

INSPECTION REPORT

**MALVERN WELLS C. of E. (V.A.) PRIMARY
SCHOOL**

Malvern Wells

LEA area: Worcestershire

Unique reference number: 116902

Headteacher: Mrs. D. Rickarby

Reporting inspector: Dr. B. Blundell
23868

Dates of inspection: 3-5 July 2000

Inspection number: 196899

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Voluntary Aided

Age range of pupils: 4-11

Gender of pupils: Boys and girls

School address: Wells Road
Malvern
Worcestershire

Postcode: WR14 4HF

Telephone number: 01684 561179

Fax number: None

Appropriate authority: The Governing Body

Name of chair of governors: Mrs. E. Bass

Date of previous inspection: November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Dr. B. Blundell	Registered inspector	Mathematics Design and technology Information and communications technology Equal opportunities	How high are standards? How well are pupils taught? How well does the school care for its pupils? How well is the school led and managed?
Dr. M. Freeman	Lay inspector		Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
Mrs. E. Korn	Team inspector	English Music Physical education Under-fives Special educational needs	
Mr. G. Loizou	Team inspector	Science Art History Geography	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

PKR Educational Consultants
6 Sherman Road
Bromley
KENT
BR1 3JH

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

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Malvern Wells Church of England Primary School is a Voluntary Aided school situated in Malvern Wells, Worcestershire. There are 101 pupils on roll. Whilst the proportion of pupils with special educational needs is below the national average, the percentage with statements of special needs is above the national average. Data provided by the school shows that the proportion of pupils known to be eligible for free school meals is broadly in line with the national average. There are no pupils with English as an additional language. Pupils' attainment on entry to the school is broadly average.

HOW GOOD THE SCHOOL IS

The overall effectiveness of the school is good. In the work seen during the inspection, standards of work for pupils aged seven were above average in mathematics and English overall and average in science. By the age of 11, pupils' attainment is in line with national standards in all three core subjects for the current Year 6. The overall quality of teaching is good. Leadership and management by the headteacher, deputy headteacher and governing body are good. The school is providing satisfactory value for money.

What the school does well

- Over the four years from 1996 to 1999, pupils aged 11 have left the school nearly two terms ahead of pupils nationally in English, one-and-a-half terms ahead in mathematics and one term ahead in science.
- The overall quality of teaching is good; management of pupils under five is very good.
- Leadership and management are good: the leadership is providing clear educational direction.
- The attitudes and behaviour of most of the pupils are good.
- The curriculum provided for children under five is good.
- The overall provision for pupils' spiritual, moral, social and cultural development is good.
- Attendance is very good.

What could be improved

- Standards of presentation, handwriting and spelling, and the recording of pupils' work across the curriculum
- The use of assessment information to help to plan the curriculum is in need of further development.
- The timetable is not effectively divided into short enough teaching periods.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1996. The school has made satisfactory improvement overall since the last inspection. The key issue to raise standards in design and technology has been addressed. The issue to raise the pace and depth of learning, particularly in mathematics at Key Stage 2, and make greater use of assessment information has been addressed as far as work in mathematics is concerned. The co-ordinator for mathematics has made a significant impact on the level of challenge in work in lower Key Stage 2, in particular. The use of assessment information generally is in need of further development. The key issue to improve opportunities for pupils systematically to acquire skills in history and geography has been satisfactorily addressed. The governors now have a clearer understanding of their roles and provide more effective support. There is now an appropriate policy for child protection procedures. The overall quality of teaching has improved considerably since the last inspection.

STANDARDS

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

Performance in:	Compared with			
	All schools			similar schools
	1997	1998	1999	1999
English	A	B	A	A*
Mathematics	A	A	A	B
Science	B	A	C	D

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

In the 1999 national tests for pupils aged 11, pupils' attainment in English and mathematics was well above average for schools nationally; standards in science were in line with those found nationally. Over the four years from 1996 to 1999 averaged together, pupils have left Malvern Wells School nearly two terms ahead of pupils nationally in English, one-and-a-half terms ahead in mathematics and one term ahead in science. Provisional results for the year 2000 show a decline in standards in English, and standards remaining broadly the same in mathematics and science. Over the period 1996 to 1999, the performance of girls has exceeded that of boys.

Compared to schools having a similar proportion of pupils known to be eligible for free school meals, standards in 1999 were very high in English, above average in mathematics and below average in science. (Note that because this school, in common with many schools in Worcestershire, does not provide cooked meals, data on free school meals eligibility was provided by the school.) Overall results at the school are rising in line with the national trend.

The school's targets are appropriate but are unlikely to be met in English in 2000.

In the work seen during the inspection, standards were in line with national standards at the end of Key Stage 2 in English, mathematics and science. Standards in information and communications technology are in line with national expectations. Pupils' progress in Key Stage 2 in science, English and mathematics is satisfactory; it is good in English, except in Year 6, where it is satisfactory. Pupils' progress in all other subjects is satisfactory. There was, however, insufficient evidence to gauge pupils' progress in Key Stage 2 in physical education and music.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are good overall.
Behaviour, in and out of classrooms	Pupils' behaviour in and out of classrooms is good overall. The behaviour of a minority of boys in Year 5 / 6 is unsatisfactory.
Personal development and relationships	Personal development and relationships are good. The school council provides pupils with an effective forum for their development.
Attendance	Attendance is very good.

This is a happy school: however, the immature behaviour of a nucleus of older boys is having an adverse effect on pupils' progress in Year 5/6. The level of unauthorised absence is well below the national average. No evidence of sexism or racism was observed.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-11 years
Lessons seen overall	Good	Good	Good

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

The overall quality of teaching in English and mathematics is good. Strengths in teaching include the management of children under five, which is very good; good planning throughout the school; and use of time in most subjects. Weaknesses in teaching include the management of some pupils in Year 5/6 and the use of some of the support staff in Key Stage 2. The skills of literacy and numeracy are well taught overall. The school generally meets the needs of all its pupils.

The percentage of satisfactory or better teaching seen during the inspection was 97. Teaching in 56 per cent of lessons was good and in 10 per cent of lessons it was very good. One unsatisfactory lesson was seen.

Particular strengths in pupils' learning include the acquisition of social skills for the under-fives which is very good, and pupils' interest, concentration and pace of working, which is good for the under-fives and in Key Stage 1.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum is satisfactory overall; for the under-fives it is good.
Provision for pupils with special educational needs	This is satisfactory overall. Some of the pupils' individual education plans are not sufficiently focused.
Provision for pupils with English as an additional language	Not applicable.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is good overall. Provision for pupils' spiritual and cultural development is satisfactory; for their moral and social development it is good.
How well the school cares for its pupils	This is good overall.

The school works well in partnership with its parents.

The opportunities offered to pupils for extra-curricular activities are good and include a school band and choir, various music clubs, a variety of sporting activities and a gardening club.

All areas of the curriculum meet statutory requirements.

The procedures for child protection are good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management by the headteacher and other key staff are good. The school has clear educational direction.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities well. They are appropriately aware of the strengths and weaknesses of the school.
The school's evaluation of its performance	This is good overall. Results of national tests are carefully analysed.
The strategic use of resources	This is satisfactory overall. The school satisfactorily applies the principles of best value.

The adequacy of staffing, accommodation and learning resources is satisfactory overall. However,

the location of the library is unsatisfactory. The school has recognised this and is taking appropriate action.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• They are comfortable when approaching school with questions or problems.• The school is well managed and led.• There are high expectations.• Their children make good progress.• Teaching is good.	<ul style="list-style-type: none">• Some parents would like a greater range of extra-curricular activities.• Some parents are not happy with the level of homework.• A few parents are not happy with behaviour.

