

INSPECTION REPORT

**GOODRICH CHURCH OF ENGLAND (VC) PRIMARY
SCHOOL**

Goodrich, Ross on Wye

LEA area: Herefordshire

Unique reference number: 116813

Headteacher: Mr A F P Griffiths

Reporting inspector: Mr Richard Brent
7465

Dates of inspection: 28th February to 2nd March 2000

Inspection number: 193787

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Church of England Voluntary Controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Goodrich Ross on Wye Herefordshire
Postcode:	HR9 6HY
Telephone number:	01600 890422
Fax number:	01600 890422
Appropriate authority:	Governing Body
Name of Chair of Governors:	Mrs J Dunford
Date of previous inspection:	13 th January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Richard Brent	Registered inspector	Mathematics	What sort of school is it?
		Science	The school's results and pupils' achievements
		Design and technology	How well are pupils taught?
		Geography	How good are curricular and other opportunities offered to pupils?
		Physical education	How well is the school led and managed?
John Kerr	Lay inspector		Pupils' attitudes, values and personal development
			How well does the school work in partnership with parents?
Shelagh Halley	Team inspector	English	How good are the curricular and other opportunities offered to pupils?
		Art	How well does the school care for its pupils?
		History	
		Music	
		Religious education	
		Under fives	

The inspection contractor was:

QAA Education Consultants Ltd
Herringston Barn
Herringston
Dorchester
Dorset DT2 9PU

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The Registrar
Inspection Quality Division
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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

The school has 107 pupils who attend full-time from Reception to Year 6. It is a smaller than average primary school and it is over-subscribed. All of the pupils are white and there is no pupil whose first language is not English. The socio-economic background of pupils is generally above average; six pupils (five per cent) claim free school meals, which is below average. The number of pupils identified as having special educational needs is low; 16 (13 per cent) are on the register of special educational needs, of these two have statements of special educational needs. Attainment on entry is overall average but good in relation to language development and children's vocabulary.

HOW GOOD THE SCHOOL IS

Goodrich Church of England (VC) Primary school is a well-organised and happy community. It is improving standards and is an effective school. Pupils generally progress well and achieve standards that are above average; additionally, their attitudes to learning are high. The quality of teamwork is very good and helps to ensure consistently good standards. Teaching is good and all staff want the school and its pupils to succeed. The school has broadly average income and uses its resources well. It provides good value for money.

What the school does well

- The leadership and management provided by the headteacher are good; he is well supported by staff and governors.
- Teaching is good overall, it is never less than satisfactory and over a quarter is very good.
- Teaching is especially good in Years 2, 5 and 6.
- All staff in the school work very well together as a team, this helps to create a happy learning environment.
- Pupils make generally good progress during their time in the school, as a result they achieve mostly high standards.
- Pupils' attitudes and behaviour are very good. Tolerance and mutual support are always in evidence.
- The school makes good provision for pupils' personal development, especially moral and social aspects.
- The quality of care and support given to pupils is good.
- The community makes an excellent contribution to pupils' learning.
- The contribution of parents to their children's' learning is very good.

What could be improved

- Standards in religious education at Key Stage 2.
- Arrangements for the organisation, delivery and monitoring of the curriculum.
- Minor areas for improvement include the need to develop the use of individual education plans and the quality of teaching in some lessons.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvement since the previous inspection in January 1997. All outstanding issues have been tackled: attainment of pupils in English at Key Stage 2 has improved; co-ordinators play an important part in subject development and most curriculum subjects have schemes of work. However, more work needs to be done on improving the organisation and management of the curriculum. Teaching, which was satisfactory, is now good.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	C	A*	A	A	well above average A above average B Average C below average D well below average E
mathematics	C	A*	A	A	
science	C	B	B	B	

Standards of attainment in 1999 were well above the average in English and mathematics and above the average in science. In comparison with similar schools, results were well above average in English and mathematics and above average in science. In all three subjects, attainment has improved above the national rate and pupils in the current Year 6 show similar levels of attainment. The school is likely to meet its targets. Standards have improved since the previous report, particularly in English. They have been maintained in all other subjects, except for religious education at Key Stage 2 where there has been a decline. Pupils in Key Stage 1 and in Reception make good progress overall. By the age of seven standards are above average in reading, writing, mathematics and science.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are very good; they are enthusiastic and keen to learn. They enjoy their lessons and want to contribute.
Behaviour, in and out of classrooms	Behaviour in and around the school is very good. Despite the cramped classrooms and small playground, no unacceptable behaviour was seen.
Personal development and relationships	The personal development of pupils is very good: they are keen to help and respect each other and adults. Tolerance, understanding and good manners are always evident. Relationships are very good, fostered by the excellent example set by adults.
Attendance	Attendance is good. The school monitors attendance well and encourages pupils to attend regularly.

Pupils' attitudes and values are a strength of the school. They are enthusiastic in the face of challenge and their involvement in extra-curricular opportunities is very good. They are polite and trustworthy and show great respect for the feelings, values and beliefs of others. Relationships are very good. Older pupils care about younger ones and look after them at break and dinner times. Pupils know right from wrong and have high expectations of suitable behaviour from each other. Their good attendance record makes a significant contribution to the quality of learning.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
32 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.

All teaching is satisfactory or better, with 53 per cent being at least good. Very good teaching is a feature of 28 per cent of lessons. The teaching of English and mathematics is good across the school. The best teaching occurs in Years 2, 5 and 6. Strengths of teaching include good knowledge and understanding, high expectations, effective teaching methods, good management of pupils based on excellent relationships and the constructive use of support staff, adult helpers and resources. Occasional weaknesses include not always planning the work to meet the needs of all pupils in the mixed age classes and sometimes failing to give clear instructions and talking when pupils are not always attentive. Literacy and numeracy are taught well across the whole curriculum. Overall, the quality of teaching helps to promote children's learning. Pupils work hard, showing interest and concentration and opportunities provided by teachers to develop pupils' independence in their learning are usually good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is satisfactory: overall it is broad, balanced and relevant to the needs of pupils. All statutory requirements are met.
Provision for pupils with special educational needs	This is satisfactory. The effective use of the special educational needs co-ordinator in teaching, combined with that of the learning support staff, help these pupils to make good progress. However, individual education plans need to be incorporated more fully into the planning of lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school effectively supports pupils' personal development in a number of ways. Moral and social development are promoted very well and there is good provision for spiritual and cultural development.
How well the school cares for its pupils	The school provides a caring and effective learning environment. Teachers and support staff know their pupils well.

The school has very good links with parents and the impact of parents' involvement in the work of the school is very good. Literacy and numeracy provision is good. However, insufficient time is spent on the Locally Agreed Syllabus in religious education. There is a very good range of popular and well-organised extra-curricular activities. The school has satisfactory provision for personal, social and health education, including sex education and drug mis-use. The community makes an excellent contribution to pupils' learning and the school makes very good use of local places of interest and residential visits. There are very good and well implemented procedures for monitoring pupils' behaviour. However, whilst there is some good assessment practice in place, particularly in English and mathematics, it is not used consistently to match lessons to a range of pupils' aptitudes in foundation subjects.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management provided by the headteacher and senior staff are good and have helped to contribute to the progress made. However, the organisation of responsibilities of the senior management team, particularly those of the deputy headteacher, needs to be made more effective. The support of other members of staff and adults has helped the school to achieve the improvements expected by the school's management.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory responsibilities satisfactorily and is effective in working with staff to help the school move forward. It is well organised and is beginning to pay increasing attention to its strategic role.
The school's evaluation of its performance	The school monitors and evaluates its performance satisfactorily. Planning, teaching and the quality of pupils' work are monitored carefully and the school intends to develop this further.
The strategic use of resources	Educational priorities are supported well. Resources provided for pupils with special educational needs and staff development are used effectively and information technology is used well.

There is a good number of suitably experienced and well-qualified teachers and support staff to meet the demands of the curriculum. They are well deployed and helped by a satisfactory range of learning resources. Accommodation is unsatisfactory. The headteacher monitors teaching and its effectiveness soundly; this helps to produce better teaching which benefits pupils' learning. The governors have a good understanding of the strengths and weaknesses of the school and use the principles of best value satisfactorily.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • Children's progress is good. • Behaviour is good. • The school sets the right amount of homework. • Teaching in the school is good. • Parents are well informed about their children's progress. • The school is approachable. • The school expects children to work hard. • The school works closely with parents. • The school is well led and managed. • Children are helped to become mature and responsible. 	<ul style="list-style-type: none"> • A minority of parents believe that the curriculum is too narrow.

Inspectors support parents' positive views of the school. Children do like school, they behave very well and become mature and responsible. Their progress is good because of overall good teaching and high expectations. The school is approachable and works extremely well with parents. Management and leadership of the school are good. Inspectors agree that too much emphasis is placed on literacy. However, the school still manages to maintain high standards in areas such as physical education, music and art and the curriculum is judged to be satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1 Standards of attainment when pupils left the school in July 1999, at the end of Year 6, were well above the national average in English and mathematics and above the average in science. Similarly, the proportion of pupils achieving the higher Level 5 was above the average in English and science and well above the average in mathematics. In comparison with similar schools, results were well above average in English and mathematics and above average in science. In all three subjects attainment has improved at the national rate and pupils in the current Year 6 show similar levels of attainment and are in line to meet the school's targets. Standards have improved since the previous inspection report, particularly in English and they have been maintained in all other subjects.
- 2 In 1999, in National Curriculum tests, at the end of Key Stage 1, the proportion of pupils achieving the expected Level 2 or above was well above the national average in reading, very high in writing and above the average in mathematics. Similarly, the proportion of pupils achieving the higher Level 3 was well above the average in reading and writing and very high in mathematics. In comparison with similar schools, results in reading were well above the average and in writing they were very high. In mathematics, they were above average. Since 1996, results have increased in reading and writing. In mathematics, results have remained consistently higher than in both reading and writing. Inspection evidence indicates that standards currently are above the average in reading, writing and mathematics. Teacher assessments in science in 1999 indicated that 100 per cent of pupils achieve the expected Level 2, a very high figure, and 44 per cent of pupils were recorded as attaining higher Level 3, again above the average. Inspection evidence supports the view that science is above average but not to the same extent as indicated by the 1999 teacher assessments.
- 3 Children join the Reception class with attainment that is broadly average. This is confirmed by baseline assessment data. Children make overall good progress, and by the time they are five, the majority attain standards at least in line with those expected in all areas of learning, with some attaining higher standards, particularly in knowledge and understanding of the world and personal and social development. Standards of attainment of children under five are similar to those in the last inspection. They listen attentively to stories, songs, rhymes and poems. Children talk about their experiences at school using appropriate and effective vocabulary. They enjoy reading books, know that words and pictures carry meaning and understand the connection between speech and print. Higher attaining children form simple sentences, with most writing symbols, familiar words and letters to communicate meaning. Children's work in mathematical areas of learning improves well: they compare, sort, match and count objects and know many two and three-dimensional shapes. Almost all recognise numbers one to ten, count accurately forwards and backwards to ten; higher attainers recognise and record numbers to twenty. Children's knowledge of the world improves well: they learn about materials, talk about different weather conditions and what features they see on the way to school. Children use computers confidently: they know the connection between the mouse and computer and use arrow keys well. They understand how to make things and produce some interesting glove puppets. Good examples were seen of children using different media to create colourful paintings to represent themselves and animals. They know many songs which they sing in the classroom and in assembly. As at the last inspection, children do not have enough opportunities to use large indoor and outdoor play equipment and there remains no outside area to promote physical development. As a result, children's attainment in movement skills is restricted. In other respects, their motor skills are developed well when they play with a variety of equipment and modelling materials, pencils and brushes.
- 4 Pupils in Year 2 are achieving above average standards in English, mathematics and science. Standards are average in information technology and in religious education work reflects the expectations of the Locally Agreed Syllabus. Most pupils read well and about three-quarters have good reading skills; attainment in this area is above average. Writing skills of current pupils are well developed and attainment is above average; many pupils achieve high standards. Handwriting is good. Pupils listen well and speaking skills are extremely well developed; they improve as pupils move through Years 1 and 2. The large amount of time devoted to English in Key Stage 1 is having a positive effect on pupils' literacy skills. These are good and used well in other subjects such as religious education, science, geography and

