

INSPECTION REPORT

KINGSTONE AND THRUXTON PRIMARY SCHOOL

HEREFORD

LEA area: HEREFORDSHIRE

Unique reference number: 116700

Headteacher: Mr R L Richards

Reporting inspector: Mr G Bassett
21500

Dates of inspection: 30th April – 4th May 2001

Inspection number: 194678

Full inspection carried out under Section 10 of the School Inspections Act 1996

© Crown copyright 2001

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: Infant and Junior

School category: Community

Age range of pupils: 3 – 11

Gender of pupils: Mixed

School address: Kingstone
HEREFORD
Herefordshire

Postcode: HR2 9HJ

Telephone number: 01981 250338

Fax number: 01981 250338

Appropriate authority: The Governing Body

Name of chair of governors: Mr S Thomson

Date of previous inspection: 3rd March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21500	Mr G Bassett	Registered inspector	Mathematics, Information and communication technology, Special educational needs	How high are standards? How well is the school managed?
A09545	Mr K Greateorex	Lay inspector		The pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with the parents?
19387	Mrs M Powell	Team inspector	English, Music, Foundation Stage,	How well are the pupils taught?
A11419	Mrs J Underwood	Team Inspector	Art and design, Design and technology, Physical education.	
23566	Mr J Iles	Team inspector	Science, History, Geography, Religious education, Equal opportunities.	How good are the curricular and other opportunities offered to the pupils?

The inspection contractor was:

St Mary's Inspection Unit,
Waldegrave Road,
Strawberry Hill,
TWICKENHAM.
TW1 4SX

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

REPORT CONTENTS

Paragraph

PART A: SUMMARY OF THE REPORT

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?	1 - 13
The school's results and pupils' achievements Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14 - 20
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	21 - 27
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	28 - 34
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	35 - 40
HOW WELL IS THE SCHOOL LED AND MANAGED?	41 - 49
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	50
[OTHER SPECIFIED FEATURES]	

PART C: SCHOOL DATA AND INDICATORS

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	51 - 137
---	-----------------

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Kingstone and Thruxton Primary School is set in attractive grounds and situated eight miles from the city of Hereford. The original school was opened in 1846 but in 1972 moved to new buildings alongside the local secondary school. It serves a rural area in the Golden Valley and draws children from several neighbouring villages of Clehonger, Madley and Allensmore as well as the two main villages of Thruxton and Kingstone which includes a large council house estate. The school has seven classrooms, a hall, administration rooms, a special education centre for 12 pupils and a part time nursery. Recently through the funding of an Educational Action Zone (EAZ) the school has established a Family Centre for the use of the community. There are 235 pupils on roll, including 25 nursery children who attend for mornings only. The school population is totally white. The proportion of pupils entitled to free school meals is slightly higher than 8%. The number of pupils on the special needs register is broadly average for this size of school. There are 11 pupils with statements with most joining the special education centre in the school at the beginning of Key Stage 2 from other local schools. This number of pupils with statements is well above the national average. The pupils start school in the year they become five, but now most have had experience of attending the nursery part time. The school's initial assessments show that the children's attainment on entry to the school over the past six years was generally below average for children of this age.

HOW GOOD THE SCHOOL IS

Kingstone and Thruxton Primary School is a very effective school that gives good value for money. By the time the pupils are eleven years old, the standards achieved are in line with the national average in English, mathematics and science. This has been achieved despite the fact that over the past six years the successive cohorts of pupils entering the school have attained standards that have been below the average expected for four-year-olds. Throughout their time in the school, their progress is good and the pupils with special educational needs make very good progress. This is due to the substantial improvements made to the quality of the teaching, the quality of the planning of the curriculum and the assessment procedures. The leadership and management provided by the headteacher are excellent. The governors, headteacher, deputy headteacher, the co-ordinators and all other staff form a cohesive and hard working team that has high aspirations and expectations. They ensure that the whole school makes good progress to the targets and priorities agreed in the comprehensive and much improved development plan. The cost per pupil is high, but considering the significant improvements in the leadership and teaching since the last inspection, the good progress made by successive cohorts of pupils and their very good attitudes to learning, the school provides good value for money.

What the school does well

- The leadership and management of the school by the headteacher are excellent.
- The quality of teaching throughout the school is good overall and on many occasions either very good or excellent.
- The pupils have very positive attitudes towards their work and the school, and they make good progress.
- The governing body is very effective in fulfilling its responsibilities and in the support it gives to the headteacher staff and pupils.
- The school's links with the parents and the community are excellent.
- The provision made for the pupils with special educational needs is excellent, and as a result they make very good progress.
- The procedures for monitoring and supporting the pupils' academic progress are excellent and are very good for their personal development.

What could be improved

- The teachers do not use information and communication technology sufficiently well to support the teaching in other subjects.
- The statutory information to parents does not meet requirements because there are two small

omissions.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in March 1997, the governors, headteacher and staff have made very significant and very good improvements to the quality of education throughout the school. The quality of leadership has improved substantially and is now excellent. The headteacher has provided very positive direction for the work of the school and shares his vision clearly with governors, staff, pupils and parents very effectively. He has provided the driving force behind all the improvements. The emphasis on improving the qualities of the teaching and curriculum planning has been at the heart of all progress, and the targets and aims in the school development plan have focussed very effectively upon these aspects. Since the last inspection, the overall teaching quality has improved from satisfactory to good; it is often either very good or excellent. At the time of the last inspection there was a large proportion of unsatisfactory teaching, but no unsatisfactory teaching was evident during this inspection. The planning of the curriculum which was unsatisfactory in many areas has improved and is now very good. These developments have enabled the teachers to plan effectively to ensure that all pupils make at least good progress and those with special educational needs have made very good progress. The quality of the pupils' work at the end of Key Stage 2 has improved in physical education, art and, history and design and technology. The pupils' behaviour and their attitudes to their work at school have also improved significantly to be very good, and the links with their parents are now excellent compared with good at the last inspection. The school is very well placed to continue the good rate of improvements in the future.

STANDARDS

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

Performance in:	compared with				Key
	All schools			similar schools	
	1998	1999	2000	2000	
English	D	E	B	B	well above average A above average B average C below average D well below average E
mathematics	C	D	B	B	
science	C	D	D	C	

The results of the tests in 2000 at the end of Key Stage 2 show that the pupils achieved standards that were above the national average in English and mathematics. In science, however, the proportion of the pupils that reached the higher level 5 was well below the national average and this reduced the school's overall performance to below the national average. The comparisons with schools of a similar type (those that have more than 8% of pupils on free school meals) show that the standards are above average in English and mathematics and close to the average in science. The targets set for the end of Key Stage 2 were exceeded last year. In all three subjects, the school's performance in 2000 was significantly better than that achieved in the previous year. The results over the past three years show that there is no significant difference between the attainment of the boys and girls. In the present Year 6, the pupils' standards in English, mathematics and science are also close to the national average. In physical education, history and art and design, the quality of the pupils' work is better than the expected levels for eleven-year-olds. In all other subjects, the quality of work is in line with the expected standards.

The results of the tests in 2000 at the end of Key Stage 1 show that the standards were close to the national average in reading and writing. In the mathematics test, the proportion of the pupils that reached the higher level 3 was below the national average, and this reduced the school's overall performance to below the national average. When comparisons are made with similar schools, the overall performance is close to average in writing and mathematics, but below average in reading. It is evident from the work seen in reading, writing and mathematics that the standards being attained by the pupils presently in Year 2 are broadly in line with the national average for their age group.

The attainment of the successive cohorts of pupils over the past six years varied considerably, and all year groups entered school with below average attainment. By the time they leave the school, the pupils make good progress and their overall standards are satisfactory.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils' enthusiasm and attitudes towards their work are very good.
Behaviour, in and out of classrooms	Their behaviour in and around the school is very good.
Personal development and relationships	The pupils' personal development and their relationships with one another are very good. They show good respect for the feelings and values of others.
Attendance	The attendance throughout the school is good.

The pupils are very enthusiastic about their work and happily come to school. Their behaviour and personal development are very good and the attendance rate is better than the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very 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.

During the inspection, the quality of teaching was good overall. Over four fifths of the 64 lessons seen were of either good or better quality. Two fifths of these were good and a further two fifths were either very good or excellent. No unsatisfactory lessons were observed, and this is a significant improvement upon the last inspection. Overall, this is extremely high quality teaching and has a beneficial impact upon the pupils' progress and attitudes. The teaching throughout the school ensures that the pupils maintain their interest and enthusiasm for learning. The assessments of the pupils' work are very sharp and ensure that a variety of interesting and appropriate activities are planned. Therefore, the pupils are motivated to work well. The pace of work is brisk because lessons are very well planned and matched to the pupils' individual abilities. The teachers have a very secure knowledge of the English and mathematics curricula and the teaching of literacy and numeracy skills is very good. In all subjects, the teachers plan very detailed lessons that meet the needs of all pupils and they take special care to plan appropriate tasks for the pupils with special educational needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of	The curriculum is very well planned and the range and quality of the learning

the curriculum	opportunities are very good. The provision for extra curricular activities is excellent.
Provision for pupils with special educational needs	The provision for the pupils with special educational needs is also excellent and they make very good progress.
Provision for pupils with English as an additional language	Not applicable to this school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for the pupils' moral and social development is very good and for their spiritual and cultural development it is good. These aspects of the pupils' development are effectively supported through the themes in the assemblies.
How well the school cares for its pupils	All members of staff show a very caring attitude towards all the pupils. The procedures for encouraging the pupils to do their best are very good and the support for their progress is excellent.

