

INSPECTION REPORT

Abberley Parochial Primary School
Abberley

LEA area: Worcestershire

Unique Reference Number: 116780

Headteacher: Mrs J Taylor

Reporting inspector: Mr Don Gwinnett
16548

Dates of inspection: 15 – 17 November 1999

Under OFSTED contract number: 707410

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	County
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Abberley Parochial Primary School Abberley Worcester WR6 6AA
Telephone number:	01299 896 332
Appropriate authority:	Governing body
Name of chair of governors:	Mrs P Lakeman
Date of previous inspection:	26 February – 1 March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Don Gwinnett, Rgl.	Science	Characteristics of the school
	Information and communication technology	Attainment and progress
	Design and technology	Teaching
		Leadership and management
		Efficiency of the school
Cliff Hayes, Lay Inspector		Attitudes, behaviour and personal development
		Attendance
		Partnership with parents and the community
		Accommodation
		Resources for learning
Mary Lowe	Under fives	Pupils' spiritual, moral, social and cultural development
	English	Support, guidance and pupils' welfare
	History	
	Geography	
	Religious education	
David Parfitt	Special educational needs	Curriculum and assessment
	Equal opportunities	Staffing
	Mathematics	
	Art	
	Music	
	Physical education	

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London WC2B 6SE

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MAIN FINDINGS

WHAT THE SCHOOL DOES WELL

- .Pupils make good progress in both key stages in the core subject of science, and in Key Stage 2 in the core subjects of English and mathematics.
- .Pupils with special educational needs make good progress as a result of good provision.
- .The quality of teaching is good overall.
- .The leadership and management provided by the acting headteacher are excellent.
- .The school has a very productive partnership with parents.
- .There is good provision of extra-curricular activities.
- .Provision for pupils' spiritual, moral, social and cultural development is good.
- .The school benefits from a high number of teachers.
- .Attendance is well above the national average.
- .Pupils have good attitudes to learning.
- .There is very good enrichment through links with the local community.
- .The school has a good ethos.
- .Good accommodation supports pupils' learning.

WHERE THE SCHOOL HAS WEAKNESSES

- I. Subject co-ordinators do not monitor standards, teaching or learning in their subjects sufficiently.
- II. Procedures for promoting discipline and good behaviour are not applied consistently well.
- III. Not enough use is made of assessment information to plan for improvements or to ensure smooth progress between classes.
- IV. Some subjects do not have development plans that indicate targets for improvement.
- V. Governors do not sufficiently monitor the effects of their decisions in school.
- VI. Financial planning is unsatisfactory.
- VII. The child protection policy is incomplete.
- VIII. The school does not put all the necessary information in the annual report of the governing body.

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

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

The school has suffered from a period of uncertainty when standards of work and staff morale declined. There have been rapid improvements following the appointment of an acting headteacher from June 1999 and the appointment of a new chair of governors from July 1999. However, improvements are very recent and some weaknesses identified in the last inspection of February 1996 have not been resolved. There was a deficit at the beginning of this financial year and no budget had been set. This was despite criticisms in the last report that there was insufficient long and short term planning for effective budgeting. Another criticism from the last report concerned the lack of definition of the roles and responsibilities of subject co-ordinators. Despite this, the roles of subject co-ordinators were not clearly defined until the appointment of the acting headteacher in

June of this year. Consequently, there has not been effective monitoring of standards in classes. This has contributed to a lowering of standards in English in Key Stage 1. There was insufficient school development planning until the production of the current plan in August. It is unsatisfactory that so many of the main issues of the last report were not attended to. Many policies and procedures have not been defined until very recently and this has impeded the forward direction of the school. However, the readiness of the teachers to accept change, the decisive influence of the acting headteacher and a largely reconstituted governing body have led to a new mood of optimism that has left the school with a good capacity for further improvement.

STANDARDS IN SUBJECTS

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools
English	A	C
Mathematics	A	C
Science	A*	A

Key	
<i>Far above</i>	A
<i>well above average</i>	B
<i>above average</i>	C
<i>average</i>	D
<i>below average</i>	E
<i>well below average</i>	

This information shows that standards in the 1999 national tests were well above the national average in English and mathematics and were far above in science. When compared to schools that have a similar proportion of pupils eligible for free school meals, standards were average in English and mathematics and were well above average in science. These comparisons are with those schools that have the lowest proportion of pupils eligible for free school meals. However, since the local education authority does not supply a hot meals service to schools, eligible parents do not claim free school meals. Consequently, it is not possible to accurately compare those eligible for free school meals with the national average. Additionally, comparisons with similar schools do not take into account the attainment of pupils on entry and the proportion of pupils with special educational needs, both of which are average. When these factors are taken into account, comparisons with other schools are even more positive than the published figures seem to indicate. In the 1999 Key Stage 1 national tests, performance in reading was below the national average and well below that of similar schools. In writing, performance matched that of schools nationally but was below similar schools. In mathematics and science, performance was well above schools nationally and well above similar schools.

The quality of work seen during the inspection in Year 6 shows that pupils are above national expectations in English and mathematics and are well above in science. Despite lingering problems over the lack of monitoring of teaching and learning, individual teachers have worked well with pupils. This has resulted in good progress over the course of Key Stage 2. The school therefore adds good value to pupils' educational performance when comparing their average attainment on intake to their above-average attainment on leaving. Standards of work in information and communication technology and in religious education are satisfactory in both key stages. Standards in both key stages in all other subjects are broadly satisfactory, with good progress in design and technology and physical education. In Key Stage 2, there is also good progress in geography.

QUALITY OF TEACHING

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	satisfactory	satisfactory	good
Mathematics	satisfactory	satisfactory	good
Science		good	good
Information technology		not enough seen	not enough seen
Religious education		satisfactory	satisfactory
Other subjects	satisfactory	satisfactory	satisfactory

Teaching is good overall. In 8 per cent of lessons it is very good, in 50 per cent it is good, in 42 per cent it is satisfactory. No lessons were graded unsatisfactory, poor or very poor.

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

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	Satisfactory in both key stages.
Attendance	Very good. Well above the national average.
Ethos*	The ethos is good. Relationships are sound; pupils are interested in their work and the school is now very keen to improve.
Leadership and management	Satisfactory overall. The acting headteacher provides excellent leadership and management. Subject co-ordinators are beginning to monitor standards, although this has only happened very recently. The governing body have begun to consult each other more frequently and better understand the nature of their responsibilities.
Curriculum and assessment	The curriculum is satisfactory following the introduction of the National Numeracy and Literacy Strategies and nationally recommended schemes in most other subjects. Assessment procedures are satisfactory, but the results of assessment are not well enough used to improve the curriculum or teaching.
Pupils with special educational needs	Provision for pupils with special educational needs is good. Individual Education Plans contain clear targets, and specialist staff provide good support to special needs pupils in classes.
Spiritual, moral, social and cultural development	Provisions for spiritual, moral, social and cultural development are each good.
Staffing, resources and accommodation	Provision of staffing and resources is satisfactory and the accommodation is good.
Value for money	Satisfactory overall. Whilst financial planning is unsatisfactory, financial control is sound. The income per pupil is lower than the national average, but standards of work are above the national average by the time pupils leave at the age of eleven.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

THE PARENTS' VIEWS OF THE SCHOOL

What most parents like about the school	What some parents are not happy about
<p>IX.The school encourages parents to play an active part in the life of the school.</p> <p>X.Parents find it easy to approach the school with problems.</p> <p>XI.The school encourages pupils to take part in more than just their daily lessons.</p> <p>XII.Children like school.</p> <p>XIII.There have been very good recent improvements to the management and ethos of the school.</p>	<p>XIV.The lack of policies and procedures to guide the work of the school that is only recently improving.</p> <p>XV.Regular staff illness that has had an adverse impact on pupils' work in some classes.</p> <p>XVI.The inconsistent use of homework limits pupils' progress.</p> <p>XVII.Last year, there were not enough parents' evenings or information given about what children were being taught.</p> <p>XVIII.There has not been a smooth transition for some children as they leave one class at the end of the year to go to their new class.</p> <p>XIX.Year 5 pupils were let down last year. The amount of attention given to the older Year 6 pupils in the class disadvantaged the Year 5 pupils.</p> <p>XX.Information about pupils' progress is poor.</p>

Inspectors' judgements support parents' positive views. Pupils enjoy school and there has been considerable improvement recently to many aspects of provision. Inspectors found that most of the concerns expressed by parents have now improved. Recently introduced subject guidelines help staff to plan lessons that ensure steady progress. A recently introduced homework policy is improving the regularity and usefulness of homework, although not all teachers apply the new guidelines consistently well. Information to parents is rapidly improving. The current Year 6 class benefits from a small sized group and regular good teaching. Consequently, pupils are making good progress.

KEY ISSUES FOR ACTION

In order to improve standards the governing body should:

- *.Improve standards across the school by:
 - i. increasing the monitoring of teaching, learning and standards by subject co-ordinators and taking appropriate action to improve all three;
(paragraphs 13, 59, 109, 128, 133)
 - ii. ensuring all teachers consistently apply agreed procedures for discipline and good behaviour;
(paragraphs 9, 19, 31, 50, 93, 99)
 - iii. using assessment information to improve what is taught and to plan for pupils' smooth transfer between classes;
(paragraphs 13, 32, 39, 109, 114, 120)
 - iv. clearly identifying targets for improvement within individual subject development plans in order to raise standards.
(paragraphs 120, 124, 128, 133, 138, 143)

- *.Further improve the management and efficiency of the school by:
 - i. involving governors in monitoring the impact of their decisions on the school;
(paragraphs 35, 58)
 - ii. fully integrating school development planning and financial planning based on specified educational priorities.
(paragraph 68)

- *.Improve the written child protection policy. (paragraph 47)

In addition to the above issues, the governing body should consider the following less important issue for inclusion in the action plan:

- Putting the necessary information for parents in the annual report of the governing body.
(paragraphs 53, 62)

INTRODUCTION

Characteristics of the school

1. Abberley Parochial Primary School is situated in a rural location between Worcester and Kidderminster. The nearest large town is Stourport-on-Severn, which is five miles north east of the village. Pupils come to the school from local farming communities as well as from families where parents commute to work in local towns and the city of Birmingham, which is approximately 20 miles away. There are 73 pupils on roll, 41 boys and 32 girls. Children are admitted to the reception class in the September following their fourth birthday. Those with birthdays between 1 September and 31 March start full-time in September. Those with birthdays between 1 April and 31 August attend mornings only until they are ready to attend full-time. Attainment of children on entry to the school at the age of four is average. The eligibility for free school meals is below average. Just under 50 per cent of the pupils travel to the school from outside the village. There are no children from ethnic minority backgrounds. Nine children are identified as having special educational needs. None of these has a Statement of Special Educational Need. The proportion of those having special educational needs is broadly in line with the national average. The main part of the building is Victorian with an extension dating from the 1970's that contains a third classroom, toilet, staff room and kitchen area. A mobile classroom was sited in summer 1998 to provide extra space as a fourth classroom because the school was reaching maximum numbers. A new playground was added in the summer of 1998. The school has a large playing field, used for football, hockey, games, etc, and athletics in the summer months.
2. The school's main aim is that children should feel safe, secure and happy at school and that all within the school community be prepared to work and achieve to the best of their ability. The school aims to provide a happy, secure, stable environment that promotes development of every child. To achieve this the school:
 - Has classes that are small enough for teachers to concentrate on quality teaching and learning for all children.
 - Aims to provide a challenging curriculum where every opportunity is taken to maximise the achievement of each child.
 - Encourages parents and school to work together through joint initiatives to educate and care for the whole child.
 - Tries to make the school an exciting place for children to attend that is continually moving forward in terms of educational and physical development.
 - Prepares and encourages children to be honest, responsible, caring and independent, not only through school life but also through trips and regular extra-curricular activities.
 - Aims to provide an environment which provides spiritual and cultural growth and provides opportunities for individual and team sporting achievement.
 - Aims to provide equal opportunities for all within the school community.
1. The school's priorities are:
 - To develop curriculum monitoring and evaluation skills in conjunction with the analysis of performance data.
 - To develop management of assessment throughout the school.
 - To facilitate staff development and appraisal.
 - To work with the Parent-Teacher Association towards enhancing the personal and social life of the pupils.
 - To strengthen links with the church and maintain positive links with the community.
 - To enable pupils to be confident users of advanced technology including the Internet.
 - For the governors and staff to work together to strengthen their team work.