The inspection team agrees with parents' positive views on the school; inspectors support parents' views on the behaviour of a minority of pupils in Year 5/6. Inspectors find that the opportunities for extra-curricular activities are good and that the use of homework is good for the under-fives and pupils in Key Stage 1, and satisfactory for Key Stage 2.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. **Shortly after the children enter the reception class**, they are assessed using the Worcestershire baseline, to see what their abilities are. The children who entered the reception class in 1998 and 1999 have had broadly average abilities.
2. **By the age of five, near to the end of their time in the reception class**, the children are assessed against national standards known as the Desirable Learning Outcomes (DLOs). The children in the current reception class at least meet this standard. They have made good progress. Their attainment in English is above average and that in mathematics is average.
3. **At the age of seven, close to the end of their time in Year 2**, pupils take the end-of-Key-Stage-1 tests in reading, writing and mathematics. As with the end-of-Key-Stage 2 tests, individual pupils are given levels according to their performance: for example, level 1, level 2c, level 2b, level 2a, level 3. These individual levels are then converted into average National Curriculum points for the school. In comparison with pupils nationally in 1999, pupils' performance was well above average in reading, above average in writing and well above average in mathematics in terms of the points attained. Looked at over the four-year period from 1996 to 1999, pupils' attainment was one term ahead of pupils nationally in reading and writing and nearly two terms ahead in mathematics. Nationally, girls perform better than boys in reading and writing and approximately the same in mathematics. At Malvern Wells, boys and girls were approximately one term ahead of boys and girls nationally in reading and writing; in mathematics boys were over two terms ahead of boys nationally and girls were one-and-a-half terms ahead of girls nationally. Provisional results for the pupils who took their tests in 2000 show good results, but national comparison figures are not yet available. Compared with the performance of pupils in schools that have a similar proportion of pupils known to be eligible for free school meals, pupils' performance in the 1999 tests was well above average in reading, above average in writing and very high in mathematics.
4. **Inspection findings for pupils currently in Year 2**, are that standards in reading and mathematics are above average. Pupils' attainment in writing and science is average. Their attainment in information and communications technology is in line with national expectations. Overall progress in English and mathematics is good; progress in science and information and communications technology is satisfactory. Pupils' progress in music, art, physical education, history, geography and design and technology is satisfactory. Pupils with special educational needs make good progress.
5. **By the age of 11, close to the end of their time in Year 6**, pupils take the end-of-Key-Stage-2 tests in English, mathematics and science. The performance of those pupils who took these tests in 1999, and who are now at secondary school, was well above the national average in English and mathematics and broadly in line with the national average in science. Over the four years from 1996 to 1999 averaged together, pupils have left Malvern Wells School nearly two terms ahead of pupils nationally in English, one-and-a-half terms ahead in mathematics and one term ahead in science. Nationally, on average, girls perform better than boys in English by nearly two terms; the performances of boys and girls nationally in mathematics and

science are broadly similar. At Malvern Wells School over the last four years, girls have outperformed girls nationally by two-and-a-half terms; boys have outperformed boys nationally by less than one term. This indicates a *relative* under-performance by boys at the school in English when compared to girls at the school. The performance of girls in science and mathematics has also been relatively strong. Provisional results for pupils who took their tests in May 2000 show healthy results in mathematics and science but weaker results in English, when compared to previous years. National comparative figures are not yet published. Finally, if we compare the school's results in 1999 with schools of a similar type, results for English were very high, in mathematics they were above average and in science they were below average.

6. **Inspection findings for pupils currently in Year 6** show pupils to be attaining average standards in English, mathematics and science. Pupils' progress in English, mathematics and science is satisfactory overall, with good progress in English in Years 3, 4 and 5. Progress in information and communications technology is satisfactory. In art, history, geography and design and technology, progress is satisfactory. There was insufficient evidence to grade progress in music and physical education owing to timetable constraints. Pupils with special educational needs make good progress overall.
7. **Since the time of the last inspection, standards for pupils aged 11** have remained broadly similar. Standards in mathematics at Key Stage 2, and in design and technology throughout the school, have improved. Standards in art have dropped a little. The key issue to raise standards in design and technology has been appropriately addressed. The issue to improve the opportunities for pupils systematically to acquire skills in history and geography has been satisfactorily addressed overall.

Pupils' attitudes, values and personal development

8. In the previous report, the attitudes, behaviour and personal development of pupils were seen as things the school fostered well. The school has sustained these important features and pupils are pleasant, well mannered and their relationships with adults and amongst themselves are noticeably good. Their attitudes to learning and their personal development are consistently good.
9. The behaviour overall of pupils is good, with no bullying or inappropriate behaviour observed, and most pupils' conduct in classrooms and around the school displays courtesy, helpfulness and respect for each other. Pupils show self-discipline and respect for the school rules, which have been developed co-operatively between the staff and the pupils. There is, however, a very small nucleus of Key Stage 2 pupils, mainly boys, who display some behavioural problems and cause occasional disruption. The school is fully cognisant of these few difficult pupils and has good, effective strategies in place to solve this problem, including making appropriate use of external support services. There have been one permanent exclusion and three temporary exclusions over the past year.
10. Pupils are polite and helpful. They value each other and collaborate well. Pupils work hard and enthusiastically and take a pride in their work. They show respect and care for the school environment and they move around the school in a safe and orderly manner. The personal development of pupils is good and relationships with each other are very good. Pupils are given - and accept readily - opportunities to show initiative and undertake responsible tasks. The personal development of pupils

is further enhanced by the existence of the school council which gives senior pupils good opportunities to develop a sense of responsibility, independence and an understanding of the democratic process.

11. Attendance is very good and well above the average, with no unauthorised absences. Many parents say their children enjoy coming to school and the attendance figures support this assertion. Registers comply fully with statutory requirements and the class registration procedures are brisk and efficient.
12. Registers are monitored effectively and parents understand fully the procedures for notifying absences to the school. Lessons start and finish on time, with only occasional slippage being noticed.

HOW WELL ARE PUPILS TAUGHT?

13. The overall quality of teaching in the lessons observed in the inspection was good. It was good overall for children under five and for pupils in Key Stage 1 and Key Stage 2. Teaching in 97 per cent of lessons was satisfactory or better. In 56 per cent of lessons it was good and in ten per cent it was very good. One unsatisfactory lesson was seen. No lessons were seen in which teaching was judged to be poor or very poor.
14. Examples of good teaching were seen in each section of the school and in all classes. All teachers at the school whether full-time or part-time, were observed teaching good lessons. Overall, the skills of literacy and numeracy are well taught.
15. Management of pupils under five was very good, for pupils in Key Stage 1 it was good and for those in Key Stage 2 it was satisfactory. The greatest concentration of teaching that was satisfactory or worse, rather than good or better, was in Year 5/6. In this class, a minority of boys sometimes behaved badly and disrupted the teacher and the rest of the class. Whilst the teachers of these pupils had strategies for managing these boys, these proved to be less than satisfactory at times. In an unsatisfactory mathematics lesson, for example, the teacher permitted too much inappropriate behaviour.
16. Teachers' knowledge and understanding were found to be good throughout the school in all subject areas. The teaching of basic skills is good for the under-fives and in Key Stage 1. It is satisfactory overall in Key Stage 2 and good for pupils in the class containing a mixture of Year 3 and Year 4 pupils.
17. Teachers plan their lessons well in all sections of the school. Planning in literacy and numeracy is sufficiently detailed and provides appropriate work for pupils of different prior attainments. In an end-of-Key-Stage-1 science lesson on living things, the teacher's planning promoted pupils' interest. In a well-planned physical education lesson for Year R/1, there were time targets identified in the planning, so that children knew that they should be changed ready for their lesson by the end of a story that was played to them on tape. A well-planned geography lesson for lower Key Stage 2 contained plenty of opportunities for pupils to use secondary sources to identify land use. Another geography lesson in Year 5/6 had detailed planning with a focus on pupils developing geographical skills on environmental issues such as local traffic.

18. Teachers' expectations of both the level of academic work and behaviour were satisfactory overall in Key Stage 2 and good for the under-fives and in Key Stage 1. In a Year 3/4 mathematics lesson, the lesson started with a "brainstorming" session in which pupils had to volunteer numbers between one and 100, which the teacher arranged in groups on the board. Pupils had to identify the rule that the teacher was applying in order to group the numbers. There were high expectations and the pupils rose to the challenge. They showed that they had experienced similar rigorous challenges previously and were able to identify the rule before the mathematics inspector on one occasion! In a less-good lesson in Year 5/6, expectations of behaviour and the level of work were too low.
19. The use of time was satisfactory overall for the school. However, in some literacy and numeracy sessions, when pupils were required to work independently, they went off task and chatted about matters unrelated to the lesson. The use of support staff was unsatisfactory overall in Key Stage 2. For example, in an English lesson that contained a number of disruptive boys, the two support assistants were seated at the same table.
20. The marking of pupils' work was generally good throughout the school. However, there was little in the way of diagnostic comments or questions to stretch further those pupils who had attained full marks. Presentation of pupils' work was very variable and inconsistent through the school. The use of homework was good overall and supported pupils' work in mathematics and English.
21. Overall, the teaching for pupils with special educational needs is good. Pupils with statements of educational need are well provided for and make good progress, particularly those in Key Stage 1. Support staff know the needs of these children well and keep careful records, which supplement the target statements, which are sometimes imprecise. Class teachers and support staff work together, effectively developing in these pupils academic and social skills and enabling them to grow in independence. However, support in physical education lessons, particularly for the younger pupils, is not consistently provided for those who may need it.
22. Because class teachers know their pupils well, they are able to provide appropriately matched work for pupils without statements who are on the special needs register, and therefore these pupils make similar progress to the other pupils in their class. The individual educational plans of these pupils are not sufficiently useful working documents. They sometimes lack precision and often the support assistants are not familiar with them.
23. Since the last inspection, the overall standard of teaching has improved. At the time of that inspection, approximately one lesson in every six was judged to be unsatisfactory. Also, the overall quality of teaching was then satisfactory, whereas now it is good. Nonetheless, the weakest teaching seen in the last inspection was at Key Stage 2 and that is still the case. A key issue to raise the pace and depth of teaching at Key Stage 2, particularly in mathematics, has been addressed appropriately overall, and particularly well in lower Key Stage 2. A key issue to provide more opportunities for pupils to acquire skills in history and geography has been satisfactorily addressed.