The curriculum has been consolidated very effectively since the last inspection, and the opportunities provided for all the pupils are very good. It meets all statutory requirements for the National Curriculum and for religious education. The excellent range and quality of the extra curricular activities and visits enhance the pupils' learning very effectively. The school monitors the academic and personal development of each pupil very well and has very good procedures for promoting good behaviour. The headteacher and staff place the interests of all pupils at the centre of the school's development. The provision for the pupils' moral and social development is very good. The care and high quality support of the pupils with special educational needs are excellent and a strength of the school. The school forms excellent links with the parents by providing good information. The parents' hold the school in high regard.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the school by the headteacher are excellent. He gives excellent direction to the work of the school and provides an extremely clear vision for the future. The deputy headteacher and co-ordinators are dedicated and work very conscientiously and productively together.
How well the governors fulfil their responsibilities	The governing body is very active and provides very good support and guidance to the headteacher, staff and pupils. It fulfils its responsibilities very effectively.
The school's evaluation of its performance	Through the development plan, the head-teacher and senior staff maintain excellent strategies to evaluate and monitor the work of the school.
The strategic use of resources	The resources, especially the support assistants, are used very effectively and make a very beneficial effect upon the pupils' progress and attitudes to school.

The leadership of the headteacher is excellent. He is the driving force behind all the significant improvements that have been made since the last inspection. He has a very clear vision for the future developments of the school and has built a strong and cohesive team. The co-ordinators have a very secure grasp of the management of their subjects and give the teachers and teaching assistants very effective

support. The governing body plays a very good part in developing the positive direction of the work of the school and fulfils its requirements very well.

The school has a good number of teachers and other staff. The teaching assistants are deployed very well to support the pupils with special educational needs. The quality of the accommodation and learning resources are satisfactory with the exception of the playground area, which is too small for the number of pupils. The school is aware of this and arranges split play times to relieve the congestion. The school uses the grants made available prudently and applies excellent procedures to ensure the principles of 'best buy'.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The school is well led and they feel comfortable about approaching the school with problems or suggestions.• Their children like coming to school.• The quality of the teaching is good and their children make good progress• The school expects their children to work hard and achieve their best.• The standards of behaviour are good.	<ul style="list-style-type: none">• A very small number of the parents expressed a concern about the amount of homework set for their children.

The inspection team agrees whole-heartedly with these positive views expressed by nearly all the parents in their responses. However, the evidence shows that homework is set consistently, is well balanced and is purposeful.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. It is evident from the work seen and from the lessons observed that the standards at present are broadly in line with the national average in English, mathematics and science at the end of both key stages. The progress made by most pupils is good, and the pupils with special educational needs make very good progress. In all classes, there is no significant difference between the attainment of the boys and girls.
2. The results of the national tests in 2000 at the end of Key Stage 1 show that the standards achieved by the school were close to the national average in reading and writing. In the mathematics test, only a small proportion of the pupils reached the higher level 3, and this reduced the school's overall performance to below the national average. When comparisons are made with similar schools, the overall performance is average in writing and mathematics, but below average in reading.
3. The results of the tests in 2000 at the end of Key Stage 2 show that the pupils achieved standards that were above the national average in English and mathematics. In science, the proportion of the pupils that reached the higher level 5, was well below the national average and this reduced the school's overall performance to below the national average. In all three subjects, the school's performance in 2000 was significantly better than that achieved in the previous year and exceeded its own targets. Furthermore, in comparison with schools of a similar type, the standards were above average in English and mathematics and average in science.
4. Based upon the school's initial assessments, the majority of the Year 6 and the Year 2 pupils who took the national tests in 2000 were judged to be below average attainment when they joined the school at the age of four years. Since then, the school has planned and targeted the curriculum more precisely to meet their needs and has increased the amounts of additional support for small group tuition. This has raised the standards and quality of the pupils' work. Subsequently, it is clear that the Year 2 pupils made substantial progress to achieve these results in the tests in 2000. It is also clear that the Year 6 pupils who took the tests in 2000 made very good progress in English and mathematics and satisfactory progress in science over the four years from the end of Key Stage 1.
5. At the end of Key Stage 2, it is evident from the lessons seen and the scrutiny of the pupils' work in their books and on display around the school that the standards in physical education and art and design are above the levels expected for their ages. This is better than observed at the time of the last inspection when standards were judged to be in line with expectations in both subjects. In both key stages, the pupils exceed expectations in history. The quality of their work has also improved significantly in design and technology. At the time of the last inspection it was unsatisfactory but is now in line with the expected levels at the end of Key Stage 1 and is above the expected levels at the end of Key Stage 2. In all other subjects at the end of both key stages, the pupils achieve standards that are in line with expectations for their ages. This is similar to the picture seen at the last inspection.
6. The capabilities of the different cohorts of pupils vary significantly each year. The school compensates for this by providing additional support in lessons. For instance, many pupils in Years 2, 5 and 6 receive extra support in numeracy and literacy. They are withdrawn into small tuition groups to be taught either basic skills as lower attaining pupils or to extend their knowledge and understanding as higher achievers. This has a most beneficial impact upon the quality of their work, the pace of their learning and their attitudes to literacy and numeracy. Considering that all cohorts for many years have entered the school at the age of four with attainment that is clustered around the

below average for their age, the pupils throughout the school make good progress building securely upon their previous learning. The pupils in the Foundation Stage settle quickly and many have already made good progress. A large proportion is on course to reach the early learning goals in all areas of learning by the time they enter Key Stage 1.

7. The progress made by the pupils with special educational needs is very good. They receive excellent support not only within the special education centre and small groups, but also when taught in a whole class situation.

Pupils' attitudes, values and personal development

8. The pupils' attitudes to school and their learning are very good. They are keen to come to school and are excited by their learning opportunities. Throughout the school, they are enthusiastic about their work and eager to succeed. The pupils sustain very high levels of interest and concentration because the teachers plan tasks that interest and motivate them. They take great pride and enjoyment in producing good work. The pupils are encouraged to express their ideas and opinions. They respond to the high expectations with confidence, enthusiasm and enjoyment.
9. The pupils' behaviour is consistently very good and this confirms the views of parents who feel that their children are taught to be polite and respectful. When they come to school, in assemblies, at lunchtimes and at playtimes all pupils show that very high standards of behaviour are achieved. In the lessons seen, their behaviour was almost always very good. The pupils move around the school in a quiet and orderly manner and have a very clear understanding of the standards expected of them. There have been no exclusions in recent times. During the inspection, there was no evidence of either bullying or lack of respect for school property.
10. All members of the staff consistently foster the children's best interests. Consequently, the pupils form extremely constructive relationships with each other and with adults. They work co-operatively, demonstrating that they will listen with interest to each other and will try to understand the other person's point of view. They play together well and all pupils consistently demonstrate patience, tolerance and understanding for others.
11. The pupils' personal development is very good. The school provides opportunities for all the pupils to show initiative and take responsibility and they demonstrate that the trust is well placed. The pupils regularly perform jobs within the classroom and around the school. As they mature, they are encouraged to show greater degrees of independence. The older pupils regularly help the younger ones in a range of different ways in the school and in the playground. The Year 6 pupils also set out the hall for assemblies and help the reception children during play times. All pupils help to raise funds to support charities and collect tokens to support the school.
12. The pupils' attendance and punctuality are good. There is very little unauthorised absence. Virtually all pupils are punctual, and many arrive early. They come to school happily and are eager and ready to learn, which enables the school to make a prompt and efficient start to the school day.
13. The very positive attitudes to learning, very good relationships and very high standards of behaviour are important strengths of the school and have a positive effect on the quality of the teaching and learning.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

14. The quality of teaching has improved considerably since the last inspection when it was judged to be satisfactory overall. At the time of the last inspection, 5% of lessons were judged to be very good or better but 12% were unsatisfactory. The quality of teaching is now good overall with a very high

proportion of lessons being either very good or excellent. The teaching of literacy and numeracy is good throughout the school and some of the lessons in these two subjects lessons are very good and sometimes excellent. This is reflected in the overall improved standards in English and mathematics. Of the lessons observed during the inspection, about 6 % were excellent, 36% very good, 41% good, and 17% were satisfactory. No lessons were unsatisfactory. This is a very good improvement since the last inspection.

15. Overall, in all subjects throughout the school, the quality of the teaching is extremely high. It is clear that it is having a profound impact in raising standards and in improving the quality of the pupils' work and upon the good progress they make from the time they enter the school. A high proportion of the teaching of the pupils with special educational needs is of an exceptionally high quality and ensures that they make very good progress.
16. The generally good or very good teaching in Key Stage 2 ensures that the pupils maintain their interest and enthusiasm for learning. The assessments of the pupils' work are very sharp and ensure that a variety of interesting and appropriate activities are planned. Therefore, the pupils are motivated to work well. The pace of work is brisk because lessons are very well planned and matched to the pupils' individual abilities. This was well illustrated in Year 6 where the pupils with secure language skills composed radio interviews with the apostle, Paul, on his journey to Damascus. After clear explanations and well focused questioning by the teacher, the pupils in Year 3 wrote very cogent and appropriately pitched letters of complaint and persuasion. The teachers' subject knowledge is generally good, for example, in the teaching of history and art. This ensures that the pupils make rapid gains in knowledge and in the acquisition of skills, such as gathering and interpreting historical evidence and in painting. In a Year 5 class, the teacher's good subject knowledge together with effective support ensures that all the pupils have the maximum opportunity to succeed. Pupils of all abilities investigated census materials from 1891 and used photographs of the 'Lillywhite' family in order to understand how people and places change over time and why data gathering is a useful activity.
17. The additional help provided for the pupils in Key Stage 2 through the special needs class, the booster classes and additional support for literacy is a key factor in the progress the pupils are currently making, especially in literacy and numeracy. Pupils of all abilities are suitably challenged and given the confidence to approach tasks that appear difficult. This was very evident when pupils who experience difficulties with numeracy managed to sustain concentration very well during a lesson intended to consolidate their understanding of addition and subtraction. A further good example was seen during a literacy class containing a number of lower attaining older pupils. They were required to identify cultural features in a demanding text. The teacher's whole approach exuded her expectation that they would succeed. Her very good questioning techniques and ability to provoke their responses ensured that the pupils made very good progress in understanding the cultural inferences in the text. The whole ethos of the teaching and learning in Key Stage 2 is based on a very positive approach. This generates very good relationships in the classes and has a beneficial effect on the pupils' enjoyment of learning.
18. The teaching in Key Stage 1 is of good quality and builds upon the strong foundation of the children's very early school experiences. The pupils in Key Stage 1 currently benefit from the appointment of an additional teacher to work with the higher attaining pupils and especially those in the large class in Year 2. The teaching of literacy and numeracy is given a high priority and ensures the systematic development of the pupils' reading, writing and mathematical skills. The teachers and their classroom helpers are very consistent in their teaching approach so that the pupils learn to recognise sounds that are linked to different letters, especially when they encounter unfamiliar words. The importance of learning to write is also stressed. The teachers have made careful plans to take account of the different stages of writing that the pupils achieve. They match the needs of those who write a few simple sentences and also those who can already sequence fairly extended pieces of writing quite

logically. In the Foundation Stage (for pupils not yet in their first year of the National Curriculum), the teaching is of high quality. There is a high proportion of very good teaching that ensures that the children make very good progress before they begin the National Curriculum. This very strong picture is the result of skilful, collaborative planning between the Nursery and Reception classes. It is based on very accurate assessment of the children's capabilities when they begin school and careful observation of the children's progress at regular points during the two years. This enables the adults not only to provide appropriate support for the children who may find learning difficult, but also to present more challenging activities to the brighter, more confident children. A good example is the way a wide variety of writing activities are made available in the Nursery from making marks in sand to using paint, crayons and felt pens on paper. The pupils are then extended through challenging activities requiring them, for instance, to begin to "write" menus and orders in the class café.

