

INSPECTION REPORT

**GORSE HILL COMMUNITY PRIMARY
SCHOOL**

Worcester

LEA area: Worcestershire

Unique reference number: 116752

Headteacher: Mr R P Flynn

Reporting inspector: Dr Diane Dolley
2800

Dates of inspection: 3 July - 6 July 2000

Inspection number: 198242

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Hollymount Road Worcester
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs S Wigg
Date of previous inspection:	October 1997

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			The school's results and pupils' achievements
			What should the school do to improve further? Leadership and management
Mr Bernard Morgan	Lay inspector		Pupils' attitudes, values and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Mr Peter Gill	Team inspector	Geography	English as an additional language
		Information technology	
		Science	
Mr Mark Klekot	Team inspector	English	Equal opportunities
		Music	How well are pupils taught?
Mrs Carole Rowley	Team Inspector	Mathematics	Special educational needs
		History	
		Religious education	
Mr Bill Goodall	Team Inspector	Art	How good are the curricular and other opportunities offered to pupils?
		Design and technology	
		Physical education	

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Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Gorse Hill is a large community primary school for pupils aged three to eleven. This is larger than primary schools nationally. There are 387 pupils on the school roll. This includes a 90-place nursery unit which children from the age of three attend on a part-time basis. At the time of the inspection five pupils in the reception class were under five. The school is part of a local authority Education Achievement Zone which seeks to widen opportunities in a group of schools across the city. There are 14 more boys on roll than girls and 23 pupils are learning English as an additional language. The ethnic background of pupils is predominantly white (UK heritage) and includes pupils of Pakistani, Bangladeshi and Afghan origin. As a result of re-organisation in the area pupil numbers have risen during the school year though the school is not oversubscribed. The pupil population is drawn largely from the Tolladine community which experiences well above average economic and social disadvantage. More than 40% of pupils are eligible for free school meals. This is well above average. The percentage of pupils with special educational needs is also well above average. Of the 36% placed on the register five have statements of educational need. Pupils' attainment on entry covers a very wide range but overall levels are low. For some pupils attainment is very low. The level of pupil movement both in and out of the school is high.

HOW GOOD THE SCHOOL IS

The headteacher provides a clear educational direction for the school. Standards are improving year on year. Although by the age of eleven pupils attain standards well below the national average in tests in English and mathematics and below average in science, they are improving at a faster rate than most schools. Compared to the performance of pupils in schools in similar areas they achieve well. The headteacher and governing body are working hard to raise the profile of the school and improve standards. The quality of teaching is satisfactory overall although there is some unsatisfactory teaching. In just under half of lessons teaching is good. Given the attainment on entry and generally improving standards the school provides satisfactory value for money.

What the school does well

- Provides a safe and secure learning environment and a high level of care for pupils.
- Promotes good behaviour.
- Has raised standards over the last four years at above the national rate of improvement.
- Has a high percentage of good quality teaching.
- Provides good quality learning experiences for pupils under five.
- Has effectively implemented the literacy and numeracy hours.

What could be improved

- Standards in English and mathematics.
- The unsatisfactory teaching.
- The use of assessment data to improve planning and target setting.
- The role of co-ordinators in the foundation subjects and religious education.
- Opportunities and standards in information technology.
- The arrangements for lunchtime supervision.
- Opportunities to gain greater cultural awareness.
- Opportunities to develop responsibility and independence.

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 inspected in October 1997 and was found to have serious weaknesses. Since the last inspection standards have improved in English, mathematics and science at a faster rate than found nationally. The school is likely to achieve the targets set for the current year. The senior management team has been strengthened and the role of co-ordinators has been developed through training. Overall there has been improvement although there remain some weaknesses in subject co-ordination. The role of the governing body has been developed through training and the work of committees. Teaching in English, mathematics, science and design and technology has improved. The school has maintained the level of satisfactory teaching. Assessment procedures are in place but they need to be implemented consistently and linked to teachers planning and individual pupil performance. Planning has been improved. The school development plan sets clear priorities although it is for one year only. Staff and governors contribute to planning. Parents are now more involved in the school and the flow of information to parents has improved. Although some weaknesses remain the school has satisfactorily addressed the serious weaknesses identified in 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	E	E	E	C
Mathematics	E*	E	E	D
Science	E*	D	D	B

Key

well above average A

above average B

average C

below average D

well below average E

By the age of five pupils have made good progress though are still achieving standards well below the levels expected for the age group. By the age of seven pupils have made

satisfactory progress. On occasion progress is good although by the end of Key Stage 1 standards remain below those found nationally in English and mathematics. Standards in science are in line with those found nationally.

In the 1999 tests for eleven year olds standards in English and mathematics were well below average. Standards in science were just below average. In comparison with similar schools the standards achieved were average in English, below average in mathematics and above average in science. The school has improved consistently over the last four years and the improvements are better than those found nationally. Pupils make progress in reading and writing but need to develop fluency in reading and more accuracy in spelling and punctuation. Good progress is made in number calculations but pupils need more practice in problem solving. In science lessons in Key Stage 2 pupils achieve standards close to the levels expected. Standards achieved in information technology are below the levels expected in both key stages. In religious education standards are in line with the expectations of the locally agreed syllabus. Progress has been hindered by problems with computer systems. Pupils with special educational needs and those with English as an additional language make satisfactory progress overall. The school has set targets for pupils' attainment in 2000 which are likely to be achieved. The targets for 2001 are not challenging enough and the school intends to revise them.

PUPILS ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes to school are positive. In the majority of lessons pupils are keen to be involved in activities. Generally they show good levels of concentration.
Behaviour, in and out of classrooms	Behaviour in the school is satisfactory overall. Often it is good. Teachers use the school rules to promote good behaviour. A small minority of pupils cause disruption in some classes but most teachers manage this well.
Personal development and relationships	The personal development of pupils is satisfactory. This is supported by an effective programme of personal, social and health education. Relationships in the school are good.
Attendance	Attendance is satisfactory and the school is working hard to improve attendance levels. Pupils arrive on time and lessons start promptly.

Teachers know pupils well. This plays an important part in developing pupils' positive attitudes to school. Most pupils respond well and the school provides a safe and secure environment for learning.

TEACHING AND LEARNING

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

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.

Overall 90% of teaching was judged to be at least satisfactory. The teaching of English is good in Key Stage 1 and satisfactory in Key Stage 2. In mathematics and science teaching is good in Key Stage 1 and satisfactory in Key Stage 2. There are examples of good teaching in mathematics and science in Key Stage 2. Nearly half of the teaching seen was good. One in ten lessons were found to be unsatisfactory. This is too high a figure. The teaching of under-fives is consistently good. Teaching in 14% of lessons is very good. Using the national frameworks the skills of literacy and numeracy are well taught. Pupils learn best when the teaching is very well planned and they understand what is expected of them. When the teaching is less well organised some pupils show little interest and they make slow progress. Although assessment procedures have improved they are not fully in place and the marking of pupils work does not always help them to understand what they need to do to improve. The assessment of pupils under five is good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad. A focus on English, mathematics and science has reduced the time available for other subjects. The literacy and numeracy strategies are well established and are having a positive effect on learning.
Provision for pupils with special educational needs	Pupils with special educational needs are identified early and their needs are well met. They make satisfactory progress.
Provision for pupils with English as an additional language	Pupils with English as an additional language receive extra support if they need it. They make satisfactory progress.
Provision for pupils personal, including spiritual, moral, social and cultural development	The provision for moral development is good. The school encourages honesty and fairness. Pupils' social development is satisfactory and pupils are encouraged to work well together. Spiritual development is sound. Pupils are provided with opportunities to reflect on rituals and ceremonies. Opportunities for cultural development are unsatisfactory.
How well the school cares for its pupils	The school provides a high level of care for pupils within a safe and secure environment. Good relationships are promoted. The monitoring of individual pupil progress is in need of improvement.