history. Pupils' mathematical knowledge is above average. Many attain high standards and the majority accurately add and subtract numbers to 100 and know a range of two-dimensional shapes. Pupils' numeracy skills are used consistently across the curriculum. In science, pupils' attainment is above average by the end of Year 2. They have a broad knowledge across all areas: they describe the properties of different materials and test for magnetism. Pupils' investigative skills also develop well, especially those of observation and description. The range of methods used for recording is satisfactory. Attainment in information technology is around the average; most pupils use the keyboard to input text, and control the mouse well when using drag and drop programmes. In religious education, pupils have a broad knowledge of most world faiths and know about festivals, such as Advent leading up to Christmas.

- 5 Pupils in Year 6 show attainment that is above average in English, mathematics, science and information technology. In religious education, pupils' attainment is below that expected in the Locally Agreed Syllabus. Pupils read accurately and have a good understanding of what they have read. Handwriting is usually neat and joined. Pupils use correct punctuation and spelling is usually accurate. Sustained writing and the use of imaginative vocabulary is good. Pupils' listening skills are particularly good: most pupils answer questions confidently and share their ideas readily. Pupils know how to use the contents and index pages of a non-fiction book and understand the classifications system used in the library. Pupils' literacy skills are good and effective use is made of them in subjects such as science, geography and history. Their mathematical knowledge is above average: pupils have good number skills and apply them well when solving problems. Their mental mathematical skills are particularly impressive. Pupils also draw and plot graphs, histograms and line graphs accurately. They interpret data from graphs well and data handling is well developed. Pupils' numeracy skills are above average and used well to support learning in science and design and technology. Their knowledge of science is good: pupils use scientific vocabulary appropriately because teachers emphasise this when discussing science topics. However, the current scheme of work means that standards in investigative science are not as well developed. In information technology, attainment is average: pupils use word processing facilities well to communicate information and find out about different topics using CD-ROM. They combine text and other forms of information and draw graphs well. However, the use of information technology in other subjects is somewhat limited. Pupils' knowledge of religious education is below that expected, mainly because of the absence of a broad curriculum and insufficient time being allocated to the subject. Although they have a sound understanding of Christianity, their knowledge of a range of other world faiths is somewhat limited.
- 6 Throughout the school, pupils achieve satisfactory standards in geography, history and art. Standards are particularly good in music, physical education and design and technology. In geography, pupils can explain features of climate and some characteristics of Egyptian geography; they follow simple maps accurately. In art, pupils use a range of media to good effect and appreciate the work of different artists such as Klee. In design and technology, pupils demonstrate particularly good skills of making and standards in design are satisfactory. Music is a strength of the school: pupils sing very well and compose attractive pieces which they play on their instruments. Similarly, many pupils achieve good standards in physical education, particularly gymnastics and swimming. In history, pupils' knowledge of life in past times is satisfactory, although their understanding of chronology and their use of evidence is less secure. Throughout the school, pupils' achievement is good. This is due to well-organised teaching and, often, interesting lessons. They also work extremely hard and show very positive attitudes. Achievement across the wide range of subjects is strongest in Year 2 and upper Key Stage 2: this reflects good progress by all pupils in English and particularly good teaching. By the end of Key Stage 1, pupils have acquired a broad range of satisfactory language skills, which then helps them make good progress in other subjects. At times, achievement for some pupils in Reception and lower Key Stage 2 is not sufficiently high because of the organisation of the curriculum, lack of outdoor spaces and teaching which sometimes lacks pace.
- 7 Pupils with special educational needs make good progress throughout the school. This is particularly evident in their English, which then helps support learning in other subjects. The amount of progress is illustrated by the fact that, in 1999, by the time they left school, many

pupils with special educational needs achieved at least Level 3 in English, mathematics and science despite the fact that over 20 per cent of pupils in the school were on the special educational needs register. This good progress is associated with well-organised support provided by the special educational needs co-ordinator, other teachers, adults and classroom assistants who help pupils in the classroom. By the end of Key Stage 2 the better performance of girls, noticeable at Key Stage 1, is less apparent and boys are performing equally as well. The school sets appropriate targets in relation to attainment in English and mathematics for each year group and the data and targets are reviewed and revised regularly. On the basis of previous assessment data, targets for school improvement are sufficiently challenging.

Pupils' attitudes, values and personal development

- 8 The attitudes, behaviour and personal development of pupils are very good and a strength of the school. Pupils enjoy their work and are keen to take part in lessons and the extra activities which make up the life of the school. They are very well behaved in class and as they go about the school. Pupils show initiative and their confidence increases as they mature. They form good relationships and are considerate of each other. Attendance is good.
- 9 Pupils are keen to come to school. They greet their friends and their teachers and there is a purposeful and prompt start to the day. Good manners are central to the ethos of the school. This is very evident in the easy way pupils relate to strangers and the respect they hold for their teachers. Pupils are very ready to enter into discussion and answer questions carefully. From the early years they have inquiring minds and are keen to learn. There is a good work ethic and pupils set about their assignments with interest. Only on rare occasions where classes are grouped and numbers become difficult to control, do children lose concentration. Evidence from documentation indicates that the development of literacy and numeracy teaching has led to better concentration and attitudes at both key stages.
- 10 Behaviour throughout the day is very good. Pupils are polite to each other and to adults. Classes are well managed and pupils come to order quickly when asked to do so by their teacher. Older children are encouraged to help younger ones and all ages mix freely in the playground. Parents support the school's stance on attitudes and behaviour strongly. They feel standards in this respect are well maintained. Pupils' achievements are well recognised and appropriate measures are taken if pupils misbehave. There have been no exclusions for a number of years. There was no antagonistic behaviour seen during the inspection and parents report an absence of bullying. Staff are vigilant against disruptive behaviour in the playground and are watchful for the child who may be unhappy. They deal with any incident quickly and efficiently. Adults set high expectations of good behaviour and discourage negative attitudes.
- 11 The impact of the involvement of parents on the work of the school is very good. In Key Stage 2 they are increasingly involved in presentations at assemblies and in lessons. Pupils have made interesting and perceptive suggestions, which will be incorporated in the new school building. The Parent Teacher Association consult pupils and listen to their ideas. In Years 5 and 6 pupils are offered a range of topics on a particular theme from which to choose. These test pupils' ability to plan and research material either from the library or at home. Children in the Reception class are very able to organise their chosen activities, with minimal help, selecting and sharing materials.
- 12 Pupils form very good relationships with each other and with their teachers and adults. They work effectively in groups, the more able helping those with difficulties. They can assess each others' work sensibly and are happy to read and perform in public. From the early years, pupils are ready to listen to other points of view. As they mature, so they are more able to contribute to discussion. For instance they consider fundamental questions of life and death in religious education classes. Pupils listen to what others have to say and are tolerant of the ideas of the class. This quality was noted by a theatre group who performed during the inspection.

- 13 Attendance is good and pupils are punctual at the start of the day and for classes. With the co-operation of parents, almost all absences are accounted for.
- 14 The previous inspection report was extremely positive. The school continues to encourage good standards of behaviour and the pupils' interest in the life and work of the school. The school has also demonstrated an ability to improve standards where practicable.

HOW WELL ARE PUPILS TAUGHT?