Key indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1998	9	4	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	7	8	9
	Girls	2	3	3
	Total	9	11	12
Percentage at NC Level 2 or above	School	69(62)	85(87)	92(87)
	National	77(80)	81(80)	84(84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	9	9	9
	Girls	4	3	4
	Total	13	12	13
Percentage at NC Level 2 or above	School	100(75)	92(87)	100(100)
	National	81(80)	85(84)	86(85)

¹ Percentages in parentheses refer to the year before the latest reporting year

Attainment at Key Stage 2²

Number of registered pupils in final year of
Key Stage 2 for latest reporting year:

Year	Boys	Girls	Total
1998	5	5	10

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	4	4	4
	Girls	2	4	2
	Total	6	8	6
Percentage at NC Level 4 or above	School	60(50)	80(50)	60(75)
	National	65(63)	59(62)	69(69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	4	4	4
	Girls	4	4	2
	Total	8	8	6
Percentage at NC Level 4 or above	School	80(n/a)	80(n/a)	60(n/a)
	National	65(63)	65(62)	72(69)

² Percentages in parentheses refer to the year before the latest reporting year

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:

		%
Authorised Absence	School	5.0
	National comparative data	5.7
Unauthorised Absence	School	0.0
	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0.0
Permanent	0.0

Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	8
Satisfactory or better	100
Less than satisfactory	0

· **PART A: ASPECTS OF THE SCHOOL**

· **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

· **Attainment and progress**

1. Children's attainment on entry to the school at four years of age is broadly average. The current under-fives are on course to match the nationally recommended desirable learning outcomes in language and literacy, mathematics, knowledge and understanding of the world and physical development. Children's creative and personal and social development is good. The overall progress of children under the age of five is therefore satisfactory. Since the last inspection, attainment and progress by the end of Key Stage 1 have remained satisfactory overall. Standards have remained good overall by the end of Key Stage 2.
2. The national tests and teachers' assessments for seven-year-olds in 1999 show that pupils' attainment was below the national average in reading, in line with the national average in writing and well above the national average in mathematics and science. When compared with the 1998 results, reading improved to below, rather than well below the national average. Writing has slipped from being above to being in line with the national average, whilst mathematics has improved from being in line with the national average to being well above. Science was well above the national average in both years. Standards overall in reading and writing are well below those of mathematics and science. This is because the headteacher and subject co-ordinator for English were both away at crucial periods when preparation was taking place for the National Literacy Strategy. Consequently, the scheme was not introduced until September 1999, a year later than most schools, and there was insufficient advice and support for teachers in Key Stage 1. The acting headteacher has taken over the co-ordination of English, which is now showing signs of improvement. Since the last inspection of February 1996, there has been very good improvement in mathematics and science, but standards in English have remained static. The proportion of pupils reaching the advanced Level 3 was above the national median in mathematics and science showing that higher-attaining pupils were successfully challenged. However, the proportion attaining Level 3 in reading and writing was below the national median, showing that higher-attaining pupils did not reach their potential.
3. Work seen in English lessons during the inspection confirms that standards are starting to improve. Pupils in Year 2 are on course to match national expectations in the tests at the end of the year in both reading and writing. Improvement is particularly noticeable in reading as a result of increased spending on books, better monitoring of standards by the new English co-ordinator and the systematic use of the newly introduced National Literacy Strategy. Writing is slowly improving following better testing of spelling, through use of National Literacy Strategy materials, and regular practice in handwriting. In work seen in mathematics, attainment at the end of Key Stage 1 matches the national average. The difference between the well above average results of the 1999 national tests and the average attainment seen in work during the inspection, results from the different prior attainment of individual pupils within each cohort and not from factors such as teaching or pupils' attitudes to work. In mathematics, pupils in Year 2 use the two times table to double and half numbers; they recognise regular shapes such as squares, rectangles and ovals and they satisfactorily apply number skills to solve money problems. There is no area of provision where pupils have a less than satisfactory grasp of basic mathematical principles. In work seen in science during the inspection, most pupils in Year 2 are on course to match or exceed the expected Level 2 by the time of the summer assessment. Their current progress, if maintained, will result in a repeat of the high standards attained in the teacher assessments of the previous two years. Effective use of experimental and investigative methods develops pupils' enthusiasm. They enjoy lessons and therefore make good progress.

4. The 1999 tests for 11-year-olds showed that attainment in both English and mathematics was well above the national average and attainment in science was far above the national average. Particularly good improvement was made in test results in English and science compared to 1998, when attainment was in line with the national average in each subject. Test results in mathematics have been well above the national average in both years.
5. In work seen in English, attainment is above expected levels at the end of Key Stage 2. Pupils are on course to exceed the national average in the national tests in the summer and have the potential to match the very good results of the previous year, even though a slightly higher proportion have special educational needs. Attainment is good across the areas of reading, writing, speaking and listening. Standards of spelling are good and pupils' handwriting is neat. In work seen in mathematics, attainment at the end of Key Stage 2 is above the national average. This compares to 1999 national test results that were well above. There is therefore a slight difference between work seen and the results of last year's tests. However, the quality of teaching is good and the rate of progress is good; there is a potential, therefore, for pupils to repeat the very good results of last year by the time they take the tests in the summer term. Pupils solve problems successfully using mental mathematics. They have a good understanding of required aspects across the Programmes of Study of the National Curriculum including data handling and knowledge of shape, space and measure. In work seen in science, pupils in Year 6 are already coping well with Level 4 work and many are entering Level 5. Pupils are on course to repeat the very good results of the previous year. Pupils enjoy practical experiments, which they record accurately. An example was a Year 6 lesson in which pupils used toy cars to conduct a series of tests to establish whether wind resistance causes cars to slow down. This successfully added to their understanding about forces and helped them to appreciate how scientific analysis helps manufacturers to improve product designs.
6. An analysis of the relative performance of boys and girls shows that between the years 1996 to 1998, girls in Key Stage 1 attained less well than boys in each of the three core subjects of English, mathematics and science. However, there was a distinct improvement in 1999 with the proportion of girls attaining Level 2 or above in reading and writing exceeding that of boys. In mathematics and science, all pupils attained Level 2 or above. In Key Stage 2, the same trend is evident; taking all the core subjects together, the performance of girls in the years 1996 to 1998 was well below the national average but that of boys was well above the national average. In the 1999 tests, however, the proportion of girls attaining Level 4 or above exceeded that of boys in English and mathematics, and all pupils attained Level 4 or above in science. Although inspectors are not in a position to make a firm judgement about why girls' performance has improved relative to boys, parents and pupils spoken to claim that improving the management of pupils' behaviour and discipline enables girls to receive better quality support from teachers. Inspectors also identified the management of behaviour and discipline as an issue that has adversely affected standards overall, and continues to require attention.
7. The 1999 figures comparing attainment in the national tests at the end of Key Stage 1 to that of similar schools show that attainment was well below similar schools in reading, below in writing and well above in mathematics and science. At the end of Key Stage 2, attainment in English and mathematics matches that of similar schools, whilst attainment in science is well above. Comparisons between schools are made on the proportion of pupils known to be eligible for free school meals, which at Abberley is very low. However, since the local education authority does not supply a hot meals service to schools, parents do not claim free meals. Consequently, it is not possible to accurately determine the proportion of pupils eligible for free school meals compared to the average nationally. In addition, considerations that are not taken into account when comparing the school to similar schools include attainment on entry, which is average, and the proportion of pupils with special educational needs, which is also average. Bearing these factors in mind, pupils' attainment compared to other schools is more positive

than the published comparisons indicate.

8. Early signs show that the National Literacy Strategy is beginning to have a positive impact. Good encouragement for pupils to describe their responses and views in front of the full class is improving standards of speaking and listening. The recommended approaches are being effectively implemented by teachers who confirm the positive impact the scheme is having. The National Numeracy Strategy, also introduced in September 1999, has been well received by staff, although it is too early to accurately judge its impact.
9. Attainment in information and communication technology is satisfactory. Computers are regularly used to support work across subjects and teachers ensure that all pupils have regular access to them. The recent improvement in the ratio of computers to pupils, and the improved availability of a range of relevant software, is having a positive affect on pupils' research skills and computer literacy. Attainment in religious education is satisfactory and fully complies with the recommendations of the Locally Agreed Syllabus that is used in Worcestershire schools. By the end of Key Stage 1, pupils respond well to the moral elements in Bible stories and relate these effectively to their own life experiences. By the end of Key Stage 2, pupils appreciate the similarities and differences between different religions and have a tolerant understanding of the religious diversity of British life as a result of work in class, visits outside the school and talks from people of different cultural backgrounds.
10. There has been good progress since the last inspection. Standards are higher overall than they were at the end of Key Stage 2 and are higher in Key Stage 1, except in English, where they are the same. However, many improvements are only very recent and there have been marked fluctuations in standards from one year to another. This is because there has been insufficient agreement over what is taught and which methods should be used. A lack of curriculum policies and procedures, combined with a lack of monitoring of what happens in classes has prevented pupils transferring smoothly from one class to another and hampered progress. Whilst this situation has significantly improved over the last few months, much remains to be done. Overall, progress is better in Key Stage 2 than in Key Stage 1. This is due to the higher proportion of good and very good teaching in Key Stage 2 and the use of specialist subject teachers.
11. The progress of children under five years of age is satisfactory overall with good progress evident in their personal and social development and in their creative development. Assessment on entry to the school shows that children's attainment is broadly average. The teacher and assistant plan systematically to assist progression from the desirable learning outcomes for children under five years of age to the National Curriculum, and they have a sound understanding of individual children's particular needs.
12. In Key Stage 1, progress is good in science, design and technology and physical education. Progress is satisfactory in all other subjects. There are no subjects where progress is unsatisfactory. In Key Stage 2, progress is good in English, mathematics, science, design technology, geography and physical education. In all other subjects, progress is satisfactory. There are no subjects where progress is unsatisfactory. Where progress is good, improving use is made of assessment, and teaching and learning are monitored closely to indicate areas for improvement. Higher rates of progress in Key Stage 2 result from the effective use of specialist teachers to teach their own subject and from very good teaching in some lessons.
13. Pupils with special educational needs make good progress as a result of lessons that are planned with their particular needs in mind. Good use is made of Individual Education Plans to support their learning and classroom assistants provide extra support, particularly with aspects of literacy and numeracy, which helps these pupils to cope well with lessons.

16. Attitudes, behaviour and personal development

14. Pupils respond well to the learning opportunities provided. In all lessons seen, their response was at least satisfactory and in half it was good. This is an improvement on the previous inspection as, although in this inspection a smaller proportion of lessons was judged to be good, there was no unsatisfactory learning.
15. Pupils, including those with special educational needs, show good attitudes to work. They are keen and contribute freely to classroom discussions and in response to questions. They are attentive and sustain their concentration well throughout lessons, although on a few occasions, when the work lacks sufficient challenge, some younger pupils tend to lose interest and their attention drifts.
16. Behaviour is satisfactory overall in and out of lessons, with regular instances of good behaviour. However, standards of behaviour are dependent on individual teachers' management of pupils. In occasional lessons, pupils talk too much and interrupt the teacher when they are helping other pupils. Pupils are normally polite and courteous to adults. There was no evidence of bullying during the inspection. No exclusions had taken place during the preceding or current years. Only two-thirds of parents feel the school achieves high behaviour standards. Inspectors agree with parents and judge behaviour standards to be satisfactory rather than high.
17. Relationships between staff and pupils and among pupils are sound and are characterised by respect in the classroom and friendly play during breaktimes. In the younger classes, they learn to take turns and work in small groups, and by the time they reach Year 6, they collaborate effectively on tasks. They show respect for school property by handling resources carefully and by not causing litter.
18. Pupils develop the ability to show initiative and take responsibility. In the younger classes, they make choices over activities and display some basic independent learning skills. Older pupils act as classroom monitors, contribute to assemblies and respond well when given opportunities to take responsibility in lessons.
19. The positive response of pupils to the teaching contributes towards their good attainment and progress. Recent improvements in pupils' behaviour were commented on by pupils, teachers and parents. Whilst noting these positive signs, inspectors feel there is room for further improvement, particularly in classes where pupils clamour for the teacher's attention.

