's positive ethos in which everyone is valued. All pupils mix well regardless of age or gender. They work and play together well and are willing to share and take turns. Pupils care about each other and are quick to help if another child is in need, for example if someone has fallen over or is upset. The small numbers of ethnic minority and pupils from travelling families are very well integrated into the life of the school.
- 19 The personal development of the pupils is very good. They learn to understand the impact of their actions on others and reflect sensitively on issues that relate to their personal development. In a circle time in Class 2, for example, pupils reflected on their strengths and weaknesses in a calm and mature way and respected the feelings of others in the class. As pupils progress through the school they gradually assume more responsibilities. They have classroom duties, help in assemblies, deliver registers to the office and take messages. Older pupils also hear the younger ones read and then, with adult supervision, record their progress. The youngest pupils share resources fairly and are able to make sensible decisions, for example when they choose their activities in play sessions. When given the opportunity, older pupils also show initiative by

suggesting fundraising ideas, such as a 'Crazy Hair Day' to raise money for the parents' and teachers' association.

- 20 Attendance in 1998/99 was 92.6 per cent, which is below the national average. Unauthorised absences were 0.7 per cent in the same year, which is above the national average. The level of attendance has dropped by two per cent since the last inspection. This is mainly due to the poor attendance record of three pupils. Most pupils are punctual with only a small number arriving late.

HOW WELL ARE PUPILS TAUGHT?

- 21 The quality of teaching and learning is good overall. It was good or better in about six in ten lessons seen and was never less than satisfactory. The quality of teaching is consistently good or better for children aged under five, good in Key Stage 1 and sound in Key Stage 2. At the time of the last inspection the overall quality of teaching was judged to be good overall with good teaching in Key Stage 1 and satisfactory teaching in Key Stage 2. This is similar to the findings of the last inspection.
- 22 Teaching and learning are at least satisfactory in all subjects and are good in art in both key stages. The quality of teaching is good in Key Stage 1 in mathematics and information technology and in Key Stage 2 in religious education. No lessons were seen in design and technology or, in Key Stage 1, in religious education, history and music and, in Key Stage 2, in geography so it was not possible to make a judgement about the quality of teaching.
- 23 The teaching of English and literacy skills is sound overall and often good. Lessons are well structured and follow the format of the literacy hour. The whole-class introduction is particularly effective and the plenary session reinforces appropriately what pupils have learned. Lesson planning is satisfactory but learning objectives for each day and each group are not sufficiently clear with the result that tasks set in the group work, although usually interesting, do not consistently match pupils' prior attainment. Pupils are able to concentrate on their work and usually work at a good pace because teachers maintain good discipline. However, in one class the teacher did not interact sufficiently with the independent groups to keep them on task and allowed the noise level of the group with whom she was working to distract others.
- 24 The introduction of the National Numeracy Strategy is having a positive effect on the quality of teaching in mathematics. Teaching is satisfactory and often good. The teachers' subject knowledge is secure and they have successfully adopted the mental mathematics and oral introduction to lessons. All adults, including support staff and volunteers, give pupils effective help. A weaker aspect of teaching, however, is that teachers often give all pupils the same worksheet and this slows the rate of learning, especially for higher attaining pupils.
- 25 Teachers and support staff work are very conscious of pupils' special educational needs and work closely and sympathetically with them. They work well together and provide an appropriate blend of help and challenge that raises pupils' self-esteem and increases their confidence so that they make good progress. Teachers' lesson planning, however, does not refer specifically enough to the pupils' individual education plans. Expectations of higher attaining pupils' standards of work are not always high enough. Teachers ensure that boys and girls mix well in lessons. They treat pupils fairly and this develops effectively the principles of tolerance and respect.
- 26 The quality of teaching for children aged under five is never less than good and is often very good. The teacher has a lively approach and a very good understanding of the needs of young children. She uses praise frequently, but not indiscriminately, which helps each child feels successful and valued and creates a positive classroom ethos. Her enthusiasm for teaching is shared by the classroom assistant and together they make learning fun. She exploits all opportunities, including planned play, to promote children's progress and makes effective links between subjects to help them build on what they already know. Expectations of children's concentration, work and behaviour are high. Children are encouraged to express their thoughts and make choices to develop their self-esteem and independence. The classroom is very well organised so that the children are able to find what they need and clear things away efficiently. The high quality resources stimulate children's interest.

- 27 There are a number of significant strengths in the quality of teaching in both key stages. Teachers manage pupils well. They create a purposeful classroom atmosphere that encourages pupils to take their learning seriously and do their best. They establish very good relationships that are based on mutual respect and have a consistent approach to discipline. In both key stages, teachers provide enhanced opportunities for pupils to develop their skills in speaking and listening through circle times and classroom discussions. Teachers value pupils' ideas, which encourages all pupils to have the confidence to contribute. No teaching time is wasted because activities are carefully planned and resources very well prepared. Teachers have good methods for motivating pupils and sustaining their interest. In literacy sessions, for instance, the teacher in Class 1 used a puppet to help pupils with their spelling and, in Class 3, a hand-drawn poster was used well to stimulate pupils' interest in persuasive writing. A good aspect of teaching is the teachers' ability to maintain pupils' attention during whole-class sessions. Basic skills, such as phonics and strategies for mental calculations are given proper emphasis and are taught well. Pupils know what is expected of them because teachers set tasks and explain concepts clearly. Teachers ask open-ended questions that elicit extended responses from pupils and they pursue their answers to probe pupils' understanding and challenge their thinking. This was exemplified in a history lesson in Class 3 when, through her questions, the teacher encouraged pupils to look very closely at artefacts and photographs to decide for themselves how aspects of the local area have changed over time. Teaching is particularly effective when pupils are involved in assessing their own work and are helped to improve. This was seen in a dance lesson in Class 1 in which pupils, especially lower attaining pupils, improved their performance significantly after evaluating, practising and refining their skills. The quality of marking is variable. In English it gives pupils useful feedback on what they have done well and what they need to do to improve but is not as thorough in mathematics and science. Teachers build systematically on pupils' previous learning by adapting their lesson plans in the light of the information they gained from evaluating their lessons.
- 28 Within the context of generally good quality teaching and learning, there are a few important weaknesses. The previous inspection identified as a key issue the approach to the day-to-day assessment of pupils' work so that teachers daily' planning consistently meets the needs of all ability levels. The school has worked hard to address these concerns but, although progress has been made, there is scope for further improvement, especially in the challenge of the tasks set for higher attaining pupils. Learning objectives are often appropriate for the lesson as a whole but are not specific enough to enable teachers to assess whether or not groups of pupils or individuals have achieved them. When reading with pupils, teachers do not assess their attainment and track their progress to identify what they can do and what they need to do next. Current reading records are inadequate. Although, in English, support staff are used effectively to support pupils when they work in groups, the teacher does always deploy them efficiently in whole-class sessions.
- 29 At the pre-inspection meeting with parents and in the questionnaire, parents expressed a range of views about homework. Most were happy with the amount of work that their children are expected to do at home but a few felt that older children should be given more in order to prepare them for life in the middle school and that it should be given more frequently. Inspection evidence shows that homework is used appropriately to support pupils' progress but in one class, although spellings were sent home regularly at the beginning of the year, none has been set for four months.

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

- 30 The school provides a satisfactory range of learning opportunities for all its pupils. The curriculum for children aged under five is good and leads to the desirable learning outcomes recommended for children at this age in all areas of learning. There is a smooth transition into the National Curriculum during the reception year. Planning is very thorough and there is a good balance between all areas of learning. The curriculum in Key Stages 1 and 2 is broad and fully meets statutory requirements, with all National Curriculum subjects and religious education being suitably represented. The national strategies for literacy and numeracy have been successfully introduced and have been effective in raising standards. In practice, the focus on teaching literacy skills across the curriculum and within English is satisfactory but there is no specific planning for the development of these skills through other subjects. The teaching of numeracy is

given good emphasis within mathematics but is under-represented across the planned curriculum. The curriculum effectively promotes pupils' intellectual, physical and personal development and prepares them well for the next stage of their education. There are appropriate links with the playgroup and the middle school, which help pupils settle quickly when they move to their new schools.