- 15 Pupils are generally well taught and this helps to raise their achievement and learning. Overall teaching is satisfactory for the under fives and good at Key Stages 1 and 2. It is very good for pupils in Years 5 and 6. All teaching is satisfactory or better, with over 53 per cent being at least good. Very good teaching is a feature of 28 per cent of lessons. In Key Stage 2, teaching is more variable than in Key Stage 1, where it is almost all at least good. The quality of teaching has improved since the last inspection report and the number of unsatisfactory lessons has been eliminated. The improvement is the result of more secured subject knowledge, better planning in English and mathematics and higher expectations.
- 16 The teaching of children under five is satisfactory. It is best when children are engaged in a range of activities or when lessons are short and focussed. It is weaker where children have to sit for too long or when activities are not matched closely to aptitudes. The class teacher and support staff co-operate well and this helps to deliver an interesting curriculum to the children, despite the difficulties caused by the accommodation. Planning, the teachers' knowledge and understanding of the needs of young children and of the areas of learning are satisfactory. Activities, including those using the hall or computers, are structured well and take good account of the need to develop children's language and social skills. Children concentrate well and show increasing independence; they are interested in all the activities offered.
- 17 The quality of teaching is good in both key stages, but more variable in Key Stage 2. Overall, teaching is particularly good across the school in English and mathematics; in all other subjects teaching is at least satisfactory and sometimes good. The strengths and weaknesses are similar throughout the school, although minor weaknesses are most evident in lower Key Stage 2 and in Reception. Strengths are particularly evident in Years 5 and 6, and here pupils' learning is especially good. Teachers' subject knowledge is usually at least satisfactory, and often good. Literacy is generally well taught, and the effective use of the literacy hour is helping pupils to improve and attain above average standards by the time they leave the school. Teachers show good subject knowledge and a good understanding of the recommended National Literacy Strategy. They plan carefully to provide all components of the framework. When literacy teaching is very good, it harnesses pupils' imaginations from the start and is planned carefully to ensure that pupils of all attainments and ages meet the specific learning objectives. As a result, pupils understand literacy and develop their skills. Questions are used to assess all pupils and the teaching strategies ensure that all pupils learn how to communicate with each other and with wider audiences. Their literacy skills are developed and used well in other subjects and teachers plan writing activities in a range of subjects such as science, history and geography.
- 18 Mathematics is taught well and one lesson observed during the inspection in Years 5 and 6 was very good. In this lesson, the teacher sustained a brisk pace and challenged pupils' understanding and recall regularly. As a result, they gained in confidence and were keen to qualify as 'Maths Gladiators'. In particular, teaching led to pupils showing good interest and concentration. All teachers are making good use of the recently introduced National Numeracy Strategy to ensure that pupils' mathematical knowledge and understanding develops systematically. In particular, they are strengthening pupils' mental mathematical skills well and their ability to work at speed. Mathematics is also used effectively to support learning in other subjects, especially science and design and technology. Very good use is made of mathematical vocabulary.

- 19 The quality of science teaching observed during the inspection is satisfactory. Evidence from pupils' work and discussions with them show that scientific knowledge and understanding is developed well. Written work shows good examples of interest being quickened and scientific curiosity developed.
- 20 Teachers make good use of the school's resources to support learning in information technology. In the specific lesson seen pupils were taught computer skills well; evidence from their work and discussions show that teachers make effective use of information technology to support learning in other subjects. It is also evident that many pupils are developing some expertise in this subject through access to equipment outside school. Teachers nevertheless make very good use of pupils' interest and skills to help less confident classmates.
- 21 Teaching in religious education is mainly satisfactory but there has been insufficient time for this to have a consistently positive impact on pupils' learning throughout the school. The current scheme of work does not fully help teachers to gain confidence and secure knowledge.
- 22 Expectations of pupils are usually appropriately high and result in pupils producing work of mainly good quality and quantity. The organisation of classes makes it more difficult than usual for teachers to plan to meet the needs of all pupils effectively, particularly in foundation subjects. However, the school uses funding well to provide extra teaching support in English and mathematics for those with special educational needs. Teachers, classroom assistants and a wide range of adult helpers work well together. Teachers make good use of this support and assistants provide discreet and sensitive support for pupils within lessons. The quality of this teamwork, and the direct support provided by adults, results in good levels of learning for pupils of all attainments because they acquire skills and knowledge at a good rate.
- 23 Lesson planning is satisfactory throughout the school and based on whole school plans. The best lesson plans identify clearly what pupils are to learn and take account of previous work. In other lessons, however, the detail included is less specific and details of the methods to be followed are sketchy. Consequently, pupils do not always progress at the rate of which they are capable. Nevertheless, in almost all lessons, a wide range of strategies are used satisfactorily. Teachers encourage discussion and, in most lessons, group work is organised well, despite the cramped accommodation. Pupils are managed very well in Key Stage 1 and upper Key Stage 2 but an occasional weakness occurs when instructions or questions are not made sufficiently clear and the teacher talks even though not all pupils are attentive. This loss of interest impedes the learning of some pupils. Relationships between staff and pupils are very good and this is an important reason for the school's progress: pupils know they are valued and, as a result, a positive learning environment is developed. For example, when children in Year 2 are reticent, the teacher encourages them skilfully to participate in activities and discussions and so demonstrate their levels of understanding. Additionally, pupils gain in confidence and independence.
- 24 Within most lessons time available is used well: lessons are conducted at a good pace and pupils work hard. Resources, including new technologies, are used well to support learning. During literacy and numeracy lessons, assessment procedures are used effectively by all teachers and this helps them to match what they are teaching to pupils' abilities. However, there are weaknesses in assessment in foundation subjects. The quality of marking is good. All work is marked and there are many helpful comments; these encourage improvement, acknowledge when it has been achieved and comments specifically on subject content. As a result, pupils usually have a satisfactory knowledge of their own learning. Homework is used satisfactorily to support pupils' learning. It begins in Reception and increases as pupils move through the school; it covers mainly English, mathematics and science, together with topic work and arrangements generally follow the stated school policy.
- 25 The school responds well to meet the needs of gifted and talented pupils, particularly at the end of Key Stage 2 in English and mathematics where they achieve well. The school

monitors teaching and is aware of its impact upon the standards of learning. Aspects of good teaching are discussed at staff meetings and at individual professional development discussions with the headteacher. The school also has the continuing improvement of teaching as a priority in the school improvement plan. The quality of teaching has improved since the earlier report; the school is determined to continue to improve standards and is well placed to improve the quality of teaching still further.

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

- 26 The curriculum is broad and balanced and meets the requirements of the National Curriculum. However, provision at Key Stage 2 is not currently adequate for the demands of the Locally Agreed Syllabus in religious education. Overall the school has made satisfactory progress in developing and monitoring its curriculum since the last inspection when the management of the curriculum was judged to be a weakness. The school is receptive to educational developments and has introduced the national strategies for the teaching of literacy and numeracy successfully. Planning in these subjects is good and the quality of learning of all pupils' benefits as a result.
- 27 Since the last inspection report, the requirements of the National Curriculum have altered significantly. A heavy emphasis is now placed on the core subjects of English, mathematics, science, information technology and religious education. The school has adapted satisfactorily and has built well on the English and mathematics provision reported in the last inspection. The quality of planning has improved but teachers are not fully supported in their work by a comprehensive set of schemes of work. For example, work remains to be done in design and technology, geography and science. As a result, pupils' knowledge and skills are not always developed systematically. Overall the school maintains a curriculum of satisfactory breadth and continues to offer a range of experiences over many subjects, particularly physical education and music. A strength of the curriculum is the links made between subjects, so that new learning in one subject consolidates previous learning in another, as when Key Stage 1 pupils learn about geography when studying their topic on birds and migrations.
- 28 The school places greater emphasis now on the requirements of the National Curriculum; in fact, it spends more time than recommended on literacy. Personal and social education is planned satisfactorily and sex education and drugs awareness are taught appropriately. The curriculum is enriched by a very good range of extra-curricular activities: these are enjoyed by pupils and valued by parents. In addition to sporting activities, there are clubs for music, art and drama. Learning outside the school day is supported by a regular pattern of homework which meets with the approval of the majority of parents and supports learning effectively. The school offers all pupils equal access to the curriculum.
- 29 The curriculum for children under five is satisfactory: it is broad, balanced and relevant to their needs. It covers all areas of learning identified in the nationally agreed Early Learning Goals and leads well into the National Curriculum Programmes of Study for Key Stage 1.
- 30 Curricular provision for pupils with special educational needs is satisfactory. The school complies fully with the Code of Practice. Pupils are assessed carefully and their needs are diagnosed accurately; they receive good support in school and from outside agencies. The quality of individual education plans is overall satisfactory but, in some cases, pupils' targets are insufficiently sharp. Pupils receive good teaching when they are withdrawn from class and good support, when they are not. This allows them to follow a broadly similar curriculum to their peers. Records are kept particularly well and progress is monitored carefully. All reviews and statutory assessments are properly carried out.
- 31 The school's links with the community are excellent and make a significant contribution to pupils' learning. They visit places of interest such as Goodrich Castle to help their learning and the school uses local expertise in sport and other areas of learning to develop and enrich the curriculum. The school makes good use of its local environment, notably the village and surrounding area which provide a wealth of historical and geographical information. The

school is connected to the internet and has links on a global scale with Kenya and other countries. These extend pupils' knowledge and understanding of other cultures.