The curriculum meets the National Curriculum requirements. The school works hard to involve parents in their children's education. The school has good procedures to ensure that pupils are well cared for. More needs to be done to track the performance of individual pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides a clear direction for the work of the school. The senior management team work well together. The co-ordination of subjects has improved although there remain weaknesses in some areas.
How well the governors fulfil their responsibilities	Governors are aware of the school's strengths and weaknesses. They take their responsibilities seriously and are very supportive of the school. They are beginning to ask questions about its effectiveness.
The school's evaluation of its performance	The school monitors and analyses its performance and compares its position with similar schools. It does not make full use of assessment data.
The strategic use of resources	The school uses its resources effectively to improve the quality of education provided for pupils.

The headteacher provides satisfactory leadership with a clear focus on raising standards. The governing body and the headteacher have a good understanding of the strengths and weaknesses of the school. All are committed to improvement. They use the resources available to them to support priorities and improve staffing. Learning resources are good in the nursery. More books are needed to support the literacy strategy. Current staffing levels are adequate and accommodation is good. Governors are beginning to apply the principles of best value to their work but this is at an early stage of development.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Good teaching • The school's leadership • Close working with parents • The help that the school gives in supporting children's maturity and responsibility 	<ul style="list-style-type: none"> • Homework • The range of opportunities provided outside the classroom

The team generally supports the parents positive comments. There is a high percentage of good quality teaching although some teaching is unsatisfactory. Evidence from the inspection does not fully support the views on homework. The school provides homework which is appropriate in range and amount for pupils of this age although all pupils do not complete the work set. The range of opportunities for pupils outside the classroom is reasonable if limited. The school encourages parents to support its activities and in particular pupils' learning. Many parents respond well but some do not.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS

The school's results and achievements

1. At the time of the inspection the school was awaiting the full results of the National Curriculum tests for the present Year 2 and Year 6 pupils (2000). These results will not be confirmed and published until the Autumn Term. The evidence referred to in the report is based on the 1999 end of key stage National Curriculum tests. As the inspection was conducted at the end of the school year, the judgements made about standards in lessons at the end of each key stage, relate to the pupils tested in Years 2 and 6 in the summer term. Additional evidence comes from discussions with pupils and the scrutiny of work. The incidence of pupil mobility within the area is high. Of the 44 pupils in the present Year 6, 36% joined the school between Year 1 and Year 6. Since January of this year four pupils have joined Year 6. Standards overall are below the levels expected for pupils under five and just below the levels expected at Key Stage 1. Overall standards at Key Stage 2 are below the levels expected. Standards are improving from a very low base.
2. Early assessments in the nursery show that the range of attainment is very wide. Overall attainment is low and in some instances is very low in language and literacy. Assessments of pupils on entry to school using the Local Education Authority's baseline assessment scheme show that pupils' attainments are well below the levels expected for this age group. There are particular weaknesses in language and literacy.
3. Inspection evidence confirms the low levels of attainment on entry to nursery except in some aspects of creative activity and physical development. Attainment in language and literacy is particularly low. By the time children are five they attain standards close to the expected levels in art and physical education but in other areas of learning attainment is below the levels expected.
4. In 1999 the performance of Key Stage 1 pupils was well below average in reading, writing and science and very low in mathematics. In comparison to similar schools the performance was below average in reading and writing, well above average in mathematics and well below average in science. In reading and mathematics 7% of pupils achieved the higher level although this was well below the national average. No pupils achieved the higher level in writing. The number achieving the higher level in science was also well below average. The performance of boys in reading, writing and mathematics has improved above the national rate over the last four years. This was most marked in 1999. Girls' improvement in mathematics has been maintained although there was a slight dip in 1998. There is little difference between the performance of boys and girls although standards remain well below average for both groups. From a very low base standards have improved in reading, mathematics and science although there was a dip in performance in 1998. The trends in improvement are above the national rate.
5. A scrutiny of pupils' work shows that standards at the end of Key Stage 1 are below the levels expected in English. They are close to the levels expected for this age group in mathematics and science. Evidence from inspection findings shows that standards in mathematics and science are better than the 1999 tests results. Given the low starting points especially in language and literacy pupils make satisfactory progress in reading and

writing. Attainment in speaking and listening is in line with expectations. Pupils are learning to read accurately and they are using capital letters and full stops correctly. Many can spell simple words and write clearly though few use joined handwriting. Pupils make good progress in mathematics and science particularly in number calculations and simple investigations. Pupils with special educational needs make good progress in lessons. Those pupils with English as an additional language make satisfactory progress. The National Literacy And Numeracy Strategies are improving the progress that pupils make and are having a beneficial effect on standards.

6. In the 1999 tests for pupils aged eleven standards in English and mathematics were well below average. Standards in science were just below average. In comparison to similar schools standards in English and mathematics were in line while standards in science were above. In English 12% of pupils achieved the higher level while 10% did so in mathematics. In science 12% achieved the higher level. The number achieving the higher levels was below the national average in English and mathematics but above in science. The performance of boys in English, mathematics and science has improved above the national rate over the last four years. Girls' rate of improvement was more modest except in science. Standards remain well below average for both groups except in science. The difference in the performance of boys and girls is not significant. The trends in improvement in the core subjects between 1996 and 1999 are above the national rate although there was a dip in performance in English in 1999.
7. The review of pupils' work in Key Stage 2 shows that pupils are making satisfactory progress although the standards achieved are below the levels expected for eleven year olds in English and mathematics. Inspection evidence shows that standards are better than those achieved in the 1999 tests. In science pupils achieve levels close to those expected for this age group. Standards in speaking and listening are in line with expectations. Although pupils are learning to read accurately they do not find it easy to locate information or use an index correctly. They can spell common words but they find more complex words difficult. Their handwriting is clear and legible and they are developing a sense of audience in their writing, although their use of grammar and punctuation is weak. In mathematics pupils make satisfactory progress. Most pupils can calculate addition and subtraction up to 1000. They find it difficult to use their numeracy skills in problem solving. Pupils in Year 6 understand the need for a fair test and they can record their observations when carrying out investigations. Pupils with special educational needs or English as an additional language make satisfactory progress both alongside their peers and in withdrawal groups. The effects of the literacy and numeracy strategies are impacting on standards.
8. In information technology standards are below the levels expected at the end of Key Stages 1 and 2. This is in part a result of technical problems associated with new systems. There is evidence to suggest that good progress was made prior to the problems with equipment which restricted pupils' access to the curriculum. Pupils at the end of both key stages are attaining standards in line with the expectations identified in the Worcestershire Agreed Syllabus for religious education. Standards in design and technology, music and physical education are in line with expectations at both Key Stages 1 and 2. In art and geography standards are below expectations at both key stages. In history standards are in line at Key Stage 1 and below at Key Stage 2. Since the last inspection standards have improved in English, mathematics, science and design and technology in both key stages. Standards have been maintained in music, religious education and physical education

although the standards are not as high in music as they were previously. Standards in history are in line with expectations in Key Stage 1 but below in Key Stage 2. This represents a decline at Key Stage 2. Standards in geography and art are below expectations at both key stages. Since the previous inspection there has been no improvement in geography and standards have declined in art.