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

24. The quality of the curriculum is satisfactory overall and good for the under-fives. It promotes pupils' intellectual, physical, social and personal development and prepares them for the next phase of their education.
25. The previous inspection identified areas for improvement in the key issues. Overall, they have been addressed satisfactorily. Opportunities for pupils systematically to acquire research skills in geography are now in place. Pupils' capacity to develop and use skills relating to chronology has improved but their ability to interpret history and use enquiry skills to research aspects of the subject is still underdeveloped.
26. The curriculum in both key stages, and for the under-fives, provides a broad and balanced range of learning opportunities which meet the needs of all pupils, including pupils with special educational needs. The curriculum covers all aspects of the National Curriculum and religious education and fulfils statutory requirements. The school has in place satisfactory strategies for the teaching of the basic skills of literacy and numeracy. However, the time allocated to the literacy and numeracy hours is beyond that recommended and there is need to review the timetable to provide even more learning opportunities, especially in information and communications technology.
27. Provision for extra-curricular activities is good. A wide range of activities takes place after school and at lunchtime. There are worthwhile opportunities for pupils to take part in competitive games such as football, netball and rounders. Pupils are also able to join recorder groups, the school band, the choir, the French club and the guitar club as well as participate in the gardening club. Equality of opportunity and access is very good for boys and girls. There are appropriate outside visits that extend the curriculum provided. Pupils have visited the Avoncroft museum, Bishopwood and Warwick Castle. These visits and clubs all help to broaden the curriculum appropriately.
28. The school's provision for pupils with special educational needs, (SEN), is satisfactory overall. The Code of Practice is successfully implemented. The special educational needs co-ordinator assesses those pupils identified by class teachers as having special educational needs and involves support agencies as appropriate. The governor with responsibility for special educational needs is a support at these times and also gives assistance by working with some of the pupils on the register. All teachers are involved with constructing the individual education plans and this provides some continuity as the pupils move from class to class. The resultant individual education plans have identified targets, but these are frequently too broad, and lack specific, sharp focus. There is an inconsistency in both key stages in the special needs provision and in the support provided. This is particularly noticeable at the end of Key Stage 2, where a pupil with behavioural special needs has known targets but has not been allocated additional classroom support to help meet these targets, and this situation is having an impact on learning. Provision for sex education and for personal, social and health education is appropriate.
29. The school has good links with the community through a range of activities and close links with the local church. Pupils in the top class are currently studying the problem of traffic that uses the road outside school and has identified environmental issues, which will be discussed with a representative from the local council.

30. Links with the local secondary schools are good. There is an effective induction process in place that encourages pupils to settle into their new environment quickly. There are good curriculum links with the local technology college and the school has used sixth-form mentors to help younger pupils, used ICT facilities for whole class lessons and plans to participate in a Science Day and Technology Week Activity.
31. The school's provision for cultivating pupils' personal development is good.
32. Satisfactory provision is made for the spiritual development of pupils. The school fulfils its statutory obligation to provide daily a collective act of worship for all pupils. Carefully chosen music, sometimes recorded, at other times provided by the school band, is played before and afterwards, and pupils show their respect for assembly by entering and leaving in a dignified manner. Assemblies do not always include a quiet time for guided reflection.
33. The provision for pupils' moral development is good. A strong moral code is a basic aspect of the school's ethos. Rules for behaviour are clearly displayed and linked to the mission statement. The pupils know the difference between right and wrong and this is seen in their relationships in and around school. The moral code is promoted during "circle time", in discussion of incidents, and through assemblies.
34. Pupils' social development is good and the school provides many opportunities for them to take responsibilities. There is an effective school council that encourages pupils to suggest ways of improving the school. There is a card collection club, which is supervised by an older child and a teacher during lunch. Pupils in Year 5/6 use their initiative to plan, organise and run stalls for Parent-Teacher Association activities, while younger pupils frequently organise fund-raising activities for charities. Class assemblies are organised by pupils and are well planned.
35. There is a satisfactory level of provision for pupils' cultural development. Musical activities include instrument tuition, a school band and public performances. Pupils make educational visits to local and distant places of interest. Destinations have recently included Warwick Castle, Bishopwood Environment Centre and London.
36. There are good opportunities in religious education for learning about world religions such as Sikhism and Judaism, but the provision for pupils' awareness of different cultures is limited.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. Procedures for child protection and for ensuring pupils' welfare are good overall. This is an improvement since the time of the last inspection, when a key issue was to ensure that a policy for child protection was developed. Nonetheless, whilst the headteacher has had appropriate training in this area, this has yet to permeate formally to all adults at the school.
38. The procedures for monitoring and improving attendance are satisfactory overall. The school emphasises punctuality appropriately and lessons start on time.
39. Procedures for monitoring and promoting good behaviour are satisfactory overall. The school has detailed procedures for dealing with negative behaviour and they are generally effective. In some lessons for pupils in Year 5/6, however, they do not

always work sufficiently well. Pupils are grouped in zones according to their behaviour. In a very good “circle time” lesson for Year 5/6, designed to promote good behaviour, pupils were provided with the chance to talk responsibly about the impact of their actions on others. The lesson provided appropriate opportunities for pupils to express their views on behaviour in the class. During the inspection, no oppressive behaviour was witnessed and the school has good procedures for dealing with it, should it occur.

40. The procedures for assessing pupils’ attainment and progress are good, particularly for the core subjects of literacy and numeracy. They are satisfactory for science but unsatisfactory overall in other subjects. In literacy and numeracy, teachers know exactly what level their pupils are working at, and they forecast the level at which they should be working by the end of the term. These forecasts are then compared with the targets for the individual pupils. Mismatches between the forecast and the target are identified. The school has appropriately “broken down” the broad National Curriculum levels into more manageable sub-levels. For example, a pupil could be working at level 3 in English for two years and be making satisfactory progress. By breaking the level down into 3a, 3b, 3c, the teacher can more accurately pinpoint the individual pupil’s attainment and progress. The use of assessment information to help to plan the curriculum is in need of further development. The school has made a good start in establishing the levels at which pupils are working throughout the school in English and mathematics. Its use of these assessments, whilst satisfactory in these two subjects, has yet to reach its full potential in maximising pupils’ attainment and progress. The school firmly believes in target getting rather than target setting. It has laid good foundations for becoming a target-getting school.
41. The procedures for monitoring and supporting pupils’ academic progress are satisfactory overall, but in need of further development in the foundation subjects. Pupils are provided appropriately with records of their personal achievement. Procedures for monitoring and supporting pupils’ personal development are satisfactory. Pupils in Year 5/6 have the opportunity to stand as candidates for the school council. They are provided with opportunities to prepare and deliver their speeches to other classes in the school. Pupils also have the opportunity to take part in debates in the children’s parliament.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. In 1996 the school was noted as “enjoying the strong support of its parents”. This is still the case and is a tangible strength of the school. There are good, effective systems in place to keep parents informed about school activities and their children’s progress. Parents regard the school as open and friendly and spoke highly of the accessibility and helpfulness of the staff.
43. Communication with parents is of a high quality, with good, clear, readable information provided on a regular basis, and parents welcome and value this. There are good and effective links with parents of pupils with special educational needs and they are involved positively in the review of their children’s progress.
44. The Parent-Teacher Association fulfils a valued and supportive role by arranging appropriate social and fund-raising events. Parents are generally supportive of the school though not all of them take a great part in school life. Some parents do help in school activities and in classrooms and this assistance is valuable and welcome. Attendance at parent-teacher meetings is high and parents welcome the helpful

information given to them at these events. Similarly, the annual meeting of the governing body with parents is well attended and useful. The annual report of the governing body and the school prospectus are well-organised, readable and informative and meet statutory requirements. Likewise, the annual reports on pupils' progress for parents are clear and helpful. Parents are consulted readily on any matters which may impinge upon them: e.g. the length of the school day, and the school deals courteously and effectively with any complaints and suggestions from parents. Homework provision is good for children under five and for pupils in Key Stage 1. In Key Stage 2 it is satisfactory and parents are encouraged, with good effect, to support their children's learning at home.