- 31 The school provides a relevant curriculum, which interests and motivates pupils. In all subjects the teaching of skills and understanding are emphasised to ensure that pupils have access to a balanced curriculum. In some subjects, such as in science, an insufficient time allocation leads to a too superficial study of chosen topics, resulting in some pupils acquiring limited depth of knowledge. The National Curriculum is taught effectively through subject teaching in mixed ability and mixed age classes. Curriculum planning is detailed and, increasingly, includes clear and focussed learning objectives. The school is in the process of adopting national guidelines for schemes of work in many subjects. However, although the various plans currently used provide essential coverage of statutory requirements in all subjects, they do not always provide sufficient structure to enable pupils of different abilities to acquire knowledge and build on levels of understanding in a logical sequence. They are not consistently linked to National Curriculum levels to assist learning, and ensure that all pupils make the progress of which they are capable. Links in planning with other subjects are developing well.
- 32 Personal, social and health education is suitably represented within the school's curriculum. This includes work on the benefits of a healthy lifestyle and water safety. The curriculum provides equality of access and opportunity for all pupils. Provision for the lower attaining pupils is satisfactory in English and mathematics. However, the needs of higher attaining pupils are given insufficient attention, especially in mathematics and science. Provision for pupils with special educational needs is good. The school has a clear special educational needs policy that meets the requirements of the Code of Practice well. Pupils with special educational needs and those from travelling families are supported effectively in and out of classrooms as appropriate. There are no significant differences in attainment of boys and girls overall and all pupils have equal opportunities to participate in all subjects of the curriculum.
- 33 There is a wide range of good quality extra-curricular activities that extend and enrich the curriculum. They include sport and 'engineering'. A variety of educational visits also successfully broadens pupils' experiences, particularly in history and geography.
- 34 Taken as a whole, the provision for pupils' spiritual, moral, social and cultural development is good. Aspects of the curriculum, particularly circle time, make a good contribution to pupils' personal development.
- 35 The schools' provision for pupils' spiritual development is satisfactory. Pupils are encouraged to consider the inspiration of well-known artists and the expressive qualities of works of art. Their own artistic endeavours are valued by teachers and displayed with care. In religious education, pupils in Key Stage 2 gain an understanding of the beliefs and values of other major faith groups. Circle time sessions help pupils think about themselves and explore their feelings, which develops their spiritual awareness. There are however, few opportunities in other lessons or during the daily act of worship to provide pupils with time to reflect on new learning and ideas.
- 36 Provision for moral development is good. Pupils' behaviour is promoted well through the high expectations that the staff have of them. Pupils are made aware of what is, and what is not, acceptable behaviour. They help to develop their classroom rules, which enable them to gain an understanding of rights and responsibilities and the reasons for rules. Teachers and other adults provide good role models, valuing all pupils as individuals.
- 37 Provision for pupils' social development is good. The ethos of the school enables pupils to work well together. The school's productions, such as "Pinocchio", and extra curricular activities, especially in sport, make a good contribution to the development of the pupils' social skills. In competitive matches pupils learn to work as a team and have the opportunity to meet pupils from other schools. Parents report that the non-competitive sports days, when pupils work as a mixed-age team, also enable pupils from different classes to get to know each other and work together. There are many informal opportunities for pupils to take responsibility, although pupils are not encouraged to take on more demanding roles or to show high levels of initiative.

- 38 Provision for cultural development is satisfactory. Throughout the school, pupils are encouraged to appreciate their own cultural heritage through the study of history. In art, pupils become familiar with the work of famous artists from all over the world. In music, pupils are building a repertoire of songs from their own and other cultures. Religious education enables pupils in Key Stage 2 to learn about other religions but there are fewer opportunities for pupils to learn about the wealth of cultural diversity in Britain today.
- 39 The previous inspection report identified as a key issue the need to develop further the school's framework for long term planning so that schemes of work are available for all subjects, and in the first instance for English and mathematics. The school has made good progress in addressing this issue and schemes of work are now securely in place.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 40 The steps taken to ensure the pupils' welfare, health and safety are good and have a positive impact on learning. The teachers know their pupils well, recognise their needs and give them good support and guidance. They are very caring and the pupils are made to feel happy and secure. Parents are very happy with the care provided for their children and report that pupils with special educational needs are quickly identified.
- 41 The school has a good health and safety policy. Several health and safety checks and risk assessments are carried out each year. There are two fire drills each term and all the school's moveable equipment is checked annually. The school nurse visits regularly. She carries out health checks on the pupils, gives talks and makes home visits. There are two qualified first aiders on the staff to deal with minor injuries.
- 42 The school has an appropriate child protection policy. The headteacher is responsible for its implementation and has received the necessary training. There is a named governor with responsibilities for child protection. All staff are made aware of the procedures that they should adopt if they have any concerns and further training is planned for new staff.
- 43 The school's procedures for monitoring and supporting the pupils' academic progress are satisfactory. Teachers assess and record pupils' academic progress in all subjects and there is general consistency in how this is carried out, which enables teachers to make accurate on-going judgements of pupils' levels of attainment. Teachers have a good knowledge of what pupils know, understand and can do in most subjects and this makes it possible for them to track pupils' progress during the year. In literacy and numeracy, teachers also set termly targets for individual pupils to help them know what they need to do to improve. There are also good procedures for assessing progress made by pupils with special educational needs. At the end of the academic year teachers' assessments are used to decide on pupils' placement for the following year. One pupil, for example, was moved into another class for the literacy hour in order to be able to work with older pupils. However, teachers do not always use this information in their short-term planning to cater effectively for different groups within the class. This slows the progress of higher attaining pupils, especially in mathematics and science, and prevents them from making the gains in learning of which they are capable. The school's procedures for assessing and recording pupils' progress in reading are also unsatisfactory.
- 44 Teachers also have much useful information about pupils' attainments as a result of annual tests. The recent introduction of optional national tests in mathematics and English for pupils in Years 3 and 4 and the extension of annual tests in English and mathematics for all age groups will help the school have a more reliable overview of pupils' progress from one year to the next. At present, the school's assessment information is not used to predict pupils' achievements for the next year, to compare individual progress in different subjects, to monitor pupils' progress against predictions or to set targets for those pupils whose progress gives cause for concern.
- 45 Class teachers monitor the personal development of the pupils well and keep informative records. An appropriate reference is made to pupils' personal qualities in their annual reports. Circle times are also used to promote the pupils' personal and social development. Satisfactory academic and personal records are kept and are routinely passed to the next teacher.

