

# INSPECTION REPORT

## **PEBWORTH FIRST SCHOOL**

Pebworth, Stratford upon Avon

LEA area: Worcestershire

Unique reference number: 116715

Headteacher: Mr Mark McLuckie

Reporting inspector: Ms B Matusiak-Varley  
19938

Dates of inspection: 10 – 13 July 2000

Inspection number: 191986

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Community
Age range of pupils:	4 – 10 years
Gender of pupils:	Mixed
School address:	Pebworth Stratford upon Avon Warwickshire
Postcode:	CV37 8XA
Telephone number:	01789 720 726
Fax number:	01789 720 726
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr John Illott
Date of previous inspection:	February 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Ms B Matusiak-Varley	Registered Inspector	English Information technology Art Design and technology Geography Modern foreign language Music Religious education Provision for under-fives Equal opportunities Special educational needs	Characteristics of the school School's results and achievements Teaching Leadership and management of the school
Mrs M Morrissey	Lay Inspector		Pupils' attitudes, values and personal development The care the school gives to pupils The schools' partnership with parents
Mr A Giles	Team Inspector	Mathematics Science History Physical education	The curricular and other opportunities offered to pupils

The inspection contractor was:

Glenside Education  
3 Middlefield Close  
Weaverthorpe  
Malton  
N Yorkshire  
YO17 8EJ

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Alexandra House  
33 Kingsway  
London WC2B 6SE

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Pebworth First School is a very small school situated in the village of Pebworth, six miles from Evesham. The school caters for pupils aged four to 10 years. There are 50 pupils on roll. Pupils are taught in two mixed-age classes by two full-time teachers and one part-time teacher. During the week of inspection, there were four children in the Key Stage 1 class who were under five, but their attainment levels exceed the Desirable Learning Outcomes in all areas of learning and they are working on the lower levels of the National Curriculum. Pupils' attainment on entry to the school is average, as evidenced by the baseline assessments undertaken by the school. There are no pupils from ethnic minority backgrounds, and no pupils are entitled to free school meals because the County Council has not operated a cooked meal service since 1984. Five per cent of pupils are on the register of special educational needs, this is low in comparison with similar schools. One pupil has a Statement of Special Educational Need.

### **HOW GOOD THE SCHOOL IS**

This is a good school, with many strengths, and offers a good quality of education for its pupils. The headteacher provides good leadership and, together with his dedicated staff and governors, has worked hard to raise standards and to make overall good improvement since the previous inspection. By the age of seven, standards are very high in English and mathematics, and by the age of 10, pupils are well prepared for their next stage of education. Standards in information technology are very high. The quality of teaching is good, with examples of very good practice. Although the unit costs of such a small school are high, Pebworth First School provides good value for money because of the good standard of education it provides for its pupils and the subsequent high standards that pupils achieve.

#### **What the school does well**

- By the age of seven, pupils achieve very high standards in speaking and listening, reading, writing and mathematics and in information technology.
- By the age of 10, standards in English are high. Standards in mathematics and information technology are very high.
- The quality of teaching is good overall in both key stages, with examples of very good teaching. Basic skills of literacy and numeracy are generally taught well. Pupils with special educational needs are well supported and make good progress.
- The headteacher, key staff and governors lead the school well.
- Provision for pupils' spiritual development is good and provision for social and moral development is very good. Extra-curricular activities are good. All staff value pupils as individuals and help them to develop their confidence.
- Pupils are proud of their school. Relationships and behaviour are very good. Pupils have very positive attitudes to learning.
- The school has good links with parents.

### What could be improved

- Standards in writing and spelling in Key Stage 2 are average but could be better.
- Standards in the development of Attainment Target 1, investigative and experimental science, are not high enough.
- Rates of pupils' progress are inconsistent, especially for those of below-average ability in Year 3.
- The curriculum for the under-fives is not sufficiently linked to the skills underpinning the Desirable Learning Outcomes. In Key Stages 1 and 2 there are no clearly defined expectations of what pupils in each year group should achieve in the core and foundation subjects, and the Key Stage 2 curriculum for design and technology is not broad and balanced.
- There is a lack of emphasis on developing subject-specific skills in religious education and provision for multi-cultural education is limited.
- There is no whole-school policy for developing literacy and numeracy in other subjects.
- Teaching, learning and curriculum development is not sufficiently monitored by the headteacher due to his heavy teaching commitment.
- The school development plan is unsatisfactory because it lacks clarity in prioritising the most effective way of raising standards.

*The strengths of the school far outweigh the weaknesses. The areas for improvement will form the basis of the governors' action plan.*

### HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1997, when numerous weaknesses were identified. Since then, a visit by Her Majesty's Inspectors in 1998 judged the school to be making sound progress. Inspection findings show that, since the appointment of the present headteacher four years ago, the school has made good progress overall, the most noticeable progress being that of raising standards in literacy and numeracy at the ages of seven and 10. Standards have improved in history, geography and art, and higher attaining pupils are challenged effectively. Standards in information technology have improved. The school has made good improvement in reviewing and clarifying its aims, values and policies, and good systems are in place for monitoring pupils' progress and personal development. Satisfactory progress has been made in developing schemes of work, but insufficient work has been done in developing clearly defined expectations for each year group in mixed-age classes in all subjects. Time is now used effectively, but the curriculum for design and technology in Key Stage 2 is unsatisfactory. There are still weaknesses identified in the quality of the school development plan and in pupils' reports. Since the previous inspection, the quality of teaching has improved from sound to good, as has the leadership and management of the school. The school's capacity for further improvement is good.

### STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

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

There is a discrepancy between inspection findings and National Curriculum test results at the end of Key Stage 1 because inspection findings show that standards seen during the week of inspection are higher than those identified in the above 1999 test results. In 1999 the academic profile of pupils was

lower than that of the present pupils inspected. The cohort of pupils is very small and, therefore, statistics must be treated with caution as the numbers of pupils in Year 2 is too small for reliable comparison to be made. Furthermore, the formula for calculating results against similar schools, which is based upon free school meals, does not carry sufficient relevance as the uptake of free school meals does not apply due to the County Council's decision not to provide cooked meals. Inspection findings show that, by the time they are five, pupils exceed the Desirable Learning Outcomes in all areas of learning and make good progress. Pupils' attainment by the end of Key Stage 1 in speaking and listening, reading and mathematics is well above the national averages. Attainment in information technology and music is high. Pupils' attainment in science is in line with the national averages, but skills in investigative and experimental science are unsatisfactory. By the end of Year 5, pupils attain high standards in English and mathematics, but standards in writing and spelling could be better. Standards in information technology are very high and all pupils in Key Stage 2 make very good gains in their learning. Standards in science are in line with national averages, but, as in Key Stage 1, skills of investigative and experimental science are underdeveloped. Standards in religious education are in line with the expectations of the locally agreed syllabus.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic and value the supportive and friendly atmosphere of the school.
Behaviour, in and out of classrooms	Very good. Older pupils look after younger ones, and behaviour in lessons and during play times is very good.
Personal development and relationships	Very good. Pupils willingly take responsibility and monitors execute their duties well. Pupils work well independently. Relationships are very good and pupils are very sensitive towards the feelings of others.
Attendance	Good. Pupils enjoy coming to school. Lessons start punctually and attendance is monitored effectively by the headteacher and staff.

## TEACHING AND LEARNING

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

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

The quality of teaching has improved since the previous inspection and this good quality teaching supports the good rates of progress pupils make. Of all the lessons seen, 27 per cent were satisfactory, 36 per cent were good and 36 per cent were very good. Overall the quality of teaching is good, but, nevertheless, there are certain areas for improvement in the satisfactory teaching seen. These are linked to weaknesses in teachers' marking, over-use of instruction, insufficient matching of tasks to suit the needs of the below-average attaining pupils in Year 3, and insufficiently rigorous planning of the Early Years curriculum through the Desirable Learning Outcomes. This is because, as yet, the quality of teaching and learning has not been monitored formally by the headteacher due to his heavy teaching commitment. Literacy and numeracy are taught well, but, as yet, the school's policy for developing these aspects of learning across the curriculum is at an early stage of development.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Appropriately enriched by visits and visitors. Good range of extra-curricular activities. Curriculum for the under-fives does not take account of skills development of the Desirable Learning Outcomes. Design and technology in Key Stage 2 is underdeveloped. Attainment Target 1 in science in both key stages is underdeveloped.
Provision for pupils with special educational needs	Good. Pupils are identified well and given a good deal of support where necessary.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils' understanding of spiritual aspects of the curriculum is good. Provision for moral and social development is very good. Provision for cultural development is satisfactory.
How well the school cares for its pupils	Good. All staff know their pupils well and provide them with good support. However, pupils' personal target setting is in the early stages of development.

Partnership with parents is good. Parents are seen as true partners in their children's learning and are welcomed into school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has clear educational direction and he has the respect of staff, the governing body, parents and the local community.
How well the governors fulfil their responsibilities	The governors fulfil their duties well. They have assumed a much more active role since the previous inspection. An effective start has been made to monitor teaching.
The school's evaluation of its performance	The headteacher, staff and governors have clear procedures by which they assess the school's achievements, and use the information effectively to plan future developments.
The strategic use of resources	The school makes good use of its resources, and principles of 'best value' underpin all decisions on spending by the governors. The school provides good value for money.