45. There is some involvement with the local community, including the local Church and village events, but this is in an early stage of development. A "compact" with local business is under active formulation and this should enhance the curriculum and community links when fully operational.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. The leadership and management by the headteacher, deputy headteacher and other key staff are good. The school reflects its aims well in its work. The headteacher has set a good educational direction for the school. Despite having an intake of pupils whose attainment is broadly average, the school regularly moves its pupils on to secondary school with above average levels of attainment in the core subjects. This is partially the consequence of some of the systems that have been put in place by the headteacher. The headteacher appropriately delegates work to other members of staff with management responsibilities. For example, the numeracy co-ordinator has effectively monitored numeracy teaching throughout the school.
47. The effectiveness of the governing body in fulfilling its statutory responsibilities is good. There is an appropriate committee structure in place and the governing body brings to bear a wide range of expertise. Governors' role in shaping the direction of the school is good. They are well aware of the strengths and weaknesses of the school and act appropriately as critical friends. Governors have been given appropriate responsibilities for all major curriculum areas. They are interested in the life of the school and play an active part. For example, on the first day of the inspection, pupils from Year 5/6 visited the local secondary school for a design and technology afternoon; they were accompanied by the governor who has an interest in this subject. There is a programme of regular visits by governors to curriculum areas; they also help in running extra-curricular activities such as the gardening club.
48. The monitoring, evaluation and development of teaching are good overall. The headteacher monitors teaching in literacy and science appropriately; she is the co-ordinator for these subjects. The school is not currently carrying out appraisal and is awaiting further government initiatives.
49. The action taken to meet the school's targets is satisfactory overall. The school is on course to meet its targets for 2001. However, it looks unlikely to have met targets for English for pupils aged 11 this year. The school has adopted a policy of actively promoting target getting rather than passively adopting a policy of just target setting. There is a shared commitment to improve and the school's capacity to succeed is good. The school development plan is a useful working document which appropriately highlights areas for future development.

50. Good procedures are in place for the induction of new staff. The school has successfully been involved in the training of new teachers.
51. The effectiveness of the school's use of new technology is satisfactory. One of the classroom computers is appropriately networked to the one in the school office. Specific grants to the school are used appropriately. The school has recently been audited and the recommendations carried out. The school had a relatively large carry-over in its budget for the year ending April 2000, amounting to £29000. The forecast is for this to drop substantially this financial year to £7000.
52. There is a satisfactory match of teachers and support staff to the demands of the curriculum. At times, the competent support staff, particularly in Key Stage 2, are not used as effectively as they might be. The accommodation is satisfactory overall. However, indoor space is at a premium and the library is currently housed in the school hall. The overall level of resources is satisfactory. The school is appropriately applying the principles of best value.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

53. In order to improve the school further, the headteacher, management team and governing body should:
 - (1) improve pupils' presentation of work, handwriting and spelling, and the recording of pupils' work across the school (Paragraphs 70,76,78,86)
 - (2) improve the use of assessment throughout the school and particularly in the foundation subjects (Paragraphs 91, 108,114,118,122)
 - (3) review the structure of the timetable so that lessons are not too long (Paragraphs 26, 89, 90)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	29
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	10	56	31	3	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	101
Number of full-time pupils eligible for free school meals	0	(20)*

FTE means full-time equivalent.

* from data supplied by the school

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	19

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	5
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	3.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	9	8	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	6	9
	Girls	8	7	8
	Total	14	13	17
Percentage of pupils at NC level 2 or above	School	82(75)	76(84)	100(94)
	National	82(80)	83(81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	8	6
	Girls	8	5	5
	Total	15	13	11
Percentage of pupils at NC level 2 or above	School	88(69)	76(69)	65(69)
	National	82(81)	86(85)	87(86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	6	6	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	5	6
	Girls	6	5	5
	Total	12	10	11
Percentage of pupils at NC level 4 or above	School	100(64)	83(80)	92(87)
	National	70(65)	69(59)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	4	6
	Girls	6	6	6
	Total	10	10	12
Percentage of pupils at NC level 4 or above	School	83(93)	83(93)	100(93)
	National	68(63)	69(65)	75(72)

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	101
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	1	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)	4.6
Number of pupils per qualified teacher	21.9
Average class size	24.8

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	37

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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FTE means full-time equivalent.

Financial information

Financial year	1998-99
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	£
Total income	211658
Total expenditure	208001
Expenditure per pupil	2145
Balance brought forward from previous year	20558
Balance carried forward to next year	24215

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	101
Number of questionnaires returned	57

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	33	9	0	0
My child is making good progress in school.	46	46	8	0	0
Behaviour in the school is good.	39	49	12	0	0
My child gets the right amount of work to do at home.	37	46	13	5	0
The teaching is good.	58	39	0	0	3
I am kept well informed about how my child is getting on.	51	39	5	2	3
I would feel comfortable about approaching the school with questions or a problem.	79	19	2	0	0
The school expects my child to work hard and achieve his or her best.	60	33	2	0	5
The school works closely with parents.	58	35	2	2	3
The school is well led and managed.	65	30	2	0	3
The school is helping my child become mature and responsible.	56	35	4	0	5
The school provides an interesting range of activities outside lessons.	30	40	25	0	5

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

54. At the time of the inspection there were two children under five in the school. These children are taught in the reception class of the school, together with 12 reception year children who are already five and the youngest five pupils in the Year 1 age group. There are two intakes into the reception year, in September for the older children and also in January. Children have a good induction into the class and, as soon as they start, they attend for the whole day.
55. Children are taught in a stimulating classroom environment which contains many examples of print, including the labelling of the large range of displayed work. An extension to the classroom is used well for painting, computers and role-play activities. The outside area contains a good range of climbing equipment.
56. All the children are assessed six weeks after entering the school, using the Worcestershire baseline assessment system. Results show that the children enter the reception class with broadly average abilities. The assessment data is used to set appropriate targets for the children's learning by the end of the reception year. The children make good progress. When assessed against national expectations, the Desirable Learning Outcomes (DLOs) for children aged five, all children in the class, except those with a statement of special needs, have achieved these outcomes and are exceeding them in speaking and listening and in their social development. Older reception children continue to make good progress and are well established on the National Curriculum.
57. Children's social development is very good. They work and play confidently in the classroom. They have good relationships with each other and with the class teacher. They take turns and share and play constructively together as a part of a group. In their role play, such as when in the 'café' in the classroom, they are able to work constructively as a group. At these times children under five and just turned five each assume an identity and together they enact the preparation, ordering, serving and payment appropriate to the situation, with ideas developed over a period of time. At these times, and in all their interactions with each other, children exhibit appropriate behaviour.
58. Older reception children actively support and assist the child in the class with Down's syndrome, helping to make her feel included at all times. Younger children aged four follow this model, showing concern and care for others. They wait quietly for others before physical education lessons and listen as others reply to the class teacher. They have a secure understanding of the right way to behave in the classroom and outside. Even without direct supervision, they begin the tasks allocated to them with some eagerness and generally try to finish their work.
59. Because of the manner in which the class is organised, children have many opportunities to speak, listen and work in large and small groups. As part of the whole class, children under five listen carefully. Sometimes this is while the class teacher discusses aspects of literature, such as inference from the front cover illustration and the 'blurb' of the class guided reading text of the week. At other times this is the introduction to counting activities or to discussing sounds in a science lesson. Children respond well, sometimes volunteering information and, at other times,

replying to the questions of the class teacher, using appropriate vocabulary. Children listen carefully to stories, and sing songs, such as counting rhymes, with accuracy and apparent pleasure. Specific vocabulary is developed well in lessons such as science. In one lesson seen, the words associated with producing sounds, and the descriptive vocabulary required to describe the types of sounds made, were discussed at length and this considerably enriched children's vocabulary. This good teaching, together with opportunities in role play, helps children to make good progress in speaking and listening and to achieve well.