- 46 The school's procedures for monitoring and improving attendance are good overall. Class teachers, the school secretary and the headteacher monitor attendance. Any concerns or unexplained absences are followed up promptly by phone or letter. The educational welfare officer visits regularly and makes home visits if necessary. The attendance figures are not reported in the required format in the prospectus or the annual governors' report to parents.
- 47 The school's procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are effective and involve all staff, including midday supervisors. The behaviour policy contains a wide range of rewards, such as the "caring sunflowers" and "gold book" assemblies, which show the importance that the school places on creating a caring community in which all are valued. The classroom rules and the school's 'caring code' are derived from the behaviour policy and reinforce the school's positive approach to discipline. Stars are given for good work or behaviour and the pupils treasure these and display them with pride. The rewards encourage all pupils to behave well and, when necessary, the agreed sanctions are used effectively. Teachers deal promptly and sensitively with any poor behaviour that does occur. If the misbehaviour is persistent then parents are appropriately involved. The last inspection report stated that pupils feel happy and are secure in the school. This situation remains the same.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 48 Parents are very supportive of the school and links between the school and parents have a very positive impact on the work of the school. Parents are very happy with the communications they receive from the school. The school's partnership with parents has improved. At the time of the previous inspection it was reported to be good but the analysis of the pre-inspection questionnaires shows that parents are even happier with the school now than they were in 1996.
- 49 The quality of information provided to parents, including about their child's progress is good. The school newsletter is colourful, well presented and is usually delivered to parents half-termly. All parents take the two opportunities a year to discuss their child's progress with the class teacher. In addition, parents can arrange to see the class teacher after they have received the written annual reports. The quality of these reports is good. They tell parents what their child knows, understands and can do and set targets for improvement. Information evenings are held for parents on curriculum matters like literacy, numeracy and National Curriculum tests. Open mornings and afternoons allow parents to see the school in action. Parents are given advance information on the topics that their child will be studying so that they can help them at home. For parents new to the school, there is a good induction programme, including home visits. Parents of pupils with special educational needs report that they are alerted early about any concerns that the school has and also feel happy to express any anxieties about their children's progress. As the school is aware and plans to rectify, there are a few minor omissions in the school prospectus and the governors' annual report to parents.
- 50 The school's links with its parents are effective and their involvement has a positive impact on their children's progress, especially in reading. Most parents help their children with their homework, which consists of reading, spellings and finishing off work. Pupils in Class 3 are given a weekend task as well. Most parents are satisfied with the homework provided. Some parents help regularly in classrooms, assisting with cooking, sewing, sports and computer work.
- 51 The school issues questionnaires to parents every two years in order to canvas their views on the school's strengths and weaknesses and the results are analysed and acted upon. There are also regular consultations with parents to discuss issues like school trips, uniform, curriculum and the tuck shop. Parents were fully consulted about the home-school agreement and homework policy and their views were incorporated in the final documents.
- 52 The parents' and teachers' association is very active and raises money through a wide range of fundraising events. The funds have been used to buy computers and a stage. The current focus is on improving playground facilities. Parents also collect vouchers to obtain resources for the school. Parents and local residents share books with specific pupils on a weekly basis. Parents are invited to special events, such as concerts, plays and assemblies.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 53 The quality of the leadership and management of the school is satisfactory overall. The last inspection report did not give an overall judgement about the leadership and management of the school. However, most of the strengths reported at that time, such as the way in which the aims and values are reflected in the life and work of the school and the quality of the learning environment, are still in evidence. The exception is that school development planning is now unsatisfactory.
- 54 The school has made good overall progress since the last inspection. Standards overall are similar and the quality of teaching and pupils' attitudes to their work remain good. Curricular planning, child protection, assessment procedures and the school's partnership with parents have improved. There has also been good progress in addressing the key issues. Standards in information technology have risen, morning registration now complies with requirements and resources have been audited. There have been significant improvements in the school's framework for long term planning and teaching in all subjects is now well supported by schemes of work. However, although the quality of teachers' day-to-day assessment has improved, except in reading, their daily planning does not closely enough match the needs of pupils of all ability levels.
- 55 The headteacher provides effective leadership and has a clear educational vision so that all work to a common purpose. She has been very successful in creating a purposeful atmosphere in the school in which all are valued, cared for and respected with the result that pupils are very enthusiastic about coming to school. She manages staff and pupils well and has established a strong staff team and a very good partnership with parents, which has a positive impact on pupils' progress because everyone works together to support them. There is a shared commitment to improvement and a capacity to succeed.
- 56 Responsibility for subjects and aspects of the school has been appropriately delegated and co-ordinators make an effective contribution to school improvement. They work very hard to promote and develop their subjects, as is evident from their good quality co-ordinators' files. There is no deputy headteacher but the teacher with the only responsibility point in the school provides good support for the headteacher and works closely with her. The management of special educational needs is good with the result that pupils receive the support that they need. The register of special educational needs is kept up-to-date and organisation and recording systems of pupils' individual education plans are easy to follow so that pupils' progress can be tracked. Teachers maintain helpful records and individual education plans set realistic targets for improvement.
- 57 Many governors have been appointed comparatively recently and the chair of governors has held that post for less than a year. The governing body is very supportive and is actively involved in school life. Each week, for example, one governor leads whole-school singing sessions and another answers the phone for an afternoon when the school secretary is not there. Governors also visit the school regularly and afterwards present a written report to the whole governing body. Although the governors do not have a committee structure, except for the finance committee and those that are a statutory requirement, they have adopted a system of allocating responsibilities to individual interested governors that works well. Major decisions are always taken by the whole governing body. The governors are beginning to act as a critical friend by, for instance, asking more searching questions and looking more closely at performance data. However, they are not yet sufficiently involved in determining the agenda for school improvement and holding the school to account for its standards. The school meets all statutory requirements except for a few minor omissions in the governors' annual report to parents and the school's prospectus.
- 58 Informal monitoring procedures are good and the headteacher has a clear view of the school's strengths and weaknesses. She is well aware of what goes on in every classroom and knows the pupils very well because she teaches every class. More formal monitoring of teaching is also undertaken by the headteacher and co-ordinators for English and mathematics but it is underdeveloped. Procedures for self-evaluation are not planned, regular, rigorous or systematic

enough to enable the school to evaluate fully the effectiveness of its work. Some analysis of the pupils' work and performance data has been undertaken but the outcomes have not been used to inform priorities for school development planning. The current written school development plan is unsatisfactory because there is not a sufficient emphasis on raising standards. It contains very little detail about planned actions for the current and future years, although some co-ordinators have more detailed action plans for their subjects that are not included in the whole-school plan. It is not always evident how the actions will be achieved or monitored and timescales for completion and success criteria are often too broad. In its present form it does not provide the school with a clear calendar of planned action.

- 59 The quality of financial planning is satisfactory and supports agreed educational priorities. The chair of the finances committee works closely with the headteacher and is very involved in setting, managing and monitoring the school's budget. Although, as a result of a combination of unforeseen circumstances, the school had a very large carry forward figure at the end of this financial year, detailed spending plans have now been finalised that will reduce the contingency fund to a more appropriate seven per cent of the school's income. The school secretary provides a very efficient service so that routine financial administration uses a minimum amount of school management time. Specific grants and additional funding are used appropriately and the school is beginning to address the best value principles in the management of the school's resources.
- 60 The match of teachers and support staff to the demands of the curriculum is satisfactory. All teachers are qualified and experienced in the primary phase of education and have had their work appraised. Funding for staff development is used well to meet the needs of the school and those of individual staff. The school has recognised the need for more training in teaching music. The accommodation is good and significant improvements have been made since the last inspection. The physically disabled can access the school but some ramps would be needed if a physically disabled child attended the school. Learning resources are satisfactory overall and are good for children aged under-five and reading, except for non-fiction books in the library. Although science resources are adequate, they are not readily enough available in classrooms. Gymnastics equipment, such as mats and benches, is very limited and restricts the range of activities that pupils can undertake.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The following matters should be addressed by the governors and staff in writing the action plan, in order to raise standards and improve the provision the school makes:

1. Raise standards and improve the rate of all pupils' progress in reading by:
 - developing an agreed whole-school approach to the teaching of reading that includes how to use reading schemes and support individual pupils;
 - involving teachers more closely in ensuring that pupils' reading books are at an appropriate level of interest and difficulty;
 - ensuring that pupils whose parents do not read regularly with them are not disadvantaged;
 - identifying clearly in planning how literacy skills, including reading, can be developed through other subjects;
 - ensuring pupils are taught a range of strategies to help them decipher unfamiliar words; and
 - assessing and recording pupils' progress in reading to identify clearly what they can do and what they need to do to improve.(Paragraphs 9, 28, 30, 72 - 79)

2. Consistently challenge all pupils, especially higher attaining pupils, and ensure that they make the progress of which they are capable by:
 - raising teachers' expectations of what all pupils, especially higher attaining pupils, can achieve;
 - setting tasks in lessons and learning objectives for group work that match pupils' differing prior attainment;
 - incorporating the targets in the individual education plans of pupils with special educational needs in teachers' lesson planning;
 - setting targets for pupils' achievements in annual tests;
 - including the expected National Curriculum levels in mid-term planning; and
 - identifying gifted and talented pupils.(Paragraphs 2, 7 - 8, 10 - 11, 23 - 25, 28, 31-32, 43 - 44, 54, 74, 83, 88)

3. Improve the quality of school development planning by:
 - placing a greater emphasis on raising standards;
 - developing a rigorous school system for self-evaluation, that includes the analysis of assessment data, to determine priorities;
 - implementing planned, formal and systematic monitoring and evaluation of teaching and the standards of pupils' work;
 - involving governors more closely in setting the agenda for school improvement and monitoring its effectiveness; and
 - writing a school development plan that is sufficiently detailed to provide the school with a calendar of planned actions, shows how the actions will be achieved, monitored and evaluated and includes clear timescales and success criteria.(Paragraphs 53 - 60)

In addition to the key issues above, the following less important additional points for improvement should also be considered for inclusion in the action plan:

- developing a framework for the planned development of pupils' speaking and listening skills; (Paragraphs 9, 76)
- increasing the opportunities for pupils to develop their mathematical skills through other subjects; (Paragraphs 10, 30, 80)
- ensuring that science is given enough time to enable all topics to be studied at a sufficient depth; (Paragraphs 31, 89)
- improving the quality of marking, particularly in mathematics and science; (Paragraphs 27, 87)
- providing more opportunities for pupils to learn about life in multi-cultural Britain and, in Key Stage 1, to explore religions other than Christianity; (Paragraphs 13, 38)
- improving gymnastics equipment, increasing the range of non-fiction books in the library and making resources for science more readily available in classrooms. (Paragraphs 60, 78, 89, 117)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

27

Number of discussions with staff, governors, other adults and pupils

15

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	15	44	41	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 - Y4
Number of pupils on the school's roll (FTE for part-time pupils)	74
Number of full-time pupils eligible for free school meals	2
Special educational needs	YR - Y4
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	8
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	4
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	6.6
National comparative data	5.4

Unauthorised absence

	%
School data	0.7
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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	7	5	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	4	4	4
	Total	10	10	10
Percentage of pupils at NC level 2 or above	School	83 (91)	83 (100)	83 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	4	4	4
	Total	10	10	10
Percentage of pupils at NC level 2 or above	School	83 (91)	83 (91)	83 (100)
	National	82 (81)	86 (85)	87 (86)

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	3
Pakistani	0
Bangladeshi	0
Chinese	0
White	71
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**Financial information**

Qualified teachers and classes: YR – Y4

Total number of qualified teachers (FTE)	3.8
Number of pupils per qualified teacher	19
Average class size	25

Education support staff: YR – Y4

Total number of education support staff	3
Total aggregate hours worked per week	75

FTE means full-time equivalent.