- 32 The school has developed very good links with partner institutions. Partnership with parents is very good and many help regularly in school and out of school. The school is part of a local consortium which meets regularly to share ideas and offer each other curriculum support. Good links are established with local secondary schools to help transfer at eleven.
- 33 Provision for pupils' spiritual development is good. Pupils explore their thoughts and feelings in a range of lessons, assemblies and in circle time. For example, pupils reflect on the wonders of Creation and the natural world when a farmer brings a newly born lamb into school. Older pupils are invited by a land mines clearance officer to reflect on the fact that when at work any moment can be your last. When they study dinosaurs and the 'Lion King' they conclude that the most advanced form of life, ourselves, creates the most pollution. Religious education makes a more limited contribution because some pupils are not fully aware of a range of different faiths. Pupils express their creativity in art, music and drama and some interesting and thoughtful assemblies.
- 34 Provision for moral development is very good. Although there are no written rules, the main aim of the school of 'respect for everyone' permeates both ethos and practice. From their earliest days in the school, pupils are taught the difference between right and wrong, acceptable and unacceptable behaviour. They understand and appreciate the school system of rewards, proudly wearing their 'smiley' stickers or pointing out that they have been 'Superstar' of the week, which is acknowledged and applauded in assembly. Moral and social issues are discussed in early morning activities, circle time and in the informal programme for personal and social education.
- 35 Provision for social development is very good. All adults working in the school set very good examples for the pupils to follow and the quality of relationships is very good. Pupils are encouraged to work together co-operatively and the spirit of competition and fair play is introduced in games lessons and after school sporting activities. They handle property with respect and willingly clear away after themselves when the lesson is finished. Social education is also furthered through day and residential visits by which the school sets great store. For instance, when financial difficulties made it impossible for the school to arrange a residential visit, the pupils were invited to stay in school for two nights to give them the necessary experience of independence and responsibility for themselves. They carry out small responsibilities like collecting registers, taking messages for teachers and tidying up the school library conscientiously and responsibly. Older pupils show initiative when they enhance the flower beds and entrance to the school, help weed and maintain the war memorial and work with the PTA on where to site television brackets in classrooms. Pupils' ideas are listened to, for instance they were consulted about what they would like to see in the new building and grounds and they are delighted that there may be some version of an adventure playground for them, even if they were refused the bowling alley! They suggest which charities they would like to support and arrange fundraising activities for the Blue Peter Appeal, Comic Relief and for an African school. Their social awareness is further raised through their links with Kisiiro School in Uganda and links are to be established shortly with an inner-city school in Islington. Speakers from national charities like Help the Aged and Guide Dogs for the Blind also visit regularly.
- 36 Provision for cultural development is good. In art, pupils work in the style of famous artists and sculptures such as Mondrian, Van Gogh and Henry Moore. They do this well and, at the request of the Village Millennium Committee and English Heritage, pupils have recently contributed to a design for a new stained glass window for the chapel of Goodrich Castle. The school organises opportunities for pupils to work with writers and poets, such as the author of a recent BBC television children's play and a local poet. As well as a knowledge of a range of famous musicians, pupils work on dance projects and juggling workshops and have demonstrations of African drums. In physical education, they respond to a range of music from Australia, Latin America and India. Pupils are prepared well to take their place in a multi-cultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 37 Procedures for child protection and for ensuring pupils' welfare are good and the standards noted in the earlier inspection report have been maintained. The school takes all possible precautions to ensure the health, safety and well being of pupils and calls upon the expertise of specialist agencies when needed. Parents are consulted regularly both formally and informally, with termly written reports on their children's progress, as well as the statutory written report once a year. These are informative and give useful guidance on how parents might help their children to improve their work. Pupils are allowed to attend parental consultations where appropriate and the school appreciates feedback from both parent and pupil. The home school liaison book in Years 5 and 6 and the reading logs in use throughout the school help communication. The parents' guide in the early years gives clear guidance on school routines for parents and young children to read together. Pupils' assessment profiles are satisfactory and are beginning to provide the necessary performance data to analyse individual children's progress as they move on through the school. Currently, however, assessment in the foundation subjects does not always inform lesson planning. Every staff meeting begins with reviews of the personal development of a group of pupils and the headteacher monitors progress well. The informal programme for personal and social education gives pupils the opportunity to discuss personal and social issues in circle times and lessons. However, there is no ongoing observation and assessment of children under five, other than a formal assessment once a term.
- 38 The school environment is safe and the lack of a secure play area for the youngest children will be rectified when the new building is finished. Every adult who works in the school has attended training in child protection and there is good guidance on the issue in the staff handbook. There is an appropriately designated person responsible and currently there are no children on the 'at risk' register. An incident book records the day-to-day rough and tumble injuries on the playground, and a note is sent home with pupils who have bumped their heads to alert parents. This is monitored regularly by senior staff. The behaviour policy makes clear the system of rewards and sanctions and promotes very good behaviour which is free from harassment and bullying. Pupils are well-supervised at play times and staff take care that they are collected at the end of the school day by a responsible person.
- 39 Pupils with special educational needs are identified and provided with satisfactory individual education plans. The good progress made by these pupils clearly demonstrates the good quality of provision made for them in the shape of effective adult help and good teaching when extracted from lessons.
- 40 There are good procedures for monitoring and promoting good attendance and registers are completed accurately. Most parents follow the advice in the prospectus about taking holidays in term time, and the school rarely has the need to consult the educational welfare officer. There have been no exclusions from school in the recent past and, when the occasion does arise, guidance from the local education authority is followed in line with the school's own policy.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 41 Parents are very satisfied with the way the school is run. They are positive about the school's ethos and its aims. They recognise that standards are well maintained and they appreciate the efforts of the headteacher and his staff. Many parents are involved with the school and in their children's education and the headteacher and the staff give a good lead in this partnership.
- 42 The effectiveness of the school's links with parents is very good. There is a very strong sense of community in the village, which is successfully extended to those parents living at a distance. The school has always kept close ties with parents and the community. This has been well demonstrated in the open meetings held to explain the plans for the new school buildings. There has been very little negative feedback over the planning stages and the ideas, including those put forward by pupils, have been given consideration. Parents are positively encouraged to help in school and they play an important part in helping to raise

standards and improve the quality of learning. Parents help in every class with reading and numeracy and after school they run line-dancing and football clubs. They are joined by grandparents and other helpful villagers offering particular skills, as well as general help in the classrooms and on visits.

- 43 The impact of parents' involvement in the work of the school is very good. The school has organised open meetings for parents to provide more information on the teaching of literacy and numeracy. The school had an effective Home School Agreement before the recent one introduced by the government. Consequently, parents have always been effective partners and over 70 per cent have signed the recent agreement. Meetings to review pupils' work are well attended and parents are welcome to meet the headteacher or class teacher if they have a concern. Reading and spelling form part of pupils' homework and parents help in more detailed research work, such as the most recent one on the history of the last one hundred years of the school.
- 44 The information the school provides for parents is of a very high standard. This is particularly true of the annual reports on pupils' progress. These not only indicate how well pupils have progressed but also give perceptive suggestions on how parents can contribute to their child's progress. Reports cover pupils' personal development and teachers do not hold back on constructive criticism and give relevant aims for improvement. The Governors' annual report is clear and the prospectus is friendly and helpful. The school's newsletters are well received and special letters are sent as needed to give a lead to parents on ways to strengthen the home school partnership.
- 45 The parent teacher association is well supported. Open discussions are held so the views of all parents, as well as pupils, may be considered. They are successful in fundraising and are holding some £7000 for use in the new school building.
- 46 The previous inspection reported that the partnership with parents and the community was a strength of the school. This continues to be a strength in the joint education of pupils and at the time of transition to the new school building.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 47 The school benefits from good leadership. The headteacher, staff and governing body work well together and are determined to continue to raise standards. There has been satisfactory progress since the last inspection: all outstanding issues have been dealt with well, except for the requirement to improve the organisation and management of the curriculum where weaknesses remain. There is a dedicated staff committed to providing a good quality of education for their pupils. The governing body fulfils all statutory obligations and has a good capacity in its systems and ethos for further improvement.
- 48 The headteacher gives strong, professional leadership. He has many excellent qualities, among which is an ability to gain the trust and commitment of staff, pupils and parents. He also sets a fine example by his class teaching. He uses his skills well to improve standards. Although a small school, the staffing establishment contains a deputy headteacher. Currently, however, his role is insufficiently developed in terms of major, over-arching responsibilities, such as curriculum. A lot of time is spent on routine, day-to-day administrative matters with the result that the role has a limited effect on raising standards.
- 49 Governors support the school soundly. They are well led and organised and have an appropriate committee structure. This is important given its recent significant increase in membership. Although the governing body has played a major part in vital matters such as the new building, it is aware that it needs to continue its strategic and evaluative functions which are currently underdeveloped. Nevertheless, its minutes confirm that it monitors educational standards and the success of the school's work satisfactorily. The chair of governors and headteacher have a good understanding of the community which the school serves and is, in turn respected and trusted by local people.

- 50 The headteacher monitors teaching soundly: lessons are observed carefully and follow up meetings are held. Teaching has improved since the earlier report and staff work well as a team. Subject co-ordinators are now beginning to monitor the planning and standards in their subjects, particularly in English, mathematics and science. However, in areas such as assessment and the monitoring of subject matter taught, there remains room for improvement. This is mainly because of the absence of clear schemes of work in some foundation subjects which makes it difficult to monitor fully the school's curricular performance and to take any necessary action.
- 51 The school has a sound appraisal system. It links well to the professional development of all staff and has helped to improve standards, particularly in literacy and numeracy.
- 52 Arrangements for development planning are good: there is a clear process of consultation with staff before the plan is drawn up and the school improvement plan has improved in quality and detail since the earlier report. However, the governing body is not involved sufficiently in longer term planning. Financial planning is linked well to development planning and this marks an improvement on the earlier report: for example, the decision to keep a higher than usual contingency fund was based on an intention to meet possible unexpected costs associated with the new building. The school uses educational technology well. It has efficient financial management systems and the administration supports the work of the teachers well. The financial administrator provides accurate data to enable the headteacher, chair of finance and governing body to monitor expenditure and to plan for unforeseen contingencies. She is also vital to establishing good communications with parents. Funds for specific purposes, such as educational needs and literacy and numeracy training, are allocated appropriately against well-defined objectives. They are spent effectively: provision for special educational needs is satisfactory and all pupils make good progress, particularly in literacy.
- 53 The day-to-day management of the provision for pupils with special educational needs is satisfactory with a balance of strengths and weaknesses. Funding is used well to provide good quality learning support teachers and assistants who help to improve standards. Systems for record keeping are very good and the teacher responsible for pupils regularly produces very good reviews of work done. However, the role of the special educational needs co-ordinator is undeveloped and arrangements for involving all staff in producing individual education plans with clear targets and incorporating them in lesson planning and monitoring have weaknesses. Support from specialist outside agencies is managed well and the governing body keeps itself informed through a hard working special educational needs governor. It discharges its statutory duties appropriately but there are weaknesses in its arrangements to consider value for money in special educational needs funding.
- 54 The governing body is aware of best value principles and is provided with sufficient up-to-date data to enable it to evaluate its standards compared to similar schools. Nevertheless, the governing body and headteacher challenge themselves regularly about the opportunities offered: they evaluate the level of need and question new initiatives carefully. For example, they believe that every pupil should leave the school proficient in swimming and fund accordingly. They consult widely when considering major spending decisions, as evidenced by their canvassing of pupil and parental opinion over the new building and it considers carefully the cost of its decisions. Procedures are in place for ensuring that all outside suppliers and contractors provide good value for money. The financial administrator provides a detailed and careful analysis of the school's financial position and procedures and the most recent audit was positive.
- 55 The school has a good level of well-qualified staff to teach the subjects of the National Curriculum and religious education. The teachers have a significant range of experience and expertise, particularly in physical education and music. There is an excellent range of support assistants, including an NNEB assistant in Reception and adult helpers who play an important part in improving standards.
- 56 Accommodation is unsatisfactory. The hall is too small for the numbers of pupils and the playground is not big enough. As a result, teaching, standards of attainment and the quality

of learning is affected adversely, particularly among the under fives. Further, pupils cannot easily put on concerts, plays or presentations for parents and other adults to see. The hall is also the main storage area. Learning resources are overall satisfactory: they are good for literacy and numeracy and used well. The library is satisfactorily stocked and the books selected have been carefully chosen to give good quality support to learning in all subject areas.