9. The school has set targets for the year 2000 and 2001 in English and mathematics. The English targets are lower for both years than the achievements of 1999. These targets are insufficiently challenging. In mathematics the targets set anticipate an increase for 2000 and 2001. The school is likely to achieve results close to the targets set for the current year. In addition the school has agreed a target for English for 2002 which is more challenging. Given the early implementation of the literacy strategy and its impact on improving the quality of teaching, the school believes the target for English in 2002 is achievable. In the light of an early analysis of the 1999 national test results the school has indicated its intention to revise the English and mathematics targets for 2001.

Pupils' attitudes, values and personal development

10. Pupils like coming to school. They enjoy the activities provided for them. Pupils under five and in both key stages are developing positive attitudes to school and learning.
11. Behaviour in and around the school is satisfactory and often it is good. Pupils relate well to each other in lessons and around the school. Whilst overall behaviour in lessons is good, a minority of pupils disrupt lessons with poor behaviour. In many cases teachers manage this well using the school's rules and strategies. On occasion, however, particularly where teaching is unsatisfactory, pupils do not make the progress that they should. Pupils generally play well together during breaks and at lunchtimes. In some instances the behaviour of Key Stage 2 pupils in the dining room and at breaktimes is unsatisfactory. The school needs to improve its arrangements for supervision to reduce the opportunity for such behaviour. The school's policies and practices are good. They are reinforced through assemblies and within classrooms. Pupils are polite and courteous to visitors and are willing to discuss their work with others. They enter into conversation easily and respond well to questions.
12. Whilst the school has had a high level of exclusions, evidence shows that they are used appropriately and only after much previous work with pupils. The school has very good working relationships with Local Education Authority specialists and the local Pupil Referral Unit. Support for pupils is effective. Advice has been wisely used by the school to develop its own practice and provide support and guidance to pupils who find self control difficult. The school deals sensitively and positively with pupils experiencing difficulty.
13. Procedures for dealing with bullying are prominently displayed throughout the school and pupils are encouraged to confide in staff. During the inspection no evidence of bullying or oppressive behaviour was seen. The majority of parents support the view that the school works hard to encourage good behaviour. Inspection evidence supports that view.
14. The personal development of pupils is satisfactory. Relationships between teachers and pupils are good throughout the school. Teachers know pupils well and use this knowledge to support their personal development. Whilst some opportunities are provided to develop independence, both in learning and in their personal lives, they are generally insufficient.

When given the opportunity, such as supporting a school assembly, or providing a lunch for elderly residents, pupils respond well. Pupils show respect for and pleasure in the work of others. This is reinforced by a system of rewards and merit assemblies.

15. Levels of attendance are below average when compared with figures for the 1998/1999 school year. The school has, however, made satisfactory progress in bringing about an improvement. In addition to improvements in monitoring, the school has made use of a breakfast club to encourage attendance. Indications are that these efforts are proving to be successful and that levels are now broadly in line with national averages. The school has been well supported by the Education Welfare Officer who follows up cases promptly. Where difficulties persist appropriate action is taken. Sessions and lessons begin on time.
16. The last report indicated that the school handled much of this aspect well although attendance was below national averages. Parents report that the school deals positively with many of these issues and has worked hard to bring about improvement. Evidence from the inspection supports these views.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching was satisfactory or better in 90% of the seventy-eight lessons seen. It was good or better in 49% of lessons and in 14% it was very good. However, a significant percentage of the lessons observed were judged to be unsatisfactory (10%). These findings are similar to the findings of the school's previous inspection.
18. The teaching of children under five is good. A wide range of learning experiences in literacy, numeracy, creative and physical development is provided in a lively and stimulating atmosphere. The teaching shows very good subject knowledge and this is demonstrated in very good planning. An important feature is the way in which the planning is shared between the teacher and support staff. Children are excited by the work provided for them and they respond very well. This enhances their learning. For example, children enjoyed making sandwiches which they shared during their break.
19. The quality of teaching at Key Stage 1 is good overall and the teaching of literacy is generally good. In Key Stage 2 the quality of teaching is satisfactory overall but there is a significant percentage of unsatisfactory teaching. Literacy teaching in Key Stage 2 is satisfactory. The structure of the National Literacy Strategy is being implemented conscientiously throughout the school and is having an impact on planning and standards. In the good lessons very good planning results in the lesson having a brisk pace with activities and resources well matched to pupils' needs. This ensures that the majority of pupils make satisfactory progress and meet the learning objectives of the lesson. Where teaching is unsatisfactory the planning is still good but the match of work for group tasks does not reflect pupils' needs. Low teacher expectation, insufficient pace and rigour results in the majority of pupils failing to make the progress that they should.
20. Teachers have a sound knowledge of phonics and are developing appropriate models to support the teaching of reading and writing. In both key stages pupils' abilities to apply strategies for decoding unknown words are not secure. The school is consistently making progress in English and current work suggests that the strategies for improving standards of literacy are having a positive effect.

21. The teaching of numeracy is good in Key Stage 1 and at least satisfactory at Key Stage 2. Half of the lessons in Key Stage 2 were judged to be good. The school has introduced the National Numeracy Strategy well and teachers are confident in its use. Where the teaching is good the National Numeracy Strategy is used effectively to inform planning, lesson objectives are shared with the pupils and reviewed in the plenary. In one lesson this resulted in pupils identifying that they were not confident in adding three digits and would need to revisit it the next day. Teachers make very effective use of a variety of questioning techniques to reinforce the teaching of a particular point. In the unsatisfactory lessons activities were not matched to pupils' needs. This was sometimes combined with a long introduction which resulted in a lack of focus and a slow pace. In these lessons a significant majority of children made few gains in their learning. Overall the current work indicates that standards are improving in numeracy and that the strategy is having a positive effect on teaching and learning.
22. There is much good teaching in science lessons. In Key Stage 1 the teaching of science is good overall with some examples of very good teaching. Teaching in Key Stage 2 is satisfactory overall and in just under half of the lessons the teaching is good. The consistent use of the scheme of work is having a positive effect on the quality of teaching. Where teaching is good or better teachers make effective use of questioning using appropriately vocabulary. The planned activities challenge the more able and ensure that pupils with special educational needs are well supported. This creates an environment that is both challenging and exciting for pupils. In the one unsatisfactory lesson observed, poor planning and ineffective classroom management resulted in pupils making slow gains in their learning.
23. In the three information technology lessons seen the quality of teaching was satisfactory. Teachers display a sound knowledge of the requirements of the curriculum and this is reflected in their planning. The school has recently established a computer suite although unresolved technical problems limited pupils' access to equipment and have hindered progress. As a consequence standards have fallen and the use of information technology to support learning in other areas of the curriculum is not well established.
24. Strengths of the good and very good teaching are the clear planning which shows good subject knowledge. In the most successful lessons teachers clearly identify lesson objectives and share these with pupils. Time is used effectively and the lessons have an appropriate pace. Questions are well used to develop pupils' understanding and knowledge. Good gains in learning invariably accompany the good and very good lessons. The good teaching is reflected in the good attitudes of the pupils who persevere at their work and show interest in what they are doing. Teachers insist on and achieve high standards of behaviour.
25. When the lessons are satisfactory the daily planning is often good but the teaching that follows is less rigorous and time is used less effectively. This is sometimes because all pupils are given the same tasks. This means that some pupils are insufficiently challenged while others find the task difficult. As a consequence the rates of progress are slow and gains in learning limited.
26. In the unsatisfactory lessons there is a poor match of activity to pupils' needs. The management of behaviour is weak and teachers spend too much time trying to control