22. Attendance

20. Attendance at the school, at 96 per cent in 1998/99, is well above the national average. Registrations are taken correctly and registers are properly completed and totalled, in full compliance with statutory requirements. This is an improvement over the previous inspection when the keeping of registers did not comply with requirements. Most pupils arrive punctually to school and lessons start promptly. The attendance and punctuality of pupils, many of whom travel a fair distance, are a credit to parents and the school, and are a reflection of pupils' good attitudes to work.

23. QUALITY OF EDUCATION PROVIDED

23. Teaching

24. The quality of teaching is good overall and has improved since the last inspection when a fifth of lessons were judged unsatisfactory. Teaching is now good or very good in over half of lessons and no unsatisfactory teaching was observed. The quality of teaching for children under five-years-old is satisfactory. At Key Stage 1, the teaching is at least satisfactory and in half of lessons is good. However, there is little very good teaching in Key Stage 1. There is more very good teaching at Key Stage 2 than in other classes in the school, where teaching is good or better in well over half of lessons observed and, in nearly an eighth, it is very good.
21. The quality of teaching for pupils under five is satisfactory. Sessions are effectively planned to cover the desirable learning outcomes. The teacher and classroom assistant are welcoming and have suitable expectations of children's response. They are particularly effective in helping pupils to adjust socially. Consequently, most children are happy in class and relate well to each other and adults. Children are effectively supported in their early reading and writing work by the class teacher's imaginative presentation and questioning. In mathematics, teachers are effective in encouraging pupils' development of early number skills. Available space and resources are used well to support learning.
22. Pupils with special educational needs are well taught and this accounts for the good progress they make. Staff are aware of such pupils and plan work that matches their particular needs. Individual Education Plans, containing helpful details about pupils' particular literacy and numeracy requirements, are successfully used to monitor their learning. The support provided for these pupils by classroom assistants is well organised and helps them to make good progress. In class lessons, teachers ensure that the pupils are included equally in discussions.
23. Teachers' subject knowledge is good overall and particularly so in Key Stage 2 where effective use is made of specialists to teach their own subjects. This was evident in a Year 6 science lesson, for instance, when the teacher skilfully encouraged pupils to understand how wind resistance effects the speed of a moving vehicle. The teacher's assured manner encouraged pupils to think objectively within a well set up practical experiment. When pupils' measurements failed to confirm anticipated outcomes, the teacher's effective questioning encouraged them to explore the reasons for the unusual results. All teachers confidently use the National Literacy and Numeracy Strategies following staff training.
24. The teachers' expectations of pupils' attainment are good in both key stages. Teachers know their pupils well, even though some of the teachers have not been at the school long and several work part-time. Most teachers use questions well to make pupils think clearly and have high expectations of those with special educational needs. Although there is little whole-school planning for the needs of higher-attaining pupils, individual teachers normally ensure that they are grouped with others of similar ability in the core subjects of English, mathematics and science. In mixed-age classes, teachers ensure that work is appropriate for the full age range.
25. Good short-term day-to-day planning of lessons in both key stages successfully supports pupils' progress in English, mathematics and science. In other subjects, planning sometimes lacks necessary details, such as arrangements for lower and higher-attaining pupils. Planning is improving following the introduction of nationally approved schemes, which are beginning to be interpreted well for particular pupils in each class and year group. The two-year cycle of topics that eliminates duplication of work, is satisfactorily adhered to and, where appropriate, teachers use a range of materials to ensure a balanced coverage of National Curriculum subjects. In science, for instance, teachers use their own materials alongside two well written published schemes so that they have a good choice of approaches to stimulate a positive response from pupils.
26. Teachers use an effective variety of methods. The National Literacy and Numeracy Strategies are successfully used to promote a mixture of full class, group and individual work. Teachers

know that practical work often excites pupils. In design and technology, science and art, for instance, pupils have good opportunities to integrate practical and theoretical work so that they develop intellectual and practical skills. This was noticeable, for instance, in a Year 4 and 5 class where pupils learned to bake bread. Before doing this, they carefully considered the shape, nutritional qualities and range of possible ingredients. This called for effective planning to support the practical work involved in baking. Teachers make good use of information and communication technology in a number of different subjects to support learning.

27. The management of pupils is satisfactory overall, although the recently produced whole-school procedures for monitoring and promoting good behaviour are not yet consistently applied by all staff. This results in behaviour that is occasionally over-boisterous, although pupils are generally willing learners. Where teaching is most successful, teachers are very firm but fair. In some lessons, however, teachers did not successfully control pupils' tendency to shout out answers without raising their hands, or prevent some pupils interrupting when they were providing individual help to other pupils.
28. Marking of pupils work is satisfactory overall, although differences are noticeable from class to class. Where marking is good, teachers praise pupils for good work and provide written comments that help them to improve. In some books, however, there is too much ticking of work and insufficient comment. Teachers do not use assessment consistently to help them plan adjustments to what they teach. The school appreciates that a whole-school approach to assessment is necessary to further improve standards across subjects. It plans to do this as soon as the recently introduced schemes of work are effectively in place.
29. Use of homework has improved following the recent implementation of a policy, and parents' comments confirm this. However, whilst homework is regularly set in the core subjects of English and mathematics, and is now contributing successfully to improving performance, its use in other subjects is spasmodic and has not yet had an impact on standards.
30. Teachers' use of time and resources in lessons is good in both key stages. Teachers plan effectively for their use of time and ensure that available resources are used well to make learning enjoyable. These features are particularly evident in science lessons where practical experiments using available equipment have a positive effect on pupils' motivation. This is one of the main reasons that attainment in science in both key stages is above average. The new playground equipment and the community hall are used well to develop pupils' physical skills.
34. **The curriculum and assessment.**
31. The curriculum is suitably broad and balanced and has a positive effect on pupils' academic, social and physical development. Good curriculum planning in English, mathematics and science contributes to pupils' above average standards of attainment when they leave the school at the end of Key Stage 2. Statutory requirements are met in the teaching of the National Curriculum at Key Stages 1 and 2, and the teaching of religious education conforms to the requirements of the Locally Agreed Syllabus. Improvements have been made in curriculum provision and the quality of planning since the last inspection, particularly in information and communication technology, where statutory requirements are now met. However, the improvements are recent and have not yet had a significant impact on standards in some areas. The school does not yet have a policy for sex education. The governing body is aware of this and is about to formalise procedures for teaching sex education and drugs awareness in personal, health and social education and in science. At both key stages, the teaching of English, mathematics and science accounts for well over half of curriculum time, with more time spent on literacy. This emphasis is having a beneficial effect on standards of attainment and progress. The governing body fully recognises its responsibility for the curriculum, which is being taken increasingly seriously. Governors have recently been appointed with responsibility

for literacy, numeracy, information and communication technology, religious education, physical education, early years and special educational needs. Currently, however, the governing body lacks an effective system for monitoring curriculum developments. The governing body is aware of this and intends, within its next phase of development, to monitor the effects of its curriculum policies in lessons, in order to promote further improvements.

32. Teachers' medium-term planning is satisfactory. Although teachers plan their own lessons, they are aware of what is being taught in other classes. This minimises duplication of what is taught. The planning for English and mathematics closely follows the National Literacy and Numeracy Projects' recommendations, both of which provide coherent opportunities for pupils to make continuous progress through both key stages. In most other subjects, the school is implementing nationally recommended schemes of work. However, the implementation is not yet complete. Consequently, whilst teachers' planning for individual lessons is good in English, mathematics and science, learning outcomes in other subjects are not always so clear. Similarly, whilst planned activities for pupils of different prior attainment and ages are also identified clearly in English, mathematics and science, this is not always so in other subjects.
33. All pupils have equal access to the curriculum. Pupils with special educational needs have full access and teachers ensure that good use is made of the classroom assistants to support them. Targets within Individual Education Plans are met well and are reviewed termly, and sometimes twice termly if particular circumstances require this. A suitable range of tests is used to identify pupils' particular needs. Good records are kept of pupils' progress and are readily available in the classrooms. The administration of the provision for these pupils is good. Good liaison exists with their parents who are kept informed of their child's progress.
34. The school has recently developed a well set out homework partnership with parents, but it is too new to have had a significant effect on progress. A good number of activities take place outside school time, supported enthusiastically by five teachers. There are, for example, competitive games and music instrumental groups. These enrich the music curriculum and promote good sporting attitudes for more than half of the school population who participate. Visits outside school, and visitors to school, make a significant contribution to topic learning and pupils' social education.
35. Procedures for the assessment of pupils' attainment in English, mathematics and science are satisfactory. Statutory requirements are met. The school conducts a range of tests in English and mathematics, including the optional tests for pupils at the end of Year 4. Data from these tests and pupils' progress records, including those in science, are used appropriately to help staff plan work that is matched to the needs of the pupils. The school has begun to analyse the results of the standardised tests and has set challenging targets for improvement, for example, to increase the number of pupils attaining the higher Level 3 (for Key Stage 1) and 5 (for Key Stage 2) in the Year 2000. In other subjects, teachers keep their own records of pupils' progress. Satisfactory use is made of these to inform the annual written reports to parents. However, there is a lack of a whole school system of assessment for all subjects, and the results of assessments in the foundation subjects are not used effectively to help teachers plan what pupils will learn next. The limited use made of assessment also prevents teachers planning consistently well across the whole range of ability.
36. The new marking policy is not yet embedded in practice. Marking is kept up to date but it is insufficiently used to provide pupils with constructive comments to help them improve. There have been improvements in the development of assessment procedures since the previous inspection, but the inconsistencies remain in the use of assessment to inform planning.
40. **Pupils' spiritual, moral, social and cultural development**

37. The provision for pupils' spiritual, moral, social and cultural education is good. The positive ethos of the school, together with clear policies for collective worship and religious education, form a good foundation on which to build.
38. Provision for spiritual development is good. Effective links are made with the local Anglican parish. Themes for assemblies are well planned to develop spiritual understanding through story, music and prayer. Pupils learn about different faiths and celebrate a range of festivals. During the week of inspection, for instance, the theme of light was successfully introduced as a source of comfort and security. Clear descriptions of the significance of light in the Hindu festival of Diwali were emphasised in assembly and in several classes. The symbolism of the Christian Christingle was successfully explored; a candle was lit, there was a demonstration of how a Christingle is made, and the session finished with quiet reflection and prayer on the feelings of being frightened in the dark. Assemblies fully comply with the statutory requirements for collective worship.
39. Whilst spiritual development is not explicitly planned for across all curriculum areas, opportunities are successfully taken to refer to the week's assembly theme in other lessons. Light and dark form the basis of discovery work for the youngest pupils who experience the wonder of the natural world when planting bulbs in the dark and by watching them grow to the light. Pupils appreciate the wonder of patterns in the Roman mosaics they make in history and art, the patterns in number seen in mathematics and they respond thoughtfully to the work of well known artists such as Picasso, producing their own interpretations.
40. Provision for pupils' moral development is good. Moral qualities, such as loving, caring, looking after themselves and others, are talked about with the headteacher. There is a new discipline policy, and pupils know and understand the procedures at breaktimes. However, the new policy is not yet consistently applied in classrooms by all staff. Rules written by pupils are displayed on classroom walls. Pupils are taught the principles that distinguish right from wrong through religious education and assemblies. The school's aims value honesty, responsibility, care and independence, and the staff lead by successful example. All adults take time to listen to pupils' concerns. Achievements are rewarded with certificates and house points, although the house system is under-used as a vehicle for promoting moral development.
41. Good opportunities are provided to help pupils' social development. Older pupils have opportunities to take responsibility by becoming house captains or through collecting the weekly house points. They act as monitors for younger pupils at wet breaktimes; they made the 'Farm Shop' signs for the reception class and wrote letters to pupils in the class. All pupils are provided with a garden area to maintain. There are regular opportunities for collaborative group activities in class and pupils are encouraged to think of those less fortunate than themselves by contributing to charities. Currently, pupils are supporting Christian Aid in India. There are opportunities for Year 6 to go on a camping trip and many participate in after school clubs. There are opportunities to meet pupils from other schools, to play musical instruments and to take part in Church services at Christmas.
42. The attention paid to pupils' cultural and multi-cultural development is good. Pupils learn to appreciate their cultural heritage through visits to places of interest locally. For instance, they visit the Church, and Hartlebury Museum to experience life as a Victorian child in the schoolroom. In the same museum, they see the history of transport. The Rector visits the school. He recently talked about the new kneelers made for the church by members of the local community that depict local landmarks and buildings. He also explained the meaning of church symbols and vestments. Pupils learn about other cultures in geography and through use of stories in the Literacy Hour. Multi-cultural understanding is developed through the religious education syllabus with its references to Islam and Judaism and the study of the Indian celebration of Diwali. Visitors from other countries are invited to the school to help foster

pupils' knowledge of others' beliefs and customs.

