

INSPECTION REPORT

HONEYBOURNE FIRST SCHOOL

Honeybourne

LEA area: Worcestershire

Unique reference number: 116688

Headteacher: Mrs G Jones

Reporting inspector: Mr D Gwinnett
16548

Dates of inspection: 8th –10th May 2000

Inspection number: 194523

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	First School
School category:	LEA
Age range of pupils:	4-10
Gender of pupils:	Mixed
School address:	School Street Honeybourne Nr Evesham Worcestershire
Postcode:	WR11 5PJ
Telephone number:	01386 830462
Fax number:	01386 830462
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs A Spiers
Date of previous inspection:	10 – 13 February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Don Gwinnett	Registered inspector	Special educational needs Mathematics Art Music	How high are standards How well are pupils taught How well is the school led and managed What should the school do to improve further
Ian Adams	Lay inspector		How well does the school care for its pupils How well does the school work in partnership with parents
Marie Gibbon	Team inspector	Equality of opportunity English Religious education Geography History	How good are curricular and other opportunities
Judith Howell	Team inspector	Under fives Science Information technology Design and technology Physical education	Pupils' attitudes, values and personal development.

The inspection contractor was:

Quality Assurance Associates Ltd
Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU
Tel: 01305 251 591

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	20
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	21
HOW WELL IS THE SCHOOL LED AND MANAGED?	21
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	24
[OTHER SPECIFIED FEATURES]	25
PART C: SCHOOL DATA AND INDICATORS	26
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	30

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

THE CHARACTERISTICS OF THE SCHOOL

Honeybourne First School is a smaller than average village school situated in South East Worcestershire. The 58 boys and 48 girls on roll, aged between four to ten years, all attend full time. The pupils transfer almost exclusively to a local middle school and then on to the High School in Evesham. The school is oversubscribed in some years and numbers continue to grow. Children are admitted in the September of the academic year that they reach the age of five. At the time of the inspection, three pupils were under 5 years old. All children have English as their spoken language. There is considerable variation from year to year in pupils' attainment on entry, but it is average overall. The known eligibility for school meals is 12% but some parents do not claim their entitlement because no hot meals are provided at the school. There are 36 children on the Special Needs Register, and one pupil with a statement of special educational needs. This is a significantly higher proportion than the national average. The school receives no additional income above its statutory allowance. All pupils are in mixed age classes. Since the last inspection, there have been some changes. Development of low cost housing within the village has led to a number of pupils from single parent families joining the school. A bid for a new classroom has been put in to the Local Authority in anticipation of increased numbers. A new information technology room has been created and an 'Artspace' Picture Gallery has been opened. Outside, new play equipment has been added.

HOW GOOD THE SCHOOL IS

The school achieves well in what it does. There is good value added to pupils' education when comparing their attainment on entry, which is very variable and often below average, to their attainments when they leave at age 10, which is overall in line with expectations. The overall good quality of teaching motivates pupils to learn well. The headteacher provides decisive leadership and is well supported by an active and well-informed deputy headteacher and governing body. The income per pupil is higher than the national average. Overall, bearing all these factors in mind, the school provides sound value for money.

What the school does well

- Pupils learn well as a result of regular good teaching.
- The leadership and management of the headteacher are good. The governing body's good understanding of the school's strengths and weaknesses helps to provide clear direction and good support for the headteacher
- Pupils have very good attitudes to work, behave very well and have very good relationships with each other and with teachers.
- The quality and range of learning opportunities are good with very good provision of extra-curricular activities that beneficially support learning.
- There is a caring atmosphere in all classes to which pupils respond well.
- The contribution of the community and parents to pupils' learning is very good. Parents' active participation in the life of the school, and their support of pupils' learning at home has a positive impact.
- There is excellent provision for pupils' social development, very good provision for their moral development and good provision for their cultural development.
- The good number of classroom assistants and their effective deployment has a beneficial impact on pupils' learning.

What could be improved

- The quality of pupils' written work and presentation is not always as high as it could be, and this

- holds back their progress in some subjects.
- The school has only recently begun to extend the full ability range. Further work is needed to ensure that higher attaining pupils are always fully stretched.
- There are insufficient outdoor play facilities for children under the age of five.
- Development planning does not sufficiently identify targets that will drive up standards.
- The headteacher does not have enough non-teaching time to cope with all her responsibilities.
- The quality of teachers' marking is not consistently high.
- Some required information is missing in the Annual Governors' Report, the prospectus and the special educational needs policy.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There have been further improvements since the previous inspection of February 1997, when the school was found to provide a sound education. All the elements of the Programmes of Study of the National Curriculum are now in place and there is detailed planning for all subjects. The curriculum is now effectively monitored by the headteacher, subject co-ordinators and the governing body. The governing body is successfully involved in the school's development planning and financial planning. Pupils are more aware of the rich cultural traditions found in the society in which they live. Weaknesses identified in teaching have all been attended to with the exception of some marking, which still fails to clearly identify what pupils should do to improve. Problems still remain with aspects of the accommodation; there is still no large play equipment for the youngest pupils, the school is short of storage space, some rooms are small and the hall is too cramped to cope with full sized classes for physical education. Overall, the school has responded well to the issues from the previous report and has a good capacity to improve further.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
Reading	E	E	B	B
Writing	D	E*	B	B
Mathematics	E*	E	C	C

Key

well above average A

above average B

average C

below average D

well below average E

This information shows that standards in the 1999 national tests for 7-year-olds were above the national average in reading and writing and were in line with the national average in mathematics. The significant variation year on year, which results from wide differences between the attainment of pupils on entry to the school, have been successfully analysed by the school and compensatory support given to those with special educational needs. Nevertheless, the low results in 1998 and 1997 mean that the trend in results over time is well below the national average. When compared to schools that have a similar proportion of pupils eligible for free school meals, standards were above average in reading and writing and in line with the average in mathematics. However, since the Local Education Authority do not supply a hot meal service to schools, some eligible parents do not apply for free school meals and the above comparisons may therefore be based on incomplete data. In work seen during the inspection in Year 2, pupils' attainment in reading, mathematics and science is in line with national expectations but is below in writing. This year group contains a high proportion of pupils with special educational needs and was below average when they entered the school. Overall standards are therefore high enough, given the prior attainment of these pupils. Pupils are meeting

the targets set for them by the governing body and Local Education Authority. Standards in all other subjects are at least satisfactory. By the time pupils leave the school at age 10, they have made good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have very positive attitudes to school and to work.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in lessons and around the school.
Personal development and relationships	Very good. Very positive relationships with each other and teachers contribute productively to pupils' learning.
Attendance	Satisfactory. Attendance matches the national average. Unauthorised absence is well below the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-10 years
Lessons seen overall	Good	Good	Good

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

The quality of teaching of children under five is good; no lessons were graded unsatisfactory. In Key Stage 1 and 2, the overall quality of teaching is good and this has a positive effect on pupils' learning. In Key Stage 1, 80 per cent of lessons were graded good or very good, and no lessons were graded less than satisfactory. This is a high proportion of good and very good teaching. In Key Stage 2, 75 per cent of lessons were graded good or very good and no lessons were graded less than satisfactory. Again, this is a high proportion of good and very good teaching. The skills of literacy and numeracy are satisfactorily taught across the subjects of the curriculum, although there is not yet sufficient planning for this, and so some opportunities are lost. Teaching in EN and MA is good. Whilst teaching meets the needs of most pupils, there is not always enough challenge for the highest attainers. This is because the school has been working very hard to support the increasing number of pupils with special educational needs, and in this the school is effective. However, the school now needs to focus more actively on the most able pupils to make sure they are fully stretched.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The quality and range of learning opportunities, including those provided in extra-curricular time, effectively promote active learning.
Provision for pupils with special educational needs	Good. Specialist support for pupils with special educational needs is good. Individual Education Plans contain clear targets, which are effectively used by class teachers.
Provision for pupils' personal, including spiritual, moral, social and	Good overall. There is satisfactory provision for pupils' spiritual development good provision for their cultural development, very good provision for moral development and excellent provision for social

cultural development	development.
How well the school cares for its pupils	Overall good. There is good care of pupils by teaching and non-teaching staff. There is satisfactory monitoring of attendance and good monitoring of pupils' academic and personal development. There is good use of information about pupils' achievements to influence long term curriculum planning and teaching.

The school has good links with parents and is working with increasing success to improve and extend these links. There is good provision for pupils' welfare, health and safety, including good arrangements for Child Protection. Pupils are effectively encouraged to contribute their own ideas about how the school could be improved.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher, ably supported by the deputy headteacher, provides strategic vision and leadership for the school. Subject co-ordinators effectively monitor standards and plan well to improve their areas of responsibility.
How well the governors fulfil their responsibilities	Good. The governing body fulfils its role well. They have improved since the last inspection, have a good understanding of the school's strengths and weaknesses and are well organised. They are committed to improving standards through critical evaluation of the school's provision.
The school's evaluation of its performance	The school makes good use of available information from National Curriculum test results. It successfully evaluates its progress and sets realistic targets for future developments. However, the school development plan lacks ambitious academic goals.
The strategic use of resources	Good. Well-managed resources provide effective support for the developing curriculum. There is effective use of information technology across subjects and sufficient books are satisfactorily used to support learning. Available space is very well used. The financial management of the school is good.

There are sufficient teachers for the planned curriculum and a good number of classroom assistants to support pupils' learning, including special educational needs assistants. Despite some problems, there have been improvements to the accommodation. The artspace gallery is an innovative use of space, the new playground equipment, provided by parents has improved facilities for physical recreation and the recent information technology suite is starting to have a positive impact on standards. The school has sufficient resources. The school strives to supply best value: funds are well used to improve standards. The school closely compares its performance with other schools and effectively listens to parents' views.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
---------------------------	---

<ul style="list-style-type: none"> • Pupils like coming to school. • Pupils make good progress. • Behaviour is good • Use of homework is effective. • The quality of teaching is good. • Teachers have high expectations of pupils • The school is well led and managed. • The school helps pupils to become mature and responsible. • The school provides an interesting range of activities outside lessons. 	<ul style="list-style-type: none"> • There is not a smooth transfer as pupils change from class 1 to class 2. There is much more homework in class 2, and sudden higher expectations cause stress to some pupils. • Inconsistency of expectations between teachers who share the same class causes some confusion to pupils. • The quality of marking is inconsistent.
---	---

Inspectors' judgements support parents' largely positive views. A difference in teachers' expectations between class 1 and class 2 does cause slight anxiety to some pupils. However, both teachers plan together to ensure that there are no gaps in pupils' learning or duplication of work. The higher expectations in class 2, reflect the teacher's concern to immediately start preparing Year 2 pupils for the important national tests held during the summer term. Inspectors agree that differences in teaching styles between teachers who take the same class causes pupils some uncertainty about what is expected. However, there is good liaison between teachers over what is taught, and no work is unnecessarily repeated. The quality of marking is variable. Whilst there is some very good evaluative marking that leads pupils forward, other marking is superficial. This has improved since the introduction of a marking policy that contains clear and effective guidelines for how classwork and homework is to be assessed.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

THE SCHOOL'S RESULTS AND ACHIEVEMENTS

1. Attainment on entry to the school is broadly average and remains in line with national expectations at the end of Key Stage 1 and when pupils leave the school at the end of year 5. Whilst pupils' attainment on entry to the reception class at aged four is broadly in line with the national average, baseline assessments show a wide variation year on year. The current under fives in the reception class, for instance, had an average attainment on entry, whereas the pupils a year earlier were well below average when they arrived. Consequently, pupils' achievements in tests and assessments vary widely depending on which year group they are in. Also, the small number of pupils in each year produces bigger swings in attainment than in most other schools because the results of a couple of pupils can have a disproportionate impact on the overall scores of the whole group. In lessons seen with the very few children aged under five, standards are above expectations in their personal and social development and in their knowledge and understanding of the world. Standards are in line with those expected of this age group in their language and literacy, mathematics, creative and physical development.
2. Since the previous inspection, test results at the end of Key Stage 1 have shown considerable variation year on year. There is a close correlation between pupils' results in national tests and previous assessments, including baseline entry scores and reading tests. Whilst formal targets are not statutorily required for pupils in Key Stage 1, the school makes good use of assessment data to set its own targets, which are broadly matched by most pupils when taking the Year 2 national tests. Target setting is shared with parents who are aware of the levels their child should achieve in reading, writing and mathematics. This is good practice and ensures that teachers plan ahead to maximise pupils' scores. Following the Year 2 national tests, there is further target setting that is followed up through the use of optional national tests at the end of Years 3, 4 and 5. As each test is completed, further targets are set for the following year, and these are all shared with parents. The cycle of testing and target setting, which pupils contribute to by setting their own targets, is good practice and ensures that pupils are aware of the standards they should achieve.
3. In the national tests and teacher assessments for seven-year-olds in 1999, the proportion of pupils reaching the expected Level 2 or above was above the national average in writing and mathematics, well above in science and in line with the national average in reading. The proportion reaching the higher Level 3 was above the national average in mathematics, close to the national average in reading but below the national average in writing and science. In both science and writing, no pupils reached Level 3. It is important to note that in teachers' own assessments of pupils, done at the same time as the national tests, no pupils were estimated to have reached Level 3 in writing, mathematics or science. This was despite the school knowing that this cohort contained a higher proportion of average and above average pupils than most other years. This shows that teachers did not have high enough expectations of the average and above average pupils. This is particularly evident in mathematics where 26 per cent achieved Level 3 in the actual tests, but teachers' own assessments estimated that no pupils would achieve this Level. Over the last four years, attainment is well below the national average. This is because the school has a high proportion of pupils with special educational needs. Teachers are aware of individual pupils' circumstances and their progress over the key stage is well mapped, ensuring that most pupils at least match their potential, with many special educational need pupils exceeding expectations. Whilst results are broadly well below the national average, the trend of improvement year on year in reading, writing and mathematics is faster than the rate of improvement nationally.
4. Work seen in English during the inspection at the end of Key Stage 1 shows that pupils are in line with national expectations in reading, speaking and listening, but are below national expectations in writing. This is because the National Literacy Strategy places emphasis on

reading, speaking and listening, and teachers have not developed very clear steps to improve pupils' writing skills. The school realises this and is now concentrating on improving pupils' writing. Progress over time in English is good because there is close monitoring of what is taught and the standards pupils' achieve. This helps the school to set regular new targets for each pupil before testing their progress again later in the year. In work seen in mathematics at the end of Key Stage 1, pupils' attainment is in line with national expectations. There has been considerable recent improvement as a result of the implementation of the National Numeracy Strategy in September 1999. When looking at pupils' books, the rate of progress has gained pace over the year. However, whilst pupils have a firm grasp of mathematics principles, they do not always apply these confidently when faced with new problems. They do not see that the principles are the same, but it is the context that has altered. The teachers are working hard to improve this aspect of their work. In science, most pupils are on course to meet the expected Level 2 by the time they are assessed in the summer. They successfully carry out simple experiments to test things but do not always use the results to reach logical conclusions. Nevertheless, pupils compare and contrast objects they observe and successfully record their findings in simple charts.