- 57 This is a school which is continuing to raise standards. The quality of teaching is good and this has a positive effect on pupils' learning. Leadership and management are good: the headteacher, governing body, staff and parents work closely together in pursuit of higher standards. The school has demonstrated a satisfactory capacity for improvement and is now providing good opportunities for better levels of attainment. The school has average income per pupil but gives good value for money which is an improvement on the last inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 58 There has been satisfactory improvement between the previous inspection and the present. Many new initiatives have been put in place and, through the efforts of all adults in the school, improvement is well established as part of the school's culture. The headteacher, staff and governors should now extend its systems and procedures in order to:

- (1) Improve arrangements for planning, managing and delivering the curriculum and assessment by:
 - clarifying the roles, responsibilities and accountabilities of staff and, in particular, the deputy headteacher;
(paragraphs 27, 47, 48, 50, 53, 91, 103, 108, 114)
 - producing clear schemes of work, particularly in the foundation subjects, which will be used to guide teachers' planning and assessment and to help the school monitor and evaluate its curriculum.
(paragraphs 24, 27, 37, 47, 48, 50, 76, 87, 90, 91, 97, 100, 102, 103, 107, 108, 114, 116)
- (2) Improve standards in religious education at Key Stage 2 by:
 - ensuring that the Locally Agreed Syllabus is covered in sufficient breadth and depth.
(paragraphs 5, 21, 26, 33, 115-118)

Whilst not a key issue, governors should consider in their action plan arrangements to enhance standards and provision among the under fives so that children's attainment in all Early Learning Goals matches that in personal and social development and knowledge and understanding of the world.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

29

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

32

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	28	25	47	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	107
Number of full-time pupils eligible for free school meals	0	6

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	23

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence	%
School data	5.0
National comparative data	5.4

Unauthorised absence	%
School data	0.25
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	8	8	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	8	7
	Girls	8	8	8
	Total	15	16	15
Percentage of pupils at NC level 2 or above	School	94	100	94
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	5	8
	Girls	8	6	8
	Total	15	11	16
Percentage of pupils at NC level 2 or above	School	94	75	100
	National	82	86	87

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	8	7	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	8	7
	Girls	7	5	6
	Total	14	13	13
Percentage of pupils at NC level 4 or above	School	93	87	87
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	8	7
	Girls	7	5	6
	Total	14	13	13
Percentage of pupils at NC level 4 or above	School	93	87	87
	National	68	69	75

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	92
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	4.8
Number of pupils per qualified teacher	22.3
Average class size	23.0

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	60

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	1998/1999
	£
Total income	195519
Total expenditure	190585
Expenditure per pupil	1765
Balance brought forward from previous year	24440
Balance carried forward to next year	29374

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	107
Number of questionnaires returned	68

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	26	3	1	0
My child is making good progress in school.	68	24	6	0	3
Behaviour in the school is good.	71	25	0	0	4
My child gets the right amount of work to do at home.	41	37	19	1	1
The teaching is good.	74	25	1	0	0
I am kept well informed about how my child is getting on.	57	32	9	0	1
I would feel comfortable about approaching the school with questions or a problem.	75	24	1	0	0
The school expects my child to work hard and achieve his or her best.	72	24	0	1	3
The school works closely with parents.	56	35	4	1	3
The school is well led and managed.	66	28	3	0	3
The school is helping my child become mature and responsible.	60	34	1	0	4
The school provides an interesting range of activities outside lessons.	69	26	3	0	1

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

- 59 Children are admitted to the Reception class in the year in which they are five, initially on a part-time basis and then as full-time pupils when teachers and parents feel they are ready. At the time of the inspection, there were eight children under five in the Reception class which also includes five-year olds and Year 1 pupils. The classroom is therefore organised for the National Curriculum which is not always appropriate to the needs of young children. The school carries out an assessment in the early weeks of schooling and this shows that the current cohort entered the school with a broadly average range of abilities. The teacher does her best to overcome the difficulties of planning for three year groups, taking into account the limitations of the present accommodation and the lack of resources for outdoor activities.
- 60 By the time they are five, most pupils achieve the levels recommended in the national Early Learning Goals in language and literacy, mathematics, creative and physical development and exceed them in some aspects of personal and social development and in knowledge and understanding of the world.

Language and literacy

- 61 Most children speak clearly and confidently and their standards are helped by the willingness of the class teacher and other adults to listen to them and to encourage them. Occasionally, however, they need prompting to find the words they need to express what they are thinking. They arrive in time to start school and immediately settle to practising copy writing or tracing their own names, then browse in the books corner or listen to a story tape to develop their exploration of language. They handle books appropriately and understand the organisation of a book, reading from front to back and from left to right. They understand that books convey information and provide entertainment. They tell the stories using the clues in the pictures and recite traditional rhymes accurately from memory. Effective use is made of reading diaries which enable parents both to contribute to and to comment on their child's progress.

Mathematics

- 62 Children match, order and count objects accurately to ten, using mathematics games which include dominoes. They pick out pairs confidently and correctly and find given sets, counting dots, objects and plastic animals. They identify, reconcile and write figures to ten accurately and recognise simple shapes like triangles, squares and circles. Children are developing an appropriate mathematical vocabulary, for example, 'taller than', 'heavier than.' Teaching is satisfactory and provides varied activities for the children to extend and reinforce their mathematical learning.

Knowledge and Understanding of the world

- 63 Children are becoming familiar with the mouse and computer keyboard which helps them to play games associated with numeracy and literacy. They copy-type from the class teacher's prompts which improves their keyboard skills. They keep weather records carefully, changing the day and the date correctly, and some know that St. David is the patron saint of Wales. They know the names of the seasons but are a little hazy about the order in which they come. They experiment with a variety of media and tools, developing their knowledge and understanding of how to join materials. During a design and technology lesson higher attainers explain clearly how they must be very quiet if working from a live model, such as a bird. Teaching in this area is good.

Creative and Aesthetic Development

- 64 Children respond well to a variety of stimuli which enable them to make sound progress in developing creative and aesthetic awareness. They mix their own poster paints and experiment with colours, making very good attempts at reproducing the colours of the live birds they are painting. They sing nursery rhymes from memory, responding appropriately to the music with nods and smiles. They dress up and role-play people associated with the topic 'People Who Help Us', for instance, police and firemen, acting out their personal experiences and adopting the speech and mannerisms of their chosen characters. They explore their own imaginative ideas through modelling with play dough, using knives, rolling pins and moulds safely.

Physical Development

- 65 Children's physical development is satisfactory and most of them meet the expectations for pupils of a similar age. They handle brushes, scissors and glue-sticks with increasing competence and confidence and hold pencils with the correct grip. They manipulate small construction equipment to build cars and houses, developing good control of fine motor skills. They run, jump and hop with increasing control and sustain physical exercise for a reasonable length of time. However, the lack of outdoor activities and the limitations of accommodation and resources restrict their progress in this area of learning. Teaching is satisfactory: sound organisation and attention to safety in lessons ensures that the quality of children's learning is good.

Personal and Social Development

- 66 Children enter the school with variable personal and social skills but they settle down quickly and get on well with each other. They quickly become familiar with school routines like lining up and putting up their hands to speak. They listen well to adults and each other, showing good understanding in the answers they give and the contributions they make to class or group discussions. All are very proud to wear their reward stickers and eager to explain that they were given for good work, effort or helpfulness. They move from group to group easily and the quality of relationships is very good. They help to tidy away after themselves but there is some lack of independence in learning due to the circumstances of having three year groups in one class. Nevertheless, the overall teaching of personal and social skills is good and has a positive impact on pupils' learning: the teacher knows the children well and creates a welcoming environment. Other adults make a good contribution to children's further development.
- 67 The quality of teaching and learning is satisfactory and occasionally good. The class teacher's expectations are generally appropriate, although the necessary planning for National Curriculum subjects sometimes means that work is not suited to the needs of children under five. The class teacher and other adults in the room listen well to pupils, encouraging them to talk about themselves, their personal experiences and school activities, being careful not to interfere in the creative and imaginative process. The nursery nurse is knowledgeable and experienced and makes a valuable contribution to pupils' learning. Both have a very pleasant but firm approach to discipline during independent play activities. A good variety of these is provided and children are given the freedom to choose and revisit activities at will, encouraging their independence and use of imagination and exploration of language and the world about them. Some activities are necessarily teacher-directed but this is recognised and acknowledged by the teacher who is shortly to receive more in-service training in this area of learning. However, these activities currently do not include outdoor play opportunities and there are no wheeled vehicles or outdoor resources. Little can be done at present but all issues concerning provision for the under fives are addressed in the plans of the new school building and the development of the site.

ENGLISH

- 68 Standards of achievement in English are above average at the ages of seven and eleven and progress is good overall.
- 69 Standards in speaking and listening are above average at Key Stage 1 and well above average at the end of Key Stage 2. Pupils listen very well to their teachers and each other and show their understanding of what they hear in the answers they give to questions and in the contributions they make to the frequent opportunities they are given for discussion. The youngest pupils appropriately adapt their speech and mannerism to the characters they adopt in role-play activities. In Key Stage 2, pupils greatly impressed a visiting theatre group with the quality of their ideas and the mature way in which they expressed their opinions on the uses of modern technology. They speak clearly and confidently and only a few pupils need prompting to find the words they need to express themselves. Drama, role-play and formal debate are used to very good effect to sharpen further speaking and listening skills.
- 70 Standards in reading are above average at the end of Key Stage 1 and broadly average for pupils aged eleven. At the end of Key Stage 1, most pupils read accurately and with good understanding. They use their knowledge of sounds to build up unfamiliar words and use them very effectively: for example, they re-tell stories which they have previously heard. Key Stage 2 pupils enjoy reading and have books at home, citing as favourites Roald Dahl, 'Asterix' and 'Harry Potter'. Most of them know alphabetical order and about contents and indices. Pupils of lower attainment read a little mechanically and rarely make their own choice of text in school. Pupils read with enjoyment and sometimes great expression. They explain very clearly their likes and dislikes in reading and some have read classic literature like 'The Secret Garden' and 'The Hobbit.' They use their knowledge of sounds to build up unfamiliar words and also the picture and contextual clues in the text, appreciating the humour. Pupils of lower attainment re-tell stories previously heard but need prompting to demonstrate how well they have understood what they have read. Texts are well suited to ability but the class teacher does not often direct pupils to more complex and challenging texts. Progress in reading has been steady since September and is recorded well in the teachers' records, particularly for guided reading in the literacy hour. Parents play a valuable part in encouraging and supporting their children's reading and contribute significantly to the good standards reached by their children.
- 71 Standards in writing are above average at both key stages. They are particularly good in handwriting and presentation. Pupils in Key Stage 1 write for a variety of purposes as well as completing formal exercises and worksheets. They correctly sequence simple sentences and experiment with emergent writing. Pupils accurately identify initial sounds in words and most of their handwriting is joined up and legible, although there is still a little confusion over the size and spacing of letters and between capital and small letters. Their language skills are further extended in dictionary work which is usually completed correctly. They spell simple words accurately and they are beginning to mark off sentences appropriately with capitals and full stops. By the end of the key stage, pupils have made considerable progress in the range and quality of their independent writing. However, the very good handwriting in practice books is not always apparent when pupils write in other subjects. Most write stories of very respectable length because there is more time given to, for example, creative writing. Basic punctuation, grammar and spelling are correct but there is an occasional absence of imaginative and exciting vocabulary. The extended writing in diary form in books made by pupils themselves is a good curricular link with design technology and word-processing is used effectively to improve the appearance of pupils' work. By the end of the key stage, handwriting is much improved. The completed exercises in literacy workbooks show that pupils understand difficult questions, such as an application form, before completing them accurately. They also paragraph, spell and punctuate well. Most tell interesting stories and understand structure, setting and dialogue. However, an area for improvement relates to note-taking, skimming, scanning and summarising. English makes a good contribution to pupils' cultural development through the study of traditional tales and nursery rhymes, including 'Cinderella' and 'Ramayana'.
- 72 Literacy skills are used well to support learning in other subjects at both key stages, particularly in history, geography, religious education and science. At Key Stage 1, pupils studying their topic on birds write imaginatively as in "I am the swallow". At Key Stage 2,