19. A great strength of the teaching is the very detailed and coherent planning of the curriculum. This is a particular strength of the Foundation Stage and in the planning of the core subjects at Key Stage 1 and 2. For most lessons, the teachers are clear about what they want the pupils to learn and the activities that will ensure that the intended learning takes place. The marking of the pupils' work is satisfactory overall and some is good, but it is not yet consistent in its usefulness across the school.
20. The school's current arrangements for teaching ICT (Information and Communication Technology) are soon to be enhanced by the provision of a computer suite, which can be used for the direct teaching of either whole or half classes. The current weakness lies in the lack of sufficient resources to link the teaching of ICT to other subjects and especially science. Within the constraints of the current hardware, the pupils have received satisfactory learning experiences for ICT to ensure that their skills are appropriately developed in each class. These have recently included opportunities to use email and the Internet and to pursue topics of control and data handling on visits to the secondary school. These experiences have improved the pupils' communication and investigative skills.

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

21. The curriculum is of very good quality. It is broad, balanced and relevant to the ages, needs and interests of the pupils. It includes all subjects in the National Curriculum and religious education and meets the statutory and local requirements. The quality of the curriculum has improved since the previous inspection when the key issues stated that the school should develop its curriculum planning and identify precisely what pupils should learn. The curriculum has been reviewed systematically and policies are now in place for all subjects. The school has adopted the schemes of work produced by the Qualifications and Curriculum Authority (QCA), for all subjects. This is proving to be successful by ensuring that tasks build upon the pupils' previous learning and become successively more demanding. Consequently, this is beginning to raise achievements. The planning is now of very good quality, promoting the development of skills and knowledge effectively. This provides very good support, guiding teaching and learning effectively.
22. The subject co-ordinators systematically monitor how well their subject plans are used to raise the pupils' standards. This enables them to gain a whole school overview and to identify both strengths and areas for development of their subject. This is now a strong feature of the subject management. In addition, the school has successfully implemented the national literacy and numeracy strategies. They are well linked to other subjects and there are many good opportunities for the pupils to develop their speaking and listening skills in a wide variety of situations, for example, in expressing opinions about the similarities and differences of Christianity and other religions. The curriculum planning covers the introduction of specific subject vocabulary that enables the pupils to express their knowledge using the appropriate terms. This expectation is reflected in good examples of descriptive work, for example, those seen in history and religious education. Mathematics is also well represented in the evaluation of outcomes in investigative science.

23. The curriculum for Information and communication technology (ICT) is well developed and is soon to be supported with the use of a computer suite. The school development plans clearly indicate how this additional resource will enhance provision to promote more frequent and regular direct teaching of the subject to the pupils.
24. All pupils, including those with special educational needs, have equal access to the curriculum. The provision through the curriculum for pupils with special educational needs is excellent. All pupils with special educational needs are very well challenged. During the afternoon sessions, these pupils, supported by classroom assistants, join the mainstream classes. The teachers, plan the work carefully by taking into account the targets set in the pupils' individual education plans, which are also of very good quality. The requirements of the Code of Practice for the pupils with special educational needs are met in full.
25. The provision for the pupils' personal and social education is an integral part of the curriculum planning. Visits of community groups to support school initiatives, such as Health Day, and residential visits enhance the learning opportunities. The assembly themes are also used to support this aspect of the curriculum and the pupils are encouraged to recognise their growing responsibilities as citizens. There are planned opportunities for them to discuss the contributions they can make to improve society, for example, by considering how their attitudes, beliefs and actions affect the lives of others. The governing body of the school decided that sex education would not be taught at the school. However, older pupils learn about growth and development in science lessons and their questions are answered sensitively and honestly. The Health visitors support the teachers in presenting these elements of the curriculum. The local police visit the school and heighten the pupils' awareness of the benefits and dangers of drugs and medicines.
26. An excellent range of extra curricular activities is a strong feature of the school's provision. These include sports, music, technology, knitting, drama and environmental activities. There is a seasonal rotation of activities according to the weather conditions. The links with other schools especially the neighbouring High school and the community are excellent. The older pupils visit the High school for ICT activities and have joined in a celebration of a multi-cultural day. The secondary boys' choir has joined with the school choir and there are strong links between the teachers in the two schools. Holiday clubs support activities in the community, and the pupils also present their plays and songs to other schools and to the villagers. The school is at the centre of community life, and this is a fine example of how partnership with the community enhances the pupils' learning.
27. The provision for the pupils' spiritual and cultural development is good, and the provision for their moral development is very good. There are times for quiet reflection in assemblies focussing, for example, on the American singer, Eva Cassidy, whose music became internationally famous five years after her death. The pupils were encouraged to think about the ways in which people's actions and talents affect others and how they are remembered after their deaths. There are also opportunities to develop awareness of special events and moments in their own lives and those of others. The pupils' cultural provision is planned for through subjects such as art, music, history and geography. A multi-cultural day for all Year 5 pupils within the school's local cluster involves the pupils in painting and music making in the traditions of other countries. The displays around the school reflect the staff's commitment to widening the pupils' experiences and understanding beyond the limitations of their own environment. There are many occasions when pupils are expected to take responsibility, for example, when older pupils look after younger ones. The members of staff act as positive role models and consequently the pupils learn the importance of good manners and the value of maintaining rules for the benefit of all. The values of trust, honesty and respect are promoted strongly and the social and moral provision is a strength of the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

28. The school provides high quality support and guidance and effectively promotes the pupils' welfare, health and safety in a warm, caring and stable environment. This atmosphere encourages the pupils to learn and develop as individuals with high aspirations and a love of learning.
29. The school has established carefully planned programmes for assessing and monitoring the attainment of its pupils. All teachers use information from their weekly assessments as well as the statutory and non-statutory tests to track their pupils' attainment and progress. This information is comprehensively analysed and used effectively to highlight individual learning needs, set targets and inform lesson planning. The monitoring of the pupils' progress throughout the school year enables the school to successfully identify where pupils have made gains in their knowledge and understanding and where additional booster support is needed.
30. The headteacher and all other staff provide very good role models to promote the care for and high expectations of each pupil. All staff know the pupils very well and have a very clear picture of their strengths and weaknesses. The teachers are sensitive to the needs of the children and consistently monitor very well their ability to cope on a day-to-day basis. This was demonstrated during the inspection by the way in which the staff in the nursery handled a delicate situation where a child became distressed. This quickly started to spread to others in the class. The situation was immediately diffused by the calm and effective actions of the staff who distracted the rest of the class with unscheduled activities while the child was consoled. The personal and social education is given a high priority and is successfully promoted through lessons, assemblies, educational visits and the very high quality relationships that exist in school.
31. All staff promote high standards of behaviour. The whole school community understands the school's rules. They are consistently applied by all staff who act with firm, calm intervention, maintaining good control. The school is completely effective in promoting an environment where bullying and oppressive behaviour are not accepted.
32. The school has very effective systems to monitor and promote attendance. The registers are marked speedily and correctly at the start of the school day and after lunch. All absences are properly noted and contact is made with parents to justify them
33. The procedures for Child Protection are handled very effectively. The headteacher continues to be the designated person. All members of staff are aware of the need for vigilance and the steps to take if suspicions are aroused.
34. The health and safety of the pupils is promoted well in the school. The potential hazards are identified and remedial action taken where necessary. All members of staff are safety conscious and watch out for the security of the children. All hazardous materials are locked securely away from the pupils. Overall, the staff successfully creates a caring environment where the interests of pupils are promoted very effectively.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

35. The parents are extremely supportive of the school and confirm that it has many strengths. Virtually all parents responding to the questionnaire believe that their children like school and that their behaviour is good. They also believe that their children are expected to work hard and that the school is helping them to become mature and responsible. They also consider that the school is well led and managed and would feel comfortable about approaching the headteacher and staff at any time. In addition, they feel that the teaching is good and that consequently their children are making

good progress. They are of the opinion that the school works closely with them and they feel well informed about how their children are getting on.

36. However, a very few parents responding to the questionnaire showed concerns about the amount of work that their children are expected to do at home and the range of activities outside lessons. The inspection evidence does not support these views. It shows that the amount of work that children are expected to complete at home is appropriate for their ages. It is also evident that the school also provides an excellent range of extra-curricular activities, trips and educational visits to broaden the learning and development of the pupils.
37. The parents and other adults are encouraged to become involved in the life of the school and many respond enthusiastically by participating in a wide range of activities. Many help regularly within the classroom and around the school particularly in the Nursery and Reception classes. They also assist on trips, residential visits and with other activities. The helpers are deployed effectively, they are given clear directions and their activities are well structured. In addition, the parents are very supportive of the work that their children are expected to do at home. There is an active Parent Teachers Association, which organises a comprehensive range of social, and fund raising activities in support of the school. The school values highly the contributions made by parents as these are seen to enhance the children's learning and personal development.
38. A very good initiative is the Family Centre where parents and toddlers meet on Tuesday and Thursday afternoons. It provides a programme of activities to help parents to become more involved in the education of their children and is proving to be very popular.
39. The parents are well informed about their children's activities and progress through a range of letters, newsletters, reports and meetings. The annual governors' report to parents and the prospectus are clear and detailed. They do not, however, comply with statutory requirements. The governors' annual report to parents does not contain information about the school's capacity to accommodate the disabled. Neither document contains the required information about absences and attendance. **(This is a key issue for action).**
40. The reports to parents provide good information about their children's progress and what they know and can do. Nevertheless, some reports could give more information about targets and areas for development. The parents are well informed about the areas of study their children, and there are ample opportunities for consultation should parents have any concerns.