Financial year	98/99
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	£
Total income	148052
Total expenditure	145759
Expenditure per pupil	1944
Balance brought forward from previous year	19009
Balance carried forward to next year	21302

Results of the survey of parents and carers**Questionnaire return rate**

Number of questionnaires sent out	74
Number of questionnaires returned	51

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	84	14	0	0	2
My child is making good progress in school.	69	29	2	0	0
Behaviour in the school is good.	69	31	0	0	0
My child gets the right amount of work to do at home.	43	45	8	2	2
The teaching is good.	86	10	2	0	2
I am kept well informed about how my child is getting on.	72	24	2	0	2
I would feel comfortable about approaching the school with questions or a problem.	82	14	0	0	4
The school expects my child to work hard and achieve his or her best.	73	27	0	0	0
The school works closely with parents.	78	18	0	0	4
The school is well led and managed.	76	22	0	0	2
The school is helping my child become mature and responsible.	76	22	0	0	2
The school provides an interesting range of activities outside lessons.	53	35	8	2	2

Other issues raised by parents

At the pre-inspection meeting, parents were extremely supportive of the school and appreciative of the work of the headteacher and staff. A very small minority expressed the opinion that the more able children might not be challenged enough and, although most were happy with the amount of homework, a few parents felt that teachers should give more work to the oldest children. Some parents considered that the school does not provide an interesting range of activities outside lessons.

Inspection findings supported parents' views about the strengths of the school and agreed that higher attaining children are not always set work that makes them think. Inspection evidence shows that the quantity of homework is appropriate, although teachers do not always set it regularly, and the range of extra-curricular activities is good.

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

- 61 Education for children in the foundation stage is provided in a mixed age class with Year 1 pupils. At the time of the inspection, the class consisted of 22 pupils in the reception year and Year 1, of whom 20 were under six years old and four were four years old. The school admits children at the beginning of the year in which they are five and nearly all children in the reception year had attended school full-time since the start of the school year. The majority of children benefit from some form of pre-school provision in either playgroups or kindergartens.
- 62 The school's provision for children in the foundation stage is good. It is not possible to compare the provision with at the time of the last inspection, as there was no report on areas of learning for children aged under five. The quality of teaching is consistently good or better in all areas of learning with the result that children make good progress. The teacher has a very good understanding of young children and provides a variety of purposeful play opportunities. She uses praise very effectively to motivate children and raise their self-esteem so that they feel valued and are not afraid of making a mistake. The teacher and the classroom assistant work together very closely and are enthusiastic about helping children to enjoy learning. The teacher often asks support staff and volunteer helpers to make ongoing observations or assessments of pupils' progress in a lesson. These are then used to support the planning for future lessons. The classroom is bright, colourful and attractive and is very well organised into different areas of learning. Resources are of a high quality and are thoughtfully chosen to support children's learning. The curriculum is well planned to ensure that the needs of all pupils in the class are met by incorporating the desirable learning outcomes for children's learning and the National Curriculum. As the inspection took place in the summer term, most children were working on the National Curriculum programmes of study. Lesson planning is thorough and is evaluated carefully with the result that the teacher has a clear view of pupils' prior attainment and plans activities that build on children's previous learning. There was no judgement given in the last inspection report about the school's provision for children under five years old so comparisons are not possible.
- 63 The school's baseline assessment data shows that the **attainments on entry** of children in the reception year were in line with what is expected for children of their age in reading, mathematics and phonics. Children make good progress and, by the age of five, most have exceeded the desirable learning outcomes in language and literacy, mathematics, their knowledge and understanding of the world and their personal, social and physical development. Their attainment is in line with expectations in their creative development.
- 64 Children make good progress in their **personal and social development** and, by the age of five years, their attainment exceeds expectations. They have consistently very good attitudes to their learning and are making a very positive start to their school life. The teacher's high expectations of behaviour, quiet but firm management of the children and well-established routines create a very positive classroom atmosphere in which the children feel secure and thrive. The children behave very well and are happy, confident, polite and friendly. The teacher makes learning fun by careful planning of a wide range of activities that stimulate children's interest and enable them to explore and experiment. Most children concentrate well and persevere to complete tasks. They are keen to acquire new skills and are sufficiently confident to ask for help when they need it. They form constructive relationships with each other and adults because they have very good opportunities to work and play together, especially in the planned play sessions. The way in which the snack times are organised also promotes the children's social skills and good manners. The children share resources fairly, handle equipment with great care and take turns, as was exemplified when some children were working sensibly together at the computer. All equipment is accessible, clearly labelled and well organised to help children encourage their independence and confidence, for example by choosing their play activities and clearing away equipment at the end of a session. All of the children under five show an understanding of right and wrong and make successful efforts to follow the classroom rules.

- 65 Children's attainment in **language and literacy** exceeds what is expected for children aged five, although their skills in reading are not as well developed as those in writing and speaking and listening. The teacher provides very good opportunities to develop the children's language skills through role-play and co-operative activities. During the inspection one role-play area had been set up as a garden centre, because of the topic focus on plants, and the other remained as a home play area. Because the role-play areas and associated resources are changed frequently, the children's imagination is stimulated and their vocabulary increases. One child, for example, talked about the "knife and fork" but another corrected her by saying that one was a "trowel". The supportive classroom ethos helps children feel confident when speaking to each other and unfamiliar adults. In a show and tell session, for instance, the teacher ensured that all children had a chance to speak and used good strategies to ensure that the children were not distracted by the items they had brought to school and were able to concentrate. Nearly all children sustained attentive listening, even when they had been sedentary for quite a long time, because of the teacher's animated manner. The children spoke audibly in front of the class about their own concerns and interests, often in complete sentences.
- 66 In reading, children enjoy books and understand that words and print carry meaning. They know that print is read from left to right and from top to bottom and can distinguish between print and pictures. They are beginning to associate initial letter sounds with words and, when reading books with repetitive sentences are able to use the pictures to guess what the words say. Higher attaining children read simple sentences independently and recognise common words such as "can", "run" and "come" out of context. The literacy hour is well used to develop children's knowledge of the sounds that letters make with the result that higher attaining children can de-code a three-letter word that they do not immediately recognise. The learning of letter sounds and the different shapes of upper and lower case letters is also reinforced effectively by well planned play activities, such as the bean bag game. Children benefit greatly from their parents' involvement in their reading.
- 67 Children make good progress in writing. By the age of five, all children can write at least their first name on their own, most with appropriate use of upper and lower case letters. Some children use full stops to demarcate simple sentences and a few write several lines. They use lines reasonably well. Higher attaining children make a good attempt at their family name. About half the children write independently whereas others write over or underneath the teacher's writing. Letters are usually formed correctly but are often not correctly orientated. All children have regular opportunities to write independently and for a genuine purpose. They are keen to communicate their ideas in writing and enjoy the variety of types and colours of paper that is provided. In one session seen, for example, a group of children showed enough confidence to write on their own when making cards for their family and friends and addressing envelopes for them.
- 68 By the age of five years, nearly all children attain the desirable learning outcomes in **mathematics** and many exceed them. For mathematics lessons, the reception group and Year 1 pupils are taught separately and this enables the teacher to focus on interesting activities that are appropriate for the youngest children and match their prior attainment. In one lesson, for example, the teacher made clever use of the "washing basket socks" to reinforce children's understanding of pairs. The children make good progress because of the teacher's careful planning and good questions that encourage them to think for themselves and by the time they are five, most children order numbers to 20 and write figures to ten. They recognise the relationship between the figures that they write and the number of items. They estimate and then count objects to 20. Most children are aware of addition and can solve simple sums like $9 + 2$. Higher attaining children count in two's to 20, begin to subtract numbers less than ten and count 1p and 2p coins to 10p. Many children know the names of shapes such as square, triangle and circle.
- 69 Children's attainment in their **knowledge and understanding of the world** exceeds what is expected at their age. By the age of five years, as a result of their investigations into growing cress, children know that seeds need light and water to grow into plants and, through a guided fair test, become aware of what happens when they have one but not the other. Their knowledge of the names of different flowers and parts of flowering plants is reinforced by the effective use of an interactive computer program. The teacher encourages pupils to express their thoughts, builds on their comments and asks further questions to deepen their thinking as when, for example, one child mentioned how bees help flowers. Computers are also used to support children's learning in other subjects, such as mathematics, and they use the mouse to move the

cursor and drag shapes across the screen with great confidence. Children's awareness that climate affects the kind of animals that live there is well developed through planned play, for instance when the water tray was filled with ice and a variety of model animals that inhabit Antarctica. The adult's questions also probed children's understanding that ice is frozen water. Through regular practice of the names of the days of the week and months of the year, children develop an understanding of the passing of time. Their knowledge of terms such as "past", "present" and "future" is further developed by work on how people grow up from babies to adults.