The staffing, accommodation and learning resources are good overall and support staff are used well and contribute positively to the good progress that pupils make. One small classroom, which is used for the teaching of small groups of pupils, is too small for the teaching of larger groups.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Their children like coming to school.</li><li>• The progress that their children make.</li><li>• They think the quality of teaching is good.</li><li>• The attitudes and values that the school promotes.</li><li>• The school effectively enables children to become mature.</li></ul>	<ul style="list-style-type: none"><li>• Not all parents are pleased with the homework that their children receive and a minority feel that the mental mathematics homework that pupils receive is dull.</li></ul>

Inspectors confirm parents' positive views, but do not fully support the view that the mathematics homework that pupils receive is dull. Pupils interviewed during the week of inspection said that they thoroughly enjoyed the homework that they receive. The mathematics homework set by the school contributes to high standards achieved by pupils by the time they leave the school.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. The number of pupils in Key Stage 1 is too small for reliable comparisons to be made with national figures. With a very small base number there are inevitably wide variations in the percentage of pupils attaining nationally expected levels. However, in the 1999 test results, pupils achieved average standards in reading in comparison with all schools and below national average in comparison with similar schools. Over four years, pupils' performance in reading was above the national average. This discrepancy is based upon the allocated points pupils receive for their test attainment and must be treated with caution due to small size of the groups of pupils taking the test.
2. In the 1999 test results, pupils achieved very high standards in writing, both in comparison with all schools and in comparison with similar schools. Over four years, pupils' performance in writing was well above the national average. In mathematics in 1999, pupils achieved high standards in comparison with all schools, and in comparison with similar schools pupils achieved standards that were average. Over time, pupils' performance in mathematics was above the national average. These results conform closely to the levels observed among current pupils' achievements during the inspection.
3. Higher attaining pupils achieve results in tests and assessments that are above average in English, mathematics and science. There are no pupils from ethnic minorities and there are no significant variations in attainment between boys and girls.
4. By the age of five, children attain levels that exceed the Desirable Learning Outcomes in all areas of learning because they are following the early stages of the National Curriculum. However, several children of below-average ability, do not make consistently fast progress because tasks set are, on occasions, too difficult for them and are not fully planned to incorporate the skills which underpin the Desirable Learning Outcomes. This was seen in the literacy hour when several below-average pupils did not make sufficient progress in their writing activities because there was insufficient emphasis on learning to write using a variety of sensory approaches. Children enter the school with levels of attainment which are broadly average and they generally progress well in the reception year.
5. Pupils' attainment in literacy by the end of Year 2 and Year 5 is high. Pupils have very good reading skills, they read a range of texts, both fiction and non-fiction, and their reading is clear, fluent and expressive. Pupils enjoy reading and regularly read in school and at home. They have a good knowledge of how to use the library and how to obtain information from reference books. Pupils' writing skills at the end of Key Stage 1 are very high and are average at the end of Year 5; there are weaknesses in spelling, and writing for a range of purposes is not broad enough. A very good example of writing was seen in history in Year 5, when pupils wrote letters of what life must have been like as a Roman soldier. However, pupils' spelling is unsatisfactory and there is limited evidence of pupils undertaking a range of writing across the curriculum because at present there is no whole-school policy to develop skills of literacy in other areas of the curriculum.
6. Pupils have very good speaking and listening skills, they choose appropriate vocabulary when talking about their activities outside school. In Year 2, they structure events, coherently adding humour when talking about family holidays. They can accurately describe family celebrations, such as birthdays, and they understand principles of cause and effect when talking about why some objects float and others sink. They ask good questions to help them with their learning and they describe their holiday journeys with glee, remembering details of events that happened on the way. By the end of Year 5, pupils speak clearly and confidently, and give reasons for their choices, such as when working out probability investigations in their numeracy lessons. They are able to talk about motives underpinning people's actions, such as why the Vikings wanted to invade countries, and they are able to give moral justifications for people's

actions when discussing the concept of invasion.

7. In numeracy, by the end of Key Stage 1 and Year 5, standards are very high. Pupils have a very good grasp of the four rules of number. By the end of Year 2, pupils use mental recall of addition and subtraction facts to 20 when dealing with problems with large numbers, and they use calculators for numbers containing several digits. By the end of Year 5, pupils have a very good understanding of place value to multiply and divide whole numbers and decimals by 10, 100 and 1000. They check their results by applying inverse operations or using approximate estimates when working out probability. Pupils calculate fractional percentages of quantities and use both calculator and non-calculator problem-solving techniques by multiplying and dividing three-digit by two-digit numbers. In Year 5, good gains are made in learning in relation to pupils' prior attainment because all skills taught in lessons are effectively consolidated through the use of well prepared problem-solving extension activities used in registration time. These skills are further enhanced by the very good range of computer software activities appropriately matched to pupils' individual needs. In shape and space, by the end of Year 2 and Year 5, pupils identify symmetries of two-dimensional shapes and they know metric equivalents of commonly used imperial units. In Year 2, pupils handle data well by sorting objects and using various classifications when conducting a traffic survey. In Year 5, they construct pie charts and spreadsheets, and they understand and use the meaning of discrete data.
8. In science, pupils' attainment in Year 2 and in Year 5 is in line with what is expected of pupils of these ages in Life Processes and Living Things, Materials and their Properties and Physical Processes. Pupils know the conditions required for plants and animals to survive, they know the main parts of the human body, they classify various changes in materials as reversible or not, and they know how to compare speed and direction of moving objects and the effects caused by the earth's movement on shadows. In Year 5, pupils have a good understanding of the solar system. Pupils' skills in both key stages in experimental and investigative science are unsatisfactory. There is a lack of a range of writing-up of experiments carried out, and use of predictions. The setting up of experiments is limited and the concept of fair testing is in the early stages of development. The school has recognised these areas as issues to be addressed.
9. Pupils in Key Stage 1 make good gains in their learning in information technology in relation to their prior attainment, and in Key Stage 2 they make very good gains in their learning, which results in very high standards. Pupils in Key Stage 1 are very familiar with retrieving and storing information and presenting their findings. They have good keyboard and mouse control skills. They understand the control of equipment by a series of instructions to achieve particular results, and they add to, amend and seek information from data. By Year 5, pupils make a series of instructions for controlling events, becoming sensitive to the need of precision in sequencing and framing instructions, and they organise, improve and present information for specified purposes and audiences in various forms and styles, as seen in their compilation of stories. Pupils' attainment in information technology is very high because the co-ordinator has placed great emphasis in ensuring that it is well used to support learning in all areas of the curriculum. In Key Stage 2, pupils understand what a spreadsheet can do for users. They know that databases can be filtered, questioned and searched.
10. In religious education, by the end of Years 2 and 5, pupils attain levels that are in line with the expectations of the locally agreed syllabus. Whilst their factual knowledge of Bible stories, religious rites and ceremonies is average, their understanding of religious concepts, skills and attitudes, such as the interpretation of symbolism, distinguishing between different belief systems and extracting information from a range of written sources, is less well developed, but is satisfactory overall. Pupils' achievement in both key stages in music and history is high. Pupils' achievement in geography and art is in line with expectations for their ages by the end of Year 2 and Year 5. Pupils in both key stages attain high standards in swimming but, during the week of inspection, very little teaching of physical education was observed.
11. By the end of Year 2, pupils' achievement in design and technology is in line with expectations of pupils of this age but, by the end of Year 5, pupils' achievement is unsatisfactory because the full Programme of Study underpinning the designing process is not fully implemented.

Pupils do, however, make sound gains in learning when making models in art and craft but do not have sufficient experience in the subject-specific processes of designing, planning and evaluation, and this limits their rates of progress.

12. Pupils in both key stages make good gains in their learning in literacy and numeracy in relation to their prior attainment. However, rates of progress in spelling and writing are inconsistent in Key Stage 2. This is due to the fact that Years 3, 4, and 5 are taught as a whole class, and there are occasions when teachers' high expectations are not appropriately matched to all pupils' needs. This is because teachers do not fully use data gained from assessments to inform their planning, and, as a result, pupils make inconsistent progress, especially the below-average attaining pupils in Year 3. Teachers' marking is not rigorous enough, there is a lack of target setting, and pupils' spelling mistakes are not used as teaching points. The best progress is made in Year 5 because teachers' high expectations are appropriate for the ability levels of these pupils.
13. Pupils' attainment has improved since the previous inspection in English, mathematics and science, and higher attaining pupils are now being appropriately challenged. However, pupils who are of below-average ability make inconsistent progress because, on occasions, the high expectations that teachers have are not translated appropriately into well-matched activities to pupils' needs, due to the lack of the use of data from assessments to inform the next stage of planning. In Key Stage 1 pupils make good gains in their learning in information technology and, in Key Stage 2, they make very good gains in relation to their prior attainment in information technology. This is because teachers' subject knowledge of information technology is better in Key Stage 2 than in Key Stage 1. Pupils make good gains in their learning in music and in history. Instrumentalists playing the flute, recorders and violins make very good gains in their learning because the quality of teaching is very good.
14. Sound improvements in curriculum planning since the previous inspection have resulted in pupils making better gains in learning overall in both key stages. However, the inconsistent rates of progress of below-average pupils in Year 3 are attributable to a lack of clearly defined expectations in the majority of subjects for mixed classes, and individual target setting is at an early stage of development.
15. Pupils achieve high standards for their age in French and make good gains in their learning. By the time that they leave school they are well prepared for their next stage of education.
16. The headteacher has provided clear leadership in developing curriculum planning and has ensured the effective implementation of the literacy and numeracy strategies, and this has been a contributory factor in raising standards. However, at present, there is a lack of a whole-school framework to develop skills of literacy and numeracy across the curriculum and this results in pupils in Key Stage 2 not having sufficient experience in writing for different purposes and using subject-specific vocabulary, such as in religious education. This has a negative effect on standards of attainment and rates of progress in writing and in spelling. For example, pupils do not write from a variety of different perspectives, and in Year 3 their story writing lacks a rigorous structure. Whilst plenty of examples of extended writing were seen in pupils' books, the content was not qualitative in terms of the choice of vocabulary used, character development, the use of exciting openings and connectives for the sequencing of events.
17. Pupils with special educational needs in both key stages make good gains in their learning because they are very well supported by classroom assistants, and targets identified in their individual education plans are used well to support their learning.

### **Pupils' attitudes, values and personal development**

18. Since the previous inspection the school has maintained a high standard of behaviour, and very good attitudes, values and personal development of its pupils.
19. Children under five develop very positive attitudes to learning. They soon learn the routines of school life and what are acceptable standards of behaviour. All pupils have very good

attitudes towards school and learning. They are happy to be in school and settle quickly to their tasks in a supportive atmosphere. They work well together in a variety of activities, for instance in group work, in literacy and numeracy hours, and in team games, both in physical education and at play times. Very good opportunities are provided for pupils to work in a variety of groups during physical education lessons, and there is appropriate emphasis placed on healthy competition in team games. They respond well to the 'house team' system and are keen to earn points to support their house and win the weekly award. Pupils react favourably to the constant dialogue with each other and with their teachers. All pupils share and take turns and there is a calm and purposeful atmosphere in the classrooms.