groups of children. This limits the teachers' interaction with the majority of pupils as there is insufficient challenge and direction. In these lessons pupils make little progress.

27. The majority of pupils work to the best of their abilities. When working individually or in groups they co-operate and organise themselves well. However, there are occasions where pupils' concentration is poor and they cannot work for sustained periods of time. Occasionally lessons are too directed and too much is done for pupils. They rarely have the opportunity to exercise choice or to have independence or responsibility for their own learning.
28. Support staff and parent helpers make a valuable contribution to pupils' learning. Pupils with special educational needs are well integrated into the classrooms. However, there are occasions when pupils are withdrawn from the class to be supported in reading. They sometimes miss important parts of the lessons and find it difficult to catch-up when they return.
29. The marking policy is not used effectively and few teachers use the strategy to show how pupils could improve. The school is aware of this and is currently developing marking schemes. Where these have been used they are helpful in showing pupils what they need to do to improve. The amount of homework set is adequate although it is not used extensively or completed consistently.

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

30. The school provides a broad curriculum which includes the teaching of religious education. It meets statutory requirements. There is a lack of balance because of a concentration on the core subjects of English, mathematics and science. These have been prioritised to address low attainment and the key issues from the previous inspection. The time allocation for non-core subjects has been restricted, and delivery less detailed. However, there has been consistent and coherent improvement in most areas of the curriculum since the previous inspection.
31. The numeracy and literacy strategies have been implemented in advance of the national requirements, and in Key Stages 1 and 2 they are well established and embedded in the planning. They have a positive affect on learning. Other subjects have clear plans and policies, although the effectiveness of co-ordinators in monitoring and developing these is limited by a lack of time and opportunity. As a result, much of the non-core curriculum planning is based on a coverage of the orders, rather than clear progression through the key stages. This leads to a lack of continuity in the teaching of specific skills, and ineffective planning for progression except in design and technology, where it is good. A whole school design and technology day was observed during the inspection week. This gave pupils and staff opportunities to see and share the work of others and identify good practice across year groups. It showed progression across year groups and key stages.
32. Religious education teaching meets the requirements of the local agreed syllabus. The recommended desirable outcomes for learning for under fives are identified clearly in planning and targeted in the teaching.

33. There is appropriate provision for pupils with special educational needs. These pupils are well supported and make satisfactory progress, although parents report some delay in obtaining information from outside agencies. Needs are identified at an early stage and appropriate individual education plans are drawn up. All pupils have access to the same curriculum as the rest of the school, but some pupils are withdrawn from class for English as an additional language (EAL) or other targeted support.
34. The range of extra curricular activities is satisfactory. Although it is rather informal in its organisation it does provide sporting, creative and other opportunities for pupils to extend their learning. Each class teacher makes some arrangements for clubs and visits, but the help from outside organisations and parents is not extensive. An engineering club involving local professionals has been very useful, in particular in supporting the very successful design and technology day.
35. The curriculum is accessible to all pupils. There are some difficulties in the mixed ability classes in Key Stage 2. Although the curriculum is accessible, it is not always at an appropriate level for all pupils, especially in the non-core subjects.
36. The school provides well for personal and social education, including health, drugs and sex education, through specific time-tabled lessons as well as opportunities in the daily curriculum. The provision is effective in preparing pupils for later life.
37. There are satisfactory links with the local community. Although attendance at parents' meetings and events is low, a core of committed parents and helpers provide effective support for the school. The local church has a strong presence in the school. Links with the local secondary school are very good and there are regular meetings, with pupils visiting the school. Pupils are well prepared to transfer to the next phase of their education.
38. The school's provision for personal development is satisfactory. There is sound spiritual development which is evident in assemblies and the teaching of religious education as well as in other areas of the curriculum. Pupils share and appreciate the achievements of others, for example, when evaluating their work and listening to poetry and music. They are able to reflect on ritual and ceremonies during religious education lessons, such as when they enact the Jewish Passover. The school provides appropriate daily acts of collective worship and they are supported by visiting speakers and governors.
39. Provision for pupils' moral development is good. The staff work hard to reinforce moral values and promote honesty and fairness. Pupils have a keen awareness of right and wrong. There are clear reminders in the posters and notices around the school about positive attitudes and school rules. Outside the classrooms there are occasionally tensions, but incidents are resolved quickly and effectively by support staff and teachers working together.
40. The social development of pupils is satisfactory. Teachers provide support and encouragement for pupils in working well with others and developing self-discipline. Pupils organise themselves confidently in groups and co-operate well in mixed age, sex and ethnic partnerships in games, during physical education lessons such as cricket or rounders, and design and technology activities such as building working models.

41. As yet the school does not provide satisfactory cultural development for all its pupils. There are few structured opportunities for them to experience a range of cultural activities, either their own culture or that of others. The Worcester Arts Workshop recently visited the school to lead an exciting project which is to be exhibited in the city, but opportunities to extend pupils' understanding and awareness across the curriculum are not systematically planned for.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The school provides a safe and secure environment for pupils. It has good arrangements in place for dealing with its responsibilities in relation to health and safety principles and practices. Security arrangements are in place. The school has good procedures to deal with any first aid matters and for dealing with pupils who are unwell. Child protection procedures are secure. The headteacher is the named person and pays close attention to these responsibilities. All staff are aware of the procedures and operate them when appropriate. Good links are established with support agencies.
43. The school has a good policy for promoting good behaviour. It is generally operated well by staff. There were many examples of staff deploying effective strategies, both in lessons and in the school generally. The school has a good range of policies which are used to promote pupil welfare and learning including a policy for personal, social and health education. These are very effectively used. For example, the STAR programme supported by the police service, for pupils in Key Stage 2 and the work of the school nurse are of particular note. Pupils gain much from these contacts and the work is closely integrated into the curriculum. The school has a clear policy on bullying. Classrooms and circulation areas display reminders and pupils are encouraged to tell teachers if bullying occurs. The school acts effectively in any case it finds. Parents feel that the school takes such matters seriously.
44. The school's procedures for monitoring attendance are systematic. They are bringing about gradual improvement in its level compared to similar schools. Procedures are well supported by the work of the Education Welfare Officer.
45. The provision for pupils with special educational needs is satisfactory, individual education plans are in place and are reviewed regularly. Teachers and support staff are aware of the needs of pupils and provide care and attention which enables them to take advantage of the learning experiences offered.
46. The school is meeting statutory requirements for assessment at the end of both key stages. The school analyses the information from the tests to identify the needs of pupils of different ages and abilities and to measure pupils progress over time.
47. The school makes use of baseline assessments for pupils on entry to the Reception classes. The results are analysed, and used to identify pupils' needs and to enable teachers to plan for their learning. In addition an entry profile is completed for all children admitted to the Nursery class. This is supported by a well thought out scheme for day-to-day assessment. Good examples of the use of information to inform planning were seen, for example, in literacy but overall there is no systematic planning of the next steps of learning for individual pupils.