HOW WELL IS THE SCHOOL LED AND MANAGED?

41. The leadership and management of the headteacher are excellent. He has been the driving force behind the significant improvements that have been made since the last inspection and has an extremely clear vision of the future developments of the school. He has a clear insight into its strengths and weaknesses and shares his vision and ideas very effectively with the staff, governors and parents. He places the children's needs at the centre of all initiatives and expects all developments to have a positive impact upon the quality of education provided for them. He promotes and communicates effectively with the staff and governors his commitment to include all pupils in all activities. This is evident in all that the school does and in lessons, clubs and visits, and is especially apparent in the way that all pupils respond to the needs of each other. He sets an excellent example and role model for all staff and pupils. The headteacher has very good communication skills, and he delegates responsibilities very well. He enables the staff to improve their teaching and managerial skills. He positively encourages the subject, key stage and special educational needs co-ordinators to monitor, evaluate and develop their subjects. The staff form a dedicated and conscientious team that has high expectations in regard to the pupils' efforts and achievements.

42. The deputy headteacher gives her full support to the headteacher, staff and pupils. She has devised and developed very good procedures for curriculum planning and for recording what the pupils can do. Together with the headteacher, she monitors these plans and records to make certain of a high quality of provision in each class. The plans and records are also used effectively by the teachers to devise precise tasks that build upon the pupils' previous learning and that become successively more demanding in terms of skills, knowledge and understanding.
43. The subject co-ordinators have a very secure grasp of their management roles. They have developed very good subject action plans and have been successful in adapting the national guidelines for their subject to appropriately match the nature and ethos of the school. These schemes provide very good guidance to each teacher.
44. There has been a significant improvement in the role of the governing body since the last inspection. They actively support the headteacher, staff and pupils. They work hard alongside the staff and regularly visit classes to observe lessons. This gives them a clear understanding of the developments taking place throughout the school and raises their awareness of the priorities of the staff and pupils. The governors manage the school's budget prudently. They have carefully put aside enough money to refurbish the hall and with the help of funding from the National Grid for Learning to build and equip a new computer suite. They are involved in all discussions through the governors' committees and are fully conversant with all aspect of the life and management of the school. In all respects, they fulfil their responsibilities very well.
45. The management of the special education centre is excellent. The financial resources allocated to the school are used wisely and carefully for the benefit of the pupils with special educational needs. The co-ordinator for the centre ensures that all pupils are included in all school activities where appropriate. It was evident during the inspection that all pupils with special educational needs were moved into different support groups for numeracy and literacy to closely match their needs, and were also integrated very successfully into whole class teaching for most other subjects. This is an appropriate strategy that enables the pupils to make very good progress.
46. The school makes very good use of additional grants and in particular the funding it receives from the Education Action Zone. The Family Centre is one example of the very good use of this money as this initiative is very well managed and provides a vital link with parents and toddlers before they start school. The courses organised for parents are very popular and worthwhile. The nursery class is also very well managed and provides an inspirational curriculum for the under five- year-olds. The links made between the Family Centre, the nursery, the special education centre and the main school are excellent and promote an exceptional and successful integration of the school, the parents and their children.
47. The level of staffing in both the school and the special educational needs centre is very good. All teachers and teaching assistants have relevant qualifications and experience. This wealth of knowledge is used very well to ensure that all pupils, including those with special educational needs, are taught effectively and that they make good, and often very good, progress.
48. The accommodation and resources are satisfactory and will be improved with the current building and equipping of the computer suite. The hard surface playground is not sufficiently large for the number of pupils on roll. The school is well aware of this fact and has arranged split playtimes to avoid overcrowding. All resources are used effectively to promote good quality learning and the teaching assistants, administrative and caretaking staff are deployed extremely well.

49. The very good attitudes, attainment and progress of the pupils, including those with special educational needs, stem from a number of factors. The strong leadership and management skills of the headteacher and his staff, the quality of teaching and excellent support provided by the governors are some of the most important.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

50. The governors, headteacher and staff should:

- (1) make more effective use of information and communication technology by;
 - (a) ensuring that the pupils have more opportunities to use computers in their writing, calculating and recording of results and ideas, **(Paragraph 117)**
 - (b) ensuring that the teachers make more effective use of the information and communication technology to support and enhance the teaching and learning in other subjects. **(Paragraph 118)**
- (2) ensure that all the required information is included in the governors' annual report to parents and the school prospectus. **(Paragraph 39)**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	64
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6.3	35.9	40.6	17.1	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	13	222
Number of full-time pupils known to be eligible for free school meals	0	18

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	11
Number of pupils on the school's special educational needs register	0	64

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.6

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	2000	20	13	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	17	19
	Girls	10	12	11
	Total	26	29	30
Percentage of pupils at NC level 2 or above	School	79 (81)	88 (74)	91 (81)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	19	19
	Girls	10	11	10
	Total	27	30	29
Percentage of pupils at NC level 2 or above	School	82 (78)	91 (85)	88 (93)
	National	84 (82)	88 (86)	88 (87)

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	16	18	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	11	13
	Girls	15	16	17
	Total	27	27	30
Percentage of pupils at NC level 4 or above	School	79 (48)	79 (65)	88 (71)
	National	75 (52)	72 (69)	85 (71)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	12
	Girls	15	15	15
	Total	25	25	27
Percentage of pupils	School	74 (52)	74 (58)	79 (68)

at NC level 4 or above	National	70 (68)	72 (69)	79 (75)
------------------------	----------	---------	---------	---------

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	195
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	11.4
Number of pupils per qualified teacher	20
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	40

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	26

Total number of education support staff	1
---	---

Financial information

Financial year	1999 - 2000
----------------	-------------

	£
Total income	449584
Total expenditure	417285
Expenditure per pupil	1879
Balance brought forward from previous year	46714
Balance carried forward to next year	79013

Total aggregate hours worked per week	19.5
---------------------------------------	------

Number of pupils per FTE adult	13
--------------------------------	----

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	222
Number of questionnaires returned	71

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	37	3	0	1
My child is making good progress in school.	53	39	8	0	0
Behaviour in the school is good.	39	59	0	0	1
My child gets the right amount of work to do at home.	42	45	9	3	1
The teaching is good.	62	34	1	0	3
I am kept well informed about how my child is getting on.	54	37	8	1	0
I would feel comfortable about approaching the school with questions or a problem.	75	21	4	0	0
The school expects my child to work hard and achieve his or her best.	71	28	1	0	0
The school works closely with parents.	63	32	5	0	0
The school is well led and managed.	67	28	3	0	3
The school is helping my child become mature and responsible.	59	38	3	0	0
The school provides an interesting range of activities outside lessons.	59	24	5	1	11

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

51. In the Foundation Stage, there are currently 26 children aged from three to four years attending the Nursery for the mornings and 28 who are in their Reception year. The children in the nursery generally start school in September so that they benefit from three terms in this setting. The abilities of the children cover the full range, but early baseline assessment results reveal that many have below average attainment on entry, particularly in the area of language development.
52. Throughout the Foundation Stage, the teachers have a high level of support. It includes a nursery nurse and a classroom assistant in the Nursery class, who have occasional help from parents, and the regular assistant in the Reception class. This ensures that at this important early stage the children benefit from a high level of adult contact that contributes very well to the rapid progress they make.

Personal, social and emotional development

53. This is an important strand of the Foundation Curriculum and the provision is excellent. Consequently, the vast majority of the children achieve the targets set for the early learning goals and a few exceed them. Careful arrangements are made to familiarise the children and their parents with the nursery routines before the September start date. These very good initial links make an important contribution to settling the children into routines and ensure smooth running of the nursery class. By the time they reach the end of the Reception Year, the majority of the children have a well-developed awareness of appropriate behaviour within a classroom. They can listen for extended periods and develop sensitivity towards the needs and feelings of others around them. The children in the early part of the Foundation Stage benefit from a carefully considered balance between activities which they undertake in the nursery class and others, such as Friday assembly, where they join the whole of Key Stage 1. By the end of the Foundation Stage, they cope very well with social situations such as playtime where they interact positively with older pupils. A good feature of playtime is that some of the pupils in Key Stage 2 devote their morning break to playing games in the secure nursery playground. The Foundation Stage children were seen to behave beautifully during a Key Stage 1 rewards assembly, heartily joining in the celebration of good work and taking pride in receiving their own merit rewards.
54. The staff are very skilful in developing positive relationships between themselves and the children, which, in turn, influences the way children behave towards each other. Taking account of their age, the children are kind and considerate towards each other, co-operate well in activities and increasingly share materials and take turns. When occasional upsets arise among the youngest children, they are tactfully and sensitively managed. The pupils' records show how well the children have progressed socially during their eight months in the school.
55. The children are very trustworthy. They obediently set about and persevere with their tasks. There are regular opportunities for them to exercise some choice that develops their independence. They readily accept the convention that they should continue with their chosen tasks until the adults indicate that a change is permissible. By the end of the Foundation Stage, they know the basics of good hygiene and can dress and undress themselves for physical education, often laying their clothing aside neatly. Most of the children are confident in talking to adults by the time they near the end of the Reception Year. They are eager to talk about their work and generous in their comments about the achievement of their friends. This was seen, for instance, while the children were engaged in an activity using different fastening techniques while making paper garlands.

Communication, language and literacy

56. By the end of the Foundation Stage, the language skills of the majority are in line with expected levels at this stage. A few children, however, have continuing difficulties that are well diagnosed by the

staff so that additional help is provided. Many learn to speak confidently, but a few very diffident speakers have either unclear diction or an inadequate range of vocabulary. All the children in the Reception class are good listeners because this is a skill that is very consistently developed from their entry to school.