creative writing on Ancient Egypt, including acrostic poems on the name of Tutankhamun, is well-presented with good handwriting and pupils build up good alphabetical lists of weather words. Science experiments are written up well and, following a visit from a theatre group, the pupils wrote an interesting report on what they had learnt for the "Ross Gazette". Further guidance on the use of literacy across the curriculum is to be included in the revised scheme of work.

- 73 English makes a good contribution to pupils' understanding of information technology. The school uses a range of writing, spelling and grammar programs. Pupils use published work from CD-ROMs to illustrate their writing and they scan in photographs when they produce the school newsletter.
- 74 Since the previous inspections, standards of attainment in reading and writing have been improved in line with the key issue identified, and progress for higher attaining pupils is similarly improved. The use of the library is still not widespread but information technology is becoming an integral part of lessons.
- 75 The quality of teaching and learning is good overall at both key stages, although some lessons at the lower end of both are only satisfactory. In the early years of Key Stage 1, pupil's progress is sometimes constrained because of the limitations set by accommodation. Teachers use their good knowledge and understanding to focus on reconciling symbols and sound patterns. They extend pupils' vocabulary and understanding effectively in using the context to identify unknown words, providing good opportunities to talk about the subject of the text: for instance, prehistoric animals. This also helps pupils to identify the link between reading and spelling. Teachers expect their pupils to behave well and work hard, and intervene effectively to help them become better readers. They provide a good variety of tasks to consolidate and extend pupils' understanding and their awareness of the knowledge and skills to be acquired. They set appropriate targets which they monitor carefully to assess the progress pupils make. Pupils show very positive attitudes which helps to take their learning forward. Teachers prompt sensitively in guided reading sessions: their questioning probes pupils' thinking and encourages them to extend their one-word answers. Their very good relationships with pupils allow all to share in the enjoyment of humorous texts. Good arrangements are made to support pupils with special educational needs but there is insufficient adaptation of tasks set to make them more suited to the differing needs of pupils in more than one age group within the same class. Occasionally, because of the mixed age classes, one section of a class in Reception is engaged on a noisy task at the same time as another is being told about its next piece of work. As a result, attention sometimes wanders. The quality of teaching and learning in Years 3 and 4 is satisfactory. Sometimes, however, pupils are flippant with the teacher which wastes time which should be used to improve their learning in language and literacy. At the end of Key Stage 2, teaching is very good and the rate of progress quickens. Lessons have a brisk pace and pupils rarely have the opportunity to drift off task. The teacher delivers his lessons in a lively manner which gets the pupils' attention from the start; he then uses a variety of effective strategies to keep them concentrating hard. He gives all pupils an equal opportunity to join in activities and makes good use of other adults who volunteer to work in the school.
- 76 The co-ordinator has a very good understanding of the role and is well aware of the weaknesses apparent in procedures for assessment and monitoring in Key Stage 2: for example, the termly assessment is made but not annotated to guide teachers in what to plan next. She has, however, made a very good start in Key Stage 1 and will soon be extending this good practice to the whole school. The time allotted for the literacy strategy is too long and is to be reviewed. The scheme of work is being revised in the light of 'Curriculum 2000' and the co-ordinator has suitable plans to include specific learning targets for each year group and further guidance on the use of literacy across the curriculum. The curriculum is enhanced by visits from theatre groups who run workshops on particular authors for Key Stage 2. The annual Book Week is very successful and gives pupils the opportunity to work with established authors, illustrators and poets. Although there is a limited set of group reading poetry books, resources are good for the literacy hour and reading texts for older pupils with special educational needs are appropriate for their age and experience.

MATHEMATICS

- 77 The results of the 1999 tests and assessments at the end of both key stages showed that standards of attainment were well above the national average and the average for similar schools. This pattern has been repeated over the last three years. By the time they leave school, boys and girls are performing equally impressively. The National Numeracy Strategy is providing a clear structure for the teaching of the subject and during the inspection it was producing good standards of teaching and learning, with the result that standards remain above average.
- 78 Pupils receive a well-balanced mathematics curriculum which covers the required strands of the National Curriculum. Numeracy is emphasised and teachers provide opportunities for pupils to use their numeracy skills in other subjects, for example, when measuring and recording in science lessons. At Key Stage 1, pupils, including those with special educational needs, make good progress. They recognise numbers and place them in the correct order; all can read and write numbers correctly and count both forwards and backwards. They recognise repeating patterns and understand place value. By the end of the key stage, almost every pupil has a good basic understanding of number and a clear recall of addition and subtraction facts. Pupils name common two and three-dimensional shapes, describe their properties and use good mathematical terminology.
- 79 By the time pupils leave school they are confident with number. The good rate of progress at both key stages is linked to good teaching and the planning of the curriculum. Both ensure that knowledge is developed systematically. The school has introduced the National Numeracy Strategy and this helps to enhance pupils' skills and confidence because they benefit from the extra thinking time given to them in lessons. As a result, their mental agility and oracy is good: Year 5 pupils can multiply 34 by 15 and double and halve rapidly. The Strategy is supported by good quality adult help in the classroom and the school has increased teachers' confidence by the careful use of a numeracy consultant. Standards of numeracy across the school are good and many examples were seen during the inspection; for example, in science pupils measured shadows and in design technology they weighed and estimated ingredients. Pupils continue to develop a very good mathematical vocabulary; they make sensible estimates and check the reasonableness of their answers. Overall, standards in numeracy are good because pupils are encouraged to think mathematically. They are required to know number facts by heart and older pupils of high attainment work fluently in their heads and employ a range of appropriate strategies to solve problems. By the time they come to leave school, the majority of pupils are confident with number.
- 80 The provision for pupils with special educational needs is good. Their progress is monitored well and they attain standards in line with their abilities. They are well supported in class and teachers take care to prepare work that is suited to their needs.
- 81 Pupils enjoy mathematics and this enhances the quality of their learning. They work enthusiastically and make good progress. Most are able to concentrate well and older pupils, in particular, demonstrate very high levels of perseverance and concentration. Pupils have very good relationships and work co-operatively and constructively. Standards of presentation are usually good and most pupils take pride in the appearance of their work.
- 82 The quality of teaching and learning is good. No unsatisfactory lessons were seen and this represents an improvement since the earlier inspection, when teaching was judged to be sound overall, with some weaknesses. Teachers plan carefully and pitch their teaching at the right levels for their class thus making a good contribution to pupils' learning as it makes it easier for pupils to build on what they already know. Very good use is made of adults' support to help the understanding of pupils of all attainments. The quality of teaching has a direct bearing on the good rate of progress: teachers have a good knowledge and understanding of the requirements of the National Curriculum. They explain clearly, question effectively and set a brisk pace. Excellent examples were seen in a Year 5/6 class of the reinforcement of mathematical vocabulary so that pupils could use it accurately and confidently. All lessons contain some good direct teaching and teachers strike an appropriate balance between mental and written mathematics. The subject makes a particular contribution to literacy skills

through the systematic and effective development of speaking and listening. For example, pupils pay attention when another explains long multiplication using the 'area method'. The subject also makes a good contribution to the development of skills in information technology. Pupils work well with programs on the four rules of number; they also enjoy cross-curricular work on the pirates' treasure map, involving co-ordinates. At Key Stage 2, they produce a data base on census information and construct graphs from the data which they then analyse.

- 83 The co-ordinator manages the subject extremely well: standards are monitored carefully and good practice developed systematically. As a result, there has been good progress since the last inspection. He sets an excellent example by his own teaching and provides good support for all staff. As a result, the school has sustained its impressive standards in mathematics at both key stages and there is every indication that it will continue to do so.

SCIENCE

- 84 In 1999, at the end of Key Stage 2, attainment recorded in National Curriculum tests was above the national average and that of similar schools. On average, boys perform better than girls. Teacher assessments, at the end of Key Stage 1 in 1999, indicated above average results.

- 85 Standards of knowledge and investigative skills are good and above the national average at both key stages. For example, pupils in Year 2 select and plant bulbs and predict accurately both what they need to grow and what they will look like in the future. They observe closely and describe clearly the different characteristics of a range of birds. Attainment in science, especially for average and higher attaining pupils, is enhanced by the breadth of their vocabulary which enables a better understanding when they read and hear how nature works, for example. High standards are also linked both to regular sessions of practical work and to higher attainers being moved on appropriately to more demanding tasks. Pupils in Year 1 know that senses help observation and deduction in science and most of them appreciate that using more than one sense, such as looking at pictures while listening to the sounds, helps them to identify the source of the sound. Pupils with special educational needs benefit from satisfactory planning and support.

- 86 During Key Stage 2, teachers build soundly on the foundations achieved by Year 2 and standards are above average. There is an interesting range of activities which is often linked to other subjects: for example, pupils make a wheeled vehicle in design and technology which they use in a science experiment on forces. Overall, pupils have a good knowledge of the scientific content of the major Programmes of Study because of good coverage and clear explanations in lessons. They plan and investigate experiments satisfactorily, as when discovering the surface upon which a model car travels the furthest and the fact that gold is a conductor. However, some older pupils are still not entirely sure about the characteristics of a fair test and some boys, particularly in lower Key Stage 2, do not always record results neatly. Nevertheless, both boys and girls identify potential safety hazards accurately: for example, the use of hot water when investigating the solubility of sugar. Pupils make particularly good progress in Years 5 and 6 because of the high quality of adult support available to them.