48. Academic progress is monitored but individual pupil progress across year groups and key stages is not yet consistently developed. The marking of pupils' work is up to date and generally positive in tone. However, teachers do not often include comments which show pupils and parents how work could be improved. Nor do they record how the work was done and whether it was unaided or with support.
49. Parents say that pupils like coming to school. They report that the school is promoting positive attitudes to learning and good behaviour. The quality of support and guidance offered to pupils is good. Parents comment on improvements in these areas in the last few years.
50. The last inspection highlighted a need to establish assessment procedures and a consistent marking policy. Procedures have been developed and are now in place. However, implementation is not consistent across the school. There remains a need for the school to ensure that information is used more effectively to aid teachers' planning for the next steps in pupils' learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. The school provides prospective parents with useful information about its organisation and about how they can support pupils' learning. The information for parents of pupils about to enter the Nursery is particularly good. The prospectus meets requirements and sets out clearly the school's aims and policies. Arrangements for the induction of pupils are well handled so that pupils can settle quickly to school life. Parents receive information about school events and developments regularly. Routine administrative matters are dealt with in an efficient yet unobtrusive manner.
52. Annual reports to parents about attainment and progress meet requirements as do those for parents of pupils with special education needs. The school has recently improved its arrangements for parents to meet teachers and offers formal termly meetings. In addition the school encourages parents to make contact about any concerns on an informal basis. Parents report that they are kept well informed about pupils' progress and say that the school's staff are approachable.
53. The school welcomes parental support. Unfortunately only a small number of volunteers have come forward to help in school. These parents are well deployed and contribute to pupil support and learning. The school has a Friends Association which relies on the hard work of a small dedicated group of supporters. They have contributed much to the school by way of additional resources, such as tools and materials to support a gardening club, the purchase of software for computers and by supporting the breakfast club.
54. The school has recently introduced a Home School Agreement and many parents have responded well to it. A significant minority, despite the efforts of the school, have yet to do so. The school provides a range of homework for pupils. Some parents feel that it is insufficient although inspection evidence suggests that the range and amount is generally suitable for primary aged pupils. When homework is provided its completion is not encouraged by all parents. The school has taken a number of steps to support pupils' learning outside lessons, for example, through the use of booster classes for pupils in Key Stage 2. It is to be commended for the way in which this activity was encouraged.

55. The school has provided opportunities for parents to develop computer skills by providing classes. It also uses contacts within the community to support learning through the local church.
56. The last inspection showed that whilst overall the school welcomed the involvement of parents there were areas that needed to be improved. The school has worked hard to involve parents more in pupils' learning. Evidence indicates that good progress has been made.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The headteacher provides a clear direction for the school and is committed to improvement. He recognises the challenges faced by the school and its locality and works hard to improve the status of the school within the wider community in order to raise aspirations for parents and pupils. In this respect he has achieved considerable success. Many parents and community representatives talk positively about the change in culture over the last few years. The headteacher and deputy headteacher have a clear view of the school's strengths and weaknesses and have forged a strong partnership. The roles of the senior management team and subject co-ordinators have been strengthened through clearer job descriptions and staff development. Co-ordination is effective in English, mathematics, science, information technology and design and technology. Weaknesses remain in history, geography and religious education. Currently there are no co-ordinators for physical education and music.
58. The current school development plan (SDP) identifies priorities for the school and details action across high and medium priority areas. The plan includes success criteria and some costings for training and additional resources. It is for one year only. It is recognised that the school has rightly tried to focus on the things that will impact on standards and has resisted the temptation to try to do too much. Whilst the school in part expresses its vision through policy documentation and its information to parents, the current SDP is not a strategic document that draws together the aims and sets the context of the school in terms of the challenges it faces and where it expects to be in three years time. As a result of the impetus of the current leadership it is recognised that significant improvements in standards have been recorded over the last four years. The school still has some way to go but it has the capacity to succeed.
59. The governing body are very supportive of the school. They are led by a highly committed chair and vice chair who spend a great deal of time in the school. It remains difficult for the school to recruit and retain high quality governors. An active core give considerable time to the school and the work of committees. Governors and the headteacher have a good understanding of the school's strengths and weaknesses. All are confident that the school will continue to improve.
60. Governors have attended training in response to the last inspection report and feel better able to act as a critical friend to the school. They know which things go well in the school and they have considerable knowledge about the literacy and numeracy strategies and support for pupils with specific needs. The current and previous years' development plan contains specific action to improve the work of the governing body. This has resulted in improved arrangements for committees and the establishment of link governors for classes.

Annual targets have been set for the headteacher and the school's arrangements for performance management are in place for September.

61. The implementation of the National Literacy and Numeracy Strategies have been monitored by the co-ordinators. This has involved the scrutiny of planning and the observation of classroom teaching. Samples of work are examined at intervals across the school year by the headteacher and the senior management team. In addition planning across all subject areas is monitored by phase co-ordinators. No formal structure for the monitoring of teaching is in place and the headteacher's role in the monitoring of classroom practice has been limited. This is an important issue given the level of unsatisfactory teaching recorded during the inspection.
62. The school has matched its finances to support its priorities. Its financial control and procedures are sound. It uses specific grants to support the literacy and numeracy strategies and has added to its basic allocation to support the teaching for pupils with English as an additional language. The school is beginning to use new technology to improve its effectiveness. Difficulties with the setting up of new systems have hindered the school's progress in this respect.
63. The school is beginning to apply the principles of best value to its work. It compares the standards it achieves with all schools and is aware that when compared with similar schools it performs reasonably well. The governing body, through the finance committee, adopts clear procedures when seeking tenders for work from contractors.
64. The number of staff is sufficient for the size of the school. Key staff possess good knowledge in early years, English, mathematics, science, information technology and design and technology. Staff are appropriately qualified for the age ranges and subjects that they teach.
65. The school is situated in large grounds with two playgrounds, a sports field and a grassed area. At times this area is littered with paper. The range and size of the school accommodation is good. The new classrooms provide an attractive learning environment. Some areas of the school such as the main halls and corridors are a little shabby and this detracts from the positive message that the school is trying to give. Facilities for the under-fives are good although the classroom provision for the second Reception class is small which limits the range of activities that can be made available.
66. Learning resources are adequate overall. They are good for the under-fives but insufficient in English where the absence of a wide range of books limits pupils' opportunities to read from a variety of texts. The library contains a good range of non-fiction books although the range of fiction material is more limited. As a resource the library is under used.
67. The school has responded to the issues raised in the last inspection by the strengthening of the management team and the training of co-ordinators. A rigorous approach to the monitoring of teaching is yet to be put in place. Governors and staff are now more involved in the school development planning process but the current plan does not set the long term strategic direction for the school focussed on raising standards. Given the improvement in standards in recent years the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