5. By the time they leave the school at age 10, pupils are now making good progress. The optional tests taken by the current Year 5 last summer in reading, writing and mathematics, show that the group have made effective gains in their understanding since taking the national tests two years earlier. Teachers' use of the optional tests and tasks, and their own regular half termly assessments, help them to target pupils' learning, and this has an increasingly positive impact on standards. The regular monitoring of teaching and learning by subject co-ordinators also highlight where improvements can be made. However, because this kind of analysis and regular testing is comparatively recent, progress over the last four years has tended to be satisfactory rather than good or very good, whereas progress in the last year has tended to be better. However, despite a general improvement to the rate of progress, the school does not have sufficiently ambitious expectations of its higher attaining pupils. In work seen in books, they often complete greater quantities of work than other pupils, but do not always do work that is much harder. The result is that they get lots of ticks and positive comments, but they aren't fully stretched.
6. Work seen in English during the inspection in Key Stage 2 show that pupils' attainment is in line with national expectations in reading, speaking and listening, but is below this in writing. As in key Stage 1, there has been a particular emphasis on reading and not enough clear planning to improve writing. The school knows this and intends to target writing for improvement. Across the school, pupils do not always present their work well. They do not write as neatly as they should, titles are not underlined and there are often big gaps before the next piece of work. All this contributes to lower standards of writing across subjects. In work seen in mathematics in Key Stage 2, pupils attain in line with national expectations. This is good improvement for pupils who scored well below the national average when they took the national tests in Year 2. However, as with pupils lower down the school, pupils still have difficulty applying their maths knowledge to new situations. Teachers realise this and have used the new National Numeracy Project materials well during recent months to help pupils use their mathematics better in everyday situations. In work seen in science in Key Stage 2, pupils attain in line with national expectations. They organise their work in a systematic way when conducting investigations, making accurate measurements and recording their findings. Work seen in other subjects is broadly satisfactory, as it was in the previous inspection.
7. In contrast to higher attaining pupils, pupils with special educational needs make good progress and normally reach the targets set for them in their Individual Education Plans. Good organisation of special needs provision and effective attention to targets by class teachers and skilled support teachers help pupils learn productively.
8. When comparing the 1999 results with similar schools at the end of Key Stage 1, pupils' attainment was above average in reading and writing and was average in mathematics. However, such comparisons are tentative since the Local Education Authority do not supply a meals service and so not all eligible parents register for free school meals. Another factor is that the attainment of pupils varies considerably year on year. Whilst the figures for 1999 are positive, comparisons in 1998 and 1997 show that pupils' results were generally well below

other similar schools. The comparisons with other schools are not that helpful therefore in showing how well the pupils at Honeybourne are doing.

9. An analysis of the relative performance of boys and girls in Key Stage 1 between the years 1996 to 1999 shows that boys' performance was generally below that of girls. However, this was not so obvious in lessons seen during the inspection, where there was not a noticeable difference between the progress of boys and girls. The fact that the school provides good support to all pupils who have special educational needs and is aware that boys nationally tend to underperform in comparison to girls means that those boys who are slow get extra help. Boys are not allowed to slack in lessons and their behaviour, like that of girls, is very good. There has clearly been an improvement in boys' performance recently.
10. The National Literacy Strategy, introduced in September 1998, is having a positive effect on standards in both key stages. Pupils respond well to the added emphasis on speaking and listening and enjoy discussions held in class. This helps them to organise their thoughts and to use more descriptive detail in their spoken language. Standards of reading are also improving. However, the school has correctly identified that the emphasis on speaking, listening and reading has sometimes left insufficient support for aspects of writing with a consequent adverse impact on standards. The National Numeracy Strategy, which was introduced in September 1999, is having a very positive impact. Teachers received good training in its implementation and are confidently applying its principles to good effect. Whilst literacy and numeracy are taught satisfactorily in other subject areas, lack of formal planning means that opportunities are lost.
11. Attainment seen in information technology is in line with national expectations at the end of Key Stage 1, and when pupils leave the school at the end of Year 5. Pupils benefit from regular lessons and skilled support from an information technology assistant who is having a positive impact on standards. Attainment seen in lessons in religious education is in line with the requirements of the Locally Agreed Syllabus at the end of key Stage 1 and by the time pupils leave the school. Pupils understand the main principles underpinning the Christian faith and have an understanding of the main similarities and differences between different world faiths. In all other subjects, attainment matches national expectations by the end of Key Stage 1 and when pupils leave at the end of Year 5. There are no subjects in which pupils' attainment falls below national expectations at either key stage.

PUPILS' ATTITUDES, VALUES AND PERSONAL DEVELOPMENT

12. Throughout the school, the pupils' attitudes towards learning, including those of pupils with special educational needs, are very good. This finding closely reflects that of the school's previous inspection. The pupils concentrate very well when listening to the teacher and when working as part of a group. They show interest in what they are doing and are eager to offer ideas, as was observed in all classes. They apply themselves diligently to tasks and in most lessons are well motivated to learn. Pupils are confident in solving problems for themselves, as was evident in mathematics and science lessons. Pupils from an early age work independently when required and take increasing responsibility for organising their own work as they become older. For example, in a science lesson, the older pupils devised an investigation to show what conditions a plant needs to grow well. When working with computers, many pupils are becoming independent learners and can work productively for long periods of time without direct intervention from adults. The pupils' attitudes generate a good working atmosphere throughout the school. Parents consider the school is a happy place where pupils and teachers feel valued and supported. This positive view is supported by inspection findings.
13. Pupils have very constructive relationships with their peers and with adults. They behave very well in the classroom and at play, and lunch is eaten in an orderly and social atmosphere. They are open, naturally friendly to visitors and courteous. In classes, teachers rarely have to intervene to establish discipline and maintain order, as most pupils can be relied upon to behave in a sensible manner. There is no evidence of bullying and although there is the normal high spirits at play times, the pupils could not identify any real problem

that had occurred in the past. Parents are confident that any incidents are dealt with quickly and effectively. There have been no exclusions in the last year.

14. The pupils' personal development is also very good. The ethos of the school makes an effective contribution to the pupils' awareness of, and respect for, the needs of others. Pupils willingly take responsibility for carrying out jobs around the school and in classrooms. Pupils handle resources with care and respect the school premises. There is no litter or graffiti. Each class has two representatives on the school's Eco-committee, where they have the opportunity to put forward suggestions to improve the school's environment, and they know their thoughts will be taken seriously. They show initiative in responding to situations and are quick to offer help where it is needed.
15. Children under five settle quickly into the school routines. The children are very friendly and their behaviour is extremely good. They have a positive approach to their learning activities, grow in confidence and quickly become independent. When working together, they co-operate well and support one another in their learning.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching is good overall in both key stages and has improved since the last inspection when six out of ten lessons were good or better. The quality of teaching is now good or better in eight out of ten lessons, which is a high proportion. No lessons were graded unsatisfactory. Some of the weaknesses identified in teaching during the previous inspection have been resolved. Teachers no longer plan too many simultaneous activities in lessons, long term planning is now securely in place and there is now effective use of data from various assessments to improve the curriculum and teaching. However, there are still occasions when higher attaining pupils are not stretched, and marking is still not of the same uniform high quality as that seen, for instance, in the Year 4 and 5 class. However, marking is now regular and positive following the introduction of a marking policy.
17. Overall, the good quality of teaching for children under five promotes good learning in Reception. Planning is in general good and is carefully matched to the recommended areas of learning for these children. The teacher recognises the need for first-hand activity and sets specific tasks for the children to achieve. All adults listen with interest to what the children have to say and through careful questioning develop their language skills. The reception teacher and classroom assistant work closely together to plan the curriculum for the children and ensure there is progressive development. There are very good relationships between adults and children, which enable the children to feel confident and secure. There is good quality teaching in the more formal aspects of literacy and mathematics and sensitivity towards children's needs in other areas of learning. There is insufficient provision for free play. This is further hampered by the lack of an enclosed outdoor play area with suitable equipment.
18. Pupils with special educational needs are well taught and so make good progress. Teachers understand the special needs of these pupils and plan lessons that take their particular circumstances into account. Good use of Individual Education Plans ensures that pupils' needs are correctly identified, particularly with regard to literacy. However, there are not enough mathematics targets on these plans and so teachers are not always absolutely clear about which aspects of pupils' numeracy development need urgent attention. Special needs support assistants provide good quality help to pupils in classes and the special arrangements for identified pupils to have support in small groups once a week help them to cope more successfully with normal lessons back in class. In one support group, two Year 2 boys, for instance, filled in comic-style speech balloons coming from people's mouths. This was good fun and in the process they learned how to spell words containing the letters "ght" such as "frightened" and "light", and they correctly used apostrophes to show missing letters, for instance in the word "couldn't". This degree of individual attention really helped with their written work in class.
19. Teachers' subject knowledge is good in both key stages. This is particularly evident in English and mathematics, where training for the National Literacy and Numeracy Strategies

has paid dividends. They teach the basic skills required for reading and mathematics confidently. When teaching reading, for instance, teachers use a successful blend of methods, such as a phonic recognition and context cues, to help pupils learn. However, whilst literacy skills are reinforced in other lessons such as history and religious education, this is not always planned to develop current work being done in English and so loses some of its impact. Pupils apply the rules of number in other lessons. In science in both key stages, for instance, pupils regularly consolidate their weighing and measuring skills in practical experiments, and in design technology at Key Stage 2, they accurately calculate the dimensions of items in their preliminary planning. As with English, however, such work is often incidental and not planned to coincide with what is being done in mathematics lessons. Consequently, the level of demand does not match the current level of challenge in mathematics lessons. Teaching by specialists is difficult to manage in a small school, but a good start has been made by using a well-qualified information technology support assistant to take small groups from classes for intensive work with computers. In a Year 3 mathematics lesson, for instance, the assistant was showing pupils a new program that helped them to plot a frequency graph. This helped pupils to rapidly consolidate new understanding and encouraged them to think and learn for themselves using a computer application. There are further plans to develop specialist teaching where complementary skills allow teachers to swap classes within a key stage.

20. Short term and medium term planning is good in both key stages. Teachers make good use of nationally recognised schemes as well as their own long term plans to formulate their own detailed planning. Much of the planning takes place collaboratively. This means that teachers who share a year group do their planning together. For instance, the two teachers who have Year 4 pupils, plan closely together to ensure that there are no gaps in learning or duplication of learning as pupils transfer from one class to another at the end of the year. This helps to make learning smooth and minimises disruption or discontinuity. Despite good collaborative planning, teachers' expectations and teaching styles do create occasional problems when pupils transfer from one class to another. This is noticeable as pupils go from class one to class two. Several parents accurately sense that the more ambitious expectations in class two create anxiety in some pupils in the early weeks following transfer from class one. Some pupils worry that they are not doing well enough. However, the Year 2 teacher, quite rightly, wants to move the pupils on quickly as the older ones have to sit their national tests in the summer. In lessons seen in the Year 1 and 2 class, inspectors felt the pace and demand made on pupils was about right, although, of course, this was at the end of the year and not at the beginning when pupils' anxiety would have been most obvious.
21. The range of teaching methods is good in both key stages. Teachers carefully group pupils according to their prior levels of attainment in English and mathematics, and often in other subjects also. In subjects such as music, there is greater flexibility of grouping in order to help pupils to develop socially. Very effective use of classroom assistants and volunteers in both key stages provides good added stimulus to learning. Classroom assistants are always busy. Even when the teacher takes the whole class, they prepare materials and support individual pupils who have short concentration spans. In practical lessons, teachers ensure that pupils have an intellectual grasp of what is happening. For instance, in a very good music lesson with the Year 3 and 4 class, the teacher made sure that the pupils understood the basic rhythm notation so that they would be able to write down their own music at a later stage. In the same lesson, the teacher made good links between pupils' creative and intellectual learning by requiring them to use hand signs to represent the pitch of different notes. They had to think very quickly and, as a result, pupils' sense of accurate intonation improved rapidly. In other lessons, such as English and religious education, teachers ensure that pupils have opportunities to discuss as well as write about the topics. Pupils are successfully encouraged to learn independently by discussing their work in Key Stage 1, and by using information technology and the library to undertake research in Key Stage 2.
22. Teachers manage pupils' behaviour very well. They are assured and unflustered in their manner. Very occasional silliness or over boisterous responses are skilfully deflected without disruption to the lesson. This happened in class 2, when the teacher did not allow attention seeking by one child to disengage the attention of the rest of the class. Pupils with behavioural problems are identified and provided with additional classroom assistance so that they are fully occupied and well supported. This ensures that these pupils do not disrupt

the learning of others. Lessons are generally well organised; a variety of activities hold their attention and challenge their intellectual, creative and practical understanding and skills. Thoughtful grouping of pupils reinforces their particular academic and social needs. Most teachers alter the tone of their voice and use gesture well to hold pupils' attention, and teachers time lessons well so that a lively pace keeps pupils alert and interested.