- 70 In their **physical development**, children exceed the desirable learning outcomes for children's learning by the time they are five. They participate in physical education lessons with enthusiasm and learn to move with good control of their bodies and co-ordination. The teacher's skilful evaluation of their performance helps them refine their skills. They are aware of their own space and that of others. Children have well-developed fine motor skills and handle small objects, for instance when threading beads, with appropriate care and control. Children have access to a safe play area but the lack of appropriate large equipment, including wheeled toys, limits energetic and adventurous physical activities such as climbing, running, pedalling and jumping.
- 71 The children make satisfactory progress in their **creative development**, which meets expectations by the time that they are five years old. The teacher's planning shows that children experience an appropriate range of creative activities. The children recognise and name primary colours and select different coloured pencils to draw pictures. They roll and mould dough to create and represent objects such as animals. They observed their own faces carefully to paint self-portraits that the teacher then used to make an eye-catching display. The good quality of the farm set and the wide range of animals encourage the children to use their imagination. The children enjoy music and remember the words of many songs. They particularly enjoy singing familiar songs, like "The wheels on the bus", performing the accompanying actions with dramatic emphasis.

ENGLISH

- 72 At the time of the inspection in 1996, pupils' attainment was reported to be good at the end of Key Stage 1 and sound in Year 4. Standards in English are now close to national expectations at the end of both Key Stage 1 and Year 4. These judgements are based on the work seen during the inspection but are not supported by the results of National Curriculum tests in 1999. In the Key Stage 1 tests in 1999, pupils' results in reading and writing were well below average when compared with schools nationally and those with pupils from similar backgrounds. However, these results are not indicative of the performance of pupils currently in Year 2 because the very high proportion of pupils with a Statement of Special Educational Need in that particular group adversely affected the school's average score. The school anticipates much improved results in reading and writing in 2000 because all pupils are expected to achieve the expected level (level 2) with an increased percentage at the higher levels.
- 73 Pupils make satisfactory overall progress through the school and generally achieve as they should. Pupils with special educational needs make good progress because of the good quality support that they receive in classrooms and in withdrawal groups. Support staff are used well to provide valuable help to all pupils in group work but the teacher does always deploy them efficiently in whole-class sessions. Lower attaining pupils in Key Stage 2 benefit from the valuable extra literacy help that they receive and the specific targeted teaching. By working in a small group their confidence grows because they all have the opportunity to participate and "have a go" at answering questions without being embarrassed by their mistakes. For three sessions each week Year 1 pupils in Class 2 are taught in a separate group from those in Year 2 so that they have extra individual attention.
- 74 The National Literacy Strategy has been implemented effectively throughout the school. The quality of teaching and learning is often good and is sound overall with the result that pupils' attitudes to English are good. The teachers have a satisfactory knowledge and understanding of English and are technically competent in teaching basic literacy skills, such as phonics. Lesson planning is firmly based on the National Literacy Strategy and pupils are appropriately grouped according to their prior attainment. However, learning objectives for each day and each group are not sufficiently clear with the result that tasks set in group work do not always match closely

enough the pupils' ability. Lessons follow the structure of the literacy hour and there is an appropriate balance between word, sentence and text-level work. In the lesson seen in Class 1, the youngest pupils were particularly well motivated by the teacher's lively, informative and well-structured exposition. They were very keen to guess the title of the shared book as the letters were gradually revealed and were entranced when the puppet helped them spell three-letter words but made some deliberate mistakes. In another class, however, it was not possible for all pupils to see the shared text because of its position. Teachers maintain good discipline but in one class pupils were distracted from their work because of the high noise levels caused by the excitement of the group that was working with the teacher. Tasks for the independent group are often interesting but teachers do not always keep a close enough eye on these pupils to ensure that they sustain a good rate of work. Plenary sessions are used appropriately to reinforce what the pupils have learned. Teaching has been monitored by the co-ordinator but the effectiveness of the literacy strategy has not been evaluated.

- 75 The use of literacy across the curriculum is satisfactory but is incidental rather than planned. Mid-term and lesson planning in other subjects does not include learning objectives for developing literacy skills or identify additional opportunities for reading or writing. In nearly all lessons there is a suitable emphasis on teaching vocabulary that is specific to each subject. In a geography lesson in Class 1, for example, the teacher asked pupils to explain "research" and the phrase "rich in fish". Writing skills are also promoted appropriately. In religious education, for instance, pupils in Class 2 retold the story of Palm Sunday from the point of view of the donkey that Jesus rode.
- 76 Standards in speaking and listening are slightly above national expectations throughout the school. Whole-class introductions to lessons often make a good contribution to the development of speaking and listening skills. The teachers' use of praise and the very good relationships between teachers and pupils creates a supportive classroom atmosphere, which gives pupils the confidence to express their ideas. Teachers also often ask further questions that encourage pupils to explain their answers more fully. Most pupils use spoken language effectively to communicate with adults and with each other. Nearly all pupils listen carefully and with concentration to their teachers and each other. Class discussions, circle times, school productions such as "Pinocchio", the extra-curricular drama club and, in Class 1, "show and tell" sessions and role-play areas all provide good opportunities for developing pupils' speaking and listening skills. However, the school does not have a framework for implementing the requirements of the National Curriculum for speaking and listening to provide planned progression through the school.
- 77 Standards in reading are broadly in line with national expectations by the end of Key Stage 1 and Year 4 but a few pupils underachieve. In Year 2, pupils read simple texts reasonably fluently and accurately. They recognise many everyday words out of context but have few strategies other than their knowledge of letter sounds and use of picture cues to help them decipher unknown words. Higher attaining pupils read unfamiliar text easily, using punctuation and words such as "snapped" to aid expression. In Year 4, most pupils read a range of texts fluently and accurately. They talk about the plot and offer opinions about the characters. All pupils thoroughly enjoy the paired reading sessions that give older and younger pupils the chance to work together. Older pupils take the responsibility of writing in the reading diaries very seriously and are always keen to praise their partner's achievements. These lessons make a significant contribution to the very good relationships between pupils and to their social and personal development. Most pupils who were heard reading by inspectors said that they enjoyed reading but were not enthusiastic about books and authors.
- 78 Although nearly all pupils make satisfactory progress in reading, there are some important weaknesses in the way that the school teaches pupils to read that slows a few pupils' progress. The school does not have a clear policy about the way in which reading should be taught with the result that teachers are taking an individual approach and are making their own decisions about, for example, how the reading schemes should be used. The school's focus is now on teaching reading through group reading in the literacy hour and the weekly whole-school silent reading and paired reading sessions rather than on individual reading. However, the effectiveness of these strategies has not been monitored or reviewed. Most pupils receive invaluable support from the involvement of their parents but the school is too heavily reliant on pupils reading at home rather

than in school. The home-school liaison books provide the only source of on-going information about pupils' attainment. They indicate which books have been read but rarely include contributions from the teachers. Another difficulty is that if these books are lost the teacher has no up-to-date reading record. When reading with groups in the literacy hour teachers do not make notes about what pupils can do and what they need to do to improve. The current assessment system is unsatisfactory because it does not track pupils' progress. Most teachers do not keep a sufficiently close watch on what pupils read with the result that books do not meet pupils' needs. A higher attaining pupil in Year 2, for example, was reading a book that belonged to a scheme that was written in for older pupils who struggle with reading so, although the words were quite simple, the interest level was appropriate for much older pupils. This pupil therefore did not understand the teenage context and the subtle nuances of the story that older pupils would enjoy. The school's resources for reading are good overall but there is a shortage of non-fiction books in the library.