46. Support, guidance and pupils' welfare

43. The support, guidance and welfare provided for pupils are unsatisfactory overall. Whilst most issues from the previous inspection have been successfully resolved, and whilst day-to-day care of pupils is good, the school does not have effective child protection procedures. Procedures for monitoring and promoting good behaviour are not wholly effective. Draft procedures for sex education are currently lacking but are to be implemented shortly.
44. Procedures for monitoring pupils' progress and personal development are satisfactory. The recently introduced pupil portfolios provide accurate details about academic progress, and individual target setting, based on assessment data in English, mathematics and science, has significantly improved. A new policy for personal, social and health education, which will improve monitoring of personal development, is being planned, but is not yet successfully in place. Effective records are kept in order to assist the smooth transfer of pupils to their secondary schools. Provision of support for pupils with special educational needs is good. Staff contribute effectively to the whole-school approach. All teachers are aware of the needs of pupils with special educational needs in each class and their academic progress, personal development and attendance are well monitored. Good provision of specialist help and advice from outside agencies is available as required and the school enjoys good relations with these agencies. The local education authority provides well-targeted resources.
45. Procedures for monitoring attendance are good. Registers are completed on time in ink and comply with statutory requirements. There is a clear policy for reporting reasons for absence that are outlined in the prospectus, and unexplained absences are successfully followed up by the school. Consequently, authorised absence rates are below the national average and there are no reported unauthorised absences.
46. Procedures for monitoring and promoting discipline and good behaviour are not sufficiently effective. Whilst teachers, parents and pupils all affirm that the situation has improved recently, through better emphasis on self-discipline and the use of praise for good work and behaviour, there is still too much noise in some lessons and pupils interrupt teachers. This has an adverse impact on learning and standards. Some aspects of the school's discipline policy are effective. For instance, the policy for the use of the adventure playground is successfully applied and good break and lunchtime supervision ensures that pupils behave well towards each other in the playground. Teachers and supervisors deal effectively with bullying and pupils confirm that this is not a serious issue.
47. A number of safety hazards identified in the previous inspection have all been satisfactorily attended to and there are two trained first-aiders. Day-to-day procedures for first aid and medical care are well established and those who are ill, or have had accidents, are treated with care. An effective procedure is in place for assessing risks, ensuring that the school provides a safe and secure environment for pupils.

51. Partnership with parents and the community

48. The school's partnership with parents and the community is good overall. Parents' involvement in pupils' learning is very good. Parents see the school as encouraging their involvement, confirmed by the many parents who help in the school, and as being easily approachable. There is an active parent-teacher association, which raises funds and arranges social functions. The school has recently introduced formal procedures for making complaints and inspectors found no current evidence to support the concern expressed by some parents about the handling of complaints. The new homework book helps parents to track progress and become

more involved with their children's work at home. Parents want to be involved and the level of such involvement is very high.

49. The quality of information given to parents has improved since the previous inspection and is now satisfactory. The school brochure contains useful information about the school, including all the data that are statutorily required. The governors' annual report to parents lacks certain necessary details and the school has plans to correct this. A weekly newsletter keeps parents well informed about school matters and parents recently received a two-year schedule of syllabus content informing them of what is taught. Evening meetings for parents inform them, for example, about literacy and numeracy training and other curriculum aspects. The amount and quality of information on reports has been unsatisfactory until recently. In the pre-inspection questionnaire and in written comments, a high proportion of the parents were critical of the information they received on what is taught and on the progress made by pupils. Inspectors found that there was justification for their concern, but that the school is now making considerable improvements in these areas. Reports are comprehensively written and most contain good diagnoses of what pupils can do and the areas needing improvement. However, comments identifying the action needed to obtain improvements are vague, and there are insufficient measurable pupil targets.
50. The school has very good and helpful links with the community. It enjoys close ties with the church, whose vicar is a regular visitor to the school. Close links have also been established with the local playgroup, the village hall and other primary schools in the local 'cluster'. One example of the benefit from this is that small primary schools combine to provide sufficient numbers of pupils for teams to take part in competitions and for educational visits to take place. These enrich the curriculum, as do the visiting speakers who share their special knowledge and expertise with pupils.
51. Parents of pupils with special educational needs are kept well informed. They are invited to contribute to the compilation of Individual Education Plans when the identified needs are to do with behaviour. This represents an improvement since the last inspection when some parents expressed concern that they were not sufficiently involved in the early stages of identification. Once established, all concerns identified by the school about pupils' specific needs are conveyed to parents in writing.
52. The school's involvement with its parents and the local community add considerable value to the pupils' education. The good quality of the relationships existing at the time of the previous inspection has been maintained and in some respects has improved.

56. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

56. **Leadership and management**

53. The leadership and management of the school are satisfactory following a period of major transition with the appointment of an acting headteacher who took up post in June of this year as a result of the long-term illness of the headteacher. Before this, there had been a poor response to the key issues of the previous inspection and many policies and procedures were not in place or sufficiently well defined. The acting headteacher has excellent leadership and management skills and has swiftly improved many areas of inadequate or non-existent provision. However, much of this is very recent and is only just beginning to have an impact.
54. The governing body has also been through a period of transition with the recent appointment of a new chair and ten new members. Very recent improvements include the drafting and implementation of a range of policies and procedures, greater consultation between the members of the governing body and urgent attention to financial planning. The new chair of

governors appreciates the need for rapid change and has successfully mobilised other governors who welcome the new mood of consultation and the systematic attention to detail that is emerging. However, the new chair was only appointed in July 1999 and has not yet had an opportunity to have a significant impact on the many areas that require improvement. Some curricular policies and schemes are not yet in place, much of the required information for parents is not in the annual report of the governing body and there is insufficient monitoring of what is happening in school by governors. However, the new chair and acting headteacher work well together and have acted decisively to improve weak areas of provision. Over twenty policies, covering major areas of the school's work, have been debated and agreed by the governing body in the last three months. Minutes of recent meetings show a new urgency and deliberation. Governors spoken to feel that they are contributing more effectively to the leadership of the school and are keen to follow up the new policies by monitoring their impact on standards in classrooms.

55. Subject co-ordinators have not been effective until very recently. The last inspection report criticised the headteacher and subject co-ordinators for the unsatisfactory long-term and short-term planning of the curriculum, and there was little improvement until very recently. Teachers are beginning to feel supported in their efforts and have a new mood of optimism resulting from the clear direction provided by the acting headteacher. Curricular policies are in the process of being written, new nationally approved schemes of work have been adopted and plans are in place for co-ordinators to be released to monitor the curriculum. Following discussions between the acting headteacher and staff, the intention is to make co-ordinators responsible for their own subject budgets so that they can plan more effectively for future developments. Co-ordinators welcome this increased accountability for their areas of responsibility.
56. The school's aims and values are clearly stated in the school prospectus. These stress the importance of personal as well as academic achievement. However, some of the necessary practical measures to promote the aims have only recently been written and implemented. Parents report that their children, increasingly, feel that the school is being run in a methodical and firm way. Children say they feel happier and more challenged in their work. Teachers have higher expectations and seem to be clearer about what they want. Whilst the school has always been a happy place, pupils and parents now feel that teachers work more closely together to improve standards. The latest prospectus includes six practical and realistic measures for ensuring the aims of the school are realised. These include 'accepting change', 'misbehaviour to be quickly dealt with', 'smaller classes', 'a minimum of teacher administration', 'parental involvement' and 'pupils to be honest'.
57. The most recent draft school development plan, produced by the acting headteacher and governing body, is detailed, accurately identifies measures to improve standards, addresses other necessary areas of provision and is costed. It sets out clearly helpful time guidelines; the people responsible for delivering targets are clearly identified and there are explicit criteria to gauge the success of the planning. The previous inspection required the school to establish a long-term strategic plan to serve as a basis for effective budgeting and monitoring. This was not successfully done until the production of the present draft plan. This plan accurately assesses the school's strengths and weaknesses before setting new targets. For instance, the plan identifies weaknesses in literacy that have an adverse impact on standards in Key Stage 1; the lack of schemes is noted, as is the lack of school-wide policies; the need to recruit new governors is mentioned as are the problems associated with fluctuating numbers. The plan also acknowledges the pressures that face staff, since planning for effective change requires a concerted response by all teachers. Sensibly, the plan attempts to predict developments required beyond the current year, although this is necessarily brief, given the extent of what has to be done in the short-term. Despite only being in draft form, many aspects of the plan are being successfully implemented and are starting to have a marked impact.

58. The school does not meet a number of statutory requirements. Important information for parents and prospective parents is not contained in the annual report of the governing body. No information is given about progress since the last inspection, and no statement made about school security or arrangements made for disabled pupils. Insufficient information is provided about professional development undertaken by staff and the rates of authorised and unauthorised absence are not included. A comparison between the school's national test results and those of schools nationally has been omitted.

59. The management of provision for pupils with special educational needs is good. The special needs co-ordinator, who is the acting headteacher, manages provision well. She has recently engaged the local education authority's special educational needs adviser to audit the school's provision and has acted swiftly on the advice and recommendations provided. She has recently improved procedures, and ensures that all teaching and non-teaching staff and parents are aware of them. The governor with responsibility for special educational needs is beginning to monitor provision so that other governors can be fully briefed on progress in the area. However, this development is new and there has not been adequate monitoring of provision until now.

63. **Staffing, accommodation and learning resources**

60. There are sufficient appropriately qualified or experienced teachers to teach primary-aged pupils the subjects of the National Curriculum and religious education. Their knowledge and understanding are secure in all subjects. There is an organised programme of in-service training, particularly to meet the needs of new initiatives in education, that is closely linked to the school's development plan. This has enabled the school, for example, to make satisfactory progress in the implementation of the National Literacy and Numeracy Strategies. Job descriptions, introduced in September 1999, are satisfactory. However, before this, they were not specific to the responsibilities of subject co-ordinators. Appraisal of teachers' performance is not in place due to the recent changes in staff and the impending changes in government policy. The school provides effective systems of support for newly-qualified teachers that include good provision offered by the local education authority. Teachers new to the school are well supported by the headteacher and are given good opportunities to familiarise themselves with the routines of the school and the attainment and progress of the pupils who will be in their teaching groups.

61. Sufficient well-qualified teaching assistants provide good support to younger pupils and those with special educational needs. An appropriate number of lunchtime supervisors effectively oversee lunchtime activities and help maintain satisfactory standards of behaviour. The school secretary makes a valuable contribution to the smooth and efficient day-to-day management, and cleaning is of a high standard. These findings are broadly similar to those of the last inspection.

62. The quality of the accommodation is good overall, although there are several shortcomings. The school is sited in an attractive village location overlooking pleasant countryside. A shortage of internal space results in the headteacher having no office, the library being sited in a classroom in regular use, and the absence of a hall for assemblies, dining or physical education. However, the school does have easy access to the excellent village hall, of which it makes good use. Although some unavoidable small inefficiency in management and access to resources arises from the shortfall in accommodation, good management ensures that attainment is not adversely affected. The classrooms are spacious for the numbers currently on roll. Some good display work enhances the learning environment. Furniture has been replaced and fencing repaired, thus addressing the issues from the previous inspection. The condition of the interior is good. The exterior is in some need of redecoration. The school has excellent outside facilities. Playgrounds are well marked. There is an adventure area, an

environmental section, and pupils enjoy a large playing field.

63. The provision of learning resources is satisfactory. The school has sufficient resources to meet the needs of the curriculum. There are a good number of computers, of appropriate quality, in classrooms. The library is not well located and therefore many books are held in classrooms. However, the provision is generous in terms of the number of books per pupil. Other classroom resources are at least adequate in all subject areas and good in English. The shortages identified at the time of the previous inspection have been rectified. The provision of resources for those with special educational needs is satisfactory and there is access to additional resources, if required, that are held by the local education authority. Although the spending per pupil on resources appears to be low according to financial statements, the school is well served by the local education authority, the parent-teacher association and the Hester Severne Trust, all of which have recently provided valuable additional resources for the school.