23. Most resources are well used. Mention of the good use of information technology has already been made. There is also increasingly effective use of the new small information technology room, across all classes. There are sufficient books in classrooms and teachers use these both in a planned way to develop particular skills, but also as sources of general reference so that pupils use books to research facts. There is a suitable range of fiction and non-fiction in each classroom and there is good use of the small library to help pupils to learn for themselves. Other adults are well used to support pupils' learning. Classroom assistants work closely with teachers, providing extra help in small group work and helping to prepare materials. Special needs support staff work effectively with designated pupils, using their knowledge of individuals' needs to target their learning. Whilst there are problems with some aspects of the accommodation, available space is used very effectively. Most classrooms have special interest corners to grasp pupils' attention and there is effective regrouping for different activities. The use of corridor space to create an art gallery is very enterprising and, at the time of the inspection, another small room was being converted for small group work with special educational needs pupils. The creation of a library from a small corridor space between the hall and main corridor is another example of imaginative use of space that has had direct impact on pupils' learning.
24. In general, day to day assessments of pupils' work are completed regularly and are well used to adjust what is taught. Teachers use both verbal and written comments to take pupils forward in their understanding. Most comments are positive but clearly indicate how pupils can improve further. However, whilst some marking of pupils' books is highly organised and very effective in pushing pupils on, other marking is less helpful. There is a difference in the quality of marking between different teachers. The best examples were evident in class 4. In some other classes, there is a lack of critical comments that help pupils to be clear about what they have to do to improve. There is also a lack of uniformity over the use of corrections. In some classes, pupils regularly correct their work, whereas in others, pupils' are not required to do this. Consequently, some pupils do not learn from their mistakes and similar faults are found in later work. Homework is used effectively. The overriding majority of parents feel that the right amount of homework is set and that this has a positive impact on what their children do in class. Inspection findings corroborate this view. Good use of homework further encourages pupils to think and learn for themselves and make good use of their own books and computers, where they have them.
25. The quality of learning is good. Scrutiny of pupils' work shows that they make good progress in each key stage. This is supported by inspectors' observations of what happens in classrooms. A range of teaching methods, a brisk pace and effective use of space and resources ensures that pupils effectively acquire new knowledge and skills that increases their understanding. Very good management of behaviour and very positive relationships promote a harmonious learning atmosphere in which pupils apply themselves well to tasks. Consequently, most pupils show interest in their learning and sustain their concentration well without needing close supervision. Pupils spoken to in classes are clear about what they are doing and why. They generally know how well they are doing and what they need to do to improve further.

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

26. The curriculum provided by the school is good. It includes all subjects of the National Curriculum, religious education and personal and social education. The curriculum is broad and balanced and meets statutory requirements, including those for sex education and drugs awareness. The breadth of the curriculum provision is well reflected in the additional

opportunities to support reading development and in the arrangements for higher attaining pupils to take part in enrichment programmes offered by the Local Education Authority. Teaching hours for the week are in line with national recommendations and sufficient time is allowed for the different subjects. The school has successfully implemented the Literacy and Numeracy Strategies through the daily hour-long sessions. However, whilst discrete provision for literacy and numeracy is good, delivery of literacy and numeracy through other subjects of the curriculum is no better than satisfactory because there is no formal planning for this. Consequently, opportunities to promote literacy and numeracy are lost. Good provision is made for pupils' intellectual, personal and social education. Pupils are effectively prepared for the next stages of their education. There are no pupils who have English as a second language.

27. The breadth, balance and relevance of the whole curriculum for children aged under five are sound. The planning for the children is appropriate and takes full account of the recommended Desirable Learning Outcomes. Appropriate emphasis is placed on providing first-hand experiences. More formal work, linked to literacy and numeracy, are carefully planned for and successfully introduced to the children.
28. The school's previous inspection report identified as a key issue the development of programmes of study for all subjects, in order for them to adequately meet the requirements of the National Curriculum. The school has addressed this issue well and all subjects now have policies and schemes of work, which successfully reflect the requirements of the National Curriculum. The previous report also referred to the inappropriate balance in some subjects in Key Stage 2, caused partly by the absence of schemes of work, but also, by the grouping of subjects together in a topic structure. Subjects are now taught separately and there is a good balance between them. Teachers plan together effectively as key stage teams to meet the needs of mixed age classes. They make good use of the planning materials produced by the National Literacy and Numeracy Strategies and are beginning to make good use of nationally recognised schemes for other subjects. However, teachers' planning does not always adapt these materials for higher attaining pupils and so they do not always achieve as high as they could. The headteacher and subject co-ordinators effectively monitor the planning and delivery of the curriculum regularly and there are both informal and formal opportunities to discuss curricular issues.
29. The school's aims ensure that all pupils are able to participate in all activities offered by the school. The curriculum benefits from special events, such as visits to museums, theatres, concerts, places of interest in the locality, book fairs organised by the school and by participation in celebrations such as multicultural weeks. The school provides a very good range of extra curricular activities, which are open to all pupils. After school clubs offering a range of sporting, musical, artistic, environmental and engineering activities are well supported by both parents and pupils. In addition, older pupils' attendance at a residential week at the Malvern Outdoor Centre supports learning in geography and science, and adds to pupils' personal and social development.
30. There is good provision overall, for pupils' personal, social and health education. Well-written guidelines within the policy help teachers to plan successfully for how they teach the different elements. Some units of work are taught within subjects; for instance health education is taught in science, whilst other units are taught within activities such as Circle Time where pupils share their views and ideas. However, provision is not planned for each year group and so there is not always a coherent sequence to what is done.
31. The very strong feeling of community within the school is beneficially supported by links with the locality. Pupils regularly take part in major church festivals and the local clergy visit the school. The school choir takes part in weddings and, recently, in the funeral of an elderly member of the community who had links with the school. The 'walking bus' initiative, the first of its kind in the area, is well supported by the school, by parents, the community in general and by the Worcester Road Safety Department. The school places a strong emphasis on pupils' environmental awareness and is currently seeking the status of an 'Eco School'. Pupils took part in a millennium tree planting ceremony and older pupils recently won an environmental poster competition. There are good links with other schools in the locality. A regular exchange of information, and staff and pupil exchange visits with the middle school,

which most pupils go to, helps to ensure a smooth transfer when pupils leave. Well-established links with the playgroup and the mother and toddlers' group assists pupils' induction. Pupils' sense of community and tradition is well supported through meeting and performing to older members of the community.

32. Pupils with special educational needs make good progress as a result of planning that pays attention to their particular circumstances. Individual Education Plans, which primarily focus on pupils' literacy and personal needs, are well used by class teachers and support assistants. Whilst plans are detailed and are reviewed regularly, they do not contain sufficient numeracy targets. However, this does not seriously affect pupils' learning as teachers provide mathematics work that generally suits their needs.
33. Overall, the school makes good provision for pupils' spiritual, moral, social and cultural development. The school's strongly caring ethos permeates its work. Relationships between pupils and with staff are very good and adults provide very good role models for pupils who are consistently treated with courtesy, kindness and respect. However, there is no coherent overview of how the elements are delivered and this limits the effectiveness of some aspects of the provision.
34. Provision for pupils' spiritual development is satisfactory. Well-planned daily sessions of collective worship meet statutory requirements and focus mainly on the Christian tradition, but also incorporate aspects of other faiths. These sessions, and some religious education lessons, provide good opportunities for pupils to become more aware of important considerations in their own lives and in the world around them. A very good example seen during the inspection was an assembly that showed how light is celebrated in different faiths around the world. In the special atmosphere created by a darkened hall and luminous stars, pupils listened to readings from the Bible and stories about Diwali and other celebrations. Their spontaneous applause at the end reflected their appreciation and enjoyment. However, although such sessions as these are carefully planned, and many teachers respond well informally to opportunities as they arise, there is no planning within the curriculum to ensure that all pupils' spiritual experiences are consistently developed.
35. Provision for pupils' moral development is very good. The school's behaviour policy outlines clearly the positive approach of the school to pupils' understanding of right and wrong. Rewarding good responses and attitudes is implicit in the strategies the school uses to recognise what pupils do well. Each class has simple reward systems, which are well understood by all pupils and applied consistently by the teacher. These systems thread into whole school assemblies, which focus on celebrating achievement in all aspects of school life. Non-teaching staff are also successfully involved and apply the systems for developing pupils' moral awareness. Pupils give regular support for charities; recent donations were sent to the Acorn Hospice in Worcester and to the Turkish Earthquake Appeal. The beneficial effect of the school's systems is reflected in the minimal number of sanctions outlined in the Behaviour Policy and their infrequent use.
36. Provision for pupils' social development is excellent. Younger pupils in the school quickly recognise the value and respect given to all individuals. During the week of the inspection there were numerous examples of pupils appreciating the achievements of each other and staff. Pupils applauded spontaneously in a number of classes for particularly good effort by individuals and when a group of Year 4 pupils read a story in assembly. High expectations of considerate behaviour to all staff and to each other are regularly evident. All staff are very good models for pupils in their friendly support for each other. The sense of community is very strong both inside and outside the school. Pupils have a very good range of opportunities to be involved with people of all ages from their Christmas pantomime for younger and older members of the community to their environmental work in tree planting. The school is aware that in a small rural establishment, pupils need to have a wider perspective and so successful links have been developed with other schools in the area and with schools in Hungary and Germany. Informal opportunities are very well used to develop pupils' awareness of their responsibilities to themselves and to others. They are encouraged to consider how the school can be improved, and their ideas are noted by staff.
37. The school's previous inspection report identified as a key issue the improvement of the

cultural provision for its pupils. The school has improved this area satisfactorily, particularly in its provision for pupils' awareness and experience of other cultures. Provision is now good overall. Cultural influences are evident in art lessons; in the art club, for instance, older pupils created imaginative masks based on those of the American Indians and Year 4 made observational drawings based on masks from the Benin culture. In history, geography and science they explore their own community both in the present and the past. They also learn about other cultures in their studies of Africa in geography and in their studies of cultures in the past, such as Ancient Egypt. The school enables pupils to experience something of the diversity of culture in Britain when they join with other schools for multicultural weeks, study other faiths in religious education and study a variety of stories from other cultures in literacy reading lessons.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. Good quality care is provided for all pupils who feel happy and secure coming to school. Many travel on foot with the Local Education Authority recently approved "*Walking Bus*" scheme. This arrangement, which is run by parents, reduces traffic congestion around the school and the subsequent threat to pupils' safety. Effective procedures for play and lunchtime supervision are well established. No threat to health and safety was reported or observed during the inspection. However, the termly fire evacuation drill is not logged, as it should be. Regular maintenance and risk assessment audits are carried out by the designated member of staff and Governing Body representative. The nominated staff member for Child Protection is the Deputy Head, who has attended relevant training courses. However, whilst procedures comply with local guidelines, they are not written down in a policy or included in the staff handbook to ensure that all teaching and non-teaching staff consistently apply agreed principles. Communications with responsible agencies, for example the visiting nurse, are good. The majority of pupils live in the village where there is a strong sense of community and mutual care. These qualities characterise the high expectations and good example set by parents and adults connected with the school.
39. Procedures for monitoring and supporting pupil's academic performance and personal development are good overall and have improved since the previous inspection when assessment and target setting was a weakness. Assessment and record keeping procedures at the foundation stage where children are aged under five are satisfactory. On-going observations of these children at work and play, within each area of learning, are suitably recorded. Consequently the teacher has an overview of the curriculum and recognises the purpose and potential for each activity. A record or examples of each child's work are kept to show and monitor their progress. Baseline assessment is carried out when the children enter Reception and again in June to monitor the children's progress. In most cases, these children have received previous pre-school provision before starting school.
40. In Key Stages 1 and 2, regular assessments of pupils' progress are clear and the results of these are well used to plan future learning. In key Stage 1, pupils' reading is regularly assessed and compared with their chronological reading ages. New targets are set following testing so that individual pupils make suitable progress. After the age of seven, pupils' personal targets are discussed with staff and parents, and reviewed at least once each term. Pupils sit optional national tests at the end of each year and the results of these are used to set new learning targets for each pupil. Each pupil has a cumulative record of assessments from starting school. This clearly indicates whether pupils have made suitable progress that matches the expectations recorded on their target sheets. Several projects, including the "Better Reading" scheme, where trained volunteers supply ten weeks intensive support, and the "Additional Literacy Scheme", have been successfully introduced to improve results in the national tests. Pupils with special educational needs benefit from regular assessments that contribute to targets on their Individual Education Plans. The targets are closely followed and pupils are given new targets or removed from the special needs register depending on their individual progress.
41. Procedures for monitoring and promoting good attendance are satisfactory. Registers are accurately completed and unexplained absences are followed up by a 'phone call by mid morning. Late arrivals are logged and reasons followed up if necessary. The school is aware