- 79 Standards of writing are in line with expectations at the end of Key Stage 1 and Year 4. At the end of Key Stage 1, the range of writing is satisfactory and includes stories, accounts, book reviews, letters and poems. In Year 2, all pupils write independently. Their writing conveys meaning in everyday words and phrases. Most pupils are aware of the need for capital letters and full stops even though they do not use them consistently. Spelling of common words is generally correct but, where there are errors, they can be understood. Higher attaining pupils make a conscious effort to use more interesting vocabulary such as "prickly", "the soft and furry teddy" and "baked potatoes with butter and cheese slipping down the side". They write at greater length but the use of exercise books with paper that is half plain and half lined has the effect of lowering expectations of the amount of writing. Handwriting is good with most pupils joining their writing. In Year 4, most pupils write reasonably freely in a sequence of sentences but few write at length, with the result that their ideas are not fully developed. Most use correct sentence punctuation and some are beginning to organise their work in paragraphs. Writing is usually based on the spoken word but some pupils choose words carefully, like "shivering fingers", "muttered" and "soared", in order to interest the reader. Spelling is a less secure aspect of their writing. Handwriting is satisfactory and some pupils use ink. The use of information technology to promote writing skills is limited in Key Stage 1 but is better in Key Stage 2. In a lesson seen, for example, pupils were designing a poster to persuade pupils to come to Pinvin School. Throughout the school, the quality of teachers' marking is good and is appropriately corrective. Comments are encouraging but also reinforce the focus of the piece of work and tell pupils what they can do to improve. Pupils take pride in the presentation of their work. Pupils are given spelling homework but, in one class, although it was given regularly at the start of the school year, there has been none for four months.

MATHEMATICS

- 80 The results of the Key Stage 1 1999 National Curriculum assessments present a mixed picture. They show that pupils' overall attainment in mathematics at the end of Year 2 was below the national average. The proportion of pupils attaining the middle mark or above within the expected level (level 2B) was well above the national average but few pupils achieved the higher level (level 3). The statistics for the last four years show considerable fluctuations. However, these statistics are not reliable indicators of pupils' performance because the very small number of pupils involved means that each one has a disproportionately large effect on the overall figure. The standards of work seen during the inspection in both key stages show that they are higher than last year's national test results indicate and are in line with the national expectations at the end of Key Stage 1 and when pupils leave school. Standards are therefore about the same as they were at the time of the last report. The progress that pupils make in their learning is satisfactory overall and pupils with special educational needs make good progress because they receive individual help. All pupils have too few opportunities to develop their mathematical skills in other subjects, however.
- 81 In Year 1, the pupils count to 40 in ones, to 50 in fives and to 100 in tens. They count back from 20 to 0, and count in twos. They know odd and even numbers, and count in pairs. The higher attaining pupils add two to a number. The lower attaining pupils match numbers. Pupils of average ability know what it is to double a number. They can add ten to numbers. Lower attaining pupils use a number line to add to ten but cannot add on ten. In Year 2, pupils double all numbers to 20. They know the two digit multiples of 10, 5 and 10. They know all the

additions to 10 and 20. They can identify near doubles and add near doubles. The higher attaining pupils have good number skills, using pocket money to double. They can also use doubling for $15p+15p$ ($10p+10p + 5p+5p$). Year 3 pupils use dice to add numbers to a total, estimating the numbers needed. The lower attaining pupils use three, four and five to make totals. In Year 4, the higher attaining pupils use information technology to work with shapes. Lower attaining pupils find different ways of making 1000. Older pupils use tally charts of the numbers of people living in households, from which they produce a graph. They also use frequency tables and bar charts. All pupils understand how to attempt problem-solving exercises.

- 82 Pupils enjoy mathematics, especially in Key Stage 1. They respond positively to the 'mental' mathematics, which is now a regular feature of most lessons. They behave well, listen to the teachers and try their best.
- 83 The quality of teaching is at least satisfactory and is often good. Pupils achieved good standards of learning in about half of the lessons seen. Teachers have a secure knowledge of the subject. This helps them to explain concepts clearly and ask questions that deepen pupils' thinking. They are confident in encouraging pupils to explain the strategies that they use to solve problems, especially in mental work. Good lesson organisation and management skills ensure that pupils apply effort to produce their best work. Teachers complete lesson plans conscientiously and include clear learning objectives and good details of the activities to be undertaken. However, they too often give all pupils the same worksheets and do not consistently set tasks that match pupils' differing needs. The result is that the higher attaining pupils, in particular, often practise skills they have already learned and are not sufficiently challenged. Methods and organisation follow the National Numeracy Strategy, with lessons having a suitable balance of class, individual and teacher-led activities. Teachers deploy the other adults in the class effectively and all adults intervene appropriately when pupils are working, to assess their progress and to give helpful suggestions. The school has established a useful evaluation section in the planning which is used to note areas of concern for future planning.
- 84 The introduction of the National Numeracy Strategy is having a positive effect on the quality of teaching and learning in mathematics. The extra training and discussions about teaching numeracy skills have given teachers confidence. Regular assessment provides a clear picture of progress. The co-ordinator observes other teachers teaching the subject and this commitment to raising standards is effective with more pupils now working at the higher levels.

SCIENCE

- 85 Teachers' assessments at the end of Key Stage 1 in 1999 show that the proportion of pupils attaining the expected level or higher was below average compared with schools nationally and similar schools. Results over the last three years show that standards have fluctuated and few pupils achieve the higher than expected level. However, the standards of work seen during the inspection in both key stages show that they are higher than last year's national test results would indicate. Standards in science are in line with the national expectations at the end of Key Stage 1 and by the time that pupils leave the school in Year 4. The progress that pupils make in their learning is satisfactory overall. At the time of the last inspection pupils' attainment was reported to be good but is now sound.
- 86 In Year 1, pupils discuss the results of their tests before recording them in their topic books. In Year 2 pupils know that plants need water to stay alive. They know how plants get their water, identify parts of a growing plant and recognise the parts of a shoot. They understand when a test is fair and make predictions about what they think will happen, calling on their prior knowledge. In Year 3, pupils learn that plant growth is affected by temperature and recognise when a test to compare plant growth is unfair. They know that plants need light as well as water. In Year 4, pupils use charts and diagrams to communicate their own ideas. They use multi-media computer programs and reference books to extract relevant information.
- 87 Three lessons were seen during the inspection and the quality of teaching is satisfactory in both key stages. Teachers have a secure basic knowledge of the subject although they do not have particular expertise in science. They make use of correct subject-specific words and, as a result, pupils' knowledge and understanding of the technical aspects of science is enhanced. Most

teachers make clear to pupils what they expect them to learn by the end of lessons. Teachers expect high levels of behaviour in lessons and most set appropriate targets for achievement in the time available. The quality of teacher's planning is sound overall but there are weaknesses in planning successfully for pupils of different abilities. Most teachers use an effective range of teaching methods to ensure that pupils maintain interest and concentration in their learning. Teachers make good use of experiments and investigations but there is also too much reliance on worksheets that do not challenge pupils, especially the higher attainers. Pupils in the reception year and Year 2 sometimes complete the same worksheets. Teachers make good use of questions to stimulate pupils' interest. Their management of pupils is good. They respond to pupils' questions appropriately. They teach pupils to make careful observations. Good attention is given to the standards of presentation of pupils' work in Key Stage 1, where the writing is good. Drawing is also good, and helps to enhance the pupils' written work. Marking is regular, but does not always pay sufficient attention to ensuring that all work is finished. Teachers make appropriate use of assessment to inform their knowledge of the pupils' attainment and progress. Good use is made of regular and more formal assessments. Information technology is sometimes used well in the subject, including some use of interactive computer programs for research and word-processing for report writing.

- 88 Pupils' attitudes to science are good. For example, Class 2 pupils behaved well and enjoyed the lesson where they carried out a fair test to decide in which conditions the plants flourished best. They treat equipment sensibly and actively support each other as they carry out their tests. Pupils listen carefully to the instructions of their teachers. Their contribution to lessons is good, especially when they are given the opportunity to explain their ideas in detail.
- 89 Leadership and management are good. There is sense of purpose in the planning for the future developments of the subject within the school. The curriculum is satisfactory but the amount of time spent teaching science is low, which results in a superficial coverage of some aspects of the subject. Assessment is thorough and well used and this is an improvement since the last report. Resources are adequate, but as at the time of the last report, there is a need for scientific equipment and resources to be available in all classes.