67. **The efficiency of the school**

64. The financial efficiency of the school is satisfactory overall. However, until the appointment of the acting headteacher, the quality of financial planning was poor. The governing body failed to set a budget and entered the current financial year with a three thousand pounds deficit. This occurred despite the last inspection report identifying the school's failure to set a budget within the funding formula as a major weakness. No attempt was made to link development planning with financial planning, despite this being a key issue from the last inspection report. A further weakness identified in the last report was the failure to evaluate the cost effectiveness of financial decisions. The continued lack of monitoring by the governing body has persisted. The failure to respond to these issues was the result of the relevant governing body sub-committee failing to deal effectively with financial matters. It met only twice annually. Issues relating to finance were not considered sufficiently by the full governing body. There was sometimes an over-preoccupation with minor financial matters, such as the small income from the Early Morning Club, and insufficient concern about major areas of income and expenditure that bore more directly and immediately on standards across the school. The relationships with the trustees of the Hester Severne Trust have improved. The trust continues to donate generously to the school.

65. The new acting headteacher and the new chair of governors have acted swiftly and decisively to improve matters. In the last three months, a budget has been set that should prevent the school being in deficit by the end of the financial year. Improved school development planning is fully costed to ensure new initiatives are properly funded. A new financial policy has been implemented that improves accountability and planning. The governing body now accepts its statutory responsibility for the financial health of the school and intends to monitor closely the implementation of the new procedures. Governors accept that this will involve monitoring standards in the school to ensure that their decisions are having a proper effect in classrooms. The very recent improvements are welcomed by staff and governors and provide a more optimistic prospect for improved efficiency.

66. The use that is made of staff has also improved very recently. Co-ordinators are now much clearer about their roles and responsibilities. Job descriptions, which were not in place before the arrival of the acting headteacher, are now agreed. Whilst co-ordinators do not yet monitor what is happening in their subjects in classrooms, finance has been identified to pay a part-time teacher to enable co-ordinators to do this. The improved accountability and more effective deployment of co-ordinators are set to have a marked impact on standards. Use of resources is dependent on the initiative and resourcefulness of individual teachers, but is satisfactory overall. Computers are satisfactorily used in classrooms to support teaching and learning in most subjects. Available books are also used satisfactorily. Funding allocated for special educational needs provision is used well. Special educational needs learning assistants are

well deployed and the space available in the classrooms is used effectively for small withdrawal groups.

67. Financial control is satisfactory overall. However, until recently, there were insufficient formal procedures for the collection, recording and banking of money. The acting headteacher and governors have implemented new policies relating to the ordering of goods and charging of parents to recuperate occasional costs. The school has made an effective response to the issues of the last audit report of April 1996. It is to the credit of secretarial staff that the administration of the school is effected in a smooth and efficient way, despite the lack of agreed procedures and systems governing financial control.
68. The school's income is below that of most schools of this size. Pupils' progress is satisfactory in Key Stage 1 and good in Key Stage 2. The quality of teaching is good overall and the ethos for learning is also good. Pupils' behaviour is satisfactory and their attitudes to work are good. There are satisfactory relationships between pupils and teachers. However, many improvements are very recent and the unsettling effects of teachers' absence and the unsatisfactory response to the issues of the last report are evident in some aspects of provision. There is also uncertainty over the future management of the school. Having regard for all these factors, the school provides satisfactory value for money.

72. PART B: CURRICULUM AREAS AND SUBJECTS

72. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

69. Children are admitted to the reception class at the beginning of the school year in which they are five if their birthdays fall between 1 September and the 31 March. Those with birthdays between 1 April and the last day of August start full-time in January, but with the option to attend school five mornings a week from September and to start full-time when ready. Many enter the school with some nursery or playgroup experience. There are currently ten children in the reception class, five of whom attend full-time and five part-time.

70. Children are organised in mixed ability groups within a mixed-age reception and Year 1 class. There is a trained early-years teacher and classroom assistant, together with student help and regular parental support. Attainment on entry is average and most children are on course to meet the recommendations of the desirable learning outcomes by the age of five. Pupils with special educational needs make satisfactory progress, receiving individual support as needed. The quality of teaching is satisfactory overall. Teachers are welcoming and help children to adjust rapidly to the new circumstances. They effectively nurture children's emerging reading and writing skills and successfully introduce them to early number work. The class teacher and assistant work well together and effectively help pupils progress from the desirable learning outcomes for children under the age of five to the National Curriculum when they are ready.

71. The accommodation, comprising a large single classroom with access to a safe outdoor play area, is satisfactory. Children also have supervised access to the new large play equipment that has recently been installed in the playground. There are suitable special interest areas in the classroom for a range of activities and sufficient learning resources.

75. *Personal and social development*

75.

72. Pupils' personal and social development is good as a result of a structured and friendly environment and the provision of consistent routines that are conducive to learning. Children soon adapt to the routines. For example, when lining up for physical education, or moving to the carpet for whole class work, they take their place without fuss. They take turns when answering questions and normally listen to others without interruption. As a result of the inviting and well-organised classroom, children happily take responsibility for themselves and their equipment. They gain confidence, learn where the equipment is kept and how it should be put away. They eagerly take part, showing interest in all that is going on. Behaviour is generally satisfactory, although there are instances when the youngest children are not quite ready to concentrate on formal, reading skills. Pupils make good progress in their personal and social development as a result of effective teaching.

Language and literacy

73. In the areas of language and literacy, children make satisfactory progress in the early skills of reading and writing. They learn initial letters through sound and shape, recognising them in the alliteration found in reading books. This was evident, for instance, when reading from 'Handa's Surprise' about 'purple passion fruits' and 'peacocks'. Children enjoy handling books and are encouraged from the beginning to turn the pages gently. They understand book orientation and reading direction during literacy sessions, which are made interesting by the imaginative presentation and questioning of the class teacher. Higher-attaining children have a wide experience of a large number of books, a useful sight vocabulary and understand the sequence of a story. Others use picture cues successfully to gain understanding. Children develop expressive reading and talking skills as a result of the many planned opportunities to talk and listen to stories. All staff value their contributions. The children's development of early writing

is sound. Most children use a combination of marks, letters, words and pictures to communicate meaning. Higher-attaining children successfully trace, copy or write their own names and begin to use simple punctuation.

77.

77. *Mathematics*

77.

74. Most children make satisfactory progress in mathematics. Through song, sorting and matching activities and counting games, children successfully count to ten and beyond, and recognise numbers. They develop a sound mathematical vocabulary, using words and phrases such as 'square' and 'bigger than' to describe shape and size. Children consolidate counting skills; for example, when putting letter shapes away, children automatically count them back into the box, or count out the number of fruits in Handa's basket. Children's attitudes to mathematics work are good; they work with interest and self-reliance and generally stay absorbed in tasks. Consequently, they make satisfactory progress and are on course to meet the recommended outcomes by the time they are five years old.

78.

78. *Knowledge and understanding of the world*

78.

75. Attainment and progress in knowledge and understanding of the world are satisfactory. A wide range of well planned activities helps children to settle into school. These build effectively upon children's experiences outside school. Children progress well in their scientific investigations. They explore the school site and understand what conditions are required for plants to grow. This is helped when they grow bulbs and flowers in the school garden. Enthusiasm is shown when they are working with sand and water to discover its properties. In their experiments with light and dark, they discover how a torch works. They talk about where they live and understand some of the purposes of local buildings, such as the church and post-office. The classroom farm shop helps to develop their understanding of local commerce and supports early money number skills. Their knowledge of past and present is explored through discussion about their own lives and their families, including events like the recent bonfire night. Children are starting to access the computer and confidently use a mouse to select options on the computer monitor.

79.

79. *Creative development*

79.

76. Children make good progress in creative development. They use a suitable range of media, including paint and collage. They know colours and say which ones are found in hot or cold places. They develop a sound repertoire of songs and rhymes and make good use of percussion instruments to accompany them. Through role-play in the farm shop and outside playhouse, they develop an increasing ability to interact with others; to listen, observe and use their imagination.

80.

80. *Physical development*

80.

77. Progress in physical development is satisfactory. Children's fine motor skills are satisfactorily developed through regular opportunities to handle pencils, paint brushes and scissors. They manage buttons and zips when preparing for physical education and develop an increasing awareness of space and other children during playtimes and group activities in class. The outdoor area provides sound opportunities for pupils to use wheeled toys, although the restrictive size of the area, and the fact that it is only currently being developed, has previously limited children's play opportunities. There is a very good activity area adjacent to the school playground, provided through the generous support of a local grant awarding trust, which reception children successfully use at specific times to develop skills of climbing and balancing.

81. ENGLISH, MATHEMATICS AND SCIENCE

81. English

78. The results of the 1999 national tests at the end of Key Stage 1 were below the national average in reading and in line with the national average in writing. There was an improvement in reading compared to the 1998 results but deterioration in the standards of writing. At the end of Key Stage 2, attainment in the 1999 national tests was well above the national average. This was an improvement over the previous year when attainment matched the national average. Pupils with special educational needs progress well towards the targets contained in their Individual Education Plans in both key stages.
79. In work seen at the end of Key Stage 1, attainment is in line with expected levels. Pupils in Year 2 are on course to match national expectations in the national tests by the end of the year in both reading and writing. The discrepancy between the reading work seen during the inspection and the attainment in the 1999 national tests is accounted for by a recent improvement in the support provided to teachers, improvement in pupils' responses and better organisation of resource materials provided to teachers. Also, the new acting headteacher is the co-ordinator for English and has effectively monitored standards, identifying factors that have promoted improvement.
80. When comparing the school to other similar schools, attainment is well below at the end of Key Stage 1, but matches other schools at the end of Key Stage 2. However, comparisons only take into account pupils' eligibility for free school meals, which is very low, and does not take into account factors such as their attainment on entry and the proportion of pupils with special educational needs, which is average. Comparisons with similar schools are more positive, therefore, than published results indicate.
81. In work seen at the end of Key Stage 2, attainment is above national levels. Whilst good progress is being made, and pupils are on course to exceed the national average by the time they take the tests in the summer, the relatively higher proportion of pupils with special educational needs may prevent the group attaining the well above average results of the previous year.
82. The performance of boys and girls at the end of Key Stage 1 over the period 1996 to 1998 shows that boys attained higher levels than girls in reading and writing. However, the number of pupils in each year is quite small and the results fluctuate between years, indicating that much depends on the cohort. This is borne out by the 1999 test results where girls' performance exceeded that of boys in both reading and writing. In the end of Key Stage 2 English tests, the cumulative performance between 1996-1998 shows that boys consistently attain higher levels than girls. Boys were above national average, whereas girls were well below the national average. However, results for English in the 1999 tests show a reversal of this trend with girls' performance exceeding that of boys. There was no significant difference between the performance of boys and girls in lessons seen during the inspection. However, the recent fluctuations between boys and girls performance are very evident and have not been sufficiently monitored until very recently.
83. Attainment in speaking and listening is above that expected for pupils of a similar age at the end of both key stages. At the end of Key Stage 1, pupils converse confidently with each other and with teachers. They share their opinions and views in discussion and express themselves using a wide vocabulary. For instance, in a Year 2 class, a pupil used the word 'pentagon' when tapping out the sound of a three-syllable word rather than using just a child's name, as in previous examples. However, pupils do not always understand the difference between formal and informal conversation and some lack confidence. When talking to a visitor about their

work, for instance, some Year 2 pupils in the group were reticent in answering questions. Older Year 3 pupils were more assured. In Year 6, at the end of Key Stage 2, pupils' speaking and listening skills are good. They confidently speak with visitors, and showed sensitivity about other cultures and traditions when questioning an Indian visitor. They listen with concentration, asking questions to clarify their thinking and to seek further information. In role-play, Year 6 pupils engage in reasoned debate. For instance, following a geography lesson on environmental change, they debated, in character, the effects of opening a quarry in the Lake District, having researched the particular thoughts and views held by their role-play character for homework. Good opportunities to develop speaking and listening skills occur in plays and the recently revived drama club.