57. The adults are aware of the importance of developing speaking skills that underpin the children's later ability to read. There are many, very well managed group discussions, for example, about ways of making things in design and technology and about books such as "The Three Little Pigs". The Home Corner is set up in a variety of forms, such as a Travel Agency, to provide regular opportunities for role-play during which the children receive very good adult support. This helps to ensure that they acquire the appropriate vocabulary to deal with different situations. Similarly, while following a pictorial map with the teacher, the reception children were expected to use very precise language about direction and the identification of features along the route.
58. Reading and writing are challenging activities for many of the youngest children, but by the time they are ready to enter Key Stage 1, most have acquired a good basis for the early stages of the National Curriculum. This is because the teaching of literacy is regarded as very important and is very well done. The early opportunities for "mark-making" and for realising that writing has a purpose, inspires the children to want to develop their skills. From "writing" menus and orders in the nursery café, they progress to writing whole, legible sentences either to record an experience or to caption drawings. They love to hear stories either read by adults or on tape, and they vie with each other for the privilege of turning the pages when the "Big Books" are used. The higher attaining children in the Reception Year are acquiring an appropriate knowledge of letter sounds that they are able to apply to their early reading books. Quite appropriately, a good proportion of the reception children are now reaching the point where they can participate in aspects of the literacy hour, but this is carefully tailored to meet their particular needs.

Mathematical development

59. The pupils are likely to reach the targets of their Foundation Curriculum in number and shape. Through opportunities for observing shapes in the environment, basing some of their artwork on shapes, printing shapes with paint, the children become familiar with 2-D shapes. No opportunity is lost to refer to shapes, for instance, during construction activities and in the dolls' playhouse. The names of different basic shapes recur frequently in a variety of activities. This enables the adults to assess how well established the children's understanding is. Numeracy is regarded as an essential basic skill and is, therefore, taught very well. Older children are mostly confident in counting to 20. This is because number activities are a feature of so much of the daily life of the classrooms. The children regularly check attendance and absence numbers, count play-dough objects they have made, hear stories which contain numbers of teddies or animals and chant number rhymes. They successfully match numbers to objects and sort objects into sets containing different numbers. Most children achieve the targets of the early learning goals by the time they join Year 1.

Knowledge and understanding of the world.

60. Most of the children are developing a good understanding of the world around them. They are developing a good level of knowledge about their immediate environment. They have looked at the area around their classrooms and participated in planting tubs to enhance it. The teachers have introduced them to Edward Exeter Bear who has travelled extensively in Austria, Spain and Israel. This has been done through compiling a photographic record that has enabled the children to experience at second hand some of the cultural features of those countries. The children have also celebrated various festivals so that by the end of the Reception Stage their cultural awareness is increasing. Many children confidently control the cassette player to listen to stories. They know about the function of the mouse and the various keys on the computer. This broad aspect of learning extends over a wide area, but in every case the activities have been selected to match the teachers' very clear intentions about what the children need to learn at each stage. For example, cutting and fixing tasks progress from cutting straightforward shapes and developing basic cutting techniques in

the Nursery to carefully cutting more intricate shapes and using a much greater range of fastenings, such as butterfly clips, treasury tags and staples. The children clearly remembered their experiences of melting ice cubes and making lollies, and could recall the fact that rising or lowering temperatures had a melting or freezing effect. This is the result of clear demonstration and the very good questioning techniques that promote a satisfactory level of scientific understanding.

Physical development

61. The very good teaching of physical activities goes hand in hand with the school's overall aim to develop every aspect of the child. A significant proportion of the children has limited opportunities to develop a range of skills before they start school. However, as a result of very good use of the two secure play areas adjacent to the Reception and Nursery classes, they quickly learn to develop confidence in a range of physical activities. For example, photographic records provide firm evidence of the younger children's ability to steer a range of vehicles along marked pathways. Throughout the Foundation Stage, finer skills are very consistently developed as the children have many opportunities to thread beads, handle large and small construction materials and use a range of mark-making tools such as felt pens, pencils, brushes and crayons.
62. The children in the Reception Year control their body movements well, building on the skills of balancing, moving in different ways and at different speeds so effectively taught at an earlier stage. The children develop well because the planning between the Nursery and the Reception class is so closely co-ordinated to provide activities that build upon the children's previous experiences. The teachers have a clear idea about what they want the children to achieve each week. They assess their progress skilfully and move the learning on at a suitable pace. A few children still have below average co-ordination skills by the end of the Reception year, but are willing to persevere and improve.

Creative development

63. The wide variety of creative activities is a strong feature of the very good teaching. Role-play is well developed in both classes. It extends the children's language skills and also allows them to exercise their imagination. The recently introduced 'Daffodil Cottage' a playhouse, adjacent to the Reception class is greatly enjoyed by the children and the adults. It was seen to be used very effectively as a farm shop where the children were encouraged to role play the shop keeper and the customers, so exercising their numeracy skills in the paying for products and the receiving of change. Opportunities for dance develop the children's musical skills as well as their ability to use their imagination to create movement. This was well-illustrated in the photographic record of a performance of a Dragon dance to celebrate the Chinese New Year.
64. The children's early communication skills are often inadequate, but are carefully nurtured as they engage in a variety of painting activities. The older children, for instance, were able to give a clear account of how they had arranged a collage of painted leaf prints. They could describe the colours they had used and how they had mixed paint to achieve various shades and tones. This was good evidence not only of the teachers' evaluations, but also how the children, themselves, are being encouraged to reflect upon and assess their own creations.

ENGLISH

65. As the result of more effective planning for the teaching and learning of English, the pupils' standards are improving. Careful monitoring of the pupils' work, particularly their writing, is also resulting in higher achievement by the pupils. Although there was a dip in the standards in 1999, the trend over the past years has been upwards.
66. In last year's national tests at the end of Key Stage 2, the pupils achieved results that were higher than those seen nationally and better in comparison to similar schools. The results of the pupils in Key Stage 1 in reading, were a little below those in similar schools, but were similar to the national picture. Overall, attainment in writing was higher than in reading and well in line with the national

standard and with similar schools. The capabilities of pupils vary from one year to the next, which makes it difficult for the school to sustain an even rate of improvement. There is no significant difference in the attainment of boys and girls. Generally, both groups have literacy skills which are approximately a term ahead of the expected levels.

67. This improvement is the result of a very incisive review of the school's teaching of literacy, leading to much more effective procedures for assessing the progress of the pupils. As a result, many pupils on the Special Educational Needs Register achieve results which are either close to or just below the national average. Similarly, the teachers and support staff provide a range of additional help to boost standards in literacy. This year in Year 6 there is a wide spread of abilities and many pupils receive additional help. This is because the school is very committed to ensuring that they have every opportunity to reach the expected levels.
68. The teachers have a very strong aim to continue to raise standards of literacy. They have a good understanding of how to teach the basic skills of reading and writing. They challenge the pupils to enjoy writing in particular, so that the pupils apply themselves to their tasks. This was seen in a Year 6 class where the pupils discussed the features of a letter of persuasion and successfully wrote their own, using a range of skills to evaluate the quality of their expression.
69. Excellent support enables the pupils with special educational needs to make very good progress, particularly in developing their basic writing skills. The school makes very good provision for these pupils through a range of well-targeted support both in small groups and within the classrooms. A group of lower attaining pupils in Year 4 were seen to be successfully constructing an argument, all the while being supported by a classroom assistant who, after discussion, helped them to produce a written script. All the adults recognise the importance of including these pupils actively in discussions and enabling them to respond to questions posed to the whole class.
70. Good teaching ensures that the pupils in Key Stage 1 develop their speaking and listening skills satisfactorily. The emphasis on developing the pupils' spoken language and increasing the breadth of their vocabulary also has a beneficial effect on their ability to write. Most of them make good progress from writing simple captions to drawings to producing logically sequenced narratives that engage the reader's interest. This was the case, for instance, when a pupil in Year 2 wrote a very dramatic story about encountering and fleeing from a monster. Spelling levels are not yet sufficiently high, but the teachers recognise this and are introducing procedures to ensure that all pupils can spell essential words. In particular, the regular teaching of phonics helps the pupils to improve their recognition of sounds linked to letters. It encourages them to attempt to spell words that are unfamiliar and more difficult. Handwriting practice in Key Stage 1 gives the pupils the opportunity to develop a legible, neat style of writing. Most form letter shapes quite well for their age and can space their words evenly. The daily reading sessions ensure that the pupils have regular practice. This is beneficial in moving them on from slightly below average reading skills to those which are around the expected level by the time they reach the end of Key Stage 1.
71. The good, and often very good, teaching in Key Stage 2 builds on the progress made in Key Stage 1. Among the oldest pupils there is a significant group who find reading and writing comparatively difficult, but they make very good gains in developing their language skills. They improve their ability to respond to questions and to participate in discussion. This is because they respond with enthusiasm to the teacher's high expectations and skilled questioning techniques that probe and develop their thinking. As a result, the pupils are much more aware of the particular ranges of language that are used for different purposes. This was evident, for example, when the pupils in Key Stage 2 were composing letters of complaint, request or persuasion. The teacher made very good use of the electronic whiteboard to draw the pupils' attention to the relevance of the various words and phrases that they could use. The youngest pupils in Year 3 knew how to phrase clear statements and pose apposite questions. The oldest pupils used some powerful words to add weight to their arguments. They suggested a range of persuasive conclusions to a letter requesting permission for a child to attend a residential visit. One neat example ran "If you wish to secure a place for your child, please return the attached slip by....."