- 87 Although only two lessons were seen during the inspection – one good; the other satisfactory – it can be inferred from a scrutiny of pupils' work, discussions with them and with staff, that there has been some improvement in standards and teaching since the earlier report. Teaching is good. It interests the pupils and work reflects the teachers' good subject knowledge. They make good use of literacy skills when pupils are required to write up experiments and numeracy skills are sharpened when pupils measure, weigh and estimate. For example, they use Newtonmeters and measure carefully the growth of plants over time. As a result, national test results at both key stages over the last three years show results to be consistently above the national average; this is better than the satisfactory standards noted in the earlier report. Higher attaining pupils are frequently set more demanding work and are achieving better standards. Also, pupils are now given more opportunities than earlier to work on their own. Nevertheless, assessment and its link with planning remain a weakness which leads to pupils' learning being hindered by objectives which are sometimes insufficiently

clear. Overall, there has been satisfactory progress in developing the scheme of work but the subject only makes a limited contribution to information communications technology development. Pupils use a number of programs on investigative science but there is a lack of opportunities for data handling, presenting data and using sensors, for example, to measure temperature. Teachers have worked hard to bring about a steady rise in standards and the school has suitable plans for continued improvement. Provided the scheme of work is developed properly, the school should sustain its present rate of improvement.

ART

- 88 No lessons were observed in Key Stage 1 and only one in Key Stage 2. Judgements are therefore based on the examination of teachers' planning, pupils' past work and discussions with staff.
- 89 Standards are at those expected for pupils aged seven and eleven. At Key stage 1, pupils make full-length self-portraits and experiment with pointillism in landscapes showing the seasons. They successfully make string prints with repeating patterns. At Key Stage 2, they make life-size paintings of the Pharaoh Tutankhamun, together with good attempts at reproducing his death mask. They try their hands at imitating the work of Henry Moore in clay sculptures and make African masks based on their own good black and white drawings. They make accurate close observational drawings of Giacometti sculptures and of Egyptian patterns. In the lesson observed, pupils made some interesting designs for masks. Colour was used rather haphazardly, with only a few higher attainers giving thought to choosing colour for effect or to convey mood, but they bore a satisfactory resemblance to the animal intended. Pupils work with their teachers to design and carry out the painting of their classroom walls and use their artistic skills well to support their learning in other subjects, such as history, science and design and technology. However, there is little use of a sketchbook to develop skills or of information technology. Pupils learn to appreciate their own artistic heritage and make a satisfactory study of the art and artists of other cultures around the world.
- 90 The situation is little changed since the last inspection which also mentioned the lack of a sketchbook. The lack of a scheme of work with specific outcomes for each year group in mixed age classes is a major factor checking further progress throughout the school.
- 91 The co-ordinator has a good understanding of the role but lacks the opportunity to exercise it in terms of monitoring provision and teaching. Assessment procedures are inadequate and give no guidance to teachers on planning future work. The school is aware of the weaknesses in some aspects of the subject and has prioritised it in the current development plan.

DESIGN AND TECHNOLOGY

- 92 The earlier inspection report indicated that standards were satisfactory at the end of Key Stage 1 and above expectations at Key Stage 2. Inspection evidence confirms that, by the age of eleven, pupils' attainment is above expectations in making and at the expectation in designing and evaluating. This is mainly because the subject has a generous time allocation and is also developed in other subjects such as art, science and history.
- 93 Pupils are creative when making things and develop their ideas through discussion and modelling. Seven year olds understand the importance of planning a design before making glove puppets. Pupils are helped at both key stages by their good speaking and listening skills, very good relationships and co-operative working arrangements. They use tools and materials well and suggest improvements, as when Year 6 pupils make an Egyptian shaduf from twigs and eggcups.
- 94 Pupils' understanding of the process of design and technology is also enhanced by the careful and effective teaching of making skills: thus, pupils at Key Stage 1 use scissors confidently when cutting around templates; in Year 6 they are taken systematically through chopping and peeling fruit in food technology and a wide range of skills in needle work. Planned work in other subjects, such as art and science, also help to increase design and technology skills.

For example, science experiments on forces are linked to the construction of wheeled vehicles. All pupils, including those with special educational needs, make good progress. Well-organised discussions help these pupils contribute to lessons and learn more. They are also helped sensitively when faced with difficult tasks, such as close stitching. The subject makes a good contribution to the development of pupils' numeracy skills as they are expected to measure, weigh and calculate amounts and lengths regularly: for example, when working out the ingredients of a spaghetti bake. They produce some good accounts of their designs and end products but information technology is used rarely to support the subject.

- 95 The pupils' quality of learning is helped by their enthusiasm for the subject, particularly at Key Stage 1 and in Years 5 and 6. They are keen, answer questions enthusiastically and work constructively on their projects. Behaviour is usually very good and pupils are aware of safety issues, such as when handling scissors. They are attentive and usually listen well to each other and wait to answer questions.
- 96 As at the last inspection, the teaching of design and technology ranges from satisfactory to good. Features of good teaching which help the majority of pupils learn well are secure subject knowledge and enthusiasm which gives the pupils confidence to develop their own ideas; class management is good and resources are well organised. Occasional unsatisfactory features of teaching are linked to lesson planning which lacks a clear focus and to uncertain class control which leads to pupils losing concentration and not doing their work.
- 97 While standards have been maintained in making, progress on developing a scheme of work which include designing skills and clear assessment arrangements has been unsatisfactory. As a result, the progression of skills and knowledge over both key stages is not wholly effective and consequently standards of designing are not as impressive as they would be if clear arrangements were in place to guide teachers. Provided that these areas are addressed, there is, nevertheless, a satisfactory capacity to raise standards further.

GEOGRAPHY

- 98 Standards are at the expectation at the end of both key stages and remain similar to those noted at the last inspection. Pupils achieve satisfactorily in the important geographical study programmes. Pupils in Year 1 show a clear sense of place and direction when they explain where they live and how they get to school. They then move on well to look at aspects of the local area: they visit fruit and livestock farms; look over the Wye Valley and take the narrow boat to look at Gloucester docks. They compare Goodrich to Hereford. 'Betty and Barnaby Bear' are used to find out where places are when the children in charge of them send postcards and photographs from local cafes and places further afield. Good planning in numeracy means that when pupils talk about their parents' jobs and how they arrive at school, they produce good quality graphs.
- 99 At Key Stage 2, pupils understand about observation by studying the physical and human features of the Wye Valley. For example, they measure and record river depths. Older pupils do interesting work in pollution and other environmental issues, such as the effects of the Aswan Dam, and the comparative area study done in Key Stage 1 is built upon when pupils compare Coleford, a small industrial town in the Forest of Dean with Goodrich. The school has a link with a school in Kenya but the chance to study the village in which their partner school is situated is overlooked. Pupils understand maps and their uses well and understand clearly where the main countries of Europe are. Information technology is used well to discover how to get to these countries but teachers currently plan few opportunities for extended writing.
- 100 Only one lesson was seen during the inspection but evidence from a scrutiny of pupils' work and teachers' planning shows that the quality of pupils' learning is satisfactory. Work in physical and environmental geography enables them to develop interest and some assignments showed good perseverance and regard for detail on the part of many pupils. Similarly, visits and practical work enhance their understanding of important aspects of geography, such as the visit to the sewage farm. However, as at the last inspection, there is

no clear scheme of work which identifies the important skills and knowledge to be learnt. There are also unsatisfactory assessment arrangements. As a result, although there is some interesting work done, the geography curriculum is not developed sufficiently to serve as a secure foundation upon which teachers can teach skills and knowledge in line with pupils' aptitudes and interests.

HISTORY

- 101 No lessons were observed during the inspection, although pupils were involved in the television filming of Goodrich Castle and the Normans. Judgements are therefore based on the scrutiny of teachers' planning, pupils' past work and work on display, and discussions with staff and pupils.
- 102 Standards of achievement are broadly average for the ages of seven and eleven. At Key Stage 1, pupils understand the similarities and differences between their own lives and those of the Victorians, especially with regard to schools and farming. They have also studied the lives of famous Victorians, for example the Queen herself and Emily Davison, the suffragette. In Key Stage 2, pupils have an impressively detailed knowledge of the topics they have studied, for example Ancient Greece, Rome and Egypt. They have made a brief examination of the similarities and differences in domestic life and some have written as a Viking invader inviting his family to come and join him. This has a good period flavour. Pupils' accounts of the Battle of Hastings show a detailed understanding of the sequence of events which are accurately recounted but lack any speculation about the subsequent story of Britain. This good knowledge and understanding is again demonstrated in their study of the Castle in the Civil War and their accounts of Guy Fawkes' involvement in the Gunpowder Plot. Higher attainers write evocative and detailed accounts of Howard Carter's discovery of the tomb of Tutankhamun and of their visit to the British Museum but again, no conclusions are drawn. Standards of knowledge are above average but the absence of a scheme of work results in pupils' grasp of chronology being uncertain. Also, many are not sure of the consequences of historical developments and personalities: for example, why the Greeks and the Norman invasion were both so important. There is satisfactory use of artefacts such as record players, bomb cases, coins and bones to help show the methods of the historian but some pupils are not clear as to what archaeologists contribute to history. Their curiosity and interest is sharpened by an imaginative range of visits. Pupils go to Hartlebury Museum and have a Victorian Day, visit the headquarters of the Royalists at the Battle of Worcester and visit an old Tudor farm. They are interested in history and, as a pupil said on the televised broadcast on Goodrich Castle, "I think of the castle and the past when I look at my school badge every day". Imaginative writing flourishes: pupils write with feeling on the doomed romance of the Royalist daughter and Roundhead son or the grim hardships of a soldier's life. The subject makes a good contribution to the school's provision for information technology and numeracy. When using software on the Tudors, pupils calculate how many buckets of water were needed during the Great Fire of London or how many supplies were necessary for an explorer's ship. They work with maps, calculate routes and direction and, when studying the Ancient Egyptians find out about their number system.
- 103 There is no scheme of work and associated assessment procedures to help teachers in their work and this means that standards of achievement and the quality of learning are not as good as they might be. The co-ordinator has a satisfactory understanding of the role but it is not effectively exercised in terms of monitoring and evaluating provision and teaching. Nevertheless, standards have been maintained because of some imaginative teaching which challenges the interests of the children and the subject has a good capacity for improvement.