84. At the end of Key Stage 1, attainment in reading is satisfactory and, by the end of Key Stage 2, it is good. Younger pupils in Key Stage 1 quickly learn the sounds and symbols of the alphabet and recognise words in their reading scheme books. Most pupils make satisfactory progress in sounding out unfamiliar words and effectively use clues from pictures to help them. By the end of the key stage, many pupils read a variety of texts accurately. They retell the stories they have read and talk confidently about the characters and events in them. The small proportion of pupils who do not make satisfactory progress, have not developed a sufficient range of strategies to help them establish the meaning of unknown text. By the end of Key Stage 2, however, most pupils read with accuracy, confidence and increasing expression. Many become avid readers and develop preferences for particular authors and types of stories. They use a wide range of texts, both fact and fiction, and develop sound research skills using information and communication technology.
85. With the recent introduction of the National Literacy Strategy, a more systematic approach to the teaching of reading skills is developing throughout the school. This is supported by volunteers, who regularly hear younger pupils read or help them to choose books, and the involvement of parents who hear their children read at home. A home/school reading record now effectively supports the partnership with parents in raising standards, as do the useful, recently devised parental information sheets. These give pointers for encouraging good reading habits and for developing basic reading skills.
86. Pupils' attainment in writing is satisfactory at the end of Key Stage 1 and good at the end of Key Stage 2. Spelling, which is now taught systematically and tested regularly during the Literacy Hour, is helping to improve standards of written work. Pupils make good use of word banks and dictionaries. They are taught useful spelling rules and suitable strategies for checking their spelling. From an early age, pupils are taught to form their letters and, by the end of Key Stage 1, many develop clear and legible writing. This is effectively supported by use of a scheme book that promotes regular practice in handwriting. Pupils in Key Stage 2 further develop good handwriting and the correct use of spelling, punctuation and grammar in their written work. Where necessary, they revise spelling rules not learnt previously. Already, work in the Literacy Hour is focusing on the structure of language. Older pupils confidently use terms such as 'suffix' and 'prefix' and younger pupils identify verbs and adjectives in sentences. They pick out interesting descriptive phrases from class books that extend their vocabulary and knowledge for their own story writing. By the end of Key Stage 2, pupils write for a wide variety of audiences in a range of genres, including letters, poems, journals and commentaries, as well as factual writing. There is a clear emphasis on developing pupils' ability to evaluate their own work, using self-commentary, and setting their own targets for improvement.
87. Overall, pupils make sound progress in Key Stage 1 and good progress in Key Stage 2. Lessons are matched to pupils' attainment targets and are supportive of those with special educational needs. Pupils practise skills in speaking and listening, particularly through the National Literacy Strategy, and there is an effective emphasis on improving spelling and handwriting in the school. Displays around the school reflect the wide range of writing that

pupils are introduced to, such as journalistic writing, book reviews and poems, including Japanese poetry known as Haiku. Progress in literacy is shown in other subject areas, including history, geography, science and religious education. There is little difference between the progress of boys and girls.

88. Pupils respond well in English lessons. Most pupils listen attentively during whole class sessions in the Literacy Hour. Most behave satisfactorily and wait patiently for their turn, although a small number call out on occasions. The pupils settle well to their written tasks, especially in Key Stage 1 and at the end of Key Stage 2, but elsewhere they require regular reminders to remain on task.
89. The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. No lessons were less than satisfactory and two thirds of English lessons observed during the inspection were good. Planning for the Literacy Hour clearly identifies what pupils will learn. Teachers have good subject knowledge, using questions well to extend and assess pupils' understanding. Pupils with special educational needs receive helpful support that enables them to make good progress towards particular targets. Classroom assistants provide effective support to individuals and groups. Whole class sessions are well led and teachers ensure that all pupils take part in discussions. Good use is made of 'big books' and class readers. Teachers' expectations are suitably high, although higher-attaining pupils in the middle of the key stages are not always sufficiently challenged. Teachers manage pupils satisfactorily, although lack of consistently applied whole-school procedures results in some over boisterous responses. Available resources and space are used effectively. A recently established homework policy is beginning to have a positive impact on learning, although homework is not consistently well planned for in every class.
90. The curriculum is broad and balanced and meets the requirements of the National Curriculum. A strong emphasis on developing literacy has resulted from the effective introduction of the National Literacy Strategy. This has been successfully managed by the current English co-ordinator. Systems are in place to ensure continuity and progression, with all lessons having a common format. Arrangements for assessing and recording pupils' progress have improved recently. Work is sampled and target setting has begun, although it is too early to have had a significant impact on attainment or progress. Monitoring of standards of teaching and learning is just beginning and is already having a positive effect on pupils' responses. Work is marked conscientiously, but marking does not yet consistently follow the marking policy. Staff have benefited from additional training for the Strategy and there are plans for a new English policy that will make firmer links between existing practice and the National Literacy Strategy. Resourcing is good, following recent investment in additional books.
94. **Mathematics**
91. In the 1999 national tests at the end of Key Stage 1, the proportion of pupils attaining Level 2 or above was well above the national average. The proportion attaining the higher Level 3 was in line with the national average. Overall, test results were well above average when compared to similar schools. The findings of the inspection are that standards attained by the majority of pupils aged seven are broadly average. This is similar to the findings of the last inspection. The difference between the national tests and the work seen in the inspection is due to the differences between the prior attainment of individual pupils within each cohort. In the 1999 Key Stage 2 national tests, the proportion of pupils reaching Level 4 or above was well above the national average. When compared to similar schools, the results are average. Taking the three years 1997 to 1999 together, the figures show that by the age of eleven, pupils' performance in mathematics was above the national average. This is similar to the findings of the inspection and an improvement on the findings of the last inspection, when standards attained were judged to be sound.

92. Pupils in Year 1 make a satisfactory start. They count up to ten accurately and the higher attainers count beyond. The majority of higher and average attainers write numbers legibly and higher attainers form number bonds correctly. By Year 2, most pupils show a secure understanding of how to use the two times table to help them double and halve numbers. In one lesson about relationships between numbers, the majority of higher attainers knew how to reverse multiplication and division, using the same numbers to change the total value. Most pupils recognise and name different regular shapes and are beginning to apply number skills to the solving of, for example, simple money problems. Younger juniors successfully widen their understanding of aspects of mathematics including, for example, lines of symmetry, recording statistics and using and applying skills to solve problems of time and area. By the age of eleven, the majority of pupils have a good understanding of problem solving involving, for example, fractions, averages, and a knowledge of the properties and dimensions of angles and shapes.
93. Overall, the majority of pupils make good progress. Through Key Stage 1, progress is mainly satisfactory. The majority of pupils acquire an understanding of the relative values of numbers and how to construct number bonds. By Year 2, most pupils satisfactorily develop their understanding of place value and how to estimate from known facts. They extend their knowledge of the four rules of number to solve simple problems. Progress in skills development through Key Stage 2 is good. Most pupils are successfully increasing the speed at which they calculate mentally. They are rapidly widening their range of knowledge and understanding of shape, space and measure and how to handle data. By Year 6, most pupils make good progress in using their skills to solve real life problems. In one lesson, for example, almost all pupils made good progress in learning to use a calculator to convert a wide range of foreign currencies into pounds. Pupils with special educational needs are given good support by teachers, the learning assistants and volunteer helpers. This enables them to make continuous good progress as they move through the school. There is no difference between the progress of boys and girls.
94. When the work is motivating and the quality of teaching is good, pupils have good attitudes to their work. They listen attentively and boys and girls, equally, are willing to be involved in discussions and answer questions. Most pupils settle purposefully to written tasks and retain interest well. There are examples, though, of pupils being unwilling to listen attentively and of inappropriate calling out. This prevents them and the rest of the class from making good progress. Personal and social development is satisfactory. In most lessons, pupils show initiative and work amicably in pairs and small groups when solving problems.
95. The quality of teaching overall is good, ranging from satisfactory to good with a slightly higher proportion of good teaching in Key Stage 2. In the best lessons, teachers adapt their secure subject knowledge to meet the needs of the whole ability range of the pupils. Expectations of a quick response in mental mathematics are high. Planning for individual lessons is good. Although the learning intentions are not always clear, the work that pupils do is usually well matched to their prior attainment. The management of pupils' behaviour is satisfactory overall, although some boisterous behaviour is not effectively managed. Better discipline is achieved when the pace is brisk and stimulating. In one lesson, for example, use of a wide range of different currencies created a high level of interest and motivation and all pupils remained well committed to the task throughout the lesson. Homework is sometimes used effectively to consolidate and extend skills taught in lessons, but it is not applied regularly or consistently across the school. Marking is up to date, but is sometimes limited to ticks and occasional praise. Comments that effectively help pupils to improve are evident only occasionally.
96. There is good development of the use of numeracy skills across the curriculum. Pupils construct pie charts, line and block graphs and accountancy-type spreadsheets using

computers. In science, there is good use of charts, tables and graphs. Design and technology lessons provide good opportunities for pupils to improve their accuracy in measuring and calculating.

97. The introduction of the National Numeracy Project has been satisfactory. It is being integrated sensitively to include good practice already in place. Teachers' planning is matched closely to the recommendations of the Project and teachers use their professional judgements wisely in its implementation. Assessment is satisfactory and the procedures are common across the year groups and key stages. The school has started to analyse the results of the National Curriculum tests and set appropriate targets for improvement. There is effective monitoring of the delivery of the National Numeracy Project by the subject co-ordinator, who is well aware of the strengths and weaknesses of provision in the subject.

101. Science

98. Teacher assessments for science in 1999 showed that standards of attainment at the end of Key Stage 1 were well above the national average and well above similar schools. This was also the case in 1998. Attainment has improved since the last inspection of February 1996, when attainment was judged satisfactory. The proportion of pupils in 1999 attaining the expected Level 2, and the proportion attaining the higher Level 3 were both well above schools nationally and similar schools, indicating that higher-attaining pupils are being successfully challenged. In lessons seen, attainment is above expected levels. The current Year 2 are on course to attain above the national expectation by the time of the national tests in the summer and have the potential to repeat the very good standards attained in the previous two years' assessments.
99. In the 1999 National Curriculum tests for pupils at the end of Key Stage 2, attainment is far above schools nationally and well above that of similar schools. This compares very favourably to the 1998 results, which placed the school in line with schools nationally but below that of similar schools. There has therefore been noticeable improvement during the last year. The proportion gaining the expected Level 4, as well as the higher Level 5, were both far above schools nationally as well as similar schools. Improved performance resulted from intensive revision, including focused use of homework that consolidated work done in class. In lessons seen, attainment reflected that of the national tests. The current Year 6 is on course to repeat the very high levels of attainment achieved in 1999.
100. At the end of Key Stage 1, pupils successfully appreciate the differences between people and present this evidence in a well organised way. In the reception class, for instance, they classify attributes such as the colour of eyes, the size of feet and the colour of hair. In doing this they learn to categorise information, which they present well in written and pictorial form. In the process, they improve their literacy and numeracy skills. By the end of Year 2, they use data in a more discriminating and deductive way. For instance, Year 2 compare food from different countries and decide whether these provide a healthy diet. In the process, pupils develop critical skills that enable them to make decisions, whilst learning information that has a positive impact on their own health and fitness. Many lessons have positive moral, as well as scientific, elements. For instance, by the end of Year 2, pupils appreciate that some substances are dangerous and should not be taken without the advice of a doctor. They understand that medication is good for people if taken in the right amount but that too much medicine will make people ill.
101. At the end of Key Stage 2, pupils make good use of scientific vocabulary. For instance, Year 6 pupils successfully use words such as 'reflection', 'transparent' and 'opaque' when describing how certain surfaces reflect light. They make observations and measurements after carefully considering how to conduct a fair test. Year 4 and 5 pupils, for instance, measure the effect of movement on muscles. In doing this they successfully conclude that muscles need relaxing to benefit from the added oxygen that rapid breathing provides. By Year 6, pupils conduct a sequence of experiments to test initial hypotheses. Higher attainers successfully record experiments using different forms of graphs. They successfully predict future likely outcomes from correctly interpreting trends. Within science lessons, all pupils improve their ability to write and to use calculations and so reinforce literacy and numeracy skills. Good use is made of information and communication technology. Year 6, for instance, have produced attractive line, bar and pie graphs representing the results of experiments into forces.
102. Progress is good in both key stages. Pupils enter the school in line with national expectations. By the end of Key Stage 1, their knowledge and understanding of science is good and by the end of Key Stage 2, it is very good. At each stage of learning, pupils' progress is above that expected. Good progress results from well organised lessons and good teaching that makes

the subject interesting, and attentive and alert pupils who enjoy what they are doing. Pupils with special educational needs make good progress as a result of the accurate identification of their needs and the special help given by class teachers and special support assistants. Higher attainers also make good progress in both key stages as a result of work that challenges them to think harder, deeper and more logically about why things happen. In lessons seen, the progress of boys and girls is similar. Before 1999, the progress of girls was poorer than that of boys. In 1999, the gap was much closer and the comparatively better progress of girls is evident in lessons observed.