72. The pupils read satisfactorily for their age, but no pupil achieved the higher level 5. This is because there has been a recent heavy emphasis on writing where the pupils' skills were felt to be weaker. The teaching has focused on improving the quality and accuracy of writing, but the teachers now recognise the pupils' handwriting skills also need to be continually developed as not all have a neat and even hand. The parents also feel that handwriting and spelling are areas for further improvement. There is regular use of dictionaries and phonic work, but some aspects such as the correct spelling of simple homonyms like "are/our; there/their; no/know" are somewhat under emphasised. These errors sometimes mar the good quality of what otherwise able writers produce. The pupils' improving reading and writing skills positively enhance the quality of their work in other subjects such as history, geography and design and technology. Many demonstrate that they can organise information appropriately and write logical factual accounts.
73. The teachers' marking is regular, but not consistent across the school. In some year groups, the teachers written comments are far more constructive and helpful than in others. For instance, the marking in Year 6 is of very good quality and helps the pupils to know what they need to improve. One of the strengths of the teaching is the very good relationship between the teachers and the pupils. All teachers make much more constructive and realistic comments during the process of the written work than when marking it away from the pupils. The pupils willingly accept the "criticisms" and do their best to act upon them when redrafting their work.
74. The subject is well led. The teachers collaborate well in the planning and the moderation of work so that there is a consistent understanding of the levels the pupils are achieving. The senior managers of the school have monitored classes and discussed their findings with the teachers, amongst whom continued improvement in standards of literacy is a shared aim.

MATHEMATICS

75. More effective planning and the establishment of additional support groups and booster sessions for pupils who need extra help are helping to raise standards in this subject. At present, the pupils' achievements are in line with the national average at the end of both key stages. However, there is a high proportion of pupils in Year 2 already exceeding the expected level 2 for their age.
76. The national tests in 2000 at the end of Key Stage 2 show that the pupils achieved results that were better than the national average and also in comparison to similar schools. The school significantly exceeded the targets it had set for these pupils. There was no difference between the attainment of the boys and girls.
77. The results of the national tests 2000 for the end of Key Stage 1 show that the proportion of the pupils that reached the expected level 2 was slightly above the national average. However, the proportion reaching the higher level 3 was only half the national average and consequently this reduces the school's overall performance to below the national average. Nevertheless, since 1996 the successive cohorts of pupils have made significant improvements, keeping pace with the national rate of progress. When comparisons are made with similar schools, the pupils' performance at the end of Key Stage 1 is close to the average.
78. All pupils make good progress by the end of both key stages considering the low standards that many attain on entry to the school at the age of four years. The capabilities of the pupils vary from year to year, but the school responds well to raise the pupils' standards by adjusting support. The present Year 6 pupils receive additional support and this is having a beneficial impact upon raising the standard of their work. The improvements in the quality of the teachers' planning, both medium and long-term, have resulted in more precise learning objectives that build upon the pupils' prior learning and the introduction of more demanding tasks as they succeed. All teachers have a very secure understanding of the requirements of the national numeracy strategy. This has a profound impact upon the pace of the pupils' work and their progress during lessons.

79. Good quality teaching ensures that most pupils reach the expected standards by the end of Key Stage 1. Nearly all of the pupils make good progress and those with special educational needs make very good progress. They all sustain their concentration well and this is influential in enabling a high proportion of pupils who are already working at the higher level 3 to complete a good number of tasks during each lesson. Many examples of above average work were seen in a Year 2 lesson. For example, the pupils already had a good understanding of the language of capacity as they estimated and measured many containers in millilitres and litres with reasonably accuracy. From the scrutiny of the pupils' work, it is clear that the standards in numeracy are at least in line with the expected levels at the end of Key Stage 1 and in many instances the pupils work at a higher level. By the age of seven, most pupils have a sound understanding and knowledge of numbers up to 50. They can add and subtract mentally up to and beyond 20, and most are beginning to develop an understanding of place value of numbers up to 1000. They can use correct mathematical names for two and three-dimensional shapes and can describe their properties in terms of the number of sides, corners and edges.
80. The good, and often very good, teaching throughout Key Stage 2 ensures that the good progress made in the younger classes is continued and that the standards achieved are in line with the expected levels by the end of the key stage. The pupils in Years 5 and 6 are given considerable additional small group support. This helps to raise the standards of the lower attaining pupils and also those with special educational needs. Many of these pupils are successful in reaching the expected level 4 by the end of Key Stage 2. By the time they leave the school at the age of eleven, the pupils have a secure understanding of the operations of numbers in thousands, can calculate using decimals and fractions and accurately solve mental mathematics problems. The application of mathematics is also being increasingly well developed throughout Key Stage 2. The mental calculation sessions help significantly with this, and some pupils were observed explaining their methods of working out a problem. The pupils' mental calculating is developed effectively by all the teachers in the key stage with good use made of resources such as small white boards on which the pupils can record their answers. Most pupils reach levels of understanding that are in line with the national average in the use of measures and shape, can draw graphs and create accurate line and bar graphs, sometime using the computers.
81. The teaching of mathematics is good overall and occasionally very good. This is similar to the quality of teaching observed at the last inspection. The teaching strategies are well organised throughout the school and all pupils are included in all activities. The teachers devise interesting and enjoyable tasks that are detailed very clearly in their planning. The teachers value all contributions to discussions, and they give the pupils appropriate time and opportunities to explain the methods they have used to calculate their answers. Consequently, the pupils develop positive attitudes to mathematics and respond willingly.
82. The teachers' assessment procedures are very secure and the resulting records are used effectively to plan the content of subsequent lessons and the composition of the support groups.
83. The co-ordinator fulfils her role very effectively and has worked with all members of staff to develop good planning, assessment and recording procedures. She has time during each term to watch mathematics lessons and to support and advise other teachers throughout the school. This has helped to improve the quality of school planning and the teaching of the national numeracy strategy.

SCIENCE

84. From the evidence of the work seen during the inspection, it is clear that the standards in science are average at the ages of seven and eleven and similar to those described at the time of the last report. The results of the national test 2000 show that the school achieved close to the national average in the proportion of the pupils that gained level 4 or above. However, the proportion reaching the higher

level 5 was below the national average and consequently this reduced the school's overall performance to below the national average. The pupils make good progress bearing in mind that their knowledge and understanding is below that of many children when they start school. The curriculum is very well structured to promote the development of the pupils' skills, knowledge and understanding through a series of well-designed investigations, which link to other subjects such as geography and mathematics and make learning interesting for the pupils. The quality of the teachers' planning has improved since the last report. Investigative science, previously identified as an area for improvement, is now a feature of the work, ensuring that the pupils receive a balanced programme of learning. Although standards have not risen, the focus on implementing other national initiatives has reduced the emphasis on developing scientific enquiry, although the time allocation given to the subject is similar to that of most schools.

85. Good quality teaching supports the learning of all groups of pupils and the way in which teachers plan specific tasks to meet the needs of those with special educational needs is a significant strength. This was evident, for instance, in a very good lesson in Year 2. The teacher modified the scientific language to enable the pupils to have a clear understanding of their work. Consequently, they identified accurately that metal objects are attracted to magnets and understood the terms repel and attract although they were not confident in using these terms in their answers. Because they achieved similar outcomes to the rest of the class, their level of self-esteem was high. In Year 5 the teacher worked closely with support staff, involving them in the planning and ensuring they had a clear understanding of the level of support the pupils needed and the ways in which they could enable these pupils to work independently, develop self esteem and experience success. All pupils felt their contributions to the lesson were valued. The teaching in Years 5 and 6 is also very good. The teachers' very good subject knowledge and well-structured organisation of the lesson enabled the pupils to extend their learning and to be highly motivated. For instance in Year 6, the use of a quiz to help the pupils learn about differences between animals and their environments generated a high level of interest and healthy competition. The teacher posed questions carefully to ensure that all the pupils had the opportunity to take part. She challenged the higher attaining pupils by requiring them to give reasons for their responses and to use appropriate scientific vocabulary such as habitat and adaptation. Other features of the good teaching include some of the marking of pupils' work which helps them to know how well they have met their learning objectives and the areas which can be improved. Displays linked to scientific investigations reinforce the use of language and encourage the pupils to compare the different approaches their friends have used to solve problems. By the age of eleven, almost all pupils understand how to carry out a fair test because the skills and knowledge have been systematically introduced and reinforced by the teachers. The pupils talk about their previous learning and draw upon these experiences when planning new investigations. This reflects the pleasure and enjoyment in learning that all teachers promote. The teachers' positive attitudes give the pupils confidence to ask questions, make mistakes and to find out what went wrong and why within a learning partnership. Consequently, their attitudes, relationships and behaviour in lessons are very good. The teachers make good reference to health and safety issues and the pupils respect these rules and maintain them. The pupils say they enjoy science and look forward to their lessons.
86. The pupils' knowledge and understanding of aspects of science such as forces, magnetism and animals and their habitats are promoted through investigative activities. Consequently, the pupils develop the skills to work in a scientific manner. From the earliest stages they are encouraged to give reasons for their thoughts and ideas, and by the time they are eleven they automatically expect to present rational hypotheses and to explain the outcomes of their research.
87. The monitoring of teaching and learning is of a very good quality. The co-ordinator leads a programme of monitoring and evaluation that involves the staff and governors in identifying the strengths of the provision and the areas for development. Lesson observations that are subsequently discussed in detail have helped the teachers to develop their teaching skills. This very good partnership approach has enabled the school to identify ways of supporting more pupils to achieve the

higher levels. This subject priority is entirely appropriate as part of the school's drive to maintain high expectations of pupils and to consistently challenge all the pupils to achieve of their best. The leadership and management of the subject are very good.

88. The current weakness lies in the lack of sufficient resources to link the teaching of ICT to science, thereby giving the pupils' opportunities to extend the range of their research and to record their findings in a wider range of formats, such as spreadsheets.