60. Children under five all have a sight vocabulary of a few key words. They recognise the sounds of many letters and sometimes correct themselves and are able to make simple predictions and discuss what they have read. Older children in the reception class are established on the reading scheme. Children under five are starting to control a pencil and write their name but do have many pre- writing activities, as during this part of the lesson they are frequently not working with an adult.
61. Children under five are attaining the DLOs in most areas of mathematics. They recognise order and count numbers to ten. Through number rhymes and some class discussion they are becoming familiar with addition and subtraction. They recognise some basic shapes and use comparative language such as "in front of" and "bigger". They recognise some coins and are starting to use the vocabulary associated with shopping in their role play. They are not fully using or developing their understanding of number to solve practical problems, often because there is no adult with them at these times to extend this area of their learning.
62. Children under five are attaining the DLOs in their knowledge and understanding of the world. They speak confidently about their homes and families, and activities they have participated in. They have looked carefully at leaves in the Autumn and flowers in the Spring and at these times they identified patterns and changes. During the course of the inspection they were not seen investigating materials such as sand, water or dough. However, they did investigate sounds, noticing the similarities and differences between a range of sounds, but did not, on this occasion, explore independently. Children are able to control a mouse in order to manipulate a simple program on the computer.
63. Children's physical development is as expected at the age of five and they are achieving the DLOs. Through the planned physical education programme, children make good progress, particularly in ball skills. Children under five can throw a ball and, by the end of the reception year, many are starting to catch a ball. Children move confidently on climbing apparatus with increasing skill. A child with special needs in the class has made good progress in climbing and balancing skills and is confident and independent on some of the outdoor climbing apparatus. Children use tools such as paintbrushes and scissors with some precision.
64. Children have achieved the DLOs for creative development. They explore colour and shape through a wide range of two-dimensional visual artwork, but have less experience of three-dimensional work. They are creative in their role play. They use their sense of hearing appropriately, but during the observations seen did not use their imagination.

65. Teaching for children under five is consistently good. The class teacher has a secure understanding of how children of this age learn. The work is well matched to their ability levels. Class management is very good. The class is well organised so that younger children participate in the introductions and plenary sessions, thereby getting the benefit of the teacher's input. Sometimes these younger children have the teacher's attention during the activity time. However, the class is placed into groups, based mainly on age and the time that the child been in the school, and the younger children receive less of an adult's time during the practical activity sessions of the lessons. There is no trained classroom assistant to work with this age group in order to advance their learning through, for example, being able to interact in their role play or to develop their story telling and writing skills. The support assistant for the child with special educational needs is well used and this child makes good progress, appropriate to her ability.
66. The curriculum provided is broad. It is carefully structured to meet the needs of the under fives, reception and Year 1 pupils and there is a gradual and effective transition from the DLOs to the National Curriculum. Assessment records are well maintained and reflect this transition.

ENGLISH

67. Pupils' attainment in the 1999 end of key stage tests at Key Stage 2 was well above the national average and this standard had been maintained over the previous four years from 1996 until 1999. In comparison to similar schools, standards in English in 1999 were very high. Pupils left Malvern Wells School, on average, nearly two terms ahead of pupils nationally.
68. At Key Stage 1 in the 1999 tests, standards in reading were well above the national average and standards in writing were above the national average. In comparison to similar schools, standards in reading are well above, and in writing they are above, the average.
69. Inspection findings are that, at the end of Key Stage 1, pupils' attainment is above average in reading, speaking and listening and average in writing. Attainment at the end of Key Stage 2 is at average standards, but within this there are considerable variations between the different elements of the English curriculum. Standards in speaking and listening are good. Although the standard of reading is satisfactory overall, the number of more able readers has declined. In handwriting, and to a lesser extent in spelling, standards are not satisfactory.
70. Attainment has declined at the end of Key Stage 2 since the previous year, partially owing to the focus and balance of the curriculum and partially owing to the teaching. Additionally the booster class intended to raise attainment in slightly weaker pupils was not used as effectively this year as in the previous year. The provisional end of key stage test results would appear to support the inspection findings.
71. **Speaking and listening.** By the end of the Key Stage 2, pupils' speaking skills are generally above average. Most pupils of all ability levels vary their vocabulary to engage the listener and to meet the specific needs of the task. They use formal English in a range of situations such as when preparing a speech for the 'House of Commons' on environmental issues but their delivery lacks expression. Some pupils listen attentively but others are passive and do not see active listening as an essential

aspect of their learning. Younger pupils in this key stage listen well and contribute to class discussions stimulated by the context of the discussion.

72. At the end of Key Stage 1, pupils' attainment in speaking and listening is above average. In the lesson seen during the inspection, all the pupils in a mixed Year 2 and Year 1 class listened carefully to the teacher and each other. They were able to turn a statement into a spoken question well, but in neither year group did they use expression when stating their sentences. Year 1 pupils made particularly good progress in their speaking and listening in the lesson seen, as their main activity was to formulate and discuss questions based upon a picture of a Victorian schoolroom. Younger pupils in Year 1, and reception pupils, are given a good start to their speaking and listening skills in many areas of the curriculum. They listen carefully and remember spoken instructions. In science they are introduced to a range of vocabulary associated with sounds, which they readily adopt and then use in a rich way to describe the sounds that they make, which include examples of alliteration.
73. **Reading.** Attainment in reading by the end of Key Stage 2 is average, with few pupils, except for those with statements of special needs in language, having attainment below expectations. All ability groups read fluently and with understanding. However, only the above average readers read a range of genre and subject matter. In the planning of the literacy sessions seen, this lack of breadth of reading has not been sufficiently compensated for. Good models from a range of writers and styles of prose are not sufficiently used, discussed and analysed in order to extend pupils' appreciation of literature or give them models on which to draw for their own written work. Pupils are given some experience of poetry. In the lesson seen, pupils listened attentively and could identify similes in the text. Pupils' library knowledge and research skills are good. Pupils at the age of 11 have a secure understanding of how to gain information using the Internet and Encarta. They know how to use a dictionary and can distinguish between a dictionary and a glossary. Pupils make steady progress in the younger classes of the key stage. They are provided with a range of challenging texts and, through skilful questioning by their class teacher, they develop skills of deduction and inference and more able pupils have good prediction skills.
74. Attainment in reading at the end of Key Stage 1 is above average. There is a substantial number of high attaining pupils and the majority of the class is achieving nationally expected standards. Reading is well developed in the literacy lessons where pupils are presented with well-matched texts and activities, and discuss the text with their class teacher. In addition, they have appropriate quiet reading sessions which are sometimes taken by the headteacher. These are good sessions where the skills of reading are developed and a love of reading is fostered. Children have a wide choice of genre to choose from. In these sessions pupils have individual reading conferences and detailed records are kept. In the reception year, pupils over five have developed an enjoyment of reading through the shared reading sessions and interesting texts used in the literacy session. Most are well established on the reading scheme. They recognise many key words and have a knowledge of many letter sounds, but they do not readily use phonic skills, such as the initial sounds, to help them with unknown words.