68. The school governors, headteacher and staff should take the following actions:-

- i) Continue to raise standards in English and mathematics by:
 - a) developing pupils' fluency in reading and their ability to access information quickly and accurately;
(see paragraphs 5, 7, 20, 80-97)
 - b) improving pupils' skills in handwriting, punctuation, grammar and spelling;
(see paragraphs 57, 80-97)
 - c) providing opportunities for pupils to use their number skills in problem solving.
(see paragraphs 5, 7, 98-104)

- ii) Address the inconsistencies in teaching by:
 - a) establishing a systematic monitoring programme to identify strengths and address weaknesses;
(see paragraphs 17-29, 61, 91, 92, 100, 101, 108, 109, 111, 122, 125, 142)
 - b) building on the high proportion of good quality teaching through the sharing and dissemination of good practice.
(see paragraphs 17-29, 78, 91, 92, 100, 108, 109, 111, 116, 148)

- iii) Use assessment data to improve planning and target weaknesses in pupil performance at individual, group and year group level by:
 - a) improving the procedures for day-to-day assessment to inform planning;
(see paragraphs 29, 47, 48, 50, 89, 103, 113, 153)
 - b) ensuring that feedback to pupils makes clear what they need to do to improve.
(see paragraphs 47, 48, 50, 89, 92, 103)

- iv) Extend and develop the role of co-ordinators in the foundation subjects and religious education to enable them to support the raising of standards and the extension of good quality teaching.
(see paragraphs 31, 57, 61, 109, 116, 118, 123, 127, 131, 154)
- v) Take steps to ensure that recent technical setbacks do not hinder the implementation of the information technology development programme and the raising of standards.
(see paragraphs 8, 23, 62, 119-123)

In addition the governors may also wish to consider their response to other weaknesses identified in the report including:-

- a) improving the arrangements for lunchtime supervision and the behaviour of pupils out of classrooms;
(see paragraphs 11, 39)
- b) providing opportunities for pupils to gain greater cultural awareness;
(see paragraphs 41, 96)
- c) increasing opportunities for pupils to develop responsibility and independence.
(see paragraphs 14, 26, 27, 94, 126)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	78
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	13	36	41	10	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)	41	346
Number of full-time pupils eligible for free school meals	n/a	152

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	3	113

English as an additional language

	No of pupils
Number of pupils with English as an additional language	23

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	51
Pupils who left the school other than at the usual time of leaving	56

Attendance

Authorised absence	%
School data	7.9
National comparative data	5.4

Unauthorised absence	%
School data	2.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	23	20	43

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	14	20
	Girls	13	13	18
	Total	26	27	38
Percentage of pupils at NC level 2 or above	School	60 (36)	63 (44)	88 (49)
	National	82 (78)	83 (80)	87 (86)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	13	16
	Girls	14	13	14
	Total	23	23	31
Percentage of pupils at NC level 2 or above	School	65 (48)	60 (49)	70 (72)
	National	82 (82)	86 (84)	87 (84)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	19	23	42

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	15
	Girls	10	10	16
	Total	23	23	31
Percentage of pupils at NC level 4 or above	School	57 (53)	55 (33)	76 (63)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	13	15
	Girls	11	8	13
	Total	22	21	28
Percentage of pupils at NC level 4 or above	School	52 (33)	51 (31)	68 (53)
	National	68 (65)	69 (65)	75 (71)

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	11
Bangladeshi	1
Chinese	0
White	278
Any other minority ethnic group	4

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	13	2
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)	14
Number of pupils per qualified teacher	26
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	248

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	41

Total number of education support staff	3
Total aggregate hours worked per week	65

Number of pupils per FTE adult	10
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FTE means full-time equivalent.

Financial information

Financial year	1999
	£
Total income	671,204
Total expenditure	656,424
Expenditure per pupil	2,014
Balance brought forward from previous year	7,848
Balance carried forward to next year	22,628

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	351
Number of questionnaires returned	51

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	34	2	2	0
My child is making good progress in school.	56	36	4	2	2
Behaviour in the school is good.	40	44	14	2	0
My child gets the right amount of work to do at home.	18	49	20	8	4
The teaching is good.	60	40	0	0	0
I am kept well informed about how my child is getting on.	54	38	2	4	2
I would feel comfortable about approaching the school with questions or a problem.	68	26	4	2	0
The school expects my child to work hard and achieve his or her best.	56	38	6	0	0
The school works closely with parents.	46	40	10	4	0
The school is well led and managed.	47	45	6	0	2
The school is helping my child become mature and responsible.	52	40	6	2	0
The school provides an interesting range of activities outside lessons.	33	33	16	4	14

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

69. The nursery unit provides part-time education for up to 90 children who attend either a morning or afternoon session. Children are admitted to the Reception class in the term that they are five. At the time of the inspection five children in the youngest Reception class were under five. In total seven lessons or parts of lessons were observed of which five were in the nursery class. Overall judgements are based on discussions with pupils and staff, the scrutiny of work and school documentation which included an analysis of pupil attainment on entry to the nursery and main school.
70. When they enter the nursery children's knowledge and skills overall are low although the ability range is very wide. The attainment of a minority of pupils is very low. Children make good progress in the Nursery and Reception classes but their levels of attainment are still below the levels expected by the time they are five except in the development of physical skills. The school checks children's skill levels on entry to nursery and assessments show that attainment in language and literacy is particularly low. Baseline assessments conducted at the beginning of Reception show considerable gains but overall levels across the areas of learning remain below average for a significant number of children.

Personal and social education

71. Provision for personal and social education is good. Staff work very well together to establish a secure and well organised learning environment which encourages confidence and participation. Clear rules and routines and high expectations result in a high level of involvement and good behaviour. Relationships between children and staff are very good. Children understand what is expected of them and they are learning to take turns when using tools and sharing equipment. They are beginning to take responsibility for themselves and each other. Children give out fruit at lunchtimes and clear away materials and toys at the end of the session. Staff provide very good role models and children are encouraged to be polite and courteous. This maintains a calm and purposeful atmosphere in which children can grow and develop self esteem.

Language and literacy

72. Many children enter the nursery with low levels of language and literacy skills. For a significant minority they are very low. Although there are some confident and articulate speakers there are many children who are reluctant to speak or who find it difficult to speak clearly. Very carefully structured activities such as the opportunity to manipulate cooked spaghetti, succeed in exciting and motivating children. When absorbed in such activities nursery children concentrate very well and some engage in lively task-related talk. Children enjoy rhymes and stories. Expressive story telling develops listening skills and this encourages children to model adult behaviour when re-telling stories. Children are learning to recognise their names when associated with a picture and most children can correctly select their name to show that they are

present. They are learning to copy their own names and some know that print carries meaning. Some children can recognise individual letters and words, speak confidently, answer questions and write their own names. Most have made good progress in listening and learning to speak but overall their ability in language and literacy is below the levels expected for their age.