20. All pupils are keen to come to school. They feel safe, confident and valued by staff and their peers. At all times they show very positive attitudes to learning and pupils say, and parents confirm, that they enjoy their time in school.
21. Pupils develop very good attitudes to learning and are keen and willing to take responsibilities. Responsibilities gradually develop through the school and by Year 5, pupils help with younger ones in lessons and generally around the school. There is a very good ethos and very good relationships among pupils and between pupils and teachers. This builds confidence and supports pupils' attainment and progress and prepares them well for the next stage of their education.
22. In all lessons, concentration is good. Pupils take a real pride in their work; they are keen to share their achievement with each other. They are well motivated, become thoroughly absorbed in their work and sustain their enthusiasm throughout the whole lesson. This was evident in all lessons, particularly with reception children in the numeracy hour and with Year 5 pupils in numeracy. The sports clubs and recorder and computer clubs are all well attended. Pupils are very interested and enthusiastic in their support for extra-curricular clubs.
23. Parents are very happy with the attitudes and values the school promotes. They say positive attitudes and values are promoted with sensitivity and pleasantness.
24. Behaviour is very good both in and out of lessons. Pupils understand and observe the code of conduct expected for classrooms, around the school and in the playground. Pupils in both key stages have compiled their own behaviour code, they understand the commitment they have made and respond well to it. Parents appreciate the positive strategies used by the school to promote good behaviour, and consider that the certificates given for good behaviour motivate pupils.
25. Relationships within the school are very good. Teachers and pupils relate well to one another in a friendly and relaxed manner. The support given by pupils and teachers to a pupil who is partially sighted is excellent. The sensitivity, love and care evident throughout the school, helps all pupils to develop understanding for others. Pupils are listened to and treated as equals by teachers, who, whilst being fair, are firm and in control. This enables pupils quickly to learn right from wrong and sets the ethos of the school.
26. Pupils show very good levels of initiative and very quickly develop independence, both as learners and in relationships. All are given a range of responsibility within the classroom, selecting their own resources, progressing their own work, ensuring that their computer files are up to date, and tidying up at the end of lessons. The older pupils in Key Stage 2 give a degree of help and support to other pupils, and generally around the school with a range of responsibilities, including assembly support, ringing the school bell and caring for play equipment.
27. Attendance is good and is above the national average. There is no unauthorised absence. Pupils arrive punctually to school and this allows the school day to progress well.

## HOW WELL ARE PUPILS TAUGHT?

28. The quality of teaching is good with examples of very good practice. During the week of inspection 36 per cent of teaching was very good, 36 per cent was good and 27 per cent was satisfactory. No unsatisfactory teaching was seen during the week of the inspection. The quality of teaching has improved since the previous inspection, where it was judged as satisfactory overall.
29. The quality of teaching of the under-fives is satisfactory overall, however, there are weaknesses in curriculum planning which affect the quality of teaching because there is insufficient emphasis placed on the development of progressive skills as defined by the Desirable Learning Outcomes. These weaknesses result in young children, on occasions, being given tasks that are too formal. This was seen in the teaching of writing during the literacy hour. When tasks are too formal and do not provide opportunities for these young children to learn by using all of their senses, rates of progress become inconsistent because children's concentration spans decrease. During the week of inspection examples of very good teaching were seen in French, music, numeracy and physical education in Key Stage 1, and in French, literacy, numeracy, history and information technology in Key Stage 2. The good and better teaching contributes to the good gains in learning that pupils make.
30. The underlying strength of teaching arises from the very good relationships which teachers have with their pupils. Teachers create a very encouraging atmosphere in which pupils develop confidence and are keen to contribute to their learning. For example, when pupils in Key Stage 1 struggled with some of their work in information technology, the headteacher, in his non-contact time, helped them to overcome their problems by being encouraging and supportive. All pupils are clearly valued and in mixed-age classes, even the youngest are given ample opportunities to make their comments and observations. Teachers respect pupils' opinions and are good at developing a sense of true partnership with them. They explain lesson objectives clearly and encourage discussion of how these objectives might be achieved. Teachers talk with pupils about how they can improve their work, but this is not formally reflected in teachers' marking, and this is a weakness. There is, at present, limited target setting for pupils, and the scrutiny of pupils' work reveals that teachers do not use pupils' mistakes as teaching points, and this has a negative effect on the progress that pupils make in Key Stage 2 in their spelling, which could be improved.
31. In both classes pupils learn to organise and file their own work on computers and take pride in displaying and discussing their work. Teachers generate a sense of purpose in their classroom which motivates pupils splendidly, and this results in pupils becoming responsible, independent learners. No time is lost in settling down to work and the classroom and resources are well organised and stimulating. Teachers harness pupils' energy well and share their excitement in discovery. In a very good Year 5 history lesson, the teacher asked pupils to find reasons as to why the Vikings invaded Britain. The very good quality of questioning probed pupils' understanding and ensured that pupils made connections with moral issues. The teacher directed and controlled the session with confidence and drew on the contributions of lower attaining pupils as well as high achievers. However, not all lessons cater for the varying ability levels of all pupils. In an overall satisfactory literacy lesson, for example in Key Stage 2, several of the younger, below-average attaining pupils in Year 3 made unsatisfactory progress in their learning because insufficient notice was taken of their prior attainment and tasks were not suitably matched to their needs. When asked to write from memory they struggled because insufficient outlines against which pupils might plan their work were used to support their learning. This was especially the case when the youngest pupils were asked to find out information from indexes about areas of interest about which they wanted to find out more. This broad teaching objective left the lower attaining group struggling and it was not until the teacher intervened and clearly explained the task again, that the pupils were able to attempt the work set.
32. Scrutiny of pupils' work reveals that teachers miss opportunities to develop pupils' skills of literacy across the curriculum. This is because, at present, there is no whole-school policy to address this issue, the co-ordinator has recognised this as an area for improvement. Overall the teaching of literacy and numeracy is effective and teachers teach basic skills well, for

example, when teaching phonics, plenty of examples are given in the context of sentences rather than as isolated words. Teaching makes extensive use of books that support learning in all subjects. In their planning, teachers identify the words which they want their pupils to learn. They focus on them effectively in lessons in order to develop pupils' vocabulary in both spoken and written activities. Teachers extend pupils' numeracy skills well. They organise well-paced daily mathematics sessions and ensure that pupils apply their knowledge of number in subjects such as science and geography. Pupils measure accurately when exploring shape. In science they explore data and produce graphs showing food preferences and traffic surveys. In geography they compare temperatures recorded in Fahrenheit and Celsius. Homework tasks are set regularly to consolidate and extend the learning of all pupils. This is especially effective in the mental mathematics homework that is set to consolidate and extend the learning of the four rules of number. The atmosphere of respect and trust which teachers create is generally very effective in encouraging pupils to work independently. In both classes, pupils generally work well in pairs and groups and learn to share resources fairly. Teachers manage pupils very well and, consequently, behaviour is very good. This is particularly evident in the way in which pupils make relevant and sensitive contributions to discussions both in class and in assemblies. Generally, teachers' knowledge and understanding of their subjects is good.

33. In information technology, teachers' subject knowledge is very good in Key Stage 2 and this contributes to pupils' very high attainment levels. Teachers are confident in using the current computers and incorporate pupils' learning into a number of subject areas. Pupils are regularly encouraged to send e-mails, write pieces in English using word processing software, and they compile charts and graphs in mathematics. There is good use of specialist teaching and support staff. The use of specialist teaching in music throughout the school has a very positive impact on the quality of pupils' learning. Teachers work very effectively with the classroom support assistants who provide valuable assistance in literacy and numeracy. Their contribution to the learning of pupils in literacy and numeracy is sensitive and clearly focused. This results in the good gains that pupils in Key Stage 1 make in their learning. The quality of teaching has improved since the previous inspection. Good support is provided for pupils who are under five, but aspects of language and literacy, especially in relation to writing, are often less well developed. The teaching of pupils with special educational needs is consistently good. These pupils are well supported in lessons, both by the teacher and by the classroom assistant, because their individual needs are well catered for. Since the previous inspection time is used more effectively, pupils produce a greater volume of work and higher attainers are appropriately challenged. However, the monitoring of teaching by the headteacher is limited due to his high teaching commitment. This results in staff not being fully aware of what constitutes the best practice in the school.

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

34. The overall breadth and balance of the curriculum provided are satisfactory. The curriculum meets all the National Curriculum requirements, except for the breadth of the provision of the Programme of Study for design and technology at Key Stage 2. Teachers' planning consistently identifies further studying for citizenship, health education and a range of environmental issues. The curriculum for the under-fives, whilst satisfactory overall, has weaknesses because it is not rigorously planned in relation to identifying the various skills that underpin the Desirable Learning Outcomes in all areas of learning. Although during the week of inspection, all children under five could generally cope with the lower levels of the National Curriculum, there were instances, especially in literacy, where the youngest children would have benefited from using a less formal approach when writing simple sentences. The school has good procedures in place for baseline assessments and the information gained from these is used well to track children's progress.
35. There has been satisfactory improvement in curriculum provision since the previous inspection. However, there is a lack of clearly defined expectations of what pupils should achieve by the end of each year in each subject. This is especially important in mixed-age classes and results in below-average attaining pupils in Year 3 in making inconsistent progress. Policies and schemes of work are now in place for all subjects and the curriculum for religious education meets the requirements of the locally agreed syllabus. Teachers acting



as co-ordinators have been thorough in providing a framework for planning to ensure that National Curriculum Programmes of Study and attainment targets are covered, with the exception of planning and evaluating in design and technology in Key Stage 2. However, there are limited opportunities for co-ordinators to monitor teaching across the curriculum. Planning is also inconsistently monitored to assess whether teachers are identifying appropriate tasks for all pupils in relation to their previous learning. For example, pupils in Year 3 are not always challenged differently from the older pupils.