ART AND DESIGN

89. Only three lessons were observed during inspection, all in Key Stage 2. Additional evidence was gathered from scrutiny of work, displays round the school, photographs and the teachers' planning. It is clear from this that the standards are in line with expectations at the end of Key Stage 1 and above average at the end of Key Stage 2, which is an improvement since the previous inspection.
90. In Key Stage 1, the pupils have experiences of working in two and three dimensions. Observational drawings are begun in Year 1 and the pupils are encouraged to look closely at themselves and the world around them. They have experimented with a variety of media including crayon, paint, and pastels on a range of paper. In all age groups, the work of well-known artists is used as starting points. For example, the pupils in Year 1 produced effective paper cut patterns in the style of Matisse, and Year 2 pupils painted in the style of Mondrian.
91. In Key Stage 2, the pupils continue to develop their skills and extend their knowledge and understanding. In Year 3, the pupils have made some very effective batik patterns and produced some careful observational drawings of buildings in the village. They have used techniques such as shading to add depth to their work, and some pupils are beginning to understand the principle of perspective. In Year 4, the pupils experimented with the pointillist technique used by George Seurat and produced some colourful examples. A good standard of observational work was seen in Year 5 as the pupils carefully drew a piece of bark, paying particular attention to the light and dark tones in the wood. Observational drawing of daffodils were also displayed and showed clearly how well the pupils had looked at and tried to copy the flowers. In Year 6, the pupils were challenged to produce a piece of work in the style of Andy Warhol using cylindrical and cuboid food packaging. They also studied the work of Cezanne and effective paintings were produced to reflect his images.
92. The work seen across the school shows good coverage of the range of two dimensional media and techniques. During the inspection, there was less evidence of three-dimensional work although this is detailed in the teachers' planning.
93. Throughout Key Stage 1, it is evident from the displays around the school that the pupils make at least satisfactory progress in the acquisition of skills and in their understanding of art as an expressive medium. In Key Stage 2, all pupils, including those with special educational needs, who are supported effectively to ensure they can participate fully, make good progress.
94. In the lessons seen, the pupils were always interested and involved in their work and showed enthusiasm and good concentration. They behaved well, listened carefully to instructions and followed the advice of their teachers. Their positive attitudes clearly have a beneficial effect on their progress and learning.
95. The quality of teaching seen in Key Stage 2 was good. The lessons were well planned with clear objectives and effective use was made of questioning to promote a deeper understanding of techniques such as shading and perspective. In addition the interest and confidence of all teachers encouraged the pupils to perform well and they made good progress. All teachers have good

relationships with their classes. Effective use is made of the classroom assistants to ensure that the pupils from the Special education Centre are well integrated and successful in fulfilling their tasks.

96. The school's work in art is co-ordinated effectively. The scheme of work meets the requirements of the National Curriculum and enables the teachers to ensure that skills are developed effectively. The subject leader monitors the teachers' planning and ensures there is available a suitable range of tools, media and objects to use as stimuli. There are strong links with other areas of the curriculum, particularly history and literacy. Work from all year groups is presented in displays around the school. The school uses the work not only to celebrate the pupils' achievements but also to create an attractive and stimulating environment for learning. For example, a beautiful underwater mural decorates the stairs from the hall. To enhance the curriculum, a weekly art club is run for Years 5 and 6 where the pupils can learn additional techniques such as marbling and printing. There is good evidence of non-western art, such as the African art on display around the school.

DESIGN AND TECHNOLOGY

97. Evidence of attainment in this area is based on displays around the school, photographs, planning and the pupils' books. At the time of inspection, design and technology was only being taught in Key Stage 1 and not in Key Stage 2 because the subject is taught on a termly basis.
98. The quality of the pupils' work at the end of Key Stage 1 is in line with national expectations and in Key Stage 2 the standard of work in the pupils' books is above the expected level for their age. This is an improvement on the previous inspection when the attainment in Key Stage 2 was below expectations. Many of the pupils, beginning in Year 3, develop the skills of writing their own evaluation of their designs, listing how they could improve their work.
99. Much of the design and technology is linked to other areas of the curriculum, such as history and literacy. The Year 1 pupils experiment with clay and straw to build a wattle and daub house, and those in Year 2 devise ways of "lifting" an object as part of a project to design a nursery rhyme for the nursery children based on rhymes such as Hickory, Dickory Dock. In these designs the pupils must use a device to "lift" the mouse up the clock. The photographic evidence shows Key Stage 1 pupils using Lego for construction and designing and making a plate from self-dry clay for Goldilocks to give to Baby Bear. The pupils initially designed these plates in their books. The plates were made, painted and then varnished.
100. Key Stage 2 pupils made Roman shields, Egyptian masks, which were very effective, utilising paper mâché, covered with shiny gold and blue paper. The safe packaging for Easter eggs was an appropriate challenge, as was the designing and making of a money container. The younger Key Stage 2 pupils investigated food technology making a fruit salad and bread. Year 6 pupils produced Anderson shelters as part of their history topic on the Second World War and then designed and made slippers. They were given a choice of fabrics. Many chose to give their slippers as Christmas presents. Photographic evidence of the slippers that the pupils made show effective and attractive work. Having made them the pupils evaluated their success in their books.
101. The pupils in Key Stage 1 make satisfactory progress and from evidence it is clear that the Key Stage 2 pupils make good progress. Their finished products and evaluations show the developments of appropriate techniques for their ages.
102. The pupils in Key Stage 1 are keen and motivated and enjoy the challenge of the task set. They listen carefully to instructions and work well together. They share ideas and resources and are willing to experiment and try again if they do not succeed first time. They are well behaved and respond to teachers' questions. They are willing to talk about their designs and how they might improve them.

103. The quality of teaching in Key Stage 1 is good. The lessons are well planned, building on pupils' previous knowledge. The teachers provide a range of resources for the pupils to choose and experiment with in order to find out the most appropriate materials for their design. They are encouraged to explore the materials for themselves and devise their own method for lifting an object. An effective introduction by the teacher encourages the pupils to have a go. Periodically the pupils are stopped as the class teacher shares a child's idea with the class. Good use is made of the plenary session to reinforce pupils' understanding or to share their ideas with the class and discuss improvements. All teachers have a good relationship with their class.
104. The co-ordinator is knowledgeable and keen and has adapted the national recommendations for a scheme to ensure an appropriate development of skills. The teachers' planning is monitored regularly and the co-ordinator has worked alongside colleagues. She is aware of need for some additional training for the staff and this is planned for 2002.
105. There is a Technology club for the older Key Stage 2 pupils where they can explore in greater depth some of the models they have devised in class.

GEOGRAPHY

106. No geography lessons were observed in Key Stage 1. However, evidence from displays around the school, conversations with the pupils and an examination of previous work indicate that standards are average at the ages of seven and eleven and similar to those described in the previous inspection report.
107. The pupils of all ages acquire a sound knowledge and understanding of a range of locations within and beyond their immediate environment. The teachers plan interesting opportunities that enable the pupils to investigate their village, local towns and other contrasting localities within Great Britain and abroad. For example, the pupils in Year 1 study their village by looking at different types of homes, important landmarks and features such as weathering. They also learn how buildings, for example, the church and the school, can be represented on simple maps. By the age of seven, the pupils talk enthusiastically about the traffic surveys that they have conducted on a busy road leading to the city of Hereford. Visits to local supermarkets support surveys of buildings and their service to communities. These examples are also well linked to science, for example, in the healthy eating survey. The pupils in Year 3 examine maps of Hereford and with encouragement and assistance, they identify car parks, museums and significant features such as main roads and rivers. In this way, the pupils build on their map reading skills and acquire a better understanding of the area in which they live. Through very good quality planning, these skills are developed further and older pupils use ordnance survey maps and aerial photographs to identify landmarks. By the time they are eleven, the pupils use atlases to plot routes from Hereford to Tywyn as they prepare for a residential visit to Wales. They locate settlements and roads, identify the most direct routes and then compare their findings using a Pathfinder CD-ROM. They were surprised that a computer program chose a more economical route to their destination. This work generated valuable discussion about the strengths and weaknesses of a range of routes between two locations and also the benefits of information and communication technology to their lives.
108. In the three lessons observed for the pupils in the juniors, the quality of the teaching was consistently good. Good quality planning, well linked to the subject guidance ensures the appropriate coverage. The teachers set clear objectives for lessons, which they make clear to the pupils, thereby facilitating effective learning. They use a range of questions that encourage the pupils of all abilities to contribute their ideas and opinions. The needs of different groups of pupils are met well; for example,

the pupils with special educational needs receive excellent support and make very good progress. This is due to the planning of tasks which ensure their inclusion in lessons, provide opportunities for the reinforcement of vocabulary and enable them to contribute successfully to whole class discussions. This is a particular strength of the school.

109. The pupils enjoy geography. They are eager to develop their mapping skills and are enthusiastic to learn more about the world in which they live. The pupils' interests are reflected in their willingness to listen to their teachers, their contributions to discussions and the valuing of ideas and opinions expressed by other members of the class.
110. The resources are used well to support the teaching and learning. Many are new and of very good quality. For example, large-scale maps and photographs are used effectively to motivate the pupils and stimulate interest in developing geographical skills and knowledge. A popular feature that has captured the imagination of the pupils is the use of a teddy that travels widely with them and their families. The postcards sent back by the children to school from locations in Britain and abroad bring excitement to the learning.

HISTORY

111. The quality of the pupils' work in history is above the expected standards for seven and eleven year olds and higher than that described at the time of the last inspection. The curriculum has been revised and is now well planned. A series of well designed projects which link together aspects of geography and history enable the pupils to learn from first hand experience and to observe changes in local features of their environment, for example, changes in architectural features of the bridges over the River Wye. Similarly, the study of differences between holidays past and present provides the pupils in Year 2 with opportunities to compare the most popular locations and changes in social attitudes over time. They were surprised to learn, for instance, that bathers changed in special beach huts and that poorer people, who could not afford this luxury, paddled instead. Very good resources including video materials also help the pupils to understand changes in attitudes; this was evident when they compared the activities of adults and children on holiday past and present.
112. The curriculum supports the teaching and the learning well. The teachers plan lessons that build on the pupils' prior knowledge and understanding and their teaching is of a very good quality. Clear objectives, very carefully planned use of resources and well-structured cross-curricular links bring history alive for the pupils. The teachers have good subject knowledge and motivate pupils through the interest and enthusiasm they generate in learning about events that happened in the past. Drama, role-play and discussion prepare the pupils to record their ideas. Their learning through a wide variety of tasks enables them to apply the skills learned in literacy to other contexts. For example, the pupils in Year 5 were enthralled in research about the Lilywhite family and used the information from the 1891 census. Together with photographs of this family they were able to deduce the relationships of the members of the family and could actually name the sons and daughters in the photograph. The pupils write from the viewpoint of historical characters, provide reasons why people dressed and behaved as they did and compare the different forms of communication that enrich the society in which they live.
113. The pupils look forward to educational visits, both in their locality and further afield, for example visits to other schools and to Caerleon when studying the Romans. Talks by visitors also help to extend their projects. The pupils use the Internet to further their research, but at present these opportunities are limited to the availability of the computer in the headteacher's room or at home. There is excitement and anticipation of how these skills and opportunities can be extended further once the computer suite is operational.