Mathematics

73. Children make good progress in developing early mathematical skills. In the nursery they join with others in counting the number of children present. Some higher attaining children can match objects to five but many find one to one matching difficult without support. Children enjoy working with sand and water and are developing an understanding of capacity and volume. Some children in Reception can count independently and order numbers to ten. Many can name colours. Just above half of the children achieve standards close to the expectations for their age in basic number skills by the time they are five.

Knowledge and understanding of the world

74. Although some children enter the nursery with a good knowledge about the world most have limited experiences from which to draw. As the speech development of some children is delayed they find it difficult to talk about what they know. Some children use the computer with enjoyment and are able to use the mouse competently. Children in the nursery enjoyed making sandwiches and with encouragement were able to talk about foods they liked and disliked. In the younger Reception class children were fascinated by snails and observed their movements closely using magnifying glasses. Although they were beginning to learn the correct names for different parts of the snail few could remember them all or talk about them at length. Overall children make good progress though most do not achieve the levels expected for their age.

Physical development

75. In the nursery children have regular opportunities to develop their skills in handling small tools and equipment and controlling wheeled toys. Children are learning to hold paintbrushes correctly, use glue spreaders and some can use scissors with support. When playing out of doors children experiment with windmills and tunnels and move confidently in the secure play area. Staff maintain a high level of interaction with children during outdoor play in a way which does not hinder self-expression and independence. They intervene skilfully to take children's learning forward using every opportunity to develop and extend language. They use the space well and many are skilful in manoeuvring wheeled vehicles in a confined space both when moving forwards and reversing. Children under five in the Reception class continue to make good progress; they are developing an awareness of space and are able to follow directions in a large hall. Many children are able to meet the expectations for five year olds when moving in space and controlling wheeled vehicles but their skill in fine movement control is more limited.

Creative development

76. Children are provided with a variety of opportunities to develop their creative skills. In the Nursery class they learn to select colours and experiment with paint. They express themselves using dough, paper and card. Children enjoy making patterns with prints.
77. They join in singing games and are learning to keep time and memorise simple tunes. Children in the Reception class build on their repertoire of simple songs and they listen attentively to music. Reception children used the snail as a stimulus for their work on Matisse. They were able to remember what they had learned previously about the artist and could use this to produce a collage. In this aspect of creative development children achieve in line with the expectations for five year olds.

Overall evaluation for under-fives

78. The quality of teaching is good overall and there are very good examples of effective and consistent teamwork. Planning is very good and lessons are very well structured and organised. The early years team have a very good understanding of the under-fives curriculum. As a result of initial and on-going assessments they know children very well. This leads to carefully planned and structured activities which build on children's prior learning. Every opportunity is taken to target and develop children's language. The quality of adult/child interaction is high and even the most reluctant respond well although they may not be able to talk about their actions. Adults act as very effective role models both when teaching key skills and responding to individual personal needs. As a result children develop positive attitudes to learning and they behave well. They are very clear about what is expected of them. Children with special educational needs and those developing English as an additional language are sensitively targeted.
79. Relationships with parents are good. Induction arrangements are clear and a considerable amount of information is made available to parents about nursery routines, the curriculum for under-fives and local childcare arrangements. Resources in the nursery are good and adequate in the Reception class. Outdoor play facilities for the nursery are good and are well maintained and secure. The range and quality of equipment is good. This is a valuable resource although there are few opportunities for younger Reception children to access the play area. The overall standards of provision for children under-five have been maintained since the previous inspection. The curriculum is very well planned and well taught. Initial and on-going assessment is a particular strength. In this secure and well ordered environment children make good progress.

ENGLISH

80. During the inspection seventeen English or literacy lessons were observed. Inspectors also examined planning and documentation, the results of statutory assessment, samples of pupils' work, interviewed pupils and listened to them read.
81. In Key Stage 1 the results of the statutory tests in 1999 indicate that attainment in reading and writing is well below average when compared to both similar schools and

all schools nationally. When taking account of the results from 1996 to 1999 there has been a steady improvement in the standards of reading and writing. In 1999 the standards achieved by Key Stage 2 pupils in national tests were well below the national average but broadly in line with similar schools. Results of national tests from 1996 to 1999 indicate the school has made steady progress in English. In both key stages tests show that there is little difference between the attainment of boys and girls. Evidence from the inspection shows that although standards in both key stages continue to be below the national average progress is still being made. These findings reflect those of the 1997 inspection report and although overall standards in English are still below average they are now better than those achieved previously.

82. By the end of both key stages the pupils' attainment in speaking and listening is in line with expectations. The majority of pupils make satisfactory gains in their learning during Key Stages 1 and 2. Many pupils entering the school have difficulties expressing themselves clearly, do not use well-structured sentences and have a limited vocabulary. On entry to nursery they are encouraged to speak and extend their vocabulary. In a Reception class literacy lesson a teacher encouraged pupils to use words they had learned previously about butterflies and develop them into rhyming descriptive words. This resulted in pupils creating phrases such as flip, flap, flutter.
83. The majority of pupils in both key stages can talk clearly about their work using appropriate technical vocabulary. For example, during the schools design and technology day Year 1 pupils talked about their work using the words circuits and switches and Year 6 children discussed their work using the word cams. However, in both key stages a significant minority of pupils find it difficult to express themselves.
84. In Key Stage 1 the majority of pupils listen carefully. This is reflected in the way they quickly adopt the vocabulary used by the teacher. In Key Stage 2 the majority of pupils continue to develop their listening skills, especially in Years 3 and 4. When working in groups they listen to the views of others and alter their own views accordingly. In Years 5 and 6 a significant minority of pupils are unable to listen for a sustained period of time.
85. Standards in reading by the end of both key stages are below the national average. The majority of pupils can read accurately and understand texts. However, few pupils read fluently or with expression and their use of strategies for decoding unknown words is limited. For a significant minority of pupils attainment in reading is well below that expected for their age.
86. In Key Stage 1 the National Literacy Strategy is having a positive effect on pupils' understanding of books. Most children can identify the difference between fiction and non-fiction and know that content pages and indexes can be used to find information. In Key Stage 2 pupils' ability to locate information is limited. A significant minority of pupils do not use content pages and indexes effectively and have limited skills in locating information quickly on a page.
87. By the end of both key stages pupils' attainment in writing is below national expectations. In Key Stage 1 the majority of pupils are developing appropriate skills in the use of punctuation and spelling. They can use full stops and capital letters, spell simple words and make phonetically correct attempts at spelling words they do

not know. Handwriting is generally clear but few pupils use joined handwriting.