36. The school makes satisfactory provision to ensure that all pupils have equal access to the whole curriculum. Lesson organisation, including the very good use of ancillary support staff, further ensures the equality of access within lessons and that equal attention is given to all pupils. Present Key Stage 2 pupils do not have appropriate access to design and technology and there is insufficient emphasis on multi-cultural issues in subjects such as art, music and dance.
37. The school is making good provision for the National Literacy and Numeracy Strategies. Pupils develop skills well in daily literacy and numeracy hours and benefit greatly from teachers' understanding of the objectives of the two strategies. Although there are many effective examples of the extended use of literacy and numeracy in other areas, the school still has to formalise a policy to further develop literacy and numeracy across the curriculum. The curriculum is enhanced by the teaching of French, which develops pupils' speaking and listening skills and gives them a broader understanding of French culture.
38. The school makes good provision for pupils with special educational needs. It has a clear policy which fully complies with the Code of Practice. Pupils are set appropriate targets in their individual education plans and the Code of Practice is fully implemented. The special educational needs co-ordinator works closely with teachers to specify targets, and monitoring and reviewing procedures are in place. The school has established effective support for pupils who have Statements of Special Educational Need. The school has also identified the needs of gifted pupils in its lesson planning.
39. The school provides a good level of extra-curricular enrichment. Pupils experience a wide range of visits which enhance and stimulate their learning. The oldest pupils have a week's residential experience, where they develop a wide range of personal and social skills in outdoor and adventurous contexts. They extend their knowledge in information technology, art, football, netball and tennis clubs. Cross-curricular gains are made by visits to Warwick Castle and the Roman Baths at Bath, and through local historical and geographical studies. The school makes good provision for visiting drama groups and very good use of local historians and artists.
40. Links with the local community are good. There is a regular link with the Anglican church and the vicar is a regular contributor to school assemblies. Literacy skills are further developed with the help of volunteers who listen to readers, and by pupils giving readings and presentations in the village hall. Several local senior citizens have made contributions to history studies and the chairman of the local council has outlined environmental issues in local development planning. A local farmer and postman explain the effect of the weather in executing their jobs. There are appropriate arrangements for receiving new pupils into reception from play-school and for the transfer of Year 5 pupils to the local middle school.
41. Provision for pupils' personal development is good. Pupils are encouraged to take full responsibility for both themselves and others. Monitors carry out their duties effectively. Social and health education, including sex education, are well developed through the science curriculum, and sensitive issues are handled within the context of loving relationships. Pupils are made aware of the issues of drug misuse and are encouraged to look after themselves carefully.
42. The provision for pupils' spiritual, moral, social and cultural education is good overall. This maintains the standards indicated in the previous report.
43. Acts of collective worship develop pupils' spiritual awareness well. Opportunities are provided

to enable pupils to experience spiritual feelings in response to well-chosen themes and stories. These opportunities have a positive effect on pupils understanding the divine order and splendour of God's Creation. In religious education lessons, pupils recognise the importance of the Bible in the Christian faith and how various stories have a meaning to believers. Further opportunities for spiritual development occur through other curriculum areas. In a music lesson, groups of pupils perform and conduct their compositions of different styles of music. Listening and appraisal in music creates a special spiritual atmosphere. In art, pupils appreciate a wire sculpture, which represents feelings in the visual form. Pupils go on nature walks, marvel at the beauty of changing seasons and, on their residential trips to Llanberis, they learn about life in mining villages and appreciate the splendour of the landscape.

44. The school makes very good provision for moral and social issues. Pupils have a clear understanding of right and wrong. This is encouraged through well-chosen examples of how behaviour can affect the feelings of others. Pupils are given many opportunities to work collaboratively in mixed-age groups. Older pupils look after younger ones and, in sports activities, there is a healthy degree of team spirit and competition. Behaviour and relationships around the school are enhanced by well-planned and supervised activities. Year 5 pupils use their residential trip to work in a variety of outdoor and adventurous settings that enhance social and group awareness. Pupils are given opportunities to show initiative through a range of classroom monitoring duties. Very good use is made of an informal 'buddy system', where older pupils look after younger ones in class, which helps them to develop effective learning habits.
45. The provision for cultural development is satisfactory. Pupils have good access to their own culture through in-depth studies of their environment in history and geography. Their e-mails to pen-pals heighten an awareness of different cultures, as does their study of Botswana. They listen to a range of stories in English and religious education lessons, which reflect life on other continents. Provision for learning about other faiths is, however, limited to Judaism in Key Stage 1. In Key Stage 2, pupils develop their knowledge of Muslim and Hindu faiths and ways of life. Pupils have a good understanding of the rites of Sukkoth, and they know that places of worship differ in layout, but that they serve one purpose in joining a community. In a literacy lesson, Year 2 pupils study foods from eastern countries but have limited knowledge of the backgrounds of Muslim and Hindu faiths and ways of life. Aspects of life in multi-cultural society are not fully developed through art, music, dance and literature.
46. Links with the community and other schools are good. The school is well respected in the community and pupils take part in village activities, such as church fetes, singing for senior citizens, and the 'adopt a grandparent' scheme has been very popular with the villagers. Links with the local pre-school group and middle school are good, and the school works well with outside agencies. A very good link has been set up with an information technology provider who enables the school to customise programs which are tailor-made to suit the school's needs.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

47. Since the previous inspection, the school has maintained the caring and supportive environment in which pupils feel valued. The educational and personal development and guidance for pupils are good and are effective in raising pupils' achievements. Pupils are well known to staff and their personal welfare and needs are sensitively and effectively provided for. The school has good procedures for assessing pupils' attainment and progress. These are developed electronically and provide an up to date record of pupils' achievements. However, the school does not fully use data from these assessments to inform future planning especially in Year 3, and this results in below-average attaining pupils in this year group making inconsistent progress because tasks are not matched to their needs. The children who are under five are assessed regularly using baseline assessments, and these are well documented and provide an accurate picture of these young children's attainment levels. However, their use to inform curriculum planning is unsatisfactory overall because the curriculum is not sufficiently well linked to the skills underpinning the Desirable Learning Outcomes in all areas of learning. Whilst, with this particular cohort of children, this is not having a detrimental effect overall on standards, it is, nevertheless, an area which the school has recognised as needing

improvement.

48. Child protection is very well organised with clear procedures for all members of staff, who have been made aware of their individual responsibilities. There is good liaison with outside agencies if needed. The school uses its policy and procedures well. Pupils with special educational needs and those with disabilities are very well cared for.
49. The health and safety policy is comprehensive, well used and is monitored by the governing body. Risk assessment in all areas is up to date and equipment is well maintained with recorded checks. The headteacher works effectively to keep a daily check on the building and the site. There is a regular pattern of fire drills and checks on equipment. During the inspection no health and safety concerns were noted. Overall, the school and the grounds are a safe place for pupils and staff. There are clear notices in classrooms and corridors to support procedures and to promote health, safety and first aid. The school is especially well provided for; two members of staff are trained in first aid and the headteacher is specialised in medical training for mountain rescue. All accidents are recorded correctly in a designated book.
50. Good procedures are in place to ensure health and safety in all lessons and on school journeys. This builds a safety-conscious attitude in pupils and contributes well to their personal development in taking responsibility for themselves.
51. There are effective procedures to promote discipline and good behaviour; staff and pupils are fully aware of expectations and procedures to maintain an orderly community, where pupils feel secure from bullying or harassment.
52. Procedures for monitoring and improving attendance are good. Registers are correctly completed both in the mornings and in the afternoons. The education welfare officer regularly monitors registers. Parents are aware of the responsibilities to comply with legislation and successfully fulfil their obligations, which are outlined in the school prospectus.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

53. Overall, the partnership with parents makes a good contribution to the quality of education and the progress made. Since the previous inspection the school has continued to develop liaison with parents. The parents' commitment to supporting pupils' learning at home has a positive impact on pupils' attainment. The school has good links with parents. Parents are very positive in their support for the school and feel they are valued as true partners in their children's education.
54. The quality of information provided for parents is good. This is because there are three formal meetings per year for parents, and every two weeks parents are invited to the classrooms to view their children's work. This is very good practice and is appreciated by parents. However, annual reports lack comprehensive information on areas for pupils' improvement through target setting. The school's prospectus is informative and easy to read. All parents have signed the Home School Agreement. Parents feel the termly copy of plans provided is useful and informative. Reading books and spellings are regularly sent home. Parents at the pre-inspection meeting felt able to approach the school with any queries or problems and are confident they will be promptly and sympathetically heard. Regular newsletters encourage a response from pupils and parents; they also give information on pupils' achievement in school and in extra-curricular activities. Termly meetings for parents are very well supported. The school web site and e-mail facility provide parents with another good opportunity to have a dialogue with the school and keep up to date on information.
55. Parental support for the school is very good. A number of parents help during the school day. Parents provide good support with work sent home, although not all are totally happy with the content of the work, especially in mathematics. Inspection findings, nevertheless, show that the homework given is a contributory factor to the high standards attained by pupils in using the four rules of number. The Friends of the School raise considerable amounts of money to support pupils' education. Recently they have provided computers, playground equipment with

safety surfaces, and a music centre. They also provide good social events, which help build good relationships with parents, teachers and the community.

56. Overall, the partnership between parents and the school, and parents' commitment to supporting pupils' learning at home is good. These are areas which have been maintained since the previous inspection.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

57. The leadership and management of the school are good. These aspects have improved since the previous inspection findings, where the leadership and management were judged to be sound. The school benefits from the purposeful leadership of the charismatic headteacher who has sustained the school through a period of necessary change and improvement. Through his own personal determination, effective role-modelling as a classroom practitioner, and very hard work, he is a highly respected example to his colleagues. He has worked closely and effectively with the staff team and has made good improvement in the quality of education and pupils' attainment since the previous inspection. The school is well supported by governors who are dedicated and fully involved in the life of the school. Governors are well trained and are active in monitoring the school and its achievements. Parents are highly appreciative of the education that the school currently offers and are unanimous in their agreement that the school is well led and managed. All connected with the school contribute to creating the very positive atmosphere which helps significantly to develop pupils' confidence and their high levels of attainment.
58. Since the previous inspection the leadership and management of the school have improved in a variety of ways. Good development has taken place in devising assessment procedures, a whole-school framework for curriculum planning has been devised, the school has clear aims and objectives and the headteacher is providing clear educational direction in taking the school forward. However, his high teaching commitment prevents him from formally monitoring teaching and learning and does not enable the headteacher to have a complete and rigorous overview of the quality of teaching and learning.
59. The governing body fulfils its statutory duties well and accounts for the performance and evaluation of the school. However, it has not monitored that the design and technology full Programme of Study is effectively implemented in Key Stage 2. The headteacher provides the governing body with detailed evaluations of the school's strengths and weaknesses and particular areas for improvement. The governing body has been trained on performance management but appraisal is in the early stages of development and teachers' targets for improvement have not been formally identified. The school's aims, values and policies have been effectively implemented and this is reflected in the secure learning environment provided for the pupils. Parents are very appreciative of the aims and values that the school promotes. Governors have made an effective start on monitoring the quality of teaching and learning.
60. The school makes full use of grants and links them to educational priorities. The principles of best value are applied to all major purchases. The level of staffing is good, all staff are appropriately trained and support staff are used effectively. The special educational needs co-ordinator executes her duties well and keeps appropriate records on pupils with special educational needs. The provision for pupils with special educational needs is effectively managed. Co-ordinators fulfil their duties well in developing their subjects, but they are not, as yet, evaluating the impact of spending on resources or the impact on teaching and learning. Resources are good and are used appropriately. The quality of accommodation is satisfactory overall, but the small room which is used for the teaching of literacy, is unsatisfactory for the teaching of larger groups and its layout is not conducive to large group work.
61. The school development plan in its present form is unsatisfactory. Whilst appropriate areas are targeted for improvement over five years, timescales are not realistic and costings are vague. Priorities have not been clearly identified as to which item has the most impact on attainment, teaching and learning. The administration of the school is satisfactory. The school has its own personalised system of collecting data and, at present, electronic registers are not used. The secretary fulfils her duties well in relation to the administration of the school.