75. **Writing.** By the end of Key Stage 2, standards in many aspects of writing are not high enough. Spelling is below average and handwriting is weak. The provisional results of the Standard Assessment Tasks (SATs) recently completed by the pupils would appear to confirm these findings. These subjects are not addressed with rigour, particularly for the older pupils of the key stage. Overall standards of handwriting, spelling and presentation are too low in everyday work in all subjects. Work on display and in final presented form is frequently short and not of a suitable quality. Teachers of Year 6 have made a decision to work only in draft for almost all English work. Consequently, pupils are not constantly developing and reinforcing good standards of presentation, as they are not having the discipline of writing for a critical eye.
76. By the end of Key Stage 2, pupils' ability to write in a range of genre is average. The structure of redrafted written work is also satisfactory, with much work in paragraphs, and punctuation, such as quotation marks, is well used. However, much of the written work is short. In the lessons seen during the inspection, pupils in the older two years of the key stage were drafting a speech to be presented after the inspection. The craft of writing is well developed in the younger class of the key stage, where achievement is satisfactory. In one of the lessons seen, pupils studied a good textual extract from which they constructed a list of synonyms, in this specific case for 'anger.' According to their ability level, pupils then used this vocabulary in a range of writing tasks and genre, including writing a diary and writing a descriptive paragraph.
77. At Key Stage 1, a substantial number of pupils are attaining a satisfactory standard in writing, but few pupils are attaining higher standards. Writing is mainly neat and printed and letters are correctly formed but not often joined. Spelling is satisfactory and pupils are writing in a range of genre and for many situations. Older pupils in the reception year make a good start to their writing and have interesting tasks which they enjoy, such as writing party invitations.
78. The literacy strategy is well established throughout the school. It is well taught in most classes, but in Year 5/6 there is insufficient emphasis placed upon the word, sentence and text-level work in order to extend pupils' written work. The influence of the literacy strategy is not fully exploited across the curriculum. Some pupils in Key Stage 2 have written in genre appropriate for other areas of the curriculum, for example lower attaining pupils in Year 6 have written a well-described experiment relating to germination. The use of extended writing in all areas of the curriculum, which develops pupils' writing experience in a range of genre, is better developed in the younger classes in Key Stage 2. In these classes pupils have written with clarity of thought and satisfactory presentation, particularly in religious education and in history.
79. Pupils with special educational needs take a full part in lessons. They make good progress overall. Pupils with statements are well supported and their needs are well known. Other pupils make similar progress when they are included in the support group. Expectations in Key Stage 1, and in the lower part of Key Stage 2, for the higher attaining pupils are high and work is well differentiated so that all the ability levels achieve well. At the upper end of Key Stage 2, expectations are unclear and lack precision, and consequently, in both year groups, the average and higher attaining pupils make insufficient progress. These pupils have no personal targets to achieve, although in discussion they are aware of how to improve the quality of their work. Lower attaining pupils are given support to guide their writing and this helps

their achievement.

80. Teaching is good overall, with consistently good teaching in the Reception/Year 1 class and satisfactory teaching at the end of Key Stage 2. Where teaching is good, teachers make class discussion times interesting and use the time well to develop powers of expression.
81. The reading programme is organised so that pupils' learning progresses effectively. Teachers keep careful records in the younger classes, but when the responsibility is transferred to the pupils in the older classes, records are not well maintained. Reading records provide good information for parents but many parents do not make contributory comments. The additional literacy support for pupils in Year 3 and Year 4 is effective, and many pupils have attained the expected standard of the class, continuing to function well without further support. In these classes pupils are given many technical terms and good training to develop sophisticated and effective phonic skills. Learning support assistants, particularly in Key Stage 2, are not always utilised as effectively as they might be. For example, in the top class, available adults are not always deployed to sit alongside boys who are disruptive.
82. In all classrooms, lessons are planned carefully. However, similarly to the previous inspection, in the classes of older pupils, teachers' expectations of the quality and quantity of the work the pupils are capable of frequently does not match the pupils' abilities, and this impedes progress. The best lessons are where pupils are given work set appropriately to their attainment. Teachers have a good assessment and recording system and they set targets and predictions effectively for their pupils' future attainment. At the end of Key Stage 1, these are well used and teachers investigate ways of achieving the targets set. At the end of Key Stage 2, these targets are a paper exercise and they are not used as pointers for extending attainment. Pupils are not aware of their targets, though older pupils can make a critical analysis of their work and can identify areas for themselves that need improvement.
83. The quality of teachers' marking varies from class to class. Most teachers give encouragement and, in the lower key stage's two classes, there are supportive comments. However, much marking, particularly for older pupils, loses its effect because teachers do not generally set targets for improvement, or require pupils to do corrections or further work on identified weaknesses. Key Stage 1 pupils read regularly as part of their homework and, in the younger Key Stage 2 class, a list of spellings to be learned is given each week.
84. Pupils' attitudes are good overall. However, a minority of boys in Year 5/6 have unsatisfactory attitudes to learning. Behaviour in English lessons is good overall, although again, at times, a small minority of boys in Year 5/6 display immature behaviour.
85. The subject is managed satisfactorily. Teaching is monitored and assessment systems and targets are well established, though not always acted upon. The literacy strategy has been implemented and a policy for this produced. Since the previous inspection, standards in spelling, handwriting and presentation have declined in the oldest classes in the school. The books available in the school library are much improved since the previous inspection owing to generous financial support from the parents. However, the library is sited in the main school hall and is not suitable accommodation for study, and in this aspect provision still remains inadequate.

MATHEMATICS

86. On the basis of 1999 National Curriculum points scores, attainment is well above the national average at the end of Key Stage 1 and at the end of Key Stage 2. The percentage of pupils obtaining the higher level 3 at the end of Key Stage 1 is well above the national average and the proportion of pupils attaining the higher level 5 at the end of Key Stage 2 is also well above the national average. Pupils' performance in the Key Stage 1 test was very high in comparison with schools with pupils from similar backgrounds. Their performance in the Key Stage 2 tests was above average compared to schools of a similar type. The average attainment of pupils in the four years 1996 to 1999 was well above the national average in the Key Stage 1 tests and in the Key Stage 2 tests. The performance of boys in the end-of-Key-Stage-1 tests was approximately two terms ahead of boys nationally; that of the girls was around one-and-a-half terms ahead of girls nationally over this same four-year period. In the end-of-Key-Stage-2 tests, again taken over those same four years, boys performed nearly one term ahead of boys nationally; girls were over two terms ahead of girls nationally. Provisional results for 2000 show attainment to be at a broadly similar level to previous years at the end of both key stages.
87. Attainment as assessed in lessons observed, scrutiny of pupils' work and discussions with pupils is above national standards at the end of Key Stage 1 and in line with national standards expected at the end of Key Stage 2. Within the range of mathematics work seen during the inspection, many pupils at the end of Key Stage 1 demonstrate satisfactory attainment related to investigative mathematics and number. A significant number of pupils at the end of both key stages, however, do not have sufficiently good knowledge of their multiplication tables. Tables are rehearsed insufficiently at the school. This hinders even greater attainment in other areas of mathematics. Many pupils at the end of Key Stage 2 develop their own strategies when solving problems, can reduce fractions to their lowest form and handle questions involving percentage increases in prices appropriately. Lower attainers make sensible choices to complete number patterns. Pupils benefit from the use of "mini-whiteboards" to display their answers simultaneously to the teacher. Occasionally, this method of assessment is not used as well as it otherwise might be, because the classroom seating arrangements are such that pupils can too easily copy answers from those displayed by others. Additionally, pupils sometimes share the use of these boards, rather than having one each. There was no discernible difference in the performance of girls and boys in the work seen during the inspection. There is evidence to show that improvements have been made in mathematics since the last inspection. Standards in Key Stage 2 have improved. There is still a need to develop further problem-solving techniques in both key stages and to ensure that lessons consistently contain sufficient challenge, particularly for the higher attainers. To raise standards of attainment in both key stages, there is a need to build up a coherent mathematical vocabulary and ensure that pupils have instant recall of their multiplication tables at an earlier age.
88. Overall progress of pupils, including those with special educational needs in mathematics, is good in Key Stage 1 and satisfactory overall in Key Stage 2. Factors aiding progress include the attitudes and behaviour of the pupils and the overall standard of teaching. Progress is also helped by some teachers, such as one in lower Key Stage 2, setting challenging "brainstorming" questions at the start of the lessons which stimulate interest and provide work for higher attainers. Factors militating against progress are a lack of consistently high expectations in both key stages, a

lack of pupils' instant recall of multiplication tables and the behaviour of a minority of boys in the top class. Additionally, some of the numeracy lessons, particularly in Key Stage 2, lasted for over one-and-a-quarter hours, leading to some pupils not maintaining their concentration.