that the education of a small number of pupils is adversely effected by holidays during term time and is quite properly considering categorising these as unauthorised absences.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. The very good links with parents and carers, which contribute significantly to pupils' learning, have remained strong since the previous inspection. Parents come into school to hear pupils read, provide voluntary supervision of the library and lend support with the extensive extra-curricular provision. Helpful guidance is given in the "Volunteer's Handbook". Good links with the adjacent playgroup ensures a smooth transition as pupils join the reception. Induction procedures for children aged under five are appropriate. Parents are invited to a pre-school meeting where they have the opportunity to meet the Reception teacher and receive the school's prospectus. Twice yearly parent, teacher meetings are held to inform parents of their child's progress.
43. Parents' largely positive views about the school on the pre-inspection questionnaire and parents' meeting are supported by inspection findings. The quality of information the school provides for parents is good. The prospectus welcomes parental interest, and this is further fostered by an "open door " policy for those wanting to express concern or seek advice. School documents, such as governing body reports, subject schemes and policies are available for interested parents. Required information that is missing from the prospectus, annual report of the governing body and the special needs policy, does not adversely effect standards. Nearly all parents and children have signed the new Home School Agreement, after consultation meetings with parents. The Parents Association raises valuable sums of money to support the school, and holds popular social events that include the Halloween Disco and Christmas Fayre.
44. Homework projects are designed to involve other members of the family, and good communication is kept through younger pupil's reading record, which are taken home each day. Pupils' reports, although brief, are evaluative, set targets, and provide parents with the opportunity to comment at the end of the school year's work. The 100 per cent attendance at parent interview evenings, which take place in November and April each year, reflect the positive partnership that is enjoyed between parents and the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The leadership and management of the school are good. Despite an over-heavy teaching load, the headteacher continues to provide the same energy and enthusiasm that were reported in the previous inspection. The deputy headteacher possesses the same qualities, and together the headteacher and deputy headteacher provide a strong sense of purpose, promote loyalty and support from staff, parents and governors and project an atmosphere in which pupils and adults feel valued and supported. The headteacher and deputy headteacher effectively apply the techniques learnt on management training courses and successfully encourage other staff to think critically about their own areas of responsibility. Teachers with oversight of subjects have welcomed the opportunity to monitor their areas of responsibility. This is most evident in mathematics and English, where effective monitoring of teaching is beginning to influence how teachers evaluate what is happening in other subjects. All subject areas have well written policies that summarise the organisational principles on which the subjects operate. There is good delegation of responsibilities, with subject co-ordinators benefiting from clear definitions of what is expected of them. Their effectiveness is appraised by the headteacher, and link governors for each subject keep abreast of what is happening and report to the full governing body. The management of special educational needs is good. The headteacher, who is the special educational needs co-ordinator (SENCO), works effectively with staff, parents and outside agencies, providing helpful advice and guidance. Assessments of these pupils is regularly recorded and individual targets are adjusted to take account of pupils' progress and needs.
46. The management of the provision for children who are under five is good. The co-ordinator

for the Early Years is the Class 1 teacher, who has the under five children in her class as well as Year 1 children. Consequently she has a clear overview of provision and planning for the children under five as well as the older children. The quality of relationships within the Early Years is good. The qualifications and experience of the teachers and classroom assistants meet the needs of the children who are under five, satisfactorily. The level of assistance provided by the school is good, with a full-time helper attached to the reception class and additional support provided for literacy. The accommodation is generally adequate, and although the children do not have their own designated outdoor play area, appropriate use is made of the playground at times, other than break times to allow the children to play imaginatively together. Learning resources overall, are adequate to support the areas of learning for children aged under five, apart from the lack of any wheeled or push and pull toys.

47. The governing body is successful in shaping the work of the school and has improved since the previous inspection when they were not fully involved in decision making or monitoring. They have a good grasp of the school's strengths and weaknesses, critically evaluate new developments, such as the National Literacy and Numeracy Strategies, and keep abreast of other initiatives such as the 'Share' initiative, the Better Reading Scheme and the Safer Routes to School project. Some of the governing body are involved in these initiatives, as volunteers or classroom assistants, and so are able to report first hand on their successful implementation. The governing body have a critical edge to their thinking and question the headteacher and staff closely in order to appraise what is happening. Currently, there is planned monitoring of literacy, numeracy, information technology, design technology, physical education and art. The dates for monitoring are clearly specified and a named governor is responsible for reporting back to the full committee. Nearly all governors have visited literacy and numeracy hours to see how the schemes are taught. Whilst most statutory requirements are satisfactorily complied with, there are several minor matters in the annual report of the governing body and school prospectus that are not reported, although these do not adversely effect the school's work. These include details about arrangements for disabled pupils, information about the next election of parent governors, action on resolutions taken at the last annual meeting and insufficient information in the prospectus regarding the results of national tests. There are also several required pieces of information missing from the school's special educational needs policy. Again, these omissions do not adversely affect standards. Governors' regular attendance at training sessions, including the four recently appointed governors, results in them being well informed about current issues in education.
48. The school's aims, which are clearly stated in the prospectus, provide a suitable foundation for action, stating a commitment to a good level of care for pupils, good quality teaching and improving standards for each pupils, irrespective of their prior levels of knowledge or understanding. These aims are evident in the life of the school. The accompanying 'philosophy' is not afraid to state that the school holds to a child-centred model of education in which each individual pupil's strengths and weaknesses are measured so that individual needs are met. This broad statement is again evident in the well-structured systems for assessing pupils' progress and the good use that is made of these assessments to target future learning.
49. Successful monitoring of teaching and learning is emerging. A recently drafted monitoring and evaluation policy, drawn up in consultation with all staff, has been ratified by the governing body and is now being implemented. Detailed monitoring procedures include a schedule of tasks, the type of monitoring to be used, the person responsible for feedback and the nature of developments resulting from this. There is monitoring by the senior managers, subject co-ordinators and named governors. Useful appendices include checklists that ensure consistency of practice. Early signs are that this improved form of monitoring successfully nurtures a culture of evaluation and improvement. Whilst primarily concerned with the crucial need to monitor teaching, the policy also focuses on a range of other provisions, making it a useful tool for evaluating whole-school procedures against predetermined criteria. Formal appraisal of staff, securely based on local and national guidelines, provides good opportunities for sharing professional development concerns. However, appraisal does not currently extend to non-teaching staff, although there are successful informal means for evaluating and supporting these, and all classroom assistants have completed successful

training.

50. Information gained from National Curriculum Tests and statutory teacher assessments are used effectively to identify areas for improvement. The school is aware of the fluctuations between pupils' attainment in successive years in national tests and analyses pupils' attainment closely to maximise their performance. For instance, realistic targets are set each half term in English and mathematics following tests for all pupils. Time is made available at the end of each half term for teachers to analyse the results of these tests so that new targets can be set. In Key Stage 1, pupils' reading attainment is formally tested and recorded each year to ensure that suitable progress is being made. In Key Stage 2, pupils sit the optional national tests at the end of Years 3, 4 and 5, and results are shared with the middle school that pupils transfer to. Pupils with identified weaknesses are given extra support by classroom assistants, and through the use of the Additional Literacy Scheme. In Year 3 and 4, pupils set their own targets and devise ways of reaching them. Parents are involved in this process and the results are shared at parents' interviews.
51. School development planning is satisfactory overall. Development areas are clearly stated, and the easy to follow column format systematically summarises time and resource costings, who is responsible and the evaluation criteria. An effective consultation procedure includes input from staff and the development and finance sub committees of the governing body. However, the development plan is not a tool that will drive up standards. This is because the targets do not focus sufficiently sharply on improving academic standards. There is no accompanying statement to indicate why the targets have been chosen, or a priority rating given for the various targets. Targets that might be expected to have an impact on standards are towards the end of the plan and are not particularly ambitious. Nevertheless, reference is made to improvements in English, mathematics, information technology and music, and targets relating to special educational needs, target setting and assessment will have some impact on standards if they are successfully realised. A useful feature of the development plan is the use of the governing body to monitor the effective implementation of a number of its targets. This ensures that governors are involved in the twofold process of action planning and the subsequent evaluation of its success, enabling them to provide greater critical contribution as the next year's plan is drawn up. This is an improvement on the previous inspection when the governing body failed to plan strategically for school improvement.
52. Financial planning is good. It successfully supports educational priorities and is integrated effectively with school development planning. Financial planning successfully supports main items of expenditure as well as enterprising new developments, such as the recent initiatives to support pupils' reading. Financial planning provided successfully for the implementation of the National Literacy and Numeracy Strategies and takes appropriate account of other necessary contingencies, such as additional supply staff to ensure release time for teachers to monitor standards. One off grants for specific areas of provision are successfully deployed. The emerging development plan is closely scrutinised by the finance sub committee to ensure that an appropriate level of investment supports the various targets. A strategic decision to invest in an additional secretary, with responsibility for financial control, releases the headteacher to concentrate on other aspects of her role, including co-ordination of special educational needs. This was a wise decision given the high teaching commitment of the headteacher and the consequent excessive pressure on her time. As a result, financial control is efficient, as confirmed by the last audit of 1998.
53. Whilst the accommodation has some shortcomings, the use of the accommodation is good. Aspects that have an adverse impact on learning include a general lack of storage space, and a temporary building used by class 2, which is cramped and cannot contain expensive items of equipment because of the lack of security. This limits teachers' use of technological resources and limits regrouping of pupils for different activities. The class 3 room is also too small for the number of pupils on roll. The cramped hall is in demand as a gymnasium, assembly room and dining area. The reception class has no large outside play equipment, although parents' recent efforts to make an enclosed play area ensure that children make more flexible use of available space. On a more positive note, Key Stage 2 classrooms have a useful shared resource space that successfully supports small group work. The large play equipment provided by parents in the playground successfully supports pupils' physical development and the extensive field space is flat and well drained for most of the year. A

small library space has been created from a previous corridor space and another area has been imaginatively converted for use as a mini art gallery. Although confined in area, the newly equipped information technology room helps teachers to provide more intensive teaching of required skills. Most areas of the school are very well cared for, despite the costs of maintaining an old building.

54. The staff are all qualified and experienced. Several parents felt that in classes shared by two teachers, there was sometimes a difference between the expectations of the two teachers. In shared taught classes seen by inspectors, there was clear evidence of successful joint planning with minimal disruption to the flow of work. The lack of a nursery nurse in the reception class does not adversely effect standards, as the classroom assistant is very experienced and effective in her supporting role. Good use of volunteers and an above average number of classroom assistants have a good impact on pupils' learning. There are sufficient staff to provide special help for those with special educational needs and non-teaching staff, such as lunchtime supervisors, provide support that ensures pupils' general care and safety.
55. The school has sufficient resources to teach the full range of its planned curriculum. The ratio of books to each pupil is above the national average, and there are an average number of computers in the school. Each curriculum area has an allocated budget closely tied to the school development plan. Teachers' use of resources is good and this has a positive impact on the quality of teaching and learning.
56. The governing body appreciates the need to invest available funds judiciously. Governors are aware of the academic standards in the school and of its good reputation in the community. Effective comparison is made with other schools in similar circumstances and monitoring of teaching and the curriculum is having a beneficial impact on standards. Major areas of provision are carefully planned for with suitable policy statements and consultation between staff and governors ensures that a common vision for the school is shared. There is increasingly good consultation with parents over the curriculum and other matters. Although some parents felt that they would like more information, inspectors found that the school provides a good level of information regarding the curriculum and other matters of regular concern. The school works closely with the Local Education Authority to raise standards and when purchasing goods in order to ensure that it has an economic, effective and efficient service from providers. There is a systematic processing of accounts and clear procedures for the ordering and supply of goods. The headteacher and governing body are alert to new opportunities that will improve provision and help to raise standards. The income per pupil is above the national average. This typically happens in small schools because the building and services have to be maintained. Bearing these factors in mind, the school successfully applies the principles of best value and therefore provides sound value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. In order to raise further the standards of work and quality of education provided, the governors, headteacher and staff should
 1. Improve the quality of pupils' written work across subjects by
 - Developing very clear steps year by year for building pupils' basic writing skills. (paragraphs 4, 6, 10, 74)
 - Ensuring that when writing is used across subjects, the level of challenge matches pupils' current literacy needs. (paragraphs 26, 71)
 - Improving the neatness and presentation of pupils' work. (paragraphs 6, 74, 77, 79)
 - Providing work that is more suitably matched to the wide age and ability range found in classes. (paragraphs 5, 74, 76, 79, 80)
 2. Improve teaching by ensuring that all marking matches the high quality standards that are found in some classes. (paragraphs 16, 24, 80, 87)

3. Further improve the progress of higher attaining pupils by providing work that is more challenging. (paragraphs 5, 16, 28, 79, 83, 87, 90, 93)
4. Further improve the physical development of children under the age of five by providing better outdoor play facilities. (paragraphs 60, 68)
5. Ensure that the main targets on the school development plan focus on issues that will raise academic standards. (paragraph 51)
6. Ensure sufficient non-contact time for the headteacher to plan and manage future initiatives that will further improve standards of pupils' work. (paragraphs 45, 52)

in addition to the above key issues, the following less important issue should be considered for inclusion in the action plan:

7. Ensure that all required information is included in the prospectus, the annual report of the governing body and the special needs policy. (paragraph 47)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	17	61	22	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 – Y5
Number of pupils on the school's roll (FTE for part-time pupils)		106
Number of full-time pupils eligible for free school meals		13

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y5
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		36

English as an additional language	No of pupils
Number of pupils with English as an additional language	0.00

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	9	7	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	8	8
	Girls	7	7	7
	Total	14	15	15
Percentage of pupils at NC level 2 or above	School	88 (46)	94 (31)	94 (69)
	National	82 (77)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	8	9
	Girls	7	7	7
	Total	15	15	16
Percentage of pupils at NC level 2 or above	School	94 (77)	94 (54)	100 (77)
	National	82 (80)	86 (84)	87 (85)

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	105
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y5

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	26.5
Average class size	26.5

Education support staff: YR – Y5

Total number of education support staff	7
Total aggregate hours worked per week	97

FTE means full-time equivalent.