62. All staff are hardworking and are united in moving the school forward to achieve the challenging targets set for pupils' achievements in the year 2002.
63. The good quality of leadership is a contributory factor to the high standards pupils attain by the time they leave the school.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

64. The headteacher, staff and governing body, in conjunction with the local education authority, should:

Raise standards in writing and spelling in Key Stage 2 by:

- Ensuring that a full range of writing styles is developed across the curriculum, supported by the use of outlines against which pupils might plan their work.
- Ensuring that pupils' spelling mistakes are used as teaching points.
- Developing individual targets for pupils based upon data gained from assessments.

(Refer to paragraphs 31, 12, 29)

Raise standards in science in both key stages by ensuring that whole-school procedures are established for using scientific knowledge in appropriate investigations and planned experiments.

(Refer to paragraph 8)

Raise rates of progress for below average attaining pupils in Year 3 in English and science by:

- Ensuring that teachers' marking is rigorous and clearly gives pupils pointers for improvement.
- Using assessment data effectively to plan the next stages of pupils' learning.
- Setting individual targets for pupils so that they know what they must do to improve their work.
- Setting tasks that are matched to pupils' needs.

(Refer to paragraphs 13, 14, 29, 31, 47, 83)

Improve curriculum planning by:

- Developing a rigorous framework for teaching the Early Learning Goals (previously defined as the Desirable Learning Outcomes) whereby skills in all areas of learning are clearly identified.
- Ensuring that what pupils in each year group are expected to achieve, is clearly defined in all subjects.
- Ensuring that a balanced Programme of Study for design and technology is covered in Key Stage 2.
- Developing a whole-school policy for the teaching of literacy, numeracy and multi-cultural education across the curriculum.
- Improving planning for religious education to ensure that opportunities are provided for pupils to develop religious concepts, skills and attitudes.

(Refer to paragraphs 29, 32, 36, 45, 47, 67, 69, 73, 74, 83, 91, 98)

Ensure that the headteacher has appropriate time to monitor teaching, learning and curriculum development, and that aspects of good practice identified are shared throughout the school.

(Refer to paragraphs 32, 58)

Develop a comprehensive school development plan which clearly states the school's most immediate priorities for raising standards, and identifies staff responsibilities, financial implications, measurable outcomes and timescales for completion, and that the plan is regularly monitored by the headteacher and governing body.

(Refer to paragraph 61)

65. Minor issues for consideration are:

To further develop the quality of pupils' reports by:

- Ensuring that targets for improvement are clearly identified.
- Commenting upon what Key Stage 2 pupils know, understand and can do in design and technology.

(Refer to paragraph 54)

Seek ways to further improve the quality of accommodation for large group work.

(Refer to paragraph 77)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	7

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
-	36%	36%	27%	-	-	-

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y5
Number of pupils on the school's roll (FTE for part-time pupils)	-	51
Number of full-time pupils eligible for free school meals	-	0

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y5
Number of pupils with statements of special educational needs	-	1
Number of pupils on the school's special educational needs register	-	5

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	3

### Attendance

#### Authorised absence

	%
School data	4.6
National comparative data	5.4

#### Unauthorised absence

	%
School data	0
National comparative data	0.5

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

### **Attainment at the end of Key Stage 1**

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999 (98)	4 (3)	1 (1)	5 (4)

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Percentage of pupils at NC level 2 or above	School	80 (75)	80 (75)	80 (75)
	National	82 (80)	83 (78)	87 (83)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Percentage of pupils at NC level 2 or above	School	80 (75)	80 (75)	80 (75)
	National	82 (80)	86 (83)	87 (85)

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

Because the numbers of pupils who took the tests is less than ten, gender details have been omitted to ensure confidentiality.



### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	38
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y5**

Total number of qualified teachers (FTE)	2.7
Number of pupils per qualified teacher	18.5
Average class size	25

#### **Education support staff: YR – Y5**

Total number of education support staff	3
Total aggregate hours worked per week	40.5

*FTE means full-time equivalent.*

### ***Exclusions in the last school year***

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

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

### ***Financial information***

Financial year	1999/2000
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	£
Total income	134,373
Total expenditure	136,811
Expenditure per pupil	2,874
Balance brought forward from previous year	8,635
Balance carried forward to next year	6,197

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	51
Number of questionnaires returned	34

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	88	12	0	0	0
My child is making good progress in school.	88	12	0	0	0
Behaviour in the school is good.	85	15	0	0	0
My child gets the right amount of work to do at home.	65	26	6	0	3
The teaching is good.	94	6	0	0	0
I am kept well informed about how my child is getting on.	74	26	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	85	12	3	0	0
The school expects my child to work hard and achieve his or her best.	79	21	0	0	0
The school works closely with parents.	59	41	0	0	0
The school is well led and managed.	88	12	0	0	0
The school is helping my child become mature and responsible.	94	6	0	0	0
The school provides an interesting range of activities outside lessons.	76	18	0	0	6

Percentages have been rounded to the nearest integer, therefore the sum may not always equal 100

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

66. During the week of inspection there were four children who were under five. All of these children were working on the lower levels of the National Curriculum, therefore judgements relating to their achievements as defined in the Desirable Learning Outcomes, as evidenced during the week of inspection, cannot be made.
67. However, scrutiny of teachers' planning in relation to curriculum implementation reveals that there is a weakness in the planning of the curriculum for the under-fives, because insufficient account is taken of planning activities based upon the skills underpinning the Desirable Learning Outcomes. This results in children not having sufficient opportunity to learn through their senses because tasks set are too formal for these young children. The school has recognised this as an area for improvement in the school development plan.

### **ENGLISH**

68. Inspection findings show that pupils' overall attainment in English is well above average at the end of Key Stage 1 and above average in Year 5. In tests and assessments at the end of Key Stage 1 the percentage of pupils achieving the higher levels was well above the national average in writing. In 1999, in comparison with all schools, standards in reading were average, and were well above average in writing. In comparison with similar schools, standards were well below average in reading but very high in writing. These results must, however, be treated with great caution due to the very small percentage of pupils taking the tests. Over the past four years the school has maintained these high standards. Inspection findings show that standards in speaking and listening and reading and writing at the end of Year 2 are very high and all pupils, including higher attainers and those with special educational needs, make good gains in their learning in relation to their prior attainment.
69. Pupils are achieving significantly better results than they did at the time of the previous inspection, when attainment was in line with national expectations. By the time that pupils leave school at the end of Year 5, standards are high in speaking and listening and reading, but are average in writing and in spelling. Overall, standards remain above national averages but pupils' achievements in writing and spelling could be better. In Key Stage 2 overall, pupils make good progress, they make the best progress in Year 5 but rates of progress in Year 3 are inconsistent. This is because, in whole-class teaching, expectations are high but are aimed generally at the oldest pupils. Pupils' prior attainment is not successfully built upon from Key Stage 1 because the use of assessment to inform planning is unsatisfactory. This results in teachers not always matching tasks appropriately to these pupils' needs. This is especially the case for pupils who are of below average ability who struggle with their work because of the lack of outlines against which pupils might plan their work, and modelled examples of what the end product of their written work should look like. Furthermore, rates of progress are affected by the fact that there is a lack of a whole-school policy for developing skills that pupils have learnt in literacy across the curriculum. Pupils do not have sufficient opportunity to develop a range of writing strategies in other subject areas, such as writing up experiments in science, explaining spiritual insights in religious education, giving written perspective of others in history, and giving eye-witness accounts using the author's voice in English. Furthermore, pupils' progress in Year 3 is also affected by weaknesses in teachers' marking. Although work is marked regularly, it does not give pupils sufficient information on how to improve further and there is a lack of individual target setting for pupils to improve the quality of their work. Spelling mistakes are not used as teaching points and often, written work is left unfinished because literacy is taught exclusively in the literacy hour due to the part-time teacher's commitments. There is a lack of a whole-school framework for developing literacy across the curriculum.
70. Pupils with special educational needs and those who are higher attainers, in both key stages, generally make good gains in their learning, both because of the support that they receive from

their teachers and support staff and because of the high teacher expectations demonstrated by the choice of teaching points taken from the literacy strategy objectives.