88. In Key Stage 2 pupils' use of grammar and punctuation is weak and they do not consistently use commas and other forms of punctuation within a sentence. Spelling of common words is generally good but the spelling of more complex words is often inaccurate. Although handwriting is generally clear and legible it is inconsistently developed across the key stage and the quality of presentation is poor. A developing sense of audience is evident in writing. Year 3 and Year 4 pupils can plan extended stories so that they are properly structured and will engage the reader. Year 5 and Year 6 pupils' letters on fox hunting show they can effectively communicate their concerns to a third person.
89. Pupils whose special educational need is related to learning difficulties are well supported and achieve well for their abilities. This includes the use of support assistants and differentiated teaching materials matched to their need. The school has begun to identify specific groups of pupils and provide them with more targeted support, for example, through the Better Reading initiative in Key Stage 1. However, the use of data to target specific groups of pupils is underdeveloped especially in Key Stage 2. The school manages pupils with behavioural needs well but further work needs to be done to ensure that these pupils become engaged in learning. Pupils for whom English is an additional language are well supported.
90. In Key Stages 1 and 2 the majority of pupils behave and organise themselves well. They actively take part in lessons and support each other well in group activities. However, in Key Stage 2 a significant minority of pupils do not have a strong work ethic and at times their lack of involvement hinders progress.
91. The quality of teaching is satisfactory overall and in Key Stage 1 is good. This shows an improvement since the last inspection. Where the teaching is good there is a high level of subject knowledge and the National Literacy Strategy is used to good effect. Very good planning results in lessons with a brisk pace and activities being well matched to pupils' needs. For example, in a Year 2 class the teacher provided structures that enabled pupils to respond imaginatively to a poem. This resulted in pupils making good progress and creating sentences like 'Wouldn't it be funny if a bomb goes wobble and a jelly goes bang!' Where the teaching was only satisfactory the introduction of the lesson was often too long and the pupils found it difficult to maintain concentration.
92. In Key Stage 2 the overall quality of teaching is satisfactory but there is a significant minority of unsatisfactory teaching. This is similar to the judgement during the previous inspection. In all lessons the quality of planning is good and teachers use the National Literacy Strategy to provide pupils with a wide range of writing opportunities. Where the teaching is unsatisfactory there is insufficient pace and challenge from the teacher. Introductions to lesson are too long and poor questioning and use of resources make it difficult for pupils to take part. Sometimes group activities do not meet the needs of pupils. This combined with low teacher expectation results in pupils making too few learning gains.
93. At its best the quality of marking and use of day-to-day assessment is very effective.

Clear guidance of what is required together with shared targets means that pupils are actively engaged in improving the quality of their own work. Some pupils are aware of what is required to achieve Level 4 in writing.

94. Teachers provide good links to other areas of the curriculum to support the development of literacy skills. The book *the Lighthouse Keeper's Lunch* was used as a focus for the tasks on the design and technology day throughout the school. Information technology is used to support learning in literacy. For example, the use of a spelling programme was well linked to the phonemes pupils were learning. In Years 3 and 4 the teacher drew on pupils' knowledge of space in science and used technical vocabulary to aid creative writing. In Key Stage 2 pupils' skills in locating information is undeveloped. This hinders their ability to research independently and support their learning across the curriculum.
95. The subject is well led. The co-ordinator has devised an effective planning strategy that ensures teachers' planning is consistently good and matches the requirements of the National Literacy Strategy. Regular monitoring ensures that she has a clear understanding of the strengths and weaknesses of both the teaching and pupils' attainment throughout the school. This is having an impact on standards. The headteacher and deputy headteacher analyse and make use of available data to help plan class groups for English lessons in Key Stage 2. However, the use of this data to target specific groups of pupils to raise standards of attainment in English is underdeveloped.
96. In Key Stage 1 a suitable range of fiction and non-fiction books is available. Reading schemes, big books and non-scheme books are all used effectively to support the development of pupils' reading skills. In Key Stage 2 some books have captured the imagination of pupils. This has a positive effect on their enjoyment of reading. However, the range of good quality fiction texts is limited. The school has an attractive library that contains a good range of non-fiction books and reflects the cultural diversity within the school. During the period of the inspection there was little evidence of its use.
97. Support for pupils whose first language is not English has recently been increased. There are twenty three pupils who speak mainly Urdu, Punjabi and Gujarati, of which fifteen are in Key Stage 1. Each class with EAL pupils has timetabled support for up to five sessions each week in proportion to the need. The support is effective. Withdrawal of pupils is minimised and most support is provided in the classroom. Progress by individual pupils is recorded and monitored.

MATHEMATICS

98. In the 1999 tests for eleven year olds the school's results were well below the national average. When compared with similar schools the results were broadly in line. Evidence gathered during the inspection shows that standards are improving and that the target for mathematics is likely to be met. The results for seven year olds in the 1999 tests were close to the national average. In comparison with similar schools the results were very high. Inspection evidence indicates that the results for the current year will be similar to the 1999 results. Since the last inspection, results have improved above the national rate of improvement. This is supported by recent

inspection evidence which presents a better picture than the 1999 results would suggest.

99. Discussion with pupils supports the evidence found in examining their books. By the end of Key Stage 1 most pupils' mental number work and their understanding of the number system reaches average standards. For example, they can mentally double 8 and 14, recognise odd and even numbers, add and subtract teen numbers to two digit numbers. They can add and subtract numbers to 100. Most know by heart the 2 and 10 multiplication table. They understand halves and quarters. However, they are not so secure with measures and problem solving. By the end of Key Stage 2 most pupils can calculate, mentally and in a written form, addition and subtraction up to 1000 and know their multiplication tables. They can work with fractions for example $\frac{1}{6}$ of 36 and know that $\frac{3}{10}$ in decimal form is 0.3 but there is a lack of understanding of place value. For example, 0.21 was read as nought point twenty one instead of nought point two one. By the end of Key Stage 2 there is a very wide range of attainment. A small number of pupils reach standards above the national average and just below half achieve standards in line with expectations. Trends over time show an improvement in performance at the end of both key stages.
100. Inspection evidence demonstrates that overall pupils make good progress. By the end of Reception they can count to ten, identify numbers, colours and are beginning to use mathematical vocabulary such as bigger smaller, circle, more and less. Good progress continues in Key Stage 1 particularly in number calculations, and number system work. Progress in Key Stage 2 is satisfactory overall and was good in half of the lessons observed. The good progress in mathematics is the result of carefully planned lessons which meet the needs of all pupils. For example, in a Year 2 lesson pupils were introduced to one and two step problems. A variety of interesting activities were completed by all pupils with some practising one step calculations, e.g. addition or subtraction to 10 or 100 and others playing a game solving simple one and two step problems. At the end of the lesson most pupils could identify and successfully complete one step addition and subtraction problems. Over half the class could distinguish between one and two step problems and successfully apply their addition and subtraction skills.
101. The mathematics teaching during the inspection was judged to be good at Key Stage 1 and at least satisfactory at Key Stage 2. Half of the teaching observed at Key Stage 2 was good. Of the 13 lessons observed just one was unsatisfactory. This is an improvement from the previous inspection with an overall increase in the number of good lessons. All the teaching followed the structure of the National Numeracy Strategy. The structure was being used to good effect. Teaching was always well planned. In the better lessons the aim of the lesson and the new mathematical vocabulary were clearly explained to pupils who understood what it was they would learn. Teachers also used different types of questions to help pupils explain their thinking