INFORMATION TECHNOLOGY

- 104 No lessons were observed in Key Stage 1. Judgements are therefore based on lessons in Key Stage 2, examination of pupils' past work and work on display, and discussions with staff and pupils.
- 105 Standards are broadly average for pupils of the ages of seven and eleven. At the end of Key Stage 2, pupils know and understand how to use the mouse to click on an icon, select from

the menu, drag and drop and use the delete or eraser button. They know and understand the terms caret, cursor and pointer. All pupils, including those with special educational needs, enter data to produce a graph and then read the graph successfully. They access files, edit, save and print independently. They learn that pages from the Internet can be downloaded and printed for later study. They are beginning to understand 'surfing the Net' and terms such as 'Internet service provider', 'addresses', 'search engines' and 'scroll down'. They also understand that many computers do not recognise capital and small letters and that the user must adapt. Most have a very good, detailed understanding of the importance of computers in modern communications.

- 106 Standards have been maintained since the previous inspection and pupils are looking forward to extending their links with other schools, both at home and abroad, once their own web site is operating.
- 107 The quality of teaching and learning in the lessons observed is good at Key Stage 2. The school makes very good use of outside expertise and a parent and the class teacher work hard to ensure that pupils get the most benefit from their lessons. Teachers use effective questioning to draw pupils' attention, for instance, to the fact that several foods on a graph could be grouped together, for example, pasta and spaghetti, and various dishes with chips. They stress that a computer is only as good as its user. Questioning is also used effectively to allow pupils the chance to demonstrate their very good knowledge and understanding of information communications in the modern world and its use in education and commerce. Pupils showed great excitement at the proposals for the school's own web site. The parent helper gives very clear instructions on how to use a search engine and demonstrates just how fast news travels on the Internet. Work displayed on a school newsletter shows that pupils incorporate pictures into their text successfully and that they have begun to set their own good standards in desktop publishing. Progress is satisfactory at both key stages, but more rapid at the end of Key Stage 2. Currently, however, information technology is not incorporated in subject schemes of work and assessment arrangements are only at an early stage of development.
- 108 The school bases its work on national guidance which provides learning objectives for each year group. This, however, is not implemented consistently or always used to provide tasks which are suited to the differing needs of pupils of mixed ages in the same class. The co-ordinator has a satisfactory knowledge and understanding of the role but is hampered by a lack of time for monitoring teaching and planning. Resources are adequate in quality but lacking in quantity.

MUSIC

- 109 Only one lesson was observed during the inspection. Judgements are therefore also based on performance in assemblies, music tuition with peripatetic instructors, teachers' planning and discussions with staff.
- 110 In the lesson observed in Year 6, pupils achieve standards which are above the average. The vast majority of pupils clap correctly the rhythms beaten out by the music teacher, although a few are a little hesitant when competing in percussive rhythms. They respond promptly to the teacher's or conductor's hand signals. Pupils identify accurately and play with reasonable competence a wide range of percussion instruments, for example maracas, castanets, tambourine, claves. The higher attainers know, understand and explain the terms 'crescendo' and 'diminuendo'. All pupils, including those with special educational needs, correctly identify the common 4/4 beat. They pick up the melody of a song very quickly. There is a high take-up among pupils for instrumental tuition and this enhances provision and contributes very well to pupils' progress in the subject. There is good quality peripatetic provision and teaching in guitar, flute, clarinet, violin and recorder. Pupils from both key stages are in the choirs and this provision helps standards of attainment and learning.
- 111 Standards are helped further by opportunities to take part in a range of productions and the development of music in other subjects. For example, all pupils took part in the "It's a Baby" Christmas performance and in "West Side Story" earlier in the year. In dance lessons they

respond to Australian, African and Latin American music; indeed, during the week of the inspection, many pupils switched to the cha-cha-cha from American line dancing. Assemblies are always preceded by music which is explained to them. Pupils' response to music makes a good contribution to literacy and spiritual development. They talk and write about the different moods promoted by sea music by Sibelius and African music by Peter Gabriel. The school has a deserved reputation in the area for its creative and expressive arts in public performances and will shortly be taking part, by invitation, in a televised concert.

- 112 In the lesson observed, teaching and learning was very good. Pupils made no fuss when passing around the basket of percussion instruments, choosing one each. The lesson was very well-prepared and resourced and the specialist teacher was very confident in her subject knowledge and understanding, demonstrating how each instrument is successfully played in a controlled rhythm. Pupils were extremely well-behaved and responsible in their use of the instruments, obviously enjoying a regular opportunity to make music. The teacher made good use of pupils' musical expertise by making them act as 'conductors' for the performances. She has very high expectations, both musical and behavioural, and provides a good variety of activities to maintain pupils' interest and effort. Singing in assemblies is hearty and musically competent, both in unison and in two-part harmony. Pupils from all classes listen carefully to the music played for them in lessons and in assemblies and pick out instruments being played correctly, responding to music with smiles and small movements like tapping feet and nodding heads. The subject's success owes much to a skilled co-ordinator who is a music specialist and also to a scheme of work which is used well to support pupils' learning. The good standards identified in the earlier inspection report have been maintained and the school has a very good capacity for further improvement.

PHYSICAL EDUCATION

- 113 The previous inspection report indicated that attainment at the end of both key stages either met or exceeded national expectations. This remains the case in gymnastics, dance and swimming which were the activities observed during the inspection.
- 114 Pupils in Year 1 reach good standards in different areas of travelling as a result of enthusiastic and effective teaching which encourages them to try hard to perfect their movements. Pupils in Year 3 move rhythmically reflecting changes in tempo and pitch; they remember their previous work so that, for example, most convey their interpretations of battle well. Older pupils respond well also to Aboriginal music, before moving on to a more light-hearted interpretation of 'Tie Me Kangaroo Down'. Similarly, they work hard to reflect the mood of Peter Gabriel's African music. Standards are also enhanced by a good range of extra-curricular activities and by the quality of the school's provision. Thus, for example, all pupils have sessions at a gymnastics centre where they receive specialist tuition which results in most gaining B.A.G.A. awards. Similarly, every pupil is taught to swim at least 25 metres as a result of regular timetabled lessons at the pool in Ross. Pupils in Reception and Year 1 also enjoy country dancing. After school there is a hockey club, line dancing and gymnastics club and the school competes locally at football, hockey, swimming and athletics. Coaching is provided in swimming and the school has recently been awarded the F.A. charter mark. Overall, both the school and the extra-curricular provision helps pupils to show positive attitudes and a strong team spirit. Pupils support each other and the subject makes a good contribution to moral and social development. Pupils with special educational needs make good progress because staff give them good support and select appropriate resources for them.
- 115 The teaching of physical education is satisfactory in both key stages. Features of good teaching which play an important part in helping the quality of learning are a good level of expertise and clear instructions so that pupils find space and work sensibly and safely. Lessons were seen in gymnastics where careful teaching to improve specific skills was matched to an accurate assessment of pupils' strengths and weaknesses and teachers also made effective use of demonstrations by pupils. Another strength was the thoughtful asking of open-ended questions which encouraged pupils to evaluate the performance of themselves and others. Weaknesses that are evident are related to a lack of clarity in the methods to be

used in a lesson and to some indifferent class management which was also observed in the previous inspection.

- 116 The curriculum is organised satisfactorily and is based on a commercial scheme. However, there remains no consistent assessment of pupils physical education skills; as a result, teachers do not always provide sufficiently demanding work for those pupils who are already good. The co-ordinator observes lessons informally but does not monitor teachers' planning. The subject benefits from significant contributions and expertise from outside the school; provided that the good methods present in the existing scheme of work are extended to all teachers and assessment is sharpened, the school should continue to sustain its good standards.

RELIGIOUS EDUCATION

- 117 Standards in religious education meet the recommended levels of the local Agreed Syllabus at the end of Key Stage 1, but not at the end of Key Stage 2.
- 118 By the end of Key Stage 1, most pupils know that the Jewish place of worship is a synagogue and that boys and men pray there. Higher attainers know that Hebrew is the language of prayer for Jesus and that the Ten Commandments are special laws for life given to Moses by God. Through drawings and accurate labelling, pupils show some simple understanding of rites of passage; for instance, marriage and baptism. They also know about customs and traditions in Christianity and other religions, for example Diwali and Hanukah, and of the importance of prayer. Higher attainers are beginning to write independent accounts of religious stories and customs: for example, praying in the synagogue and the story of Rama and Sita, showing good understanding. Standards in learning about religion are broadly in line but learning from religion is not yet recorded. At the end of Key Stage 2, most pupils recognise that their school badge is a symbol of belonging and they know about the importance of a sense of attachment to organisations such as Scouts or Guides. They have some knowledge of the major Christian festivals such as Easter, Advent and Christmas and of some important signs and symbols. This awareness is helped by fortnightly visits from the vicar to assemblies. They understand that prayer is communication with God; indeed, many write their own prayers and some are spoken before lunch and at going home time. Overall, however, there are weaknesses in their knowledge of Christianity. Pupils have studied Sikhism and most know that it has a special book; however, they know little else and only a few could name the Guru Granth Sahib. The most significant weakness that this illustrates is an uncertainty over how religious beliefs can affect different peoples' actions and what religion has to say about birth, life, death and the hereafter. Similarly, many pupils do not know a lot about the importance of custom and ritual. In discussion, Year 6 pupils were muddled about which book, rite or custom belonged to which religion. The major reasons explaining weaknesses in achievement and the quality of learning are associated with the scheme of work, a lack of both teaching time and appropriate books and artefacts and some weaknesses in the teaching.
- 119 The quality of teaching and learning is satisfactory in the lessons seen but unsatisfactory over longer periods of time at Key Stage 2. Teachers make good use of very limited artefacts in Key Stage 1 both to improve and extend pupils' knowledge and understanding of Judaism. They have sound knowledge and understanding but do not always convey their enthusiasm to pupils. Occasionally, lessons are too difficult for pupils to understand and they become restless. At Key Stage 2, teachers sometimes show a lack confidence in teaching the subject and some pupils lose interest.
- 120 The school has already identified the weaknesses in Key Stage 2 and has appropriate plans to raise standards; it is, however, awaiting the new Agreed Syllabus before developing its scheme of work and allocating curriculum time.