71. By the end of Year 2 and Year 5 pupils' attainment in speaking and listening is high. Pupils enter the school with average standards and they make good progress by the time that they leave school. They speak clearly and are eager to take part in discussions in class lessons and assemblies. They can explain preferences and they know about the concept of caring when analogies are made in assemblies between the care found in the animal kingdom and that experienced among human beings. In a religious education lesson in Key Stage 1, pupils reflected sensitively on each other's comments and took turns to explain why and when they felt sad. Good questioning by teachers ensures that all pupils are drawn into the subjects being studied and are given very good opportunities to contribute their own ideas. Pupils express their thoughts with a good range of vocabulary. They benefit enormously from the friendly and encouraging atmosphere which teachers create in the small classes.
72. Pupils' standards in reading are above expectations at both key stages. All pupils enjoy reading and regularly take books home. Teachers make good use of books to extend pupils' learning in both literacy lessons and in other subjects, such as religious education, science, geography and history. Younger pupils recognise a good range of letter sounds and higher attaining pupils have an extensive knowledge of whole words. They identify words within words like 'birth' and 'day' within 'birthday', 'ring' within 'bring' and 'sent' within 'present'. Older pupils discuss with interest and enthusiasm what they read. They read expressively and sound out new words with skill. Pupils read from a variety of reading schemes and teachers give them clear guidance in the selection of books appropriate to their needs. Teachers monitor pupils' progress very carefully and, as a result, higher attaining pupils at both key stages are reading at levels that are well above average. Lower attaining pupils are well supported and heard reading regularly by their teachers, class assistants and parents. Pupils know the difference between fiction and non-fiction and confidently find books in the library. They know where subjects are located on the bookshelves and are experienced at using the contents and index pages to carry out research. Older pupils define the uses of these sections well and explain how a glossary can help their understanding of technical terms. By the end of Key Stage 1 all pupils have a good understanding of the alphabet and by Year 5, pupils locate words in dictionaries by using the first three letters. Most pupils are good at recognising vowel combinations when checking their spelling.
73. By the end of Key Stage 1, in writing, pupils achieve levels that are well above expectations and they make good progress. When teaching is very good, examples of very good progress are seen. Younger pupils copy sentences and create their own simple accounts of things they have done. By Year 2, pupils know that sentences begin with capital letters and end with full stops. Most of them write extended, accurate sentences to record their news. Pupils of all ages practise their handwriting regularly and are developing a clear, cursive style. Standards in writing are average overall, but they could be better because the range of writing pupils undertake is limited and spelling is unsatisfactory. Pupils in Year 5 are adapting their style of writing for different audiences but scrutiny of work reveals that this is limited in range. They use adjectives well in descriptive passages. They write well-constructed accounts of the Christmas story, identify the language used in different versions of advertisements and write about historical figures, such as Sir Walter Raleigh. They write up recipes and produce effective poetry in different forms, such as alliterative poems and haikus. Pupils generally observe correct punctuation, including speech marks, question and exclamation marks, and apostrophes. The standard of spelling is average, but could be better. Teachers do not use pupils' spelling mistakes as teaching points and there are many occasions when pupils do not finish their stories because the use of outlines against which pupils may plan their work is not sufficiently well developed.
74. Although pupils are good at working together under supervision, they do sometimes become distracted when working on their own. This is especially the case in independent tasks when the volume of work that pupils produce could be better. The quality of teaching is mostly good. Teachers plan lessons well and strike a good balance between discussions and activities. They manage time well and have secure subject knowledge. They ask searching questions that help to focus pupils' attention, extend the learning of pupils of all ability levels and enable them to

check on how well pupils are progressing. In the younger class, pupils' understanding of letter sounds is cleverly reinforced by routines that combine sounds and actions. Pupils thoroughly enjoy performing a range of rhymes and jingles. Teachers develop the literacy skills of older pupils through a limited range of extended writing activities. These are not sufficiently linked to other subjects, such as history and science, and this has a negative effect on the rates of pupils' progress. Pupils make good use of information technology to extend their learning in both key stages.

75. Pupils have very positive attitudes to their work. They listen to their teachers' explanations and take turns when they are asked to contribute to classroom discussions, but in their writing they are sometimes reluctant to finish their work to the best of their ability. There is a weakness in teachers' marking, and whilst books are regularly marked there are insufficient comments made by teachers to use pupils' mistakes as teaching points.
76. Pupils are generally very enthusiastic in their approach to work. In an activity where older pupils searched for words in dictionaries, there was much excitement as they discovered which combinations of vowels commonly appeared and which did not. Pupils have good basic reading skills which enable them to extend their learning and contribute to compiling simple, frequency charts.
77. The co-ordination of the subject is satisfactory overall. The school has recognised the need to develop a policy to ensure that skills taught in the literacy hour are effectively implemented across the curriculum. Resources are good. The school has a good range of books and information technology programs to support learning. This is an improvement on previous inspection findings. However, one of the rooms used for group work is too small to enable effective large group work to take place.

## **MATHEMATICS**

78. The 1999 Standard Assessment Tests indicate standards to be above national averages at the end of Key Stage 1 and in the previous years, standards were well above these averages. Inspection findings show present standards to be well above average. Although small cohorts of pupils result in wide variations and provide unreliable comparisons with national averages, pupils' present achievements represent very good progress across the key stage. By the end of Year 5 pupils' achievements are higher than those expected for their age, with a significant number of pupils achieving higher levels. The National Numeracy Strategy has made a significant impact on standards. Much higher standards have been achieved and maintained at Key Stage 1 since the previous inspection. Present Year 5 achievements represent a significant improvement when compared to previous years, and reflect high teacher expectations linked to a good understanding of National Numeracy Strategy objectives.
79. Well documented planning ensures pupils receive a well-balanced experience of all aspects of the subject. Exciting activities and mental mathematics games require the youngest pupils at Key Stage 1 to make very good gains in counting, recognising and sequencing numbers. Well-prepared shopping activities enable reception age pupils to work with numbers beyond 20 and they also use appropriate language such as 'more than', 'fewer than' and 'how much?'. Older pupils at Key Stage 1 have very good mental recognition of numbers beyond 100. They show very good understanding of place value when working in pounds and pence. They have made very good progress in adopting strategies for totalling money sums, especially using mental recall of number bonds to 20.
80. By the end of Year 5, pupils have a good understanding of the full range of number operations. They convert varied totals into percentages and fraction proportions, and spreadsheet analyses on time require pupils to use digital and analogue time to relative and specific quantities. Pupils make good gains in understanding the differences and uses of digital and analogue measurements and know how these are used in everyday life. Good understanding of numeracy aids pupils' learning in other areas of mathematics. The oldest pupils accurately check reasonableness and accuracy. They handle and present data in a variety of ways and use computers to switch information on horizontal and vertical axes. They calculate means and

averages and understand probability rates. Pupils' skills of numeracy are well used to support science when measuring and calculating various temperatures. Pupils use a range of formulae and interpret a variety of scales of measurement.

81. Pupils with special educational needs make good progress at both key stages. At Key Stage 1 teachers use a range of resources and support staff to plan activities for all abilities. This principle is not always applied at Key Stage 2, for example, when whole-class introductions do not take into account previous learning. This is especially the case in Year 3. This results in inconsistent progress, but, by the end of Year 5, pupils do attain high levels because of good teaching, through teachers' expectations and the very good use of problem-solving worksheets, which are used as extension activities when pupils finish their work.
82. The quality of teaching is good at both key stages, and varies from satisfactory to very good. Teachers have good subject knowledge and their planning clearly shows an understanding of year-on-year numeracy and mathematical objectives. They plan exciting and well-resourced activities and use the mental mathematics part of lessons to sharpen pupils' focus and their understanding of specific mathematical vocabulary. Pupils of all abilities are generally well catered for at both key stages. Resources, worksheets and staff support is used extensively to develop independence and problem-solving skills. As a result, the higher and lower attainers make good progress. Information technology is extensively used, especially at Key Stage 2, to further develop and motivate learning. Pupils access personal folders on computers to enable them to work on extension activities and use 'table master' to improve their speed of thought. All teachers have established good working patterns within the numeracy hour structure. Speaking and listening is developed through focused introductions and in feedback sessions. Pupils increasingly become responsible for organising their own tasks and are especially adept at problem-solving. Very good relationships and positive responses to challenges are major reasons for the good progress that pupils make. There has been good improvement in the use of homework to consolidate mathematical knowledge. Tasks requiring a mental focus, sometimes through the use of personal computers, improve pupils' knowledge of number bonds.
83. Good use is made of standardised testing to monitor the progress pupils make from Key Stage 1 to Key Stage 2. These procedures have given teachers a clearer insight to the need for relevant planning and referencing to nationally agreed objectives. However, limited use is made of this information gathering to set regular targets for year groups and individual pupils. Planning for pupils in the lower Key Stage 2 does not always take into account previous learning and relevant next-stage targets, and does not maximise potential progress. This is also reflected in teachers' marking and reporting to parents, which lack identification of the crucial next-stage targets. Since the previous inspection, standards have improved significantly. This is due to the implementation of the numeracy strategy, high teacher expectations and regular use of homework.

## SCIENCE

84. At the end of Key Stage 1, pupils achieve standards which are in line with expectations. At the end of Year 5, they similarly achieve standards in line with those expected for their age. 1999 teacher assessments for Key Stage 1 show achievements to be in line with those expected. These standards are presently lower than pupils are achieving in mathematics and English. However, they show an improvement on the unsatisfactory standards of the previous inspection. The quality of learning of relevant scientific knowledge and explanation of phenomena are good. However, there is a lack of whole-school procedures that convey this knowledge into forms of appropriate investigations and planned experiments, and the Attainment Target 1 Programme of Study in Experimental and Investigative science is underdeveloped.
85. By the end of Key Stage 1, pupils have a sound understanding of the application of forces when looking at objects that float and sink. They understand that an 'up-force' in water sustains floating. They make generalisations about weight and shape influencing floating capacities. The lesson tasks do not require them to predict, communicate, present and conclude their findings. Similarly, pupils' work on testing different surfaces has observations to describe

temporary changes, but insufficient use of tables to record and make comparisons of conclusions and predictions. There is an under-use of literacy skills within an experiment structure and a lack of procedures that use scientific skills to gain understanding of fair testing.

86. Pupils in Year 5 use their knowledge of measuring effectively in an experiment to measure the temperatures of water. They accurately chart cooling periods, using stop-watches and thermometers. They show a sound understanding of changing materials by heat or cold, of the effects of evaporation and condensation and that materials can act as insulators. In their work on physical processes, playground experiments help pupils to understand the changing lengths of shadows dependent upon the sun's position. Pupils have made unsatisfactory progress in applying this knowledge to experimental and investigative situations. They do not appropriately predict and record patterns in their first attempts to perform a fair test for heat retention in water. They require considerable assistance to carry out their tests, and make errors that invalidate fair testing.
87. Pupils with special educational needs make good progress. They respond positively to sensitive and appropriately challenging intervention by the teachers. However, there are many occasions when the progress of both higher and lower attaining pupils is not fully maximised. A lack of challenging investigations at both key stages, and whole-class teaching at Key Stage 2, slows down rates of progress for both categories of pupils.
88. The quality of teaching is satisfactory overall with good features seen in explanations given about scientific phenomena, such as the planets, friction, and materials and their properties. Explanations that relate to the knowledge content of the Programme of Study are well carried out and use a good range of key vocabulary. They do not, however, always take account of the range of abilities in Key Stage 2. Recent planning has improved to cover the required range of study areas, but is not providing challenging opportunities for enquiry, especially with the higher attaining pupils. Pupils share in the enthusiasm and wonder of science and respond positively to the enthusiastic presentations by teachers. They make good gains in communicating scientific phenomena as a result of a positive lesson ethos. Lesson organisation in Key Stage 2 does not cater for distinct differences of understanding of changing materials. A requirement for all pupils to conduct the same test results is unsatisfactory learning. The lack of matching tasks to pupils' needs is a direct result of teachers not being rigorous enough in using data from assessments to inform planning. Teachers have very good relationships with pupils, they use praise appropriately in order to motivate pupils in their learning, but the quality of teachers' marking is unsatisfactory because targets are not set to guide pupils' improvement.
89. Pupils have very good attitudes to learning. They listen to their teachers well and their behaviour in lessons is very good. They handle equipment, such as thermometers, carefully and they are keen to ask questions. The curriculum for science has improved since the previous inspection. Planning has identified appropriate targets for most Programmes of Study, with the exception of experimental and investigative science. Standards overall have improved as a consequence. Use of assessment to inform planning in the subject is underdeveloped. Pupils' progress is insufficiently monitored and there is a lack of identified targets and specific learning focus for individuals and groups of pupils.