89. Pupils' response in lessons seen is good in Key Stage 1 and good overall in Key Stage 2. They generally behave well and concentrate, except when the lessons last too long. Pupils' attitudes to mathematics are generally positive and they show enjoyment for the subject. Relationships all round, both between pupils and with their teachers, are good. However, whilst all adults work hard to establish a happy working atmosphere, the behaviour of a minority of boys in Year 5/6 spoils this.
90. The overall quality of teaching is good. It is good in Key Stage 1 and good overall in Key Stage 2. Of the six lessons seen, the teaching in one was very good, three were good, one was satisfactory and one was unsatisfactory. The best lesson had a brisk and appropriate pace, thoroughly assessed what the pupils knew, set high expectations and allocated time in small portions so that the pupils stayed on task. In this lesson, teaching was enthusiastic and the questions posed were searching. This had a positive impact on pupils' learning: pupils at this school rise to the demands of a challenge. In the unsatisfactory lesson there was a slow pace, with low expectations of both the standard of work and behaviour; pupils were given long periods of time to complete their work and their behaviour was not well managed. In all the lessons observed, teachers had good knowledge and understanding and day-to-day planning was good. Assessment procedures were generally satisfactory. Assessment is not yet used sufficiently well to help to plan the curriculum. The use of individual pupil whiteboards provides an effective short-term method of assessment. Day-to-day marking of pupils' work is not consistent. The standard of presentation of pupils' work is variable, with no evidence of a whole-school approach.
91. The school has satisfactory resources for mathematics. Use of these resources to support the work in hand is satisfactory and supports learning. The co-ordinator for mathematics is very conscientious and is a very good classroom practitioner. The effectiveness of the strategy to teach numeracy is satisfactory overall. Numeracy is taught appropriately through a number of subjects such as design and technology. Homework is satisfactory overall.

SCIENCE

92. In the 1999 teacher assessments at the end of Key Stage 1, the proportion of pupils attaining Level 2, the nationally expected level, was low in comparison with the national average. Pupils' results were also very low in comparison with the average for similar schools. In the 1999 end-of-Key-Stage-2 tests, pupils' performance in terms of average National Curriculum points scores was in line with the national average. The proportion of pupils attaining Level 4, the nationally expected level, in the tests at the end of Key Stage 2, was above the national average. Attainment at the end of Key Stage 2 in 1999 was below the average for similar schools. At the end of Key Stage 2, the average attainment of pupils in the four years 1996 to 1999 was above the national average. Pupils have left this key stage on average one term ahead of pupils nationally. The average performance of boys in science was above the national average, while that of girls was well above, at the end of Key Stage 2 tests for these four years.
93. Only a small number of science lessons were observed. However, additional

evidence was obtained from scrutiny of pupils' work, teachers' planning, and discussions with the subject co-ordinator and pupils. On the basis of this evidence, attainment in science is in line with national standards by the end of both key stages.

94. By the end of Key Stage 1, pupils understand that light comes from a variety of sources and that darkness is the absence of light. Older pupils describe and understand the differences and similarities between themselves and other living things. Investigative work is insufficiently developed and pupils do not understand the concept of a fair test. There is a limited amount of work in pupils' books and, where it has been recorded, topics have not been covered in sufficient depth.
95. By the end of Key Stage 2, pupils use scientific names for major organs of the body and demonstrate an increasing knowledge and understanding of aspects of life processes. Pupils can identify types of force and are able to construct simple circuits. Pupils understand about reversible and irreversible changes. There are limited opportunities for pupils systematically to develop experimental and investigative skills and this is restricting their capacity to think creatively, plan experiments, obtain evidence, predict and arrive at conclusions. Compared to the previous inspection in 1996, pupils' investigative skills show evidence of decline. Recording of pupils' work is unsatisfactory because it is too brief, with poor standards of presentation. Handwriting, spelling and punctuation, as well as the extent of the recording of work, need to improve in order to consolidate pupils' learning.
96. Overall, progress for all pupils, including pupils with special educational needs, is satisfactory in both key stages. Pupils with higher prior attainment make appropriate progress. Almost all pupils work hard, concentrate very well and work effectively by themselves and in collaboration with others. However, in one lesson, inappropriate behaviour by a small number of boys in the mixed Year 5/6 class prevented others from learning and required firm control by the teacher to re-establish discipline in order for learning to proceed.
97. Only a limited number of lessons were observed. In Key Stage 1, the quality of teaching was good, and in Key Stage 2, teaching ranged from satisfactory to good. All lessons were well planned and included opportunities for pupils to participate actively in their learning. The best lessons had a brisk pace, clear learning objectives and high expectations of achievement and standards of behaviour. These lessons encouraged whole-class discussion, which had a significant impact on pupils' learning, and this is an improvement since the last inspection. Assessment procedures used by the school are appropriate and are used to inform future planning. Classroom assistants are effectively deployed to help pupils with special educational needs.
98. The co-ordinator is aware that opportunities for developing pupils' investigative and experimental skills need to be provided more systematically. Procedures for monitoring teaching and learning in science are in place and are effectively used to promote good practice.

ART

99. During the inspection only one lesson was observed. However, additional evidence was gained from scrutiny of pupils' work, teachers' planning and discussions with the subject co-ordinator and pupils. This evidence indicates pupils' attainment is in line with national expectations in both key stages and contrasts with the 1996 inspection when attainment was judged to be above national expectations in Key Stage 1, and well above in Key Stage 2.
100. Pupils work mainly in two dimensions and progressively acquire skills and techniques as they move through the school. There was no evidence of pupils working in three dimensions.
101. By the end of Key Stage 1, pupils use a limited range of materials competently and understand how to mix other colours from primary colours. In Year 2, pupils produce attractive patterns made by mixing colours and create effective paintings of sunflowers based on the work of Van Gogh. Pupils experiment with texture and pattern. The older pupils in Year 1/2 make interesting patterns using rough and smooth materials carefully blended with flour. They successfully experiment with line, tone, shape, and form, using chalk, charcoal, textiles and information technology to make images.
102. In Key Stage 2, pupils can observe objects closely, carefully drawing what they see, and produce sketches with good line, shape and form. They competently experiment with ideas for their work. Pupils in Year 3/4 used the idea of relationships to produce sketches of their friends, while those in Year 5/6 produced some effective sketches depicting movement.
103. The use of sketchbooks is unsatisfactory and restricts opportunities for recording, reference and looking back at previous work. Discussions with pupils confirm they enjoy art and take a pride in their work.
104. Progress for all pupils, including pupils with special educational needs, is satisfactory. Only one lesson was observed in Key Stage 1 and the teaching was found to be good because it was well planned, enthusiastically presented and challenged the pupils to work to high standards. The school recognises that there is need to monitor teaching and learning in art in order to continue to raise attainment.

DESIGN AND TECHNOLOGY

105. Taking into account pupils' previous work, and discussions with pupils, overall progress through each key stage is satisfactory. By the time they are 11, their standard of work is in line with that of most pupils nationally. Pupils with special educational needs make good progress.
106. By the age of seven, pupils understand the properties of common materials and make choices when constructing models. For example, they make sensible decisions when selecting materials to make axles for vehicles. They know how to work safely when measuring, cutting and joining a variety of materials. They competently produce winding mechanisms for wind-up toys and make houses with effective opening windows and doors. Skills in food technology are appropriately developed and cover such diverse foodstuffs as flapjacks, popcorn and sandwiches. By the age of 11, pupils are accustomed to working from designs and again know how to work safely.

They produce appropriate foodstuffs for a medieval history week and make a variety of effective shelters. Most pupils have a good knowledge of a variety of methods to fasten materials together.

107. Progress through the school is satisfactory. In this subject there is a systematic build-up of skills, culminating in work on, for example, making shelters in Year 6. Skills in electrical control are built-up appropriately, resulting in the work on robots. The co-ordinator is capable and enthusiastic and has had an impact on raising standards since the time of the last inspection, when the school's work in this subject and safe working procedures was a key issue for action. Procedures for assessing pupils' attainment and the use of this information are unsatisfactory.

GEOGRAPHY

108. During the inspection no geography lessons were observed in Key Stage 1 and only two lessons were observed in Key Stage 2. Scrutiny of pupils' work, teachers' planning and discussions with pupils and the co-ordinator indicate that attainment is in line with national expectations. Progress for all pupils, especially pupils with special educational needs, is satisfactory in both key stages.
109. Since the last inspection of 1996 there has been an improvement in pupils' geographical skills and they use the Internet to gain access to additional information, as well as making use of secondary sources of evidence.
110. Pupils in Key Stage 1 can follow directions, including the use of terms "left", "right", "down", "under" and "near". They have undertaken fieldwork activities in the school and Class 1 made a simple map of the school environment and can explain the meaning of the map's symbols. By the end of the key stage, pupils can identify the area in which they live and are beginning to use large-scale maps and identify locations on atlases.
111. In Key Stage 2, pupils are involved in a wide range of geographical tasks and activities and show sound understanding and awareness of different localities. Pupils in class 3 competently use photographs taken in an Indian village and identify land-use around the village of Chembakoli. They can explain reasons for the village's location and can compare and contrast their own lives with those of the villagers. They are able to access the Internet to gain more information about the village. Pupils in Year 6 are able to investigate issues such as the problem with local traffic. They can analyse questionnaires, draw conclusions and communicate their findings to others.
112. Pupils' attitudes to learning are good. They are keen to learn, work collaboratively and remain on task.
113. The quality of teaching in the two geography lessons seen in Key Stage 2 was good. Subject knowledge is secure; lessons are well planned and actively involve the pupils in their learning. Resources are used effectively. The work is well matched to pupils' attainments and capabilities. Educational visits and fieldwork make a positive contribution to learning. Recording of pupils' work is limited and presented unsatisfactorily in both key stages. Assessment of pupils' work and its use are unsatisfactory and lack rigour. The co-ordinator is aware that procedures for monitoring teaching and learning in geography need to be reviewed in order to improve attainment.