ART

- 90 Art is a strength of the school and plays a very important part in the school's life. The art displays in classrooms and around the school are of a high quality and help create the very attractive learning environment. Standards are very good in art and have improved since the last inspection because of the school's strong commitment to this subject. The art gallery, which has been established since the last inspection, celebrates particularly fine examples of pupils' work. Pupils are very keen to have their work exhibited in the gallery and are extremely proud when it is selected.
- 91 In both key stages, pupils are effectively taught creative, imaginative and creative skills to develop their visual perception. Work in the two lessons seen and on display around the school shows that pupils use a number of different techniques with skills that exceed expectations for their age. Throughout the school, pupils use a wide variety of media such as pastels, paints and fabric. They use a range of processes including silk painting and weaving to create some impressive pieces of work. In Key Stage 1, pupils use sponge printing, coloured paper and coloured pencils to make interesting pictures from basic shapes like circles, triangles and circles that support their learning in mathematics. In the lesson seen, pupils used leaf rubbing and printing to create effective pictures and learned the difference between these techniques. They also made good progress in developing their observational skills when drawing various fruits. In Key Stage 2, pupils have many opportunities to refine these skills and they learn to pay closer attention to detail, as is exemplified by the excellent still life drawings on display in the art gallery. At the time of the inspection no three-dimensional work was seen except for some painted salt dough figures of characters such as a policeman. However, this aspect of art is included in curriculum planning.
- 92 The quality of teaching and learning is good throughout the school. Teachers manage pupils well and lessons are purposeful. They give clear explanations so that all pupils know exactly what they have to do. In both lessons that were observed the teachers encouraged pupils to review

and modify their work in progress. In Years 3 and 4, for example, the teacher made good use of questions to help individual pupils assess the quality of their designs. The teacher also ensured that pupils used correct technical vocabulary when discussing the style of Charles Rennie Mackintosh. Pupils enjoy art, concentrate well and use materials and equipment with appropriate care. Their behaviour is good although the noise levels of the oldest pupils are sometimes rather high because of their excitement. The present scheme of work is being rewritten to ensure that it fits in with the national guidance that has been produced recently. The co-ordinator is the headteacher who is enthusiastic about the subject and gives teachers good informal support. She also ensures that art has a high profile in the school development plan.

- 93 Good links are made between art and other subjects. In Key Stage 1, for instance, the pupils used a computer program to produce some very effective designs by making a "scribble" pattern and then filling in the shapes with blocks of bright colours. The pupils then progressed to using these skills in information technology to draw self-portraits. Art is also used to support work in English. Pupils in Class 2 painted scenes that evoked the atmosphere of the poem "Windy Nights" by R L Stephenson that they had studied. A display in Class 3 showed some dramatic African paintings and carefully painted designs based on the story of the willow pattern plate, both of which were the result of work in the literacy hour. Art also makes a significant contribution to pupils' spiritual and cultural development because of the emphasis on studying the work of different artists from around the world and considering their expressive qualities. The youngest pupils, for example, explored the work of Monet while those in Key Stage 2 produced some bold, eye-catching designs that were inspired by the work of Mondrian. Pupils' progress is also very well supported by the excellent art packs that have been compiled for use within the school's cluster group and cover a wide selection of topics and styles such as animals, modern, other cultures and transport. The art residency that is planned for later this term will enhance further the school's provision for cultural development.

DESIGN AND TECHNOLOGY

- 94 It was not possible to observe the teaching of design and technology during the course of the inspection. The teachers' planning, photographs and the evidence of pupils' work around the school confirmed that the standards are in line with the expectations for pupils at the end of Key Stage 1 and for those in the early part of Key Stage 2. Pupils enjoy the subject and are pleased with their work. They are keen to talk about their models and displays.
- 95 Pupils make satisfactory progress as they move through the school. They select from a range of materials, tools and techniques. Good links are made with information technology as when pupils use a programme, which creates pictures of their design of Joseph's coat. In making the finished coat they choose fabrics, cut out the patterns, discuss the ideas and make the patterns fit. Younger pupils have created a display to celebrate the Millennium 2000, and the 'ten in the bed display' is a visual, usable number line. Older pupils design and make 'clocks', while some boys and girls in Year 4 benefit from the 'engineering club' run by volunteers. Plans are well under way for the whole school to take part in a design and technology week when they will design and make plastic containers for their picnic, as part of their work in food technology.
- 96 At the last inspection teaching was generally well planned but needed to be more sharply focused within a scheme of work in order to gain maximum effect in learning. Since then the school has adopted an appropriate long-term plan, which ensures that pupils progress in the necessary skills. This has been complemented by the application of assessment procedures.

GEOGRAPHY

- 97 Only two lessons, both in Key Stage 1, were observed in geography but the scrutiny of pupils' work, classroom displays and teachers' planning show that standards are appropriate for the age of pupils in Key Stage 1 and by the time pupils leave the school. Pupils make satisfactory progress in developing geography skills as they move through the school, as they did at the last inspection.

- 98 Younger pupils plan a trip with 'Barney Bear'. They find out what it is like to go to a 'cold' and a 'warm' place, noting the differences. Older pupils recognise the physical and human features of a seaside location. They recognise the similarities and differences between the seaside location and inland. They label a plan of the seaside with physical and human features. They understand the use of land and building at the seaside and then go on to compare them with the use of land and building on the 'Isle of Struay'. They understand the key features of a plan, and know what a 'bird's eye view' is.
- 99 Pupils have a good attitude towards geography, responding to the teachers' lively approach. They know that the teachers will value their contributions to discussion, which contributes to their social development.
- 100 The quality of teaching and learning is satisfactory in Key Stage 1. In the lessons seen, good attention was given to the language of geography. Teachers relate their teaching well to pupils' learning in science, as when they explain why there are few plants in Antarctica. This encourages pupils to think about the links between the different subjects they study.
- 101 The subject makes a secure contribution to the development of pupils' drawing skills through their map work. Long term planning is based on an appropriate framework and assessment is integral to teachers' work in the subject. The subject is making an effective contribution to pupils' literacy, as in the lesson seen when pupils were encouraged to use accurate terminology, such as 'restaurant', 'harbour' and 'tourism'. The school grounds and immediate environment are well used as a resource, and in their map work pupils produce plans of the school and its locality.

HISTORY

- 102 Only one lesson in Key Stage 2 was observed in history but the scrutiny of pupils' work, classroom displays and teachers' planning show that standards are appropriate for the age of pupils in Key Stage 1 and by the time pupils leave the school. In the last inspection attainment in history was sound and this continues to be the case.
- 103 Pupils are well motivated. They understand that history is about investigating the past. They know that they need to put clues together to find out about the past and they are developing these skills. They know that there is a difference between fact and fiction and even the youngest pupils differentiate between the past and the present.
- 104 Pupils enjoy learning about history from visitors, as when studying the Vikings. The younger pupils experienced a 'Victorian Christmas' in their visit to Hartlebury. Older pupils visit Cirencester and Bath, where they pursue their interest in the Romans, by exploring the Corinthian museum and the Roman Baths. They also visit the Victorian museum at Ironbridge where they experience life in Victorian England. This visit made a good contribution to the development of their literacy skills, through their extended writing, and some produced their finished work using word-processing, thus developing their skills in information technology. They also wrote up their work on computers following their visit to the Avoncroft museum of buildings.
- 105 In the one lesson observed in Key Stage 2 teaching was satisfactory. Very good use was made of time and resources, including photographs of buildings. The pupils were encouraged to develop their questioning skills by examining the contents of an old rucksack, drawing conclusions about its ownership from its contents. The subject continues to sustain pupils' interest and the staff are enthusiastic about history.

INFORMATION TECHNOLOGY

- 106 Pupils of all abilities make satisfactory progress in information technology. This is an improvement since the last inspection when pupils' attainment was generally below national expectations. By the time they leave the school, the quality of their use, knowledge and understanding of information technology is at a level expected for pupils of this age. The availability of computers to support teachers in their work has improved significantly and during the inspection the new equipment was often used.