Financial information

Financial year	1998
----------------	------

	£
Total income	182595
Total expenditure	179577
Expenditure per pupil	1648
Balance brought forward from previous year	18548
Balance carried forward to next year	21566

Results of the survey of parents and carers

Questionnaire return rate

66%

Number of questionnaires sent out

78

Number of questionnaires returned

46

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	37	0	0	0
My child is making good progress in school.	43	50	2	2	2
Behaviour in the school is good.	50	41	4	0	4
My child gets the right amount of work to do at home.	28	67	4	0	0
The teaching is good.	59	35	0	0	7
I am kept well informed about how my child is getting on.	43	39	13	2	2
I would feel comfortable about approaching the school with questions or a problem.	57	37	4	2	0
The school expects my child to work hard and achieve his or her best.	56	38	2	0	4
The school works closely with parents.	43	41	11	2	2
The school is well led and managed.	57	33	2	0	9
The school is helping my child become mature and responsible.	46	43	0	0	11
The school provides an interesting range of activities outside lessons.	57	39	2	0	2

Other issues raised by parents

- There is not a smooth transfer as pupils change from class 1 to class 2. There is much more homework in class 2, and sudden higher expectations cause stress to some pupils.
- Inconsistency of expectations between teachers who share the same class causes some confusion to pupils.
- The quality of marking is inconsistent.

Inspectors' responses to these concerns are in the opening summary of the report under 'Parents' and Carers' Views'.

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

58. The current children aged under five in Reception had an overall average attainment on entry, although a minority had very low attainment scores. Baseline assessments show a wide variation year on year and the children a year earlier had well below average attainment on entry. From this starting point, the majority of children make satisfactory progress, as they did at the time of the last inspection, and reach the expected standards in the recommended areas of learning by the time they reach statutory school age. In their personal and social development and in their knowledge and understanding of the world, most children exceed the expected standards by the age of five. In their language and literacy, mathematics, creative and physical development, they meet the standard that would be expected of them by the age of five.
59. The children are admitted to Reception, either part-time or full-time, depending when their birthday occurs, at the start of the autumn term during the year in which they become five. At the time of the inspection, only three children in the Reception class were under five. However, the judgements of the inspection present a picture of how this small group of children fares in a class that has not only Reception children in but also Year 1 children.

Personal and social development.

60. Most children are likely to exceed the expectations of the nationally agreed Desirable Learning Outcomes by the time they are five years old. Personal and social development are strongly promoted, which has a positive impact on their learning. The well-established routines and caring nature of the provision allows all children to feel secure and to grow in confidence. Children quickly become independent and join in whole school assemblies and playtimes with confidence. All adults use praise and encouragement and each child is valued. They motivate the children to learn and are good at encouraging the children to try. Consequently, the children are self-confident, mix well with other children and behave very well. Whilst the provision for free play is generally satisfactory and enhances the children's co-operative interaction with others, the lack of an outdoor equipped play area places constraints on teachers. By the time the children are five, they work and play well as part of a group, settle to tasks quickly and are able to concentrate for increasing periods of time. Children are eager to explore new learning, enjoy their work and by the age of five have mature learning attitudes. They carry out instructions carefully and conscientiously.
61. The quality of teaching and the quality of learning are good in this area. Opportunities are exploited to the full to promote the children's personal and social development and the children respond positively. In whole class sessions, children are encouraged to put up their hands when they want to speak, and to listen when it is not their turn to speak. Children are encouraged to be kind and helpful towards others and to begin to take responsibility for their own behaviour.

Language and Literacy.

62. Children make good progress in the development of language and early literacy skills and, by the age of five, reach the levels expected for their age, with some average and higher attainers achieving above average standards. The children are provided with a wide range of purposeful practical activities to support the development of language and literacy. Teachers provide many opportunities for children to talk with an adult whilst they undertake their activities and actively seek to extend their vocabulary. Children understand and use a wide vocabulary and by the age of five show confidence in talking. They participate in discussions and learn how to listen attentively to others. Children enjoy listening to stories and rhymes and have positive attitudes to reading. By the age of five, children know that words and pictures carry meaning, talk about the title and author of a book and some read on sight a few familiar words in simple text. They associate sounds with written letters and older

children blend the sounds when reading to establish meaning. Progress in writing is good and by five, children are fully aware of the purpose of writing, attempt to copy the teacher's writing of a dictated sentence and some children communicate meaning through simple words and phrases that are phonetically justifiable. For instance, when writing their news, one child wrote, "I gv my mummy a cd (card) ad sm chalkiks (chocolates)" They write their own names and label their drawings of flowering plants. Most children learn to form recognisable letters, many of which are correctly formed by the time they are five.

63. The quality of teaching and the quality of learning are good in language and literacy. Teachers understand the importance of language development and use a wide range of strategies to extend the children's learning. The writing corner is available for children to use and the role-play area often contains activities that promote writing skills. For example, it has been the 'Honeybee Café' where children acted as waiters and waitresses and took orders from customers. The teaching of reading is well structured, from sharing books, to the more formal introduction to reading and regular phonic practice. The Reception teacher has devised an appropriate range of activities for the daily literacy lesson to increase children's interest, knowledge and understanding in both reading and writing. She also provides well for the Year 1 children in this class.

Mathematics.

64. By the age of five, most children reach the expected standards for their age in mathematics, with some average and higher attainers achieving above average standards. Children are provided with opportunities to participate in a range of practical mathematical activities over a period of time, which include sorting and matching, making comparisons and working with two-dimensional shapes. A lesson with a group of the younger children showed that they recognise and name the simple shapes of triangle, circle, square and rectangle. Some were able to describe a square as having four sides and four corners. Most children show an understanding of the language associated with measures when comparing objects of different size, weight or length. They recognise, name and match numbers to ten and count beyond to higher numbers. The higher attaining children have sufficient knowledge of number operations to add two numbers to make a given total of up to ten.
65. The quality of teaching and the quality of learning are overall good. The teacher's knowledge and understanding of the needs of these young children ensure that there are an appropriate variety of practical activities prior to working on a more formal curriculum. The work is planned well and the tasks provided for the children clearly promote their numeracy skills. The Reception teacher uses methods in the National Numeracy Strategy well and provides suitable practical activities according to the needs of the both the youngest children and those in Year 1.

Knowledge and understanding of the world.

66. The children's knowledge and understanding of the world around them exceeds expectations for children of this age. Taking the themes such as Toys, Buildings or Plants, all activities are planned to enable children to explore aspects of the environment and to relate the work to their own experiences. They make good progress and the children are encouraged to be observant and use all their senses. For example, the children learn by growing beans in jars and in the ground, that they grow better in soil. They observe the bean growing and older children draw and label what they see. They learn about the past by handling and playing with artefacts such as a flat iron and washboard in the role-play area, converted this term into an old-fashioned kitchen. Good use is made of visits to places of interest, such as 'Snowhill Manor' where the children have the opportunity to see old toys and artefacts from the past. They learn about the village they live in, drawing pictures and writing about the houses they live in. Children make models of houses from straws, lollypop sticks and blocks. They enjoy using the computer and use the mouse carefully to drag items on screen to match shapes and then 'bin' the shapes in order to start the process again. Early ideas of Christianity are well-formed through listening to Bible stories and writing in their own 'Special Book'.
67. Overall, the quality of teaching and the quality of learning are good; as seen in the range of well planned experiences that are relevant to the children in the world around them.

Physical development.

68. Most children are on course to meet the Desirable Learning Outcomes by the time they are five. Progress in physical development is satisfactory. However, whilst the children have access to the playground at break times and at some set times during the day, opportunities for free physical play are hampered by the lack of outdoor play resources, such as large wheeled toys and equipment requiring pushing and pulling. Children make satisfactory progress within the school scheme of work for physical education in games, gymnastics and dance. They show an awareness of space, of themselves and others and move with appropriate control when running and skipping. Manual dexterity is well promoted and children develop increasing hand control through painting, sketching, cutting and making activities and manipulating construction toys. The direct teaching of physical education is good and fully promotes the children's development. Physical activities in the hall are successfully structured to improve performance. This is necessary to compensate for the lack of an equipped outdoor play area for the youngest children that imposes some restrictions.

Creative development.

69. Children make satisfactory progress in this area and by the age of five have attainment appropriate for their age. Children are encouraged to paint freely and use a variety of media such as beads, wool, straw, glue and sand to make pictures. They use pencils and pastels to produce good observational drawings of living things such as trees in blossom and the inside of a cut onion. They use paper to weave, make papier-mâché masks and create pictures with wood. In general, however, because of the timetable, there are fewer opportunities for the children to engage in free imaginative play. The role-play area gives the children opportunities for imaginative play and time tabled outdoor play is used well to promote their creative development and social skills. During the time of the inspection it was not possible to observe music, however, the children are introduced to a wide range of musical experiences to extend their understanding. The quality of teaching and the quality of learning are overall, satisfactory. An appropriate range of experiences is provided, but, in general, there are fewer opportunities for the children to experience free choice in their play.

ENGLISH

70. The 1999 end of Key Stage 1 test results showed that attainment was above the national average and the average for similar schools in reading and writing. However, there is considerable fluctuation year on year. Over the past four years, average standards in reading have been below the national average and standards in writing have been well below. This is because there are considerable variations in pupils' attainment on entry to the school, and there is a direct correlation between low scores in tests and low attainment on entry. The important thing is that the school has analysed this and has tried to improve pupils' performance in English by drawing up targets for each pupil and introducing new strategies to counteract low results. Regular testing and target setting in both key stages have been effectively supported through monitoring of standards by the headteacher and subject co-ordinator. Consequently, the school is aware of most deficiencies, and works hard to improve these. The school realises that the main area for improvement within literacy is the quality of pupils' writing.
71. In work seen during the inspection, attainment is broadly in line with national expectations at the end of Key Stage 1 (the current Year 2 pupils) and in Year 5 (the year pupils leave), and has remained so since the previous inspection of 1997. This is quite positive because the current Year 2 were below average when they came to the school, and the current Year 5 were also below average when they took the national tests when they were in Year 2. Progress is good, therefore, when comparing pupils' current performance to their prior attainments. The implementation of the National Literacy Strategy has been beneficial. Daily hour-long literacy sessions, encourage regular speaking and listening, focus on the development of reading using a variety of approaches and effectively broaden the range of pupils' writing through a variety of tactics such as report writing, interview scripts and self-evaluations. However, opportunities to develop pupils' literacy in subjects such as history and

geography are sometimes missed. For instance, pupils do not always write in sufficient length or from different viewpoints. Pupils with special educational needs attain satisfactory standards and often make good progress with well-focussed support in class.