103. Pupils' attitudes to science are generally good in both key stages, although, occasionally, pupils chatter too much and interrupt teachers when they are helping other pupils. Most of the time, pupils listen well to teachers, ask sensible questions to consolidate and extend their understanding and settle well to practical work both individually and in small groups. Pupils write up their experiments neatly and thoughtfully. They use equipment safely and well, making sure it is returned to the proper place at the end of lessons. Pupils collaborate well in groups, often listening politely to each other as they discuss their approaches and conclusions.
104. Teaching is good across the school. Teachers' subject knowledge is secure, and they effectively communicate scientific principles in a way that pupils understand and appreciate. Teachers' day-to-day planning is good and has improved since the last inspection when some planning lacked necessary detail. Good marking of pupils' work is evident at the end of Key Stage 2. Elsewhere, marking does not contain enough written comments to guide pupils' progress. All teachers provide positive feedback in the practical parts of lessons. Available equipment is used well and the good emphasis on practical experiments and investigations brings the subject 'alive'. A good balance of practical and theoretical work in lessons helps to maintain the pace of learning. A lack of consistently applied whole-school systems for managing behaviour sometimes results in pupils making too much noise.
105. The co-ordination of the subject is improving. Until recently, there was little opportunity for the subject co-ordinator to monitor what is happening in classes. A recent improvement to the whole school management has resulted in co-ordinators having release time to monitor standards. However, this is yet to have an impact on science. The very good progress of pupils results from individual teachers' efforts rather than good subject management. The curriculum fully meets statutory requirements and is increasingly well planned. The recently produced policy, written with the helpful support of the local education authority's science adviser, successfully sets out the principles and procedures to be adopted by all staff. Assessment is satisfactorily planned for, but is not yet used consistently by all staff to plan adjustments to what is taught. Available space and resources are used well. The issues for improvement identified in the last report have been satisfactorily complied with.

109. **OTHER SUBJECTS OR COURSES**

109. **Information and communication technology**

106. Attainment at the end of each key stage is satisfactory. By the end of Key Stage 1, pupils use the mouse satisfactorily. They co-ordinate hand and eye effectively and use the keyboard to input text. They alter the size of selected fonts, delete, insert and replace text and use the find and replace function to change text automatically. They effectively use an art application to 'paint' exciting pictures of bonfire night and successfully incorporate 'clip art' into their text. They use special software to create graphs. For instance, pupils in Year 1 count how many cars they see of different colours and represent this graphically in a chart. By the end of Key Stage 2, pupils continue to use computers confidently for word processing. Pupils in Years 4, 5 and 6 have produced well assembled school newspapers using desktop publishing software. They use a spreadsheet application to calculate totals and to explore the effects of changing

data by asking the question 'what would happen if ...?'. Pupils in Year 6 have used the Internet successfully to locate and write about holiday locations, and are shortly going to use sensors attached to computers to monitor the weather outside. However, many aspects of provision are very recent and pupils have not had regular opportunities to consolidate their skills across all the Programmes of Study of the National Curriculum.

107. Pupils' progress is satisfactory in both key stages. The recently improved provision of computers and additional staff training has had a beneficial impact on pupils' progress. Where progress is good, pupils often make effective use of computers at home. There is no difference between the progress of boys or girls as each have equal access to available machines. However, most teachers, irrespective of pupils' prior attainment, use the same learning materials. Consequently, opportunities to provide special help for the lower or higher attainers are lost.
108. Pupils respond well to using information and communication technology. They share computers amicably, discussing and supporting each other's efforts. Equipment is used safely and sensibly and pupils ask for help if they are unsure what to do. Instructions are normally listened to carefully and followed well. Most pupils concentrate well for long periods without requiring constant attention by the teacher or support assistant.
109. Insufficient teaching was seen to form a judgement about its quality. However, all teachers use a range of computer programs in lessons and encourage pupils to use them regularly. Increasingly good use is made of recently introduced schemes of work and most teachers are developing satisfactory subject competence as a result of recently provided in-service training.
110. The recently appointed co-ordinator is knowledgeable and is benefiting from further training. This will help her to advise and support other staff. The ratio of computers to pupils is good, having recently been improved by the purchase of new computers. A beneficial link is being established with a local secondary school that is supporting use of the Internet. The adoption of a nationally recommended scheme of work is providing a useful basis for systematic teaching, and has improved the weaknesses identified in the last inspection report. Good use is made of the local education authority's assessment sheets, although this is very recent and the results of assessment are not used well enough to track individual pupils' progress across the different programmes of study.

114.

Religious education

111. Only one lesson was observed in each key stage but additional evidence from the scheme of work, teachers' planning, displays in the school, conversations with pupils and teachers and a scrutiny of work, indicates that attainment is in line with the requirements of the Locally Agreed Syllabus in both key stages, and statutory requirements for religious education are complied with satisfactorily.
112. Pupils at the end of Key Stage 1 understand the similarities and differences between the religions studied. For instance, pupils appreciate some of the customs and traditions of Hinduism following a visit by a member of the faith, who shared her beliefs and responded to pupils' questions. Consequently, they understand the significance of the festival of Diwali. A visit to a Hindu temple, organised on a two-year cycle, enriches pupils' knowledge, and widens their appreciation of cultural diversity in Britain. Pupils are successfully encouraged to express their own thoughts, feelings and experiences, and so develop the ability to reflect and share issues of deeper significance. They are introduced to the symbols of Christianity and understand, for instance, that the cross and the fish have special meaning. Pupils handle the church kneelers, understanding when they are used and who made them for Abberley Church. They know that Bible stories, such as the story of Moses, hold moral meanings that help people

to live better lives. By the end of Key Stage 2, pupils appreciate that beliefs underpin principles by which people live their lives, and that some people are willing to die rather than compromise those beliefs. They understand the essential differences and similarities between Judaism, Christianity, Islam and Sikhism.

113. The planned programme of study for religious education ensures satisfactory progression in pupils' understanding from year to year. They make sound gains in knowledge and understanding as a result of regular lessons that comply with the expectations of the Locally Agreed Syllabus. Those with special educational needs make good progress as a result of helpful specialist support in lessons and there is no difference between the progress of boys and girls.
114. Pupils show interest in their lessons. They listen attentively to stories and show respect for visitors. Pupils enjoy sharing their views, which they express thoughtfully and confidently. They are sensitive to the views of others and listen with interest as ideas are shared.
115. Insufficient teaching was seen to form a secure view of the quality of teaching. Nevertheless, in lessons seen, a suitable atmosphere was created for pupils to discuss their beliefs and to ask questions. Teachers celebrate pupils' efforts by mounting their work attractively. They use religious artefacts well to enliven lessons and make effective links between assembly themes and work in class. This helps to reinforce and extend pupils' knowledge and understanding.
116. The Locally Agreed Syllabus has only recently been reviewed and teachers are in the process of adapting the new ideas for use with their classes. There are good links with the parish church. For instance, the co-ordinator and rector have worked successfully together to produce a two-year scheme based on the new Locally Agreed Syllabus to guide staff. Procedures for assessing pupils' work are not fully developed as teachers are still acquiring confidence in using the new schemes. There is no discrete development planning for religious education, although there are emerging plans to monitor standards of teaching and learning in the near future, to identify ways in which provision can be improved.

Art

117. It was not possible to observe any lessons during the inspection. However, in scrutinising pupils' past work, looking at teachers' planning and in discussions with pupils, it is evident that they make satisfactory progress over time in a limited range of skills. The youngest pupils make accurate potato-print patterns in horizontal and vertical lines using geometrical shapes. They create colourful collages and paint careful outline portraits. By Year 2, most pupils use art successfully to support their learning in other subjects. For example, they draw and colour fine Mehndi hand-patterns in a project about Hinduism. They use information and communication technology successfully to create colourful pictures of bonfire night. They make Roman draughtboard mosaics as part of a history topic. The cross-curricular emphasis continues through Key Stage 2, with appropriate use of crayoned figures of Joseph's brothers in religious education. There are collage heads of Henry VIII, which show satisfactory progress from Key Stage 1 in pupils' appreciation of colour and figurative detail. The oldest pupils produced good quality charcoal drawings of an air raid as part of a history topic about the Second World War. However, standards are not as high as in the last inspection when they were judged to be good at Key Stage 1 and very good at Key Stage 2. This is because work using three-dimensional media or on a large scale is limited.
118. The presentation of pupils' past work indicates that they take care and concentrate on tasks until they are finished. They are keen to talk about their work and are pleased with their accomplishments.

119. There is insufficient evidence to make a firm judgement about the quality of teaching. However, teachers plan satisfactorily for lessons and ensure that pupils' work is effectively displayed in order to celebrate their efforts.

120. The recently appointed co-ordinator is an experienced teacher with art as a specialism. She has conducted an informal audit and is aware of the strengths and weaknesses of provision. However, whilst initiatives to improve pupils' progress as they move through the school have been identified, there is insufficient systematic development planning to aid the process of improvement. At present, whole school assessment procedures to inform planning are lacking and there are no systems in place for the monitoring of teaching and learning.

124. **Design and technology**

121. Pupils, including those with special educational needs, make good progress in both key stages. Pupils comply with the National Curriculum requirements by designing, making and evaluating products in a range of materials and styles. By the end of Key Stage 1, pupils make successful wheeled vehicles with axles that support the weight of the vehicles as they are pushed along. In doing this, pupils effectively examine their own toys to see how they work. In the process of making the vehicles, pupils consider important aspects, such as how to join different materials together using simple hand tools and glue. Pupils assimilate words and phrases relating to design. For instance, pupils use the words 'chassis', 'axle', 'component' and 'construction' when making their vehicles. They successfully adapt their designs to ensure they are fit for their purpose and test the final product to ensure it matches the design specification. By the end of Key Stage 2, pupils make useful articles such as birds' nesting boxes or bird tables. They successfully explore how to make the items stable and strong. This is done by using a variety of ways of joining materials together to make firm joints. Pupils bear in mind the purpose and commercial attractiveness of products and effectively evaluate whether the final items successfully reflect the initial plans. Pupils use accurate vocabulary for naming and describing the equipment, materials and components used. There is no difference between the progress of boys and girls and the full ability range is catered for well in individual projects, ensuring that good progress is made by all.

122. Pupils respond satisfactorily in lessons. They listen attentively to teachers, settle well to practical work and collaborate positively together. They understand the importance of brainstorming as a team and are sensible about using tools and equipment. All pupils abide by the safety codes laid down by teachers. Items are returned to their proper place after being used and most pupils stay well on task without having to be reminded by teachers.

123. Insufficient class teaching was seen to make a conclusive judgement about the quality of teaching. However, displays of work, scrutiny of teachers' planning and conversations with pupils and teachers show that teachers plan successfully for lessons. Teachers make good use of available equipment and provide good opportunities for pupils to design, make and evaluate products. Teachers have realistic expectations of pupils, including those with special educational needs or who are higher attainers. Available space is well used and teachers provide useful oral feedback in the course of lessons that help pupils to improve.

124. Whilst teachers are making increasingly good use of a recently produced national scheme of work, there is insufficient whole school planning in order to ensure that pupils make continuous progress from year to year. Whilst the scheme provides ideas for assessment, the school has not developed its own assessment strategy. Consequently, assessment is not well used to improve what is taught. The acting headteacher now requires subject co-ordinators to take more responsibility for the effective management of their subjects. However, these expectations are recent and the co-ordinator of design and technology does not have sufficient time to monitor what happens in classes to ensure that the quality of work is consistently good

or to plan for future developments. Whilst what happens is often successful, this results from individual teachers' efforts rather than the systematic application of agreed routines and procedures.

128. **Geography**

125. It was not possible to observe any geography lessons in Key Stage 1 during the inspection and only one full lesson was seen at Key Stage 2. Judgements are based on the evidence gathered from pupils' books, displays of work, scrutiny of teachers' planning, conversations with teachers and pupils and the policy for geography. Pupils make satisfactory progress in geography in Key Stage 1 and good progress in Key Stage 2. In Key Stage 1, geography is satisfactorily linked to topic work across the curriculum where possible. Study of the immediate locality links geography with history, science and religious education for the youngest pupils, and with language and literacy skills through the development of appropriate vocabulary. Pupils in the reception/Year 1 class successfully explore the school locality, and plot where they live on a large-scale map; they accurately draw their route to school and use words such as 'near', 'far', 'building', and 'routes'. By the end of Key Stage 1, pupils use more discriminating vocabulary such as 'environment', 'settlement' and 'hamlet'. They locate Abberley on maps and aerial photographs and understand the meaning of map symbols. They effectively describe a range of physical features of their locality by looking at a map.