## **ART**

90. Pupils' attainment at the end of Year 2 and Year 5 meets expectations for their age and all pupils make satisfactory progress throughout the school. There has been an improvement in curriculum provision since the previous inspection, and in Key Stage 2 the full Programme of Study is being appropriately followed.
91. By the end of Year 2, pupils know how to mix paint in order to produce the shades which they want. They have good brush control, follow shapes and apply paint carefully. Pupils use a variety of methods to create different textures and take pleasure in experimenting and explaining their techniques. Pupils look at the work of famous artists, such as Matisse and van Gogh, in order to develop their ideas and language. They willingly describe elements which they like in paintings. Pupils in Year 5 acquire a good range of skills in two and three-

dimensional activities. They work imaginatively in producing pictures which arise from the study of the work of Paul Klee. In both key stages, pupils have produced good examples of creating textured effects of water. They have a good sense of colour and tone, and create an appropriate mood in their work by mixing exactly the shades they want. Pupils extend their vocabulary by looking at and discussing the work of artists such as Kandinsky, Paul Klee, Gustav Klint, Monet and Seurat. Visits to the National Gallery and working with sculptors and artists have ensured sound gains in learning and have contributed to the very good attitudes that pupils have developed in their work. Pupils talk freely about the colours and shapes in Paul Klee's painting and used their knowledge of mathematical terms to describe abstract patterns. They develop good modelling skills when using papier mache in creating a three-dimensional dog with a wagging tail. However, there are insufficient links with multi-cultural works of art.

92. The quality of teaching is good. The co-ordinator is enthusiastic and has been instrumental in the setting up of cluster groups, whose meetings have been contributory factors to improving subject knowledge. Teachers' planning is good and effective links are made with other subjects, such as history, where pupils in Key Stage 2 have studied Tudor architecture and art, where they have gained a greater insight into the splendours of the era.
93. The good quality of teaching ensures that younger pupils learn to match colour when they are learning to sequence shapes and colours. Pupils develop their observational skills in recording aspects which they have studied, such as drawing plants for science. They look at Viking, Roman and Tudor art and illustrate stories heard in religious education. Pupils extend painting and making skills in design and technology. In all activities, teachers promote pupils' speaking and listening skills very well through well led, lively discussions, and through good questioning which makes pupils reflect and express themselves accurately. Resources for art are good. They are clearly labelled, well stored and support pupils' learning effectively.

## **DESIGN AND TECHNOLOGY**

94. Pupils' attainment in design and technology is in line with expectations by the end of Key Stage 1 but it is below expectations for pupils in Year 5. The school has maintained its sound standards in Key Stage 1 since the previous inspection, but by the end of Year 5 standards are not high enough because pupils do not follow the full Programme of Study relating to identifying a need, the planning and evaluation of models for their fitness to purpose. In Key Stage 1, pupils successfully increase their skills of measuring, cutting, shaping, and gluing a wide range of materials. They design roads to represent their local environment and they have made pop-up cards for various celebrations, such as Mothers' Day. Good examples of moving clown hats, using syringes filled with water, were seen and this was appropriately linked to a science topic on forces. The youngest pupils handle scissors, glue, pencils and paint brushes successfully and their cutting and sticking skills are developing well. Ideas are communicated effectively through clearly labelled drawings, and pupils are competent at making models. Earlier skills are built upon successfully as pupils make good gains in learning throughout Key Stage 1. Pupils use paper, recycled materials and textiles to make models. Pupils with special educational needs are proud to talk about the fun they have in making clowns and they make good progress.
95. Pupils have positive attitudes to learning, they are keen to talk about their work and, in Key Stage 1, they discuss how best to improve their models. The skills that pupils acquire in Key Stage 1 are not, however, successfully built upon in Key Stage 2. This is mainly due to assessments not being used to inform planning for the next stage of pupils' learning, the full Programme of Study is not sufficiently implemented and there is a lack of teaching subject-specific skills which are pertinent to design and technology. For example, there is a certain amount of confusion between craft and design and technology. When making a model in art and craft, Year 5 pupils do not make a detailed and measured plan, and work without a plan of what their model would look like. Pupils can not evaluate their work because they have no original plan with which to make comparisons.
96. No judgement can be made about the quality of teaching as no lessons were seen during the week of inspection. However, teachers' plans were available for Key Stage 1, and scrutiny of



them reveals that planning is thorough, and that the subject of design and technology is well linked to other subjects, such as science and food. The curriculum offered at Key Stage 1 is broad and balanced and incorporates food technology. Information technology is well used to support learning, and work is displayed attractively in classrooms. Teaching and learning in this subject have not been formally monitored, although the co-ordinator has monitored teachers' planning. The school has recognised the need to further develop the full Programme of Study at Key Stage 2.

## **GEOGRAPHY**

97. During the week of inspection, one lesson of geography was observed at Key Stage 1. Judgements are based on sampling pupils' work, talking to teachers, evaluating planning and talking to pupils. Pupils' achievements are in line with expectations for their age at the end of Key Stage 1, but make notably good progress in using geographical skills to follow directions and identify features on maps and globes. Pupils in Year 5 achieve levels that are in line with those expected for their age. They extend earlier knowledge gained of using keys to describe settlements, and use their mapping skills to plot famous Tudor explorations around the world. However, rates of progress are inconsistent because data from assessments is not used to inform teachers' planning. Pupils' skills learnt in literacy are not consistently applied in geography. There is a lack of writing for different purposes, such as note taking, weather report writing, and persuasive writing for visiting places of interest.
98. Pupils in Key Stage 1 have a good understanding of the use of compasses for directions. Using maps, they locate countries north and south of the equator, compare positions of Britain and their distant land-study country, Botswana. They have good knowledge of British locations and can pinpoint Pebworth on a map. Pupils' study of Botswana has improved their understanding of the impact of weather on a country. The impact of weather is further extended by the visits of a local farmer and postman who talk about the impact of weather on their jobs. There is evidence of good extended writing in explaining the use of transport and describing journeys to school, but other forms of recording, such as note-taking and bullet-pointing, are limited, this is because there is no whole-school policy for teaching literacy across the curriculum.
99. In Key Stage 2, pupils effectively link their geography and history studies. They reinforce their knowledge of British locations by comparing present countries with Anglo-Saxon England and the study of Norman settlements in Britain. They make satisfactory progress in using grid references and coordinates in a town-planning exercise. They develop further ideas of locations by studying photographs of locations. Although some progress is made with identifying map symbols, work on direction, using compass points, is repeating work done at Key Stage 1, this results in rates of progress being inconsistent in Year 3 because data gained from assessment is not sufficiently well used to promote learning.
100. Pupils with special educational needs make good progress.
101. The teaching observed at Key Stage 1 is good. Appropriate tasks are set for pupils and activities build upon an introduction which focuses on systematic geographical enquiry of locating routes and plan positions. Good opportunities are provided for the older pupils at this key stage to independently identify and create keys for a map of a zoo. Reception and Year 1 pupils make good progress in using geographical vocabulary to describe suitable clothes for weather conditions and to identify various locations in the classroom. Particularly good use is made of resources and classroom support assistants to guide and inspire pupils at appropriate rates.
102. Pupils have very positive attitudes to learning. Their behaviour in lessons is good and they look after resources well. They treat maps with care and thoroughly enjoy looking after postcards that their friends have sent from holidays. Since the previous inspection both curriculum planning and resources have improved.
103. The school has made sound progress in developing an overall scheme of work for geography. This has aided teachers' planning and selection of activities. Continuity of progress from Key

Stage 1 to Key Stage 2, especially in Year 3, is not fully guaranteed because expectations of what should be achieved by the end of each year are not clearly identified in the planning, and when whole-class lessons take place, there are occasions when tasks are not fully structured to pupils' needs. The writing and recording of information of other lands is limited at Key Stage 2. Resources are good and the local environment is well used to support learning.

## HISTORY

104. Pupils attain high levels for their age at Key Stage 1. By the end of Year 5, pupils exceed expected levels. Only one Key Stage 2 lesson was observed during the week of inspection and further judgements are based on discussions with pupils and teachers, and a scrutiny of pupils' work and teachers' plans. Attainment is higher than at the time of the previous inspection as a direct result of improved resources. The curriculum is also more effectively planned and well linked across National Curriculum Programmes of Study and other curriculum areas. All pupils make good gains in their learning in relation to their prior attainment.
105. Pupils enhance their understanding of the passage of time through studying local history as well as famous people and events. They learn concepts of old and new teddy bears, deduce evidence from Victorian pictures and early 20<sup>th</sup> century farming methods. They learn the story of St George, the Gunpowder Plot, the history of transport and Remembrance Day. Chronology has been effectively studied with involvement in the local millennium time capsule and by examining a range of artefacts collected and shown by local residents. In a history lesson Key Stage 2, pupils make very good progress in understanding the concept of a barter economy and that the reasons for the Viking invasion can be attributed to gaining riches and access to a recognisable currency. There has been good progress in pupils' accessing reference information and linking their historical studies to art, literacy, information technology, numeracy and geography when studying the Viking period, for example, when pupils note the similarities in the way boats figure in invasions and the use of weapons in warfare. Pupils make accurate sketches of local houses during their Tudor studies. They use information technology to document Viking weapons on spreadsheets. They plot and calculate the distance of Viking and Saxon longboat journeys.
106. The quality of teaching is good. This has a positive effect on the good gains that pupils make in their learning. Lessons are well planned at both key stages. Lessons draw on a wide range of resources, and information technology has become an excellent research tool at Key Stage 2. Opportunities are well organised to link the development of pupils' historical skills with other projects. Knowledge and understanding of aspects of history are developed through effective and well managed guidelines to plan areas of study, but the effectiveness of teaching and use of assessment to inform future planning is underdeveloped. In a very good lesson in Key Stage 2, the teacher asked challenging questions and used the video of a Viking visitor to supplement his teaching. This brought the lesson alive for the pupils, who marvelled at the splendour of Viking helmets and they made good gains in their learning about the moral and social understanding of the concept of invasion. The teacher made very good links with numeracy by explaining the principles of a barter economy.
107. High expectations, coupled with good quality resources, ensure that all pupils, including those with special educational needs, make good progress. Pupils have very positive attitudes to learning, they are interested in all aspects of historical enquiry and they are keen to ask questions. Behaviour in lessons is very good. Pupils are courteous and polite to one another, they take turns and they help each other to interpret historical evidence.