72. At the end of Key Stage 1, standards in speaking and listening meet national expectations. The strong emphasis on careful listening in the earliest years results in pupils listening well in class to their teacher and to each other. The supportive classroom atmosphere helps pupils to respond confidently. They enjoy answering questions in class and make relevant, thoughtful replies. Some higher attaining pupils develop their answers in more detail and read their books aloud clearly and often fluently. Whilst some pupils are a little timid, speaking quietly and not always pronouncing their words clearly, teachers and classroom helpers give sensitive help so that they develop confidence.
73. Attainment in reading matches national expectations by the end of Year 2. Most pupils read their own reading books fluently and sometimes with expression. They enjoy talking about their books during literacy lessons and most make simple comments about the main features of the plot and the most important characters in the story. Some higher attaining pupils talk about features they like or dislike and give simple reasons for their answers. Other pupils require support from the teacher to guide their answers. Most pupils are secure in their use of different strategies, including the use of phonics to help them read unfamiliar words. Although pupils borrow books from the school library and understand how to use non-fiction books for information, they do not have a sufficiently clear understanding of how the library is organised. This limits the speed with which they find information.
74. Standards in writing at the end of Year 2 are below expectation. Whilst some pupils' writing uses a lively selection of words to create interest, and although pupils have opportunities to draft longer pieces of writing, pupils' vocabulary and range of expression is limited. Much of the writing repeats familiar simple phrases and expressions. Nevertheless, pupils write for an appropriate range of purposes including story-writing, retelling well-known tales, news items, reactions to books and writing for information based on simple research. However, whilst most pupils understand how to write simple sentences, the accuracy of spelling and punctuation is too variable across the ability range. The writing of most pupils conveys meaning and most familiar simple words are spelt correctly. Standards of handwriting and presentation are variable. Most pupils form their letters correctly but size and shape are not always consistent. The reasons that writing is not as well developed as speaking, listening and reading is because the National Literacy Strategy does not always give equal emphasis to writing skills. Consequently, the school has not planned in sufficient detail to develop pupils' writing skills year on year. The school is aware of this and is planning to give extra support to writing.
75. In work seen in Year 5, pupils are on course to match the national average when they take the national tests at the end of Year 6. As in Year 2, standards tend to be a little lower in writing than in pupils' speaking, listening and reading. Pupils take part very willingly and with interest in question and answer sessions in class. Some higher attaining pupils offer thoughtful opinions and choose their words carefully for emphasis. They listen with respect and consideration to teachers and to other pupils. Regular opportunities to speak to larger audiences, for instance in assemblies, develop the clarity, fluency and projection of their speech. However, opportunities for them to present an extended point of view or to sustain a discussion in a more formal presentation are limited and so pupils do not always present their thoughts in a logical or linked way.
76. During the inspection pupils showed positive enjoyment of an interesting range of texts in literacy lessons. Pupils talked about their general reading with interest. For instance, a group of pupils chatted enthusiastically about their reading of the Harry Potter books. Pupils in Years 3 and 4 have made books to read to the youngest pupils in the school. This has encouraged their own reading by making them realise how well they have progressed since they were young. Most have an appropriate range of strategies to read unfamiliar words and refer when necessary to a dictionary or thesaurus. Some older pupils are beginning to appreciate more subtle levels of meaning in their responses to characters but still require supportive questioning from their teachers. A number of pupils are not yet secure using higher order reading skills, such as skimming and scanning, to support them when seeking

information.

77. Standards in writing are below expectation in Year 5. On the positive side, pupils write for a satisfactory variety of purposes and range of readers. Most write in an organised way, selecting appropriate ideas and vocabulary. Some of the pupils' latest work shows that higher attaining pupils are beginning to select and use language for effect as was shown in their parodies of the Alfred Noyes' poem 'The Highwayman'. However, whilst pupils use their planning and drafting skills in longer pieces of writing, they do not sufficiently consider improving the structure of their writing or making use of more interesting or precise vocabulary. Although most pupils have a secure understanding of simple sentences, their use of more complex structures and expressions is limited. This makes it difficult for some to develop their ideas in a logical sequence. Pupils generally write at an appropriate length for their ages. Most pupils make satisfactory progress in spelling and punctuation but levels of accuracy are variable. Handwriting is generally clearly formed but in many pupils' work presentation is unsatisfactory.
78. Overall, the quality of teaching and the quality of learning in English are good at both key stages and have improved since the previous inspection when teaching was satisfactory. The good progress of Year 2 and Year 5 pupils is a reflection of the effectiveness of the teaching, which has raised levels of attainment across the school. A strength of teaching is the very good relationships which teachers have with pupils. These help pupils to contribute confidently in class and to have very positive attitudes to their work. Features of the good teaching in the school are well illustrated in a Class 4 literacy lesson where pupils were comparing and contrasting features of characters in a story about Grandpa Chatterji. The teacher set the context of the lesson quickly and clearly so that pupils' attention rapidly focussed on the main learning points. The teacher confidently and skilfully guided pupils towards thoughtful observations, providing cryptic interjections that quickened the pace. Pupils' achievements were given immediate recognition so they felt positively involved and interested. Resources were used effectively to build on what pupils had learnt earlier and pupils worked well in their groups because they were clear about what their teacher expected from their work and behaviour. At the end of the lesson, pupils had developed well their understanding of how information and impressions about characters are created in books and some were beginning to explore more subtle implications and inter-connections. This was the result of careful planning, good interaction with pupils and good teamwork with support staff, to provide all pupils with learning experiences that matched their needs well.
79. Teachers are confident and secure in teaching literacy. They make good use of the National Literacy Strategy, particularly in the range and quality of the reading texts used in lessons. Group activities are well matched to the needs of average and lower attaining pupils, although in some lessons these activities are not always sufficiently challenging for all higher attaining pupils. Inconsistent expectations of standards of presentation lead to unfinished pieces of work and untidy handwriting. Whilst there is satisfactory promotion of literacy in other subjects, for instance in writing work in history, geography and religious education, the lack of detailed planning for this means that some opportunities to promote literacy are lost.
80. The curriculum in English is broad and balanced and meets the needs of the National Curriculum. The format of the Literacy Hour has been established satisfactorily and teachers are confident in managing its component parts. The framework of the National Literacy Strategy provides the scheme of work and ensures progression in the teaching of skills and knowledge. Materials from a commercial scheme provide a good range of themes and activities to match the Literacy Strategy requirements. However, some of these materials are not well adapted to meet all the needs of mixed age classes. The school makes particularly good use of the Additional Literacy Strategy and support staff have a good understanding of the materials and activities appropriate for the pupils in those groups. Pupils' reading skills receive further good support from partnership programmes between parents and teachers. These schemes have had an observable and positive effect on pupils' progress. Assessment procedures in English are good and planning is carefully detailed and levelled. Homework is used appropriately across the school to reinforce and sometimes extend the work done in class. Teachers' marking is supportive and encouraging but the quality of evaluative comments is not consistently good.

81. The co-ordinator for English has a good understanding of her role and of provision in the school. She effectively monitors teaching and learning and organises useful moderation of writing across the school every term. Teachers' planning is effectively monitored by the headteacher. The co-ordinator has recognised the priority of improving pupils' writing skills to match the success following the focus on improved reading. Since the last inspection, the range of writing has improved and there is better use of re-drafting of work so that pupils' final efforts are clearly expressed. Resources in English are good, particularly in the range and quality of the materials purchased for the literacy lesson. Each classroom has a good range and number of books, which match pupils' interest and ability range. The school library area is small and shares space with the school photocopier. However it is attractive, well organised and well used. Information and communications technology is used appropriately in the word processing of stories and reports and in the use of spelling programs. Visits from storytellers and visits to the theatre provide an enjoyable extension to the normal curriculum.

MATHEMATICS

82. Attainment in lessons is broadly in line with national expectations at the end of both key stages, as it was at the time of the last inspection, although there is a noticeable variability between the different year groups depending on their attainment when they enter the school. Most pupils, including those with special educational needs, make good progress compared to their prior attainment. The broad trend in Key Stage 1 is towards gradual improvement in line with the national trend. In Key Stage 2, pupils are also improving their attainments year on year in line with the national trend with the progress increasing at an ever faster rate in both key stages in the last year following the introduction of the National Numeracy Strategy.
83. In the national tests for Year 2 pupils in 1999, pupils' average point score was in line with the national average for those gaining the expected Level 2, and a quarter of the group reached the higher Level 3. However, in teachers' assessments, no pupils were estimated at Level 3, despite 26 per cent achieving this Level, showing that teachers did not have sufficiently ambitious expectations of the higher attaining pupils. Whilst the 1999 results matched the national average, results show considerable variability in previous years. In 1998, the proportion reaching the expected Level 2 was well below the national average, and, in 1997, this proportion was in the lowest five per cent nationally. This means that over the last four years, pupils' attainment has been well below the national average. Whilst these low results reflect the very high proportion of special needs pupils in those years, the school's efforts to target lower attaining pupils has been successful, and this partly explains why pupils' performance is improving. It is also improving because of better monitoring of teaching by the mathematics co-ordinator and the recent introduction of the National Numeracy Strategy, which has given staff additional training, and new materials. Pupils' results in 1999 were also in line with schools that have a similar proportion of pupils eligible for free school meals.
84. Pupils leave school a year before the Key Stage 2 national tests. However, the school asks for the results to be forwarded in order to determine whether pupils reached the expected levels given their prior progress at Honeybourne. Results from the last two years show that the majority of pupils matched or exceeded the predictions made for them based on prior patterns of learning. The school successfully predicts pupils' results by setting optional tests at the end of Years 3, 4 and 5 and by testing pupils twice each term. These regular assessments show that pupils have made satisfactory progress over the course of Key Stage 2. As mentioned above, the rate of progress in the last year has been even higher.
85. The standard of work seen at the end of Key Stage 1 is just about in line with national expectations for this age group, even though there is a higher than average number of pupils with special educational needs in this year group. Their progress relative to their low starting point has therefore been good. Much of this is due to effective use of qualified classroom helpers who know the pupils well and who provide good quality support for teachers. The classroom assistants provide particularly good support for the lower attaining pupils. Pupils in Year 2 use the language of mathematics confidently and accurately add small amounts of money together. In one lesson, average pupils rapidly wrote down how much money they had left from £1.00 after buying an item in a shop, and higher attaining pupils accurately worked out three or four different ways of giving the correct change using a variety of coins. Lower

attainers were not far behind, but took a while longer to work things out. However, despite a lot of help in applying mathematics to everyday situations, some pupils do not easily see how they can use their mathematics skills in new situations unless someone helps them. The teachers and support assistants work hard to help pupils become more independent and confident, but some pupils do not make the mental leap needed to apply their understanding to solving new kinds of problem. Pupils' success in the forthcoming national tests will depend on whether they are able to do this well on the day.

86. The attainment in work seen in Year 5 is also broadly in line with national expectations for this age group. Pupils have sound mental agility when they work out problems such as 376 take away 276 multiplied by 3. They have effective recall of most tables up to 10, with some higher attainers confidently working out in their heads how much they would have to pay for nine loaves costing 15p. As in classes lower down the school, pupils do not always see quick solutions to problems. For instance, an average group found it quite hard to work out how much they would save by buying the cheapest items in two shops rather than doing all their shopping in one shop. Teachers are aware of pupils' lack of confidence and give them plenty of help. However, one reason that pupils do not apply their knowledge well is that numeracy? is not taught in a planned way in other subjects. So, whilst pupils measure accurately in science and design technology, and produce bar and line graphs in geography, they do this at a level that they can manage easily and don't therefore push their mathematics knowledge forward. There is effective use of information technology. This was seen regularly in lessons with pupils using well-chosen software that furthered their understanding of the main mathematics themes being covered. The information technology classroom helper is very knowledgeable and of real benefit in helping pupils to improve.
87. The quality of teaching and the quality of learning are good in both key stages. Teachers have a good understanding of how to teach the principles of mathematics. They have all attended training for the National Numeracy Strategy, and apply the principles well in their planning and teaching. This has had a major impact on pupils' learning in the last year, with a faster rate of progress increasingly evident. In Year 5, for instance, pupils who were far below the national average when they sat the national tests at the end of Year 2, are now well placed to match the national average when they take the tests next year. Whilst teachers' planning is detailed and contains clear targets, there is not quite the same attention to higher attaining pupils' needs as to other pupils. Consequently, they do not always 'peak'. In the Year 5 pupils books, for instance, the higher and lower attainers often do the same kind of work, but higher attainers do more. The school has begun to recognise this and is using a new scheme that has specially prepared worksheets to challenge quick thinking pupils. A particular strength in teaching is the way that teachers' manage pupils' behaviour. Firm but kindly approaches help pupils to show respect for each other and teachers, with good work habits resulting. This was evident in a lesson with Year 2 where the teacher skilfully deflected attention seeking by one pupil that could have disrupted the natural flow of the lesson. Teachers use a variety of approaches to keep pupils alert and active; quick tests requiring mental agility were seen in all classes, and there is good use of mathematical games to sustain interest and enthusiasm. Regular assessments are well used to target future learning, and these help pupils to be clear about how well they have done and what they have to do to improve further. Marking of pupils' work is variable with very good marking seen with Year 4 and 5 pupils, but less informative and evaluative marking in some other classes.
88. Pupils' positive responses and very good behaviour have a significant impact on learning. Pupils listen attentively and do as they are told. They have very good relationships with teachers and with each other. Consequently, the learning atmosphere in classrooms is purposeful and busy, with pupils actively engaged in activities. Pupils work collaboratively when required to and enjoy discussing and sharing possible solutions to mathematical problems. Pupils' willingness to learn and appraise their own progress makes them very receptive to new ideas.
89. There has been improvement since the previous inspection. Schemes of work are now more detailed and teachers plan more together, helping pupils to progress smoothly as they move from one class to another. The co-ordination of the subject is good, even though the co-ordinator is a part time teacher. Monitoring of teaching by the co-ordinator, headteacher and governing body ensures that good practice is shared and that teachers feel properly

supported and appreciated for their efforts. The national tests and other assessments are monitored carefully to identify areas for improvement. Teachers have received helpful support from the Local Education Authority numeracy advisor and the subject is satisfactorily resourced in terms of books and computer software.