126. In Key Stage 2, pupils understand issues relating to the environment such as pollution, creation of waste and recycling measures. Pupils conduct surveys, accurately collecting and recording data. They tabulate results using graphs and knowledgeably discuss the findings. At the end of the key stage, they sensitively debate the effects of tourism on mountain areas, exploring the outcome from the different viewpoints of people living in the community. Pupils further develop their mapping skills and fieldwork techniques. The work in this key stage is also valuably linked to other curriculum areas.

127. The limited evidence available indicates that pupils respond well to their geography lessons, working co-operatively in groups when necessary. In Key Stage 2, they are keen to research information at home, with some making good use of home computers. Effective use is also made of multi-media computers in school for research, using CD-ROM and the Internet.

128. Insufficient teaching was seen to form a firm view of its quality. However, teaching seen at the end of the Key Stage 2 was good. Interest and momentum was established and expectations were high. Teachers effectively plan for assessment, but the information gained is not yet used effectively to inform future lesson planning.

129. A policy identifies the main objectives for geography in each key stage, but the objectives are not successfully followed through with a development plan to monitor their implementation. As yet, there is no monitoring of teaching and learning by the co-ordinator, although this is planned for the near future. The school has recently adopted a nationally recommended published scheme that effectively covers all Programmes of Study of the National Curriculum. Whilst there is clear evidence of progression in skills and knowledge over time, much has been dependent on the particular strengths of teachers. Resources for geography are sufficient to support planned lessons.

133. **History**

130. In addition to two lessons observed during the inspection, evidence was gathered from pupils' work, displays and photographs in the school, current planning and conversations with pupils and teachers. This indicates that progress in history is in line with expectations at the end of each key stage and National Curriculum requirements are satisfactorily met

131. Pupils at the end of Key Stage 1 successfully appreciate the differences between everyday life in the past and life nowadays. To do this, they gather evidence effectively from pictures, photographs and artefacts. For instance, an attractive display in the entrance area provides a rich source of information for historical enquiry. This contains photographs of Abberley past and present, showing how people dressed and worked, with buildings such as St Mary's Church and the school. On a visit to Hartlebury Museum, pupils appreciated, first-hand, the differences between historical and contemporary clothing by being dressed as Victorian children. In Key Stage 2, pupils further understand the similarities and differences between historical epochs by studying historical Britain from the perspectives of people in Roman and Tudor times. For instance, they successfully contrast food eaten now and in Roman times by inventing a banquet for wealthy Romans.
132. Pupils show an interest in history lessons and many are keen to follow up work at home. Development of their inquiry and research skills enables them to form opinions about the past and to question what they read or see. Displayed work indicates that pupils enjoy lessons and often work well together on group projects.
133. There is insufficient evidence to form a secure judgement about the quality of teaching. However, effective emphasis is placed on research and inquiry methods rather than requiring pupils merely to write and remember facts. Pupils' sense of chronology is being developed by the sensible use of time lines and opportunities are effectively planned for discussion and collaborative work.
134. Sufficient resources are available to support history and good use is made of visits to places of historical interest. Assessment is planned for in some classes but is not consistently well used. There is an outline plan for history, which follows the National Curriculum study units. Until recently, however, no schemes of work were available to support its delivery. The recent adoption of a nationally recommended scheme has provided a better framework for planning this year. However, the policy and development planning for history are not sufficiently detailed and too much is left to individual teachers. This limits the amount of progress pupils make. For this reason, progress remains satisfactory, as it was at the time of the last inspection.

138.

Music

135. Standards attained by pupils at the end of Key Stage 1 are in line with those achieved by most seven-year-olds. By the end of Key Stage 2, the majority of pupils reach standards similar to those of most eleven-year-olds. These findings broadly match those of the last inspection. By Year 2, the majority sing with a satisfactory sense of pitch and pulse, but the tone is insufficiently refined. Most pupils listen appropriately. In one lesson, they picked out their tune from three different tunes and accompanied it, mainly accurately, on percussion instruments. Younger juniors read their part accurately from graphic notation and play it on instruments with a suitable sense of timing. The oldest juniors sing in two parts maintaining a satisfactory independence between the parts. The majority have a secure knowledge of basic musical notation. They know, for example, that a sharp raises the pitch of a note. Most pupils listen carefully to music to appraise it accurately for changes in pitch and time related to the musical score.
136. Almost all pupils, including those with special educational needs, make satisfactory progress. Younger pupils develop the ability to hold and strike percussion instruments correctly. They improve their knowledge of a widening repertoire of songs. Older pupils broaden their knowledge and understanding of musical notation. A good number of pupils develop satisfactory instrumental playing techniques. In one lesson, for example, most of the class made satisfactory progress in adjusting the timing and dynamics when learning to play

handbells. There is little difference between the progress of boys and girls.

137. Attitudes in lessons are broadly satisfactory. Most pupils listen attentively, but a few chatter and quickly become restless, which prevents them from making good progress. The majority join in willingly when singing or playing and concentrate appropriately.

138. The quality of teaching is satisfactory. Subject knowledge is good and adapted appropriately to suit the age range. With younger pupils, for example, teachers understand how to develop pupils' playing techniques. Consequently, pupils improve the way that they hold and strike instruments. This was also evident in a Year 6 lesson, when pupils were successfully encouraged to develop good handbell playing technique. Pupils are given satisfactory opportunities to consolidate their knowledge of songs and to learn new ones. However, opportunities are missed to improve voice production; insufficient attention is given to breath-control and the development of appropriate expression.

139. There is good provision for pupils to take lessons in violin, cello, brass, guitar and recorder playing, both inside and outside school time. These activities contribute to the successful progress of higher-attaining pupils by improving their practical musicianship and their ability to read conventional musical notation. Little formal attempt is made to assess pupils' progress or introduce development planning in order to monitor improvements.

143. **Physical education**

140. The majority of pupils at both key stages, including those with special educational needs, make good progress. The youngest pupils learn quickly how to perform basic dance steps when walking, skipping, turning and marching in time with the music. They successfully perform a sequence of different movements. They achieve satisfactory balance and make good and safe use of the space around them. In one lesson, about traditional folk activities, for example, they effectively simulated movements associated with kneading dough, spinning a large wheel and dry stone-walling. By Year 2, almost all pupils work effectively as a whole team or in smaller groups. This was evident, for example, when managing and controlling a large parachute. They travelled underneath it using hands and feet to propel themselves, imaginatively creating their own pathways across the floor and avoiding collision with each other. No lessons were seen in Year 6. However, teachers' planning, discussions with pupils, and the significant number of pupils who take part in competitive sports inside and outside school time, indicate that the majority of pupils attain well by the time they leave the school. Older juniors accurately send and receive a ball to each other using a hockey stick. In one lesson that featured a competitive team game, the majority of pupils stopped the ball appropriately with the stick and looked to pass it to another player in their team.

141. Almost all pupils have good attitudes to learning. Younger pupils control their excitement well at the prospect of lessons. They listen attentively to instructions and try hard to succeed when practising their skills. They are beginning to accept responsibility, for example, when some Year 2 pupils helped to fold up the giant parachute. Older pupils adopt a mature attitude and practise conscientiously when not closely supervised. In competitive games, they are willing to play by the rules. Behaviour in lessons is good and this makes a significant contribution to the good progress made.

142. The quality of teaching is good. All teachers are secure in their knowledge of the subject and adapt it successfully to the age range being taught. Teachers have high expectations. They require pupils to listen carefully and follow instructions when performing activities. This helps pupils to make good progress. Safety is well emphasised. Warm-up activities are well-designed to raise pupils' heart rate and temperature. However, the effect of exercise on pupils' bodies is not always sufficiently emphasised. Resources are well prepared and used effectively

to promote good progress.

143. There is a satisfactory provision of activities that take place outside school time. Pupils learn how to play together in teams. In football, both boys and girls are given good opportunities to develop skills under the direction of coaches from a nearby semi-professional football club. The recently appointed co-ordinator is enthusiastic and has already planned fresh initiatives for the development of the subject. These include the 'Top-Sport' programme due to start in the spring term. The co-ordinator is aware that the current method of planning does not guarantee that pupils make continuous progress as they move through the school and that assessment is not being used effectively to influence the planning. Plans are in hand to improve these aspects in the near future.

147. *Swimming*

1. The inspection of this school included a focused view of swimming that is reported below.
2. All pupils are given the opportunity to take swimming lessons during the spring and summer terms. Pupils are taken to a local authority pool six miles away by a coach provided by the school. Pupils are taught by a suitably qualified swimming teacher provided by the pool management. Four teachers, who are assisted by up to six parent-helpers, provide a high level of supervision. Parents make a voluntary contribution towards the cost of the pool hire, instruction and transport, but no child is excluded through parents' inability to pay. The school aims to ensure that by the time they leave the school, at the end of Key Stage 2, all pupils can swim the required 25 metres, unaided, using a recognised stroke. These arrangements are satisfactory and reflect those commonly provided by similar schools.

149. **PART C: INSPECTION DATA**

149. **SUMMARY OF INSPECTION EVIDENCE**

3. The inspection was carried out by a team of four inspectors, including a lay inspector, who spent a total of ten inspection days in school. A total of 32.5 hours was spent observing lessons, talking with pupils, scrutinising their past and present work and hearing them read. In addition, the following were inspected:
- extra-curricular activities;
 - school development plan and policy documents;
 - attendance registers and budget figures;
 - teachers' planning;
 - pupils' progress and reports for parents;
 - collective acts of worship;
 - breaktime and lunchtime supervision.
1. Before the inspection, the lead inspector held a meeting attended by 25 parents and examined the questionnaires sent in by 26 parents. During the inspection, discussions were held with pupils, the headteacher, staff, parents and governors.

DATA AND INDICATORS

151. Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with Statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	73	0	9	3

151. Teachers and classes

151. Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent):	4.3
Number of pupils per qualified teacher:	17.67

151. Education support staff (YR – Y6)

Total number of education support staff:	3
Total aggregate hours worked each week:	39

151. Financial data

Financial year:	1998
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	£
Total Income	188,015
Total Expenditure	197,987
Expenditure per pupil	2,350
Balance brought forward from previous year	6,911
Balance carried forward to next year	-3,061

151. **PARENTAL SURVEY**

Number of questionnaires sent out:	50
Number of questionnaires returned:	26

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	35	58	0	4	4
I would find it easy to approach the school with questions or problems to do with my child(ren)	46	46	4	4	0
The school handles complaints from parents well	8	33	46	13	0
The school gives me a clear understanding of what is taught	23	35	15	12	15
The school keeps me well informed about my child(ren)'s progress	19	31	15	19	15
The school enables my child(ren) to achieve a good standard of work	15	54	15	12	4
The school encourages children to get involved in more than just their daily lessons	38	62	0	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	27	50	8	8	8
The school's values and attitudes have a positive effect on my child(ren)	35	42	15	4	4
The school achieves high standards of good behaviour	16	48	24	4	8
My child(ren) like(s) school	54	38	4	4	0

151.

151. **Other issues raised by parents**

- Last year's Year 5 class was badly let down because the teacher focused on preparing the Year 6 pupils for their national tests.
- The use of homework has only improved very recently. Last year, there was inconsistent use of homework across classes.
- Last year there were not enough parents' evenings to keep them well informed about their child's progress.
- Arrangements to ensure a smooth transition from one class to another are unsatisfactory in Key Stage 1.
- Until recently, the senior management failed to produce proper policies and procedures to guide the work of the school.
- They are very anxious about whether the recent improvements to the management and ethos of the school will continue.
- Regular staff illness has had an adverse impact on standards of work in some classes.

Inspectors agree that each of the above are valid concerns. However, measures are already in place which should improve each of these areas in the coming year. The current Year 6 class has a small number of pupils, which allows for good teacher support for individuals. They are making

good progress. There are plans to improve communication with parents and more effective planning between teachers has improved continuity as pupils transfer from one class to another. However, inspectors feel that continuity could be further improved by teachers making better use of assessment information. A concerted effort has been made by the acting headteacher and the new chair of governors to improve policies and procedures and to raise the standards of school efficiency and management. Whilst staff illness continues to affect the school, inspectors felt that the quality of teaching seen was good overall.