107 By the end of Key Stage 1, pupils develop skills in using the mouse and the keyboard. In Year 1 pupils switch on the computer without adult help and are familiar with its basic features. They name the individual parts. Many log on and some open and close files, often independently. They use a variety of fonts, size and colours in writing. The higher attaining pupils drag and click with the mouse to move text and graphics. They use their skills to make interesting posters. By the time pupils leave the school they are becoming aware of the use of information technology in everyday life. They use word-processing to draft and publish their work. They know how to save, retrieve and print their files. They enter data on lists, and add names to documents. Pupils are familiar with the menu on the screen. They use interactive programs to retrieve information and simple databases to support their learning. In Year 2, pupils use a digital camera to save and print work on to photographic paper. In Year 3, they use data handling to produce bar and pie charts and word process a newspaper report by arranging text and importing images. In Year 4, they word processed their work following their visit to Worcester, and send e-mail communications.

108 Pupils' response to information technology is good across the school. They like working with computers. They work very sensibly together. Pupils treat equipment with care and they are keen to take their turn on the computers.

109 Teaching in information technology is satisfactory. Teachers spend a short session explaining and demonstrating a new skill. Pupils are then given good opportunities to practise the skills that they have been taught. This is a secure way of ensuring that pupils acquire new knowledge and understanding. Teachers are careful to explain exactly what the pupils need to do. They make good use of the time available. The subject has an appropriate profile in the school and the number of computers is now sufficient. Some teachers use information technology to support other subjects, as when pupils write poetry in English, and when producing bar graphs and pie charts in mathematics. They use computers in art when pupils create pictures by taking a black line for a walk around the screen, using tools to create colour. The knowledge and understanding of the subject varies between the teachers but all are committed to its use.

110 Since the last inspection progress has been good. Standards of pupils' attainment are rising. The National Curriculum requirements are now met, including in data handling. The subject is well led and the school is well equipped. The expertise and confidence of staff are developing quickly.

MUSIC

111 At the time of the inspection in 1996, attainment at the end of Key Stage 1 and Year 4 was good. In this inspection, only two lessons, both in Key Stage 2 and a whole-school singing session led by a school governor were seen. It is therefore not possible to make a judgement about standards or the quality of teaching in Key Stage 1 but standards in Key Stage 2 are now appropriate to the pupils' ages.

112 In assemblies and the whole-school singing session, all pupils sing with enthusiasm in unison and in tune both to a taped musical accompaniment and the piano. They sing a wide range of songs from memory and learn to control the pitch and volume of their voices. In Key Stage 2, pupils' enjoyment and understanding of music is developed further and all pupils learn to play an instrument. The recorder lesson seen in Years 3 and 4 was only the fourth time that the pupils had had a lesson. Most show an interest and enthusiasm for music by practising at home and were already beginning to learn how to read musical notation and play the notes that they represent. In the other lesson seen, the pupils maintained a steady beat and identified rhythms that involved distinguishing between crotchets, quavers, minims and rests. Nearly all pupils were able to match successfully the rhythms of phrases such as "fish and chips" and "cheese and pickle" to their musical notation. There were no opportunities for pupils to compose, listen to or appraise music in the lessons observed but they are included in curricular planning.

113 Teaching and learning are satisfactory. In both lessons seen in Key Stage 2 during the inspection, the quality of teaching was satisfactory. The teacher has good knowledge and skills and gives clear instructions and explanations to pupils with the result that they understand what they have to do. Her enjoyment of music is transmitted to the pupils. The school is aware that

most staff lack confidence in teaching music and has taken appropriate interim steps to ensure that the subject is covered appropriately. There are plans for all staff to undertake training. The curriculum is based on a commercial scheme but is in the process of being cross-referenced with the new national framework. At present, although pupils were offered the opportunity, no pupil participates in extra-curricular instrumental music lessons. The school has plans to improve its limited range of instruments

PHYSICAL EDUCATION

114 Only one lesson was observed in physical education but the teachers' planning show that the work set is appropriate for the age of the pupils. The subject continues to contribute positively to the life of the school, as it did at the last inspection.

115 In the dance lesson observed, pupils created and performed a sequence. They explored moods and feelings, using rhythmic responses. Pupils were able to link their work in dance with their work in science, pursuing the theme of planting seeds and the stages of their growth. They understood the importance of practice and review and made very good progress over the course of the lesson with their second performance being a significant improvement on their first. This was because they listened to the teacher and were able to appreciate what they could do to improve, which they did as their confidence developed.

116 Pupils enjoy physical education. They act responsibly, changing into their kit quickly and quietly. They show responsibility and answer questions, for example, explaining why they need to warm up and cool down. Pupils benefit from a range of extra curricular activities including soccer and athletics. The older pupils play competitive games against other schools and this contributes to their social development.

117 In the one lesson observed, teaching was very good. The teacher's enthusiasm shone through. Attention to detail was impressive. The pupils, who were the youngest in the school, helped to prepare the hall for the activity. The teacher had good knowledge of the subject and the activity was purposeful. A particularly strong feature of the lesson was the way in which the teacher encouraged the pupils to review their own performance and that of others with the result that there was noticeable improvement in the quality of movement when the task was repeated. Good regard was given to health and safety issues. The school is aware that there is a shortage of gymnastics equipment, such as benches and mats, which limits the activities that pupils can undertake in a lesson.

RELIGIOUS EDUCATION

118 Only one lesson in religious education in Key Stage 2 was observed. Judgements about the quality of teaching and standards of pupils' work are therefore also based on the analysis of pupils' work, the teachers' planning, photographs and discussions with staff and pupils. At the end of Key Stage 1 and Year 4 pupils' attainment meets the expectations of the Agreed Syllabus, which is similar to the findings of the previous inspection. Pupils make satisfactory progress through the school.

119 Pupils in Key Stage 1 have an appropriate knowledge of Christianity. They understand that the Bible is a special book and are familiar with many of the best-known stories from Old Testament, for example those about Noah, Daniel and Joseph. They recall some stories from the New Testament about the life of Jesus, like the calming of the storm, and learn about his teachings through parables such as that about the lost sheep. By the end of Year 2, pupils know why Christians celebrate the festivals of harvest, Christmas and Easter. However, pupils in Key Stage 1 have too few opportunities to learn about faiths other than Christianity. In Key Stage 2, pupils build on their previous learning and have a sound understanding of the main events in the life of Jesus that include his birth, childhood, baptism, temptation, death and resurrection.

120 The quality of teaching and learning was good in the one lesson seen in Key Stage 2. Pupils enjoyed the challenge of looking closely at a variety of artefacts and pictures from Judaism, Hinduism and Christianity and pooling their ideas about what they were. They handled the items with respect and collaborated very well. With the help of some good questioning by the teacher,

that helped them make good use of what they had learned in previous lessons, they made some sensible guesses. One group, for example, suggested why a priest's stole was embroidered with pictures of a clown and a rainbow. The pupils also demonstrated a good understanding of Christian signs and symbols, including different crosses and a rainbow, and how the artefacts are used in worship. The group with the communion set recognised what it was. They knew that the communion service is based on the events of the Last Supper and understood the symbolism of the bread and wine. One pupil began to make links between Christianity and Judaism. Pupils were very well motivated by the teacher's use of real artefacts and the opportunity to investigate and hypothesise. The teacher also helped pupils develop an appropriate vocabulary by insisting that they used correct terminology such as "ordination". Current lesson planning is based on the Agreed Syllabus but the school is gradually adopting the national guidelines.

121 Collective worship and the positive links with the local church further enhance the religious understanding of all pupils in the school. During the inspection, for instance, the vicar led an assembly about the ascension. Religious education and assemblies make a good contribution to pupils' spiritual, moral, social and cultural development. The lesson observed helped pupils learn more about their own and others' cultures. Assemblies develop themes, such as looking after the environment, friendship and caring, that promote social and moral development. In addition, circle time sessions help pupils think about themselves and explore their feelings, which develops their spiritual awareness. Pupils also write their own prayers. Key Stage 1 pupils wrote thoughtful prayers of thanks and those in Key Stage 2 compiled a book of lunchtime prayers that showed their awareness of the needs of other people in the world, for example those who are poor and hungry.

122 Good links are made between religious education and other subjects. In Class 3, for instance, pupils study pictures of Jesus and consider the many different ways in which the life of Christ is represented in art. In their local studies they also make good use of Pinvin Church, answering such questions as, "What does the stained glass window show?" and "Write down the words that describe the atmosphere in church". Religious education is also used effectively to extend pupils' literacy skills. Pupils in Class 2, for example, wrote some interesting stories about the entry of Jesus into Jerusalem from the donkey's point of view, told the story of the nativity in chapters over a period of time and retold the story of Joseph and his amazing technicolour dreamcoat. They also designed and made Joseph's coat of many colours as part of their work in design and technology.