HISTORY

114. No history lessons were seen during the inspection. Evidence of teaching and learning in history was obtained from scrutiny of pupils' work, teachers' planning and discussions with pupils and the subject co-ordinator. On the basis of this evidence, progress for all pupils, including pupils with special educational needs, is satisfactory, although high attaining pupils are not sufficiently challenged, especially in the mixed Year 5/6 class. Since the last inspection in 1996, pupils' capacity to develop and use skills related to chronology has improved but their ability to interpret history and use enquiry skills to research aspects of history is underdeveloped.
115. At Key Stage 1, pupils learn about people from the past and, through photographs and drawings, they see how they, and others, have changed over time. Pupils from the mixed Year 1/2 class visited the Avoncroft Museum and were able to role play and act in dramas involving life in a medieval castle.
116. Pupils in Key Stage 2 gain a good understanding of chronology. Educational visits to places of interest, including museums and castles which depict life at different periods of history, help pupils understand life in past times. The learning opportunities gained from a visit by pupils in Year 3/4 to a local museum focusing on the Viking culture are a good example of this. By the end of Key Stage 2, pupils have studied the Romans, Anglo-Saxons, Vikings and Tudors. Pupils show an understanding of these periods and can explain the causes and effects of events such as the Viking invasions of England.
117. Recording of pupils' work is too brief, with poor standards of presentation, especially in Key Stage 2. Assessment of pupils' work is unsatisfactory and does not help pupils to improve the quality of their work. Although a scheme of work is in place, there is a need to review its impact on teachers' planning for progression and continuity. The co-ordinator is aware that monitoring of teaching and learning in history needs to be further developed.

INFORMATION AND COMMUNICATIONS TECHNOLOGY

118. From the limited amount of work seen during the inspection, along with an analysis of previous work, pupils' attainment is broadly in line with national expectations at the end of both key stages.
119. Pupils are now building up their skills systematically. This is aided by the use of computers in all classrooms. However, pupils are not yet taught aspects of the subject on a whole-class basis in their classrooms and the subject does not currently have a time on the school's timetable when it is taught as a discrete subject. By the age of seven, pupils handle text appropriately: for example, when word processing or using "Easywriter" to turn sentences into questions. They have appropriate keyboard and mouse skills. Pupils also demonstrate satisfactory attainment in controlling a programmable robot. By the age of 11, pupils interrogate databases appropriately and study their use in everyday life. They produce worthwhile word-processed work on "Global Warming" for use in debates for the children's parliament. They send and receive emails, along with appropriate attachments, to pupils in other classes in the school, but not yet to pupils in other schools. Other evidence of cross-curricular work included suitably challenging work in history and geography.
120. Pupils enjoy this subject. They work well both when alone and in pairs. Their

behaviour is good; they are enthusiastic and interested.

121. The co-ordinator for information and communications technology is the headteacher. She works hard and is enthusiastic. However, she currently does not have sufficient non-contact time to monitor the teaching of the subject through the school as she is also the co-ordinator for two other core subjects. Overall, assessment procedures are unsatisfactory. The overall level of resources is satisfactory, although the school lacks a centralised suite of computers.

MUSIC

122. During the inspection it was possible to see only one music lesson, in Key Stage 1.
123. Achievement in this lesson was satisfactory in the aspects of the subject seen and pupils' ability to sing in tune and with true pitch was good. Pupils are able to differentiate between higher and lower notes played on a xylophone. Pupils listened carefully to an extract of classical music and could suggest actions to interpret the words when listening to a naval hornpipe.
124. Pupils are given a good start to their understanding of music and the development of younger Key Stage 1 pupils' musical skills is good. Most pupils in Year 1 are provided with the same experiences as those in Year 2 and their attainment is similar to the older pupils and therefore good for their age. Younger Year 1 pupils, and those in the reception class, are developing their listening skills and ability to play untuned musical instruments in science lessons, while exploring sound. They are developing discriminatory skills and are able to differentiate between high and low and long and short sounds and to know that musical instruments can be played in a variety of ways, such as by beating or shaking.
125. The teaching seen was satisfactory and the teaching of pitch was good. At this time, children were skilfully introduced to a musical phrase, which they had to internalise, modify and then sing back individually to the class teacher. This activity successfully developed listening skills, internal memorising of a musical pattern and singing skills. The idea of a musical 'conversation' was not continued and developed throughout the lesson. However, the lesson was satisfactorily planned and the teacher's subject knowledge was good. The lesson started later than intended and there was insufficient time to develop the planned skills of appraising music.
126. Pupils' attitudes to their music lessons are good. They listen intently and have the confidence to sing individually in front of the class. Pupils take turns, sit quietly and participate with obvious enjoyment. They make constructive suggestions that contribute to the activities and are fully involved.
127. Music is planned using a commercial scheme. This scheme covers all aspects of the National Curriculum requirements. It provides a broad range of musical experiences and develops a familiarity with many styles of music. This scheme successfully support teachers who have no specialism in this subject, but it currently restricts teachers who are music specialists. Resources are good and are sufficient for the needs of the scheme. The co-ordinator teaches in her own class and in one other class, but does not have opportunity to monitor other teachers, either in lessons or through their planning. Achievement is similar to that at the previous inspection. However, in this inspection, no evidence was seen of pupils in Key Stage 1 composing music. There are several after-school clubs and instrumental music

lessons, provided by external specialists, which give many pupils the opportunity to learn how to play a musical instrument. There are many opportunities for performance, some which are school based and others which involve the local Church and the wider Malvern area.

PHYSICAL EDUCATION

128. During the inspection it was possible to see only two lessons, both in Key Stage 1.
129. By the end of Key Stage 1, pupils have a satisfactory standard in controlling a ball with a bat, as a precursor to playing games. Higher attaining pupils have good control but are not always given tasks that would further extend their ability. All pupils at the end of the key stage have satisfactory control of their body and are able to stop, balance and change direction when running.
130. The development of ball skills throughout the key stage is good. Pupils over five in the reception year are given considerable practice in rolling, throwing and catching larger balls. By the end of Year 1, pupils are developing some accuracy in these basic skills and in using a bat to control a beanbag. Control of the body is consistently developed throughout the key stage. In the reception year, older pupils are encouraged to think about ways of moving, but their achievement in such skills as landing lightly on their toes is not developed, as they are not given sufficient opportunity to practise, evaluate and modify their efforts.
131. In the two lessons seen teaching was good. Both lessons were well planned and part of a well-developed unit of work. However, in the better lesson the teacher's expectations of what pupils were capable of achieving were higher and consequently progress was better. In both of the lessons observed, pupils were given satisfactory warm-up exercises, but no mention was made of the effects of exercise on the body. The pace of the lessons and the control of the pupils was consistently good. In both lessons seen there were pupils with statements of special needs of a nature which could have had an impact upon their ability to participate. In both lessons these pupils were well managed and totally included. However, in a lesson where there was no additional support, too great a responsibility was placed on the class teacher.
132. Pupils' attitudes to physical education are good. They change quickly and quietly and wait in an orderly manner for their colleagues. They listen carefully to the teachers' instructions and respond with alacrity. Pupils work hard and try their best, working with effort, concentration and perseverance.
133. The subject is well planned and there is a good school assessment system which has yet to be implemented. Planning is for a two-yearly cycle and this leaves too great a gap for the successful development of basic skills. Pupils in Key Stage 2 have the opportunity for swimming and a residential orienteering course. There is an emphasis on dance in the Spring term. Some of this work is appropriately linked to other areas of the curriculum and culminates in performances for the parents. The co-ordinator teaches in her own class, and in the class with year 5/6 pupils, but does not have opportunity to monitor other teachers, either in lessons or through their planning. There are clubs for rounders, netball and football which give the pupils who participate, the opportunity to play in competitive team sports.