SCIENCE

90. The findings of the inspection are that standards attained by the pupils in Year 2 are broadly in line with national expectations. However, there is little high attainment. This finding is broadly in line with the assessments made by teachers at the end of Key Stage 1 in 1999, when standards were very high at Level 2 but well below average at the more advanced Level 3. The school's intake varies year on year and in general most pupils make satisfactory progress and achieve as they should. However, higher attaining pupils do not always make the expected progress in science. This judgement represents a slight decline in standards since the previous inspection in 1997 when standards at Key Stage 1 were reported to be above average. In Key Stage 2, pupils make good progress and by Year 5, pupils of all abilities, including those with special educational needs and the more able achieve standards at the expected level. No significant differences were observed between the attainment of boys and girls.
91. By the age of seven, pupils sort materials according to their properties and understand that stretching, twisting and squeezing can alter some materials. They know that materials often change when heated, as when toasting bread or frying eggs and construct a table to record their observations. They understand that ice is frozen water and successfully use their knowledge to list objects that will not freeze. Pupils write about plants as food and group a variety of basic food types they eat as vegetables and fruit, cheese and butter, cereal and bread, and fish, meat and eggs. With support they carry out an investigation on the best way to keep orange juice fresh and capably record what happens. However, they find it difficult to use the results to draw conclusions. Pupils learn that magnets can attract and repel each other and clearly describe what happens when some materials are put near a magnet. With help, they successfully test the strength of different magnets by measuring how far a paper clip can be 'pulled' by the magnets. By the end of the key stage, most pupils are able to carry out simple experiments with support, compare objects and living things they observe and record their findings through labelled drawings and writing.
92. By the age of 10, pupils name parts of a flower as stamen, stigma and sepal and explain the life cycle, including pollination and germination. They begin to organise their own work into a form that can be investigated, such as what conditions a plant needs to grow well, and recognise the need for fair tests. Pupils effectively plan and carry out a number of tests on the characteristics of materials, as for example, the absorbency of different papers and the elasticity of different fabrics. In their tests they make accurate measurements of capacity and length using standard units. In their work on forces and friction, they carry out an investigation into the amount of force needed to move an object on different surfaces and measure the force in Newtons.
93. The quality of teaching and the quality of learning are generally good at both key stages. Pupils with special educational needs are well supported in their learning and make good progress. A Key Stage 2 lesson on the life cycle of plants illustrated the strengths of the teaching in this school. The teacher caught and retained the pupils' interest throughout the lesson with constructive interactions that motivated them to learn. Emphasis was placed on the development of scientific vocabulary and pupils quickly learnt to use terms such as pollination and germination correctly in relation to their enquiry. Lesson planning overall is clear and the activities provided indicate that pupils' learning is organised well. Overall, the management of pupils is good and promotes a good working atmosphere in the classrooms. In Key Stage 1, good use is made of scientific questions to reinforce concepts, such as 'what do we mean by forces?' before introducing a new activity to the pupils. However, the main reason why standards are only average, is that at times not enough attention is given to challenging the more able. In general, teachers give pupils many opportunities to carry out practical investigations and consequently by Year 5, they begin to put forward their own ideas for investigation. Staff show confidence when teaching science and present lessons in

interesting ways, which results in pupils developing an enthusiasm for the subject. Good use is made of information technology for both research purposes and investigative work. For instance, pupils in Year 5 access the Internet for information on the dispersal of seeds and use sensor equipment to measure the temperature of water in a teapot as it cools.

94. The subject is capably managed by a competent co-ordinator, whose monitoring role is firmly established. The school has adopted the Qualifications and Curriculum Authority guidelines for their planning and this has been central in improving the quality of teaching and raising the standards achieved by pupils, particularly in Key Stage 2. The associated assessment procedures from the guidelines are used appropriately to set individual targets for pupils. Learning resources for science are good and the school is fortunate in having an attractive conservation area with a pond for pupils to use for environmental science. Visits to places of interest such as the Domestic Wildlife Centre and Hidcote Manor Gardens enhance the pupils' learning.

ART

95. Attainment is in line with national expectations at the end of Key Stage 1 and when pupils leave the school at age 10. The satisfactory standards reported in the last inspection have been maintained, although there is still insufficient reference made to the work of artists. Although very little teaching was seen, scrutiny of pupils' work, evidence from display and conversations with pupils and teachers indicates that pupils have regular lessons that support their steady progress.
96. By the end of Key Stage 1, pupils in Year 2 successfully engage in two-dimensional activities. In the one lesson seen, pupils completed detailed observational drawings of shells. They accurately represented the particular texture of different shells and appreciated the subtlety of their colours. Most pupils made effective use of the space on the page, often by increasing the scale of their drawing. However, pupils have had limited opportunities to develop skills using three-dimensional media. Pupils have made good use of computer art applications. In the Year 1 and 2 class, for instance, pupils have produced carefully completed computer-assisted paintings of landscapes and houses.
97. By the end of Year 5, pupils have made lively semi abstract 'fire pictures' using brightly coloured card, paint and tissue. In the process, pupils appreciate that a limited colour palette can be an effective way to signal a particular mood in pictures. The most exciting work has been done in the regular weekly art club. For instance, there are prominently displayed three-dimensional masks based on the styles used by North American Indians. These are imaginatively crafted using a range of found materials including sequins, seeds, straws, pipe cleaners, tissue and strips of coloured paper and card. Clearly, pupils respond imaginatively and enthusiastically when suitable materials and stimulus material are available. Pupils successfully enter external competitions. This helps their motivation and interest and improves the status of art within the school. Opportunities to discuss each other's work helps to develop pupils' speaking and listening skills.
98. Insufficient teaching was seen to provide conclusive judgements about its quality. Nevertheless available documentation and work on display shows that art is taught regularly and the pupils' efforts are suitably celebrated. Teachers' good management of pupils creates a settled learning atmosphere in which pupils successfully apply creative effort.
99. The co-ordination of art is satisfactory. The co-ordinator is available to advise colleagues, although, as yet, there is no formal means for monitoring or standardising teaching and learning. The school has eagerly taken up a new nationally recommended scheme that was only published three weeks before the inspection. The ideas within the scheme are already successfully influencing what happens in classes. The new 'artspace gallery' is an imaginative use of space and a further useful way of celebrating pupils' achievements, raising the profile of art in the school and helping pupils to have pride in their work. Art effectively promotes aspects of pupils' spiritual and cultural understanding. For instance, pupils in Class 2 learn about African art, whilst those in Class 3 learn about Celtic art and the art of ancient Egypt. A number of pupils recently had a successful multi cultural art week with

a visiting artist, where they made an exciting large wall hanging that was displayed in the hall. All pupils have sketchbooks, which they make good use of, although teachers' marking is not yet always sufficiently critical to help pupils improve.

DESIGN AND TECHNOLOGY

100. Indications from the one lesson observed at Key Stage 2, and examples of pupils' work are that standards have been maintained at the average level they were during the previous inspection. The progress pupils make is in general satisfactory both in design and making. Pupils are introduced to the safe handling of simple tools from an early age and learn how to join materials together using appropriate adhesives and fixings. They develop skills in marking, cutting and shaping materials and successfully apply finishing techniques to improve their finished product, as was evident in their models of islands
101. By the end of Key Stage 1, pupils design and make a puppet. They use freehand drawings to communicate their design ideas, list the materials required and write the instructions for making the puppet. They use their experience of using tools and techniques that show they have sufficient skill to join and combine materials to make the puppet. Pupils undertake a variety of designing and making activities, using different materials and techniques as they move through the school. Their skills are enhanced in a series of suitable steps over time so that they improve in appropriate ways. For example, pupils in Years 3 and 4, produce labelled sketches and develop a clear idea of what has to be done in order to make a simple pneumatic system from washing-up bottles, some 5mm tubing and a balloon. Older pupils make effective models using a cam mechanism and learn to apply a greater number of skills when designing and making a toy that has a moving part, such as a man popping out of the roof of a car. They successfully evaluate their products, identify problems they encountered when making their models and consider what they would change in their design.
102. There was insufficient evidence for a judgement to be made about the overall quality of teaching and learning in the school. Teaching in the single lesson observed at Key Stage 2 was satisfactory. The activity was clearly explained to the pupils and the teacher circulated well around the groups as they worked on their design. At the end of the lesson, the pupils were drawn together and questions were asked on how they were going to join the materials when making their product the following week, to which the pupils put forward a number of interesting ideas. Overall, teachers' planning shows that the appropriate knowledge, concepts and skills are being taught. Evidence from some of the pupils' previous work indicated that topics had been taught in satisfactory depth.
103. The teaching of design and technology is mainly broad and balanced but there is limited practical and written evidence of this subject in some classes. The school has recently adopted a nationally recognised scheme of work, which gives the basis for appropriate progression. At present there are good links with science, but opportunities are missed to enable pupils to apply their developing skills in mathematics to their work in design and technology. The co-ordinator is a conscientious manager who is well aware that the subject has not been a priority for development. She identifies the need to push on with the development and would like to encourage more specialist volunteers in to work with the pupils. At present, a volunteer who has the necessary expertise runs a very impressive 'Young Engineers Club'. Year 5 members of the club have been introduced to skills such as soldering when making buzzers and have also made micrometers and compasses under his supervision. Resources are generally adequate to support the teaching of design and technology at present.

GEOGRAPHY

104. Pupils' attainment is in line with national expectations at the end of Key Stage 1 and at the end of Year 5. These judgements are based on the lesson observed during the inspection and also on the analysis of pupils' work, discussion with teachers and pupils and on the examination of teachers' planning and records. This represents an improvement since the last inspection when attainment of pupils in Year 5 was below national expectations.

105. Pupils in Key Stage 1 identify a range of simple features when they compare their own environment with that of the Island of Coll and understand how their lives are different from the lives of people who live in Africa. They make and use successfully a range of simple maps and plans of their own area. In Key Stage 2, pupils build effectively on work done in science and geography when they consider their own environment in school and the wider local environment. They understand some important features of land use, and design their own neighbourhood as they study features of the locality. They compare their own environment with the contrasting environment of Malvern during their annual residential visit. They have a sound understanding of some important global features and, using resource material, develop accurate population graphs of some of the main cities of the world. They make regular weather observations and consider the effect of weather on the main climactic regions of the world. Younger pupils in the key stage make effective links with their studies in history on Ancient Egypt when they plot a journey to Cairo and consider its attractions as a tourist centre. Pupils use an appropriate range of maps at different scales and understand how to create and use keys for their use.
106. There were no opportunities to observe teaching in Key Stage 1 and one lesson was observed in Key Stage 2. Whilst this is insufficient to make an overall judgement about the quality of teaching, available evidence shows that teaching has many satisfactory and some good features. In the good lesson seen, careful planning enabled pupils to experience a range of interesting activities to which they responded well. The teacher provided a suitable range of source materials including the Internet. Through the teacher's effective use of questions, pupils consolidated earlier work on weather. Effective use of group work and reporting back to the class enabled pupils to broaden their knowledge and understanding of a range of different climactic zones and helped them to improve their skills in working independently. Good support from the class teacher and other adults enabled all pupils to be productively involved in the lesson. The variable quality of the presentation of pupils' written work indicates that teachers' expectations are not consistent in all classes and there are some missed opportunities to consolidate and extend pupils' literacy and numeracy skills.
107. The co-ordinator of the subject has a sound understanding of her role and uses time appropriately to monitor pupils' work and teachers' planning. Assessment in the subject is suitably linked to the units of work and to teachers' identified learning objectives. The curriculum benefits from links with other schools, such as the Internet link with a school in Budapest and the pen friend link with a school in Germany. In addition the school's links with other local schools, through multicultural celebrations, help pupils to effectively broaden their understanding of the wider world. The subject makes a good contribution to pupils' cultural development. Resources in the subject are satisfactory and have recently been developed to meet the needs of the new nationally recognised scheme that has been successfully adopted. Book resources are appropriate and support the development of pupils' information retrieval skills.

HISTORY

108. Standards in history are in line with national expectations at the end of Key Stage 1 and at the end of Year 5. These judgements are based on the work seen during the inspection. Pupils achieve as they should in both key stages. Pupils with special educational needs often make good progress with good support from class teachers and classroom assistants. This represents an improvement since the last inspection when the progress of older pupils was less satisfactory.
109. Pupils in Year 2 know simple facts about London at the time of the Great Fire and show their understanding of time by successfully sequencing pictures of clothes across several centuries. Younger pupils make simple, but accurate, observations about a range of objects, considering whether they are old or new, and how they have changed. They successfully record their observations through drawings and simple written descriptions. Pupils in Key Stage 2 use a range of different source material, including interviews with older members of the family, to build their understanding of how life in Britain has changed since 1948. In doing this they make perceptive comparisons to their own lives today. Younger pupils in the key

stage make thoughtful observations about objects, such as telephones, from different decades in the twentieth century and understand how these objects have changed during that time. In their work on Ancient Egypt, pupils in Year 3 considered possible historical information from a range of artefacts, successfully developing their analytical research skills. Their visit to the Ashmolean Museum enabled them to consolidate their learning well.