## **INFORMATION TECHNOLOGY**

108. Attainment at the end of Key Stage 1 is above expectations, and levels of achievement at the end of Year 5 are well above those normally expected for pupils of this age. Standards achieved are higher than those reported at the time of the previous inspection. Current planning for information technology is comprehensively completed across many areas of the curriculum. Pupils have regular access to computers and are making very good progress in developing their knowledge and practical skills.
109. Younger pupils are confident and independent in their approach to using computers. They have good keyboard and mouse control skills and are adept at selecting relevant icons, using a range of curricular software. They make very good progress in developing a range of processed writing, graphic and picture work to enhance classroom studies. Older pupils systematically use information technology in their classroom studies and during extra-curricular clubs and extended studying at home. They talk enthusiastically about exchanging pen-pal e-mails and about impending computerised links with a crew on the BT Global Challenge yacht race. They have numerous experiences of compiling charts and graphs in mathematics and show advanced knowledge of interrogating spreadsheets when presenting and calculating the totals of weapons carried on a Viking longboat. Pupils demonstrate good investigative skills with logic clocks that control and monitor sequenced instructions. By the end of Year 5, pupils have very good understanding of what spreadsheets are used for. They know that databases can be filtered, questioned and searched to provide answers. Pupils have very good file management skills and can find their way around a computer with ease.
110. The quality of teaching in Key Stage 2 is very good and it is good in Key Stage 1. It is good overall. Pupils have a very sensible and independent approach to using computers. They continue to make good progress in the logical following of instructions. Although no formal teaching of information technology was seen, judgements are based upon teachers' interventions when pupils were using computers in classrooms. The subject management is very good. The co-ordinator is knowledgeable and enthusiastic, and passes on his natural enthusiasm to the pupils, This results in the pupils developing very positive attitudes to learning and results in the very good gains that they make in their learning in relation to their prior attainment in Key Stage 2. Teachers have taken opportunities to avail themselves of training and clearly understand the skills that they want pupils to develop. They make good links to develop learning in other areas of the curriculum, especially by following national guidelines for the subject.
111. Information technology is co-ordinated very well throughout the school and long term action planning has developed a good range of accessible hardware. The development plan continues to prioritise challenging areas of development, for example in areas of modelling, controlling and censoring. Since the previous inspection standards have improved as has the quality of resources.

## **MODERN FOREIGN LANGUAGES**

112. The school provides a regular weekly session on its timetable for the teaching of French for all pupils. This enhances the curriculum and contributes significantly to pupils' social and cultural development.
113. By the time that pupils leave school they have good speaking and listening skills. They listen and follow instructions carefully and they respond to what they see and hear with short, simple responses. They can name and describe clothes, places and people. They can express how they feel and their pronunciation is accurate and diction is clear. Pupils can express personal responses, likes, dislikes and feelings, and they listen attentively to one another.
114. The teaching of French has a positive effect on pupils' skills of speaking and listening in other subjects. This is because pupils want to make themselves understood and they persevere in getting both phrasing and accentuating the right words from the very good modelling that they receive from the teacher. Pupils can sing a range of French songs and they participate fully in all games provided by the teacher. All pupils have very positive attitudes to learning. They

have very positive relationships with the teacher and they do their best to please her. They repeat words after her to improve their accent and they are very well behaved when it comes to taking turns.

115. The quality of teaching is very good. The teacher has excellent subject knowledge and uses a full range of strategies to develop pupils' speaking and listening skills such as putting her hand in a bag and asking pupils 'Qu'est-ce qu'il y a dans mon sac?' To which pupils eagerly reply – 'Un maillot de bains, un sweatshirt et des sandales'. The pace of lessons is brisk, and this results in pupils not getting bored. The teacher manages pupils very well and this results in pupils staying on task and demonstrating very good behaviour. Pupils make good gains in their learning because the teacher effectively challenges them.
116. Resources are good, they are used well to support learning. No comparison can be made with the previous inspection because at the time of the last inspection French was not taught.

## **MUSIC**

117. Pupils' attainment is above expectations by the end of Key Stage 1 and Year 5. This is an improvement on previous inspection findings. Pupils achieve well in relation to their prior attainment in both key stages and in both key stages they have a good sense of rhythm and an appropriate regard for piano accompaniment. They listen carefully to the drum, shakers, woodblocks and glockenspiel, and are appreciative of the skills of others. In Key Stage 2, pupils listen to music that they have composed relating to journeys made through rainforests. They evaluate how the composition can be improved and they use subject-specific language such as 'texture', 'dynamics' and 'forte'. They can sustain accurate pitch and rhythm. Literacy skills are extended well as pupils practise the rhythm of words in vocal and rhythmic work. Pupils in both key stages are taught to read graphic notation using symbols, and all pupils know and use appropriate vocabulary. Pupils who receive instrumental music tuition make very good gains in their learning because the quality of teaching is very good. Accurate and detailed records are kept on pupils and clear planning of learning objectives ensures that all pupils know what is expected of them.
118. Pupils in both key stages sing very well together, they can keep a rhythm and they pronounce words clearly and with appropriate emphasis on the correct beats. They take part in musical events with other schools, and entertain senior citizens at harvest and Christmas times. Pupils know a range of songs from different cultures, but their appreciation of music from different cultures is limited.
119. Pupils have very good attitudes to learning. They take pride in performing in front of audiences. When working in groups, pupils appreciate the well intentioned comments that their peers make and they eagerly learn from one another when comments are offered on how the quality of work can be improved.
120. The quality of teaching is very good. Both classroom teachers and peripatetic teachers have secure subject knowledge and lessons are well planned with well-chosen songs and opportunities for singing, percussion work, composition, listening and appraising. Teachers have high expectations of standards and behaviour. Resources are well deployed, the subject is very well co-ordinated and the co-ordinator's natural enthusiasm contributes to the positive attitudes and high standards that the pupils attain.
121. Since the previous inspection standards and rates of progress have improved as has the quality of teaching. However, there is insufficient emphasis on the study of music of other cultures.

## PHYSICAL EDUCATION

122. Only one lesson of swimming was seen during the week of the inspection. Standards that pupils attain in swimming by Year 2 and Year 5 are high overall because of the regularity with which pupils attend the pool and the good quality of tuition that the pupils receive. By the end of Year 2 and Year 5, pupils are aware of the effect of exercise on their body and, by the end of Year 5, pupils make good progress in performing a range of strokes refined and adapted through a series of qualitative instructions. They have good water-survival skills and easily perform distance requirements. Younger pupils make good progress in gaining water confidence and mobility. They sustain correct body positions as a prerequisite to stroke work. Observation of pupils at lunchtimes and break times indicates that there is a strong school ethos related to sport. Pupils enjoy team games and there is fair play apparent in their undertakings. During play times, the headteacher and staff are constantly requested by the pupils to join in their games.
123. Pupils have very positive attitudes to swimming. They take their learning seriously and are keen to improve on their previous last performance. They are polite to all adults who help them improve the quality of their work, and they try hard to improve on their previous best performance.
124. Teachers' planning indicates that the full range of the physical education Programmes of Study is applied and that all pupils receive a broad and balanced curriculum. Pupils in both key stages participate in a range of dancing activities which includes traditional country dancing, Hindi stick dancing, Aboriginal tribal dancing and modern folk dancing. Good provision is made for pupils to develop their knowledge of games and teachers' planning indicates that pupils are clearly developing good competitive skills through participation in team games. The regular involvement of a Worcester County Cricket Club coach has had a beneficial effect on the development of good batting and bowling skills. The after-school Brazilian soccer club has enabled pupils to develop well co-ordinated footwork skills. The school places appropriate emphasis on outdoor education. Pupils attend an outdoor pursuits centre in Snowdonia, where they participate in rock climbing, archery and dry-slope skiing. The good provision that the school makes for pupils' physical development enables pupils to develop very good collaborative skills with one another. Since the previous inspection the school has maintained its good provision and standards in swimming have improved.

## RELIGIOUS EDUCATION

125. Very few lessons were observed during the inspection and a judgement on standards has been made after talking to pupils, scrutinising teachers' planning, viewing displays and analysing pupils' work. Standards have been maintained since the previous inspection and, by the end of Year 2 and Year 5, are in line with those expected in the locally agreed syllabus for religious education. Pupils make sound gains in their learning in relation to their prior attainment but their progress in developing religious concepts, skills and attitudes is inconsistent because there is more emphasis in curriculum planning on developing religious knowledge rather than developing subject-specific skills of religious education.
126. The quality of teaching is good overall. Teachers manage their pupils very well and offer good explanations. However, whilst work is marked regularly, it does not tell pupils how to improve. The range of writing styles used in religious education is limited.
127. Pupils in Key Stage 1 are introduced to Christianity through simple stories about Jesus. They know that the Bible is a holy book and that there are many places that people worship, such as synagogues, gudwaras and temples. Through their lessons and their attendance at collective worship, pupils have a growing awareness of spirituality. Pupils have very good attitudes to learning. They are keen to ask questions and show a genuine interest in their work. Pupils are encouraged to care for each other and listen to religious stories about people, such as the Prodigal Son, identifying quite successfully how important it is to care for others. In Year 5, this work is built upon and developed. Pupils gain a good understanding of the life of Jesus and His ministry. They learn about important people from the Old Testament. They build up a clear picture of the story of Joseph and think carefully about the sequence of events that led up to

his rift with his family. They know that Hindus worship in temples and that the Hindu Faith God has three main purposes: to create, preserve and destroy. They understand the concept of healing, but have difficulty in linking it to its spiritual meaning.

128. Pupils can name important characters of the Christian faith, such as Mother Teresa, and understand how they committed their lives in the name of love and mankind. Pupils discuss the importance of prayer and reflect on how they feel when they are sad or happy. Through religious education, pupils develop their skills of emotional literacy.
129. Since the previous inspection sound standards have been maintained. Resources for the subject are good and the school has maintained its good range of visitors to enhance the pupils' learning.