114. The displays around the school are of good quality and reflect pride in the pupils' achievements whatever their abilities and the positive approach to teaching history across all age groups.

INFORMATION AND COMMUNICATION TECHNOLOGY

115. There were few instances of information and communication technology being used during the inspection. However, discussions with the pupils and a scrutiny of their previous work clearly show that the curriculum adequately covers all aspects of the subject. The pupils' work is in line with the expected levels at the end of both key stages despite the constraints placed upon the teachers and pupils by the inadequacy of the present equipment. The quality of work throughout the school is similar to that seen at the time of the last inspection. The school has made good use of the computer suite in the neighbouring secondary school to meet the requirements of the curriculum in Years 5 and 6.
116. By the time they are seven years old the pupils' progress is satisfactory and this continues into Key Stage 2 where word processing skills combined with graphs and pictures are used very effectively. Some pupils in Year 2 were observed sending an e-mail letter to another school in Hereford. By the end of Key Stage 2 the pupils can make good use of a digital camera to record events and include photographs in their word processing to illustrate the text. The pupils in Year 6 have completed a newspaper article based on their history topic about World War 2. At playtimes, the pupils in Year 6 make regular use of the Internet link, at the moment placed in the headteacher's office, to download information about their topics. The older pupils have also visited the secondary school to set up control procedures that operate model traffic lights in a sequence.
117. By the end of Key Stage 2, all pupils acquire the expected level of skills for their age. The teachers throughout the school have improved their planning for the development of the pupils' skills and knowledge in this subject. This use of information and communication technology is having a good impact upon raising the pupils' quality of work. Considering that there is usually only one computer in each classroom, it is a credit to the teachers and the support assistants that the pupils have pursued these learning objectives with determination. **(This is a key issue for action)**. The use of the interactive electronic whiteboard and computer projector in Year 6 is proving to be stimulating and a positive influence upon the quality of the teaching. For example, the teacher was able to display past tasks and using the highlighter facility able to show the importance of words and phrases in the text they were studying.
118. The assessment records kept by each teacher contain very important information about what each pupil can do. The records identify the skills, knowledge and understanding achieved through the topics covered. However, the teachers need to make more effective use of the information and communication technology to support and enhance the teaching and learning in other subjects. **(This is a key issue for action)**. This will be possible once the newly equipped computer suite has been established and the teachers have completed their in-service training due in the Autumn term 2001.

MUSIC

119. Since the previous inspection, the school has maintained standards in line with what is expected. In the lessons for the Year 6 class and during choir practices and performances, standards are above average. In these instances, a specialist teacher who has a very good knowledge of the subject sometimes takes the music lessons.
120. By the end of Key Stage 1, most of the pupils acquire satisfactory listening skills. These are carefully fostered during the Foundation Stage so that the seven-year-olds are able to concentrate and respond to a wider range of music, including some from other cultures. They readily recognise some of the key features of music they hear. For example, the pupils in Year 1 can identify

marching rhythms. They also appreciate changes in dynamics and pitch, by stating if notes are soft or loud, high or low. The older pupils in Key Stage 1 control their voices satisfactorily and can clap a variety of rhythms. They enjoy singing because the teachers ensure that they learn a variety of songs and also have an opportunity to perform at the annual Christmas concert.

121. The teaching and learning in Key Stage 2 builds satisfactorily upon the musical activities encountered in Key Stage 1. The teaching in Key Stage 2 is satisfactory overall, but is of significantly higher quality in the co-ordinator's class. The pupils begin Key Stage 2 with a positive attitude towards music which makes them receptive to opportunities to use instruments, to sing and to listen to a good range of taped music. The pupils in Year 6 gave a very dynamic performance of excerpts from 'Bugsy Malone'. This was because the specialist teacher used her drama skills very imaginatively to enable the pupils to enter into the spirit of the music. This lifts the pupils' attainment more effectively than when the teaching relies heavily upon commercially produced tapes.
122. The choir is well supported by the pupils. It performs very well and is regarded as a valuable resource for entertaining the local community. The repertoire is broad and contains, for example, hymns, calypsos and traditional songs from this country. The pupils are skilled in singing in two parts and in rounds. Recorder groups also perform in public, but were not heard during the inspection.
123. The subject is well led, but the non-specialist teachers need still more detailed guidance to help them develop their confidence in using the good range of musical resources in the school. The pupils are required to reflect on their performances that are also evaluated by the teachers. These "snapshots" are then drawn together in the annual reports to provide an overall picture of the progress of each pupil.

PHYSICAL EDUCATION

124. During the inspection, only one gymnastics lesson was observed in Key Stage 1 and three games lessons were seen in Key Stage 2.
125. The quality of the work seen in the one Key Stage 1 was in line with expectations. In the games lessons observed in Key Stage 2, the pupils achieved standards that were above what is expected for their age.
126. The pupils in Year 1 can control their bodies and utilise space effectively. They are able to demonstrate a stretched body shape at different levels. They work in pairs and share ideas when developing a sequence of rolling movements on a mat. A few pupils can perform backward and forward rolls with confidence. Most children can "bunny" hop around the room.
127. In Key Stage 2, the pupils are developing the appropriate skills of throwing, catching, bowling and striking balls for games of rounders, cricket and tennis. The younger pupils, for instance, are becoming confident in using a tennis racket to hit a ball, but as yet have insufficient control to play a game. Older pupils are learning to hit a ball with rounders and cricket bats. Cricket skills are also being developed so that the pupils have the ability to bowl, bat and field. The older pupils demonstrate good skills when playing rounders.
128. The pupils in Key Stage 2 attend regular swimming sessions and by the end of the key stage, most can swim the required distance of 25 metres. About half of the pupils gain bronze, silver or gold badges for achieving success in more challenging swimming tasks.
129. The pupils in Key Stage 2 make good progress, as they develop appropriate skills in a range of team sports and tennis. Effective use of support staff ensures that the pupils from the Special Education Centre are also able to participate and make good progress.

130. In discussions with some pupils they all expressed an enjoyment for the range of physical activities offered by the school, and in most lessons they respond with enthusiasm and keenness. They listen carefully to instructions and respect the efforts of others. The pupils collaborate well when asked to work in pairs, groups or teams. They share resources and ideas. They are mostly well behaved and their good attitudes have a positive effect on their learning.
131. The teaching in physical education (PE) across the school is at least satisfactory with 50% of the lessons seen being very good. The teachers in most classes manage the pupils well and they have a good understanding of the physical education curriculum for the age and ability of the pupils they teach. Their lessons are well planned and ensure there is a good balance between explanation, demonstration and practical activity for trial and improvement. The teachers use demonstration effectively to promote learning. All have a good relationship with their classes, and the pupils are encouraged through praise to work hard.
132. The PE co-ordinator is knowledgeable and enthusiastic. She has developed schemes of work based on the Coventry Gymnastics and Wirral Games schemes. The school receives additional coaching support from the Schools' Council for gymnastics, tennis, hockey, rugby and cricket. They are also involved in the BT Top Sports scheme. There is a range of extra curricular activities, which include ball skills, skipping club, table tennis as well as the usual football and netball. The school teams have had success in winning some local trophies during this last season. All these clubs enhance the pupils' enjoyment of PE. Other opportunities for orienteering and outdoor pursuits are offered through residential visits organised for Key Stage 2 pupils. This helps to ensure that the PE curriculum is very broad.

RELIGIOUS EDUCATION

133. The school follows the Herefordshire Agreed Syllabus for religious education. By the ages of seven and eleven, the quality of the pupils' work is in line with the expectations set out in the locally agreed syllabus and are similar to those found in the previous inspection. The pupils have a secure understanding of Christianity and appropriate knowledge of Hinduism, Judaism and Islam. Wherever possible, the curriculum seeks to promote greater awareness of religion at work in the community. Closer ties with the local church have been developed and the school holds traditional services there at Christmas and Easter. In addition, the local vicar has supported the school in a range of initiatives, including officiating when the school planned a mock wedding for its pupils.
134. The quality of the teaching is predominantly good throughout the school. Much of the work in lessons is based on discussion and there are close links with the pupils' personal and social education. The pupils in Year 1 discussed 'belonging' before identifying groups to which they attached. The teacher chose a member of the class and through sensitive questioning built up a net of groups, which included family, church and football clubs, to which the pupil belonged. The boy, who at first was reluctant to be the centre of the enquiry, became more confident as the web developed. The pupils in Year 2 have developed a good understanding of Judaism. A pupil was asked to read the objective of the lesson and this provided an opportunity for a review of work previously learnt. With little prompting, the pupils recognised times and artefacts that are special for the Jewish faith, for example, Shabbat, seder plate, mezuzahs and shema. The boys were asked if they would like to wear the kippah headgear, which is worn by Jewish boys. This was considered a privilege and treated with respect by the class. The good subject knowledge of the teacher ensured the pace of the lesson was brisk and this maintained interest and made a valuable contribution to the pupils' learning.
135. Similar consideration is given to rituals surrounding Muslim prayers. The teacher introduced the lesson by describing how people from different cultures live happily together. The pupils were encouraged to consider that forms of prayer are often common to all people. The teacher, through gentle questioning encouraged the pupils to identify the purpose of prayer. The use of good quality

resources, including a well-chosen video recording, gave the pupils an insight into the rituals through which Muslims express their faith. The video raised many areas for discussion that enabled the pupils to make good progress in understanding cultural and religious differences.

136. The school makes significant efforts to support the pupils' understanding of life in a multicultural society. It is clear that by the age of eleven, the pupils have gained a considerable awareness of these important issues.
137. Religious education is well led. The co-ordinator monitors the planning and teaching and is systematically building up a useful resource base, which includes a good range of artefacts.