110. The quality of teaching is satisfactory overall and has many good features. Teachers use artefacts well to develop pupils' ability to ask pertinent historical questions and to involve and interest them in the lesson. In one very good lesson, for instance, pupils enjoyed looking at and judging the attractions of a variety of hot water bottles from different periods in time. By the end of the lesson they knew more about how things change over time and some simple differences between older and more modern objects. This exercise helped pupils to think and learn for themselves as they used their imagination and ingenuity. There are some missed opportunities in older pupils' work for the development of more detailed recording. This means that they do not always write in a sufficiently critical way, tending to make generalised statements when greater discrimination is called for. Teachers plan effectively together to ensure that pupils in mixed age classes receive work that is appropriate to their abilities. Effective use is made of the new units of work from a recently introduced nationally recognised scheme. Teachers' assessment of pupils' work is effectively based on these units and their assessments are monitored regularly by the co-ordinator in order to improve the quality of teaching and learning. Consequently, pupils know how well they have done and what they have to do to improve. The school is currently successfully developing its use of the local area to support pupils' knowledge and understanding in history.
111. There is an appropriate policy for the subject, which is now taught as a discrete subject area using the new scheme. This represents a sound improvement since the last inspection, when there was no policy or scheme of work. The co-ordinator has a sound understanding of her role. She has been able to monitor teaching and pupils' work on a termly basis and makes good use of informal opportunities for discussion with her colleagues. The school makes good use of the local area to enhance the curriculum and pupils visit interesting places of historical interest, for instance there was a recent trip to a Victorian Day at Hartlebury. Older members of the local community provide a good range of experiences from the past. Book resources for the subject are good and the school effectively supplements its own range of artefacts by borrowing from the local community and the local Teachers' Centre.

INFORMATION TECHNOLOGY

112. The findings of this inspection indicate that, at the end of Key Stage 1, and by Year 5, pupils attain standards that are in line with those expected for their age. Although this judgement is in line with the school's previous inspection, the pupils have made rapid progress over the last year and all pupils, including the most and least able, achieve well. This is due to many factors. Since the last inspection, information technology has been timetabled for all classes, an information technology assistant has been appointed to assist class teachers and a newly created information technology suite has been equipped with three new computers. As the result of these developments, not only do the pupils talk knowledgeably about all they have learnt, but they show a great enthusiasm for the subject.
113. By the time they are seven, pupils develop sound computer skills as they learn to use the computer mouse to access screen menus and the keyboard to write their work. They type in text, use the spacebar to create spaces, the caps lock to create capitals and the return key to insert line breaks when writing rhymes. They acquire and refine the techniques they need to use information technology, such as re-sizing text and changing colour. Younger pupils use key words to label parts of the face, such as nose, lips and hair and successfully use a paint package program to create pictures. With help, older pupils use the Internet to support their work in mathematics.
114. By the age of 10, pupils have appropriate experience of using a variety of information sources and communication processes. Pupils in Year 3 and 4 are confident with such functions as highlighting text, delete and insert and they use appropriate mathematical problems to reinforce their understanding of number. They create repeating patterns using a

graphic package, to make Christmas wrapping paper and add illustrations to their written work. Some pupils use music software to create a sequence of musical phrases and save their compositions. Older pupils use the Internet and CD-ROMs confidently as research tools to extract information to support their work in science and geography. For example, they find and print pictures and information about weather conditions in different parts of the world. In science they use sensor equipment to measure the temperature of water in a teapot as it cools and make a line graph to show the changing temperature. Pupils collect data, such as the colour of pupils' hair and eyes, enter it and create block graphs and pie charts to make comparisons. They write newspaper articles that communicate relevant details, such as letters to the Editor, sports reports and school news. As they move through the school they acquire and refine the techniques needed to use information technology. By Year 5, pupils already send and receive e-mails to schools in Stoke and Hungary, and complete a questionnaire about their favourite place to put on an Internet web-site. Planning and examples of work indicate that pupils are provided with sound opportunities to explore the monitoring and modelling functions of the computer.

115. The quality of teaching and learning is good throughout the school. Pupils are introduced to the concepts and skills in a systematic way and are given regular practice to reinforce what they have learned. At all stages, information technology is used well to extend learning in other curriculum areas. This is an improvement on the school's previous inspection when it was judged that pupils did not have sufficient opportunities to use information technology in support of other subjects. Particular strengths are evident in science, geography, literacy, history and art. Teachers show secure knowledge of the subject in their explanations and instructions given to pupils as they use the computers. The tasks set, challenge all pupils and move them forward in their learning as well as promoting their personal independence. All teachers plan effectively and work hard to promote high standards. Specific information technology skills are taught carefully, which enables pupils to develop their ability to apply their learning in other areas of the curriculum. Very good use is made of the information technology suite, which provides pupils with the chance to benefit from the skilled direct teaching of the information technology assistant.
116. Information technology has a high profile in the school and provides the pupils with a well-balanced and broad curriculum. The school has adopted the Qualifications and Curriculum Authority guidelines as a scheme of work and this is used well to support the teaching of the subject. Subject areas across the curriculum incorporate information technology effectively and there are many examples of pupils' work benefiting from this. Assessment is well linked to the pupils' own personal record, which is provided for them to record their own achievement. The subject co-ordinator provides good leadership and has been closely involved in the development of information technology in the school. She is ably supported by a well informed member of staff and the information technology assistant who together provide ongoing technical support and expertise to ensure a clear educational direction for the future. The resources are adequate, with an appropriately equipped information technology suite that is used well. Classes also have access to computers in their own classrooms, although the software is not compatible with the equipment in the suite. The headteacher, as co-ordinator has a clear overview of the subject and is well aware of the high financial expenditure required to continue with the development of information technology in the school.

MUSIC

117. The attainment of pupils at the end of both key stages is in line with national expectations and has remained so since the previous inspection. Pupils in both key stages make sound progress as a result of regular lessons where they sing, perform on instruments and compose simple pieces. Since the last inspection, the school has invested in further tuned percussion instruments that add greater flexibility to performance and composition work.
118. By the end of Key Stage 1, pupils sing well as a result of regular opportunities in the daily assemblies and additional opportunities provided in the choir and weekly music club. Pupils sing with obvious enjoyment, accurate intonation and clear diction. Pupils use percussion instruments satisfactorily to accompany their singing. Whilst doing this they maintain a

steady pulse and play in time together. Pupils begin to improvise accompaniments and understand some simple structures of music that enable them to construct short compositions. Some compositions done using computer notation, for instance, show a familiarity with simple bar structure and note lengths. Pupils use basic music vocabulary with confidence as they describe music they have heard. In the process, pupils' speaking and listening skills are effectively developed. By the end Year 5, pupils listen with greater discrimination to music, commenting on the use of instruments and comparing different styles using a suitable musical vocabulary. Pupils develop a rudimentary understanding of conventional musical notation, with those who have recorder lessons having a good grasp of musical conventions and basic theory. In a very good lesson with Year 3 and 4 pupils, the teachers' musical assurance communicated itself as pupils confidently sang tonic solfa using the correct accompanying hand signs. They also made correct use of rhythm names as they recognised different patterns of notes held up by the teacher. Pupils who participate in performances develop good teamwork skills.

119. Little teaching was seen during the inspection although, in the lessons seen, teaching was never less than satisfactory and in one lesson was very good. Teachers use available resources satisfactorily helping pupils to apply creative as well as intellectual effort. In a Year 2 lesson, for example, pupils explored the sounds of different instruments through use of a musical game that required them to musically illustrate a given word. This was an effective way of helping pupils to listen carefully and use their musical imagination. Management of pupils is good enabling them to work at a productive pace. Regular opportunities for pupils to discuss and evaluate their work help them to think and learn for themselves. Teachers' feedback to pupils is thoughtful and helps them to know how well they have done and what they need to do to improve further.
120. Pupils' attitudes to learning are very positive and this helps them to get the best out of lessons. They listen well and enjoy practical sessions. They get out and put away equipment sensibly and understand the need to handle items safely. Pupils keep their concentration well without the need for teacher intervention. Pupils' positive attitudes have a good impact on their learning and help to compensate for the short time available for lessons.
121. The co-ordination of the subject is sound. Teachers are offered regular support by the co-ordinator who has attended recent regular in service training in modern methods and approaches to music education. There are sufficient resources for all teachers, and there has been a particular improvement in the provision of tuned percussion instruments, which were in short supply at the time of the previous inspection. The regular extra-curricular activity has a positive impact on standards and extension activities, such as the regular concerts, the recent visit to Symphony Hall and visits by musicians, effectively develops pupils' interest and enthusiasm for the subject. The choir's regular performances inside and outside school help them to sing with musical conviction.

PHYSICAL EDUCATION

122. No lessons were observed during the inspection due to timetabling. There being minimal evidence, it is not possible to make a secure judgement about standards of attainment or learning gains made by the ages of 10 and seven or about the quality of teaching. For the same reason, it is not possible to make an informed comparison with the findings of the previous inspection. Attainment is above average in swimming as the majority of pupils already achieve the expected standard of swimming 25 metres unaided by the age of 10. In outdoor games, boys and girls in Year 5, improve their skills when bowling over arm, in preparation for a game of Kwik cricket. In Year 4, pupils respond appropriately to music through dance. Pupils in Year 3, show average skills when practising throwing and catching a ball for accuracy.
123. There is very little evidence from which a secure judgement can be made about the quality of teaching, although planning indicates that pupils are provided with the opportunity to participate in all areas of physical education. A swimming coach is hired to teach pupils from all classes, on a termly rota system. After school clubs support and extend Key Stage 2 pupil's abilities and interests. Matches and tournaments are held regularly and a skills day is held at the middle school for pupils of all abilities. Regular cricket coaching is provided for

the pupils in Years 4 and 5. The school achieves success in football, swimming and cross-country events. Outdoor activities are effectively promoted through a residential visit to the Malvern Outdoor Centre.

124. The policy and commercially produced scheme used by the school provide appropriate guidance for teachers and ensure the progressive development of pupils' skills. This is an improvement since the last inspection when there was no whole school policy or scheme of work. The subject is capably managed by a knowledgeable co-ordinator, who has monitored all teachers teaching physical education. In the spring term she also teaches gymnastics to all pupils in Key Stage 2. Assessment procedures for gymnastics and games are firmly established with observation sheets that cover all the skills required of pupils from Reception to Year 5. Resources are adequate and the school has sufficient outdoor space for physical education with a good-sized playing field and a hard surfaced play area that are both marked out for games. The hall however is very small for indoor physical education. To overcome this, at Key Stage 2 the two mixed aged classes are split into three and taught as year groups.

RELIGIOUS EDUCATION

125. Standards in religious education are in line with the expectations of the Locally Agreed Syllabus at the end of Key Stage 1 and at the end of Year 5. This was also the finding of the school's previous inspection. These judgements are based on the one lesson seen, analysis of pupils' work and teachers' planning and discussions with the subject co-ordinator.
126. Pupils in both key stages understand the special significance of the church in the Christian faith. Through their regular contact with the local parish church they know about some of the important celebrations in the Christian calendar and take part in special services. Older pupils' work and teachers' planning shows that they have a good knowledge of some of the main events of Jesus' life and some of the important stories in the Bible. Through both key stages, pupils acquire a sound understanding of some of the traditions and celebrations of other faiths such as the Hindu and Muslim faiths. Teachers' planning for younger pupils indicates that pupils are given appropriate opportunities to develop their personal responses. However, there are more limited indications in older pupils' written work that they think at a deep level about their own responses to ideas and experiences. The standards of presentation in some older pupils' work are unsatisfactory. Pupils with special needs are given good support and encouragement to be involved in lesson activities and achieve well alongside other pupils in the class. Pupils behave very well, are interested in answering questions and enjoy taking part in activities.
127. Only one lesson was observed during the inspection and so there is insufficient evidence to form a secure judgement about the quality of teaching. However, available evidence indicates that teachers' planning is good. This helps pupils to develop ideas and new understanding in a systematic way. Teachers' subject knowledge is generally appropriate and in some cases it is good. Interesting activities are planned which are well matched to pupils' stage of development. This was seen in the planning for a lesson for Class 1 where pupils were given the opportunity to act out the story of Joseph and his coat of many colours and to consider how jealousy affects people. Pupils were encouraged to talk about their own feelings and ideas, helping them to apply creative and intellectual effort. However the opportunities for older pupils to write about their personal responses and to reflect on what they have learnt are too limited. Consequently, some of their reactions are a little superficial and lack a reflective quality. Teachers are generally thoughtful about selecting resources that involve and interest pupils, frequently using their own or community resources to supplement the satisfactory range available through the school. In the lesson seen in Class 4, the teacher showed pupils very good examples of old family Bibles to illustrate the special nature of these books and the value placed on them by families. This good use of resources grasped pupils' interest, adding to the productive pace of the lesson.
128. The co-ordinator for the subject has a clear understanding of her role and provides helpful advice to colleagues. There is no evidence that the low expectations, lack of rigour and poorly focused lessons seen in the previous inspection still occur. The policy for the subject

reflects well the requirements of the Locally Agreed Syllabus. Useful units of work support teachers' planning on a two-year cycle so that work is not duplicated in the mixed age classes. The policy for religious education provides helpful guidance for assessment and the co-ordinator regularly monitors pupils' work. Further improvement will shortly occur as the co-ordinator plans to make closer links between planning and assessment. Well-planned daily sessions of collective worship give good support to the work in the classrooms. The school's strong sense of community and the ethos of the school contribute well to pupils' understanding of the application of Christian principles. The school's emphasis on respect for other people and care for each other successfully reinforces respect and tolerance for the beliefs and traditions of others. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development. Resources for the subject are satisfactory and have improved since the last inspection, with a further development of the resources for teaching about faiths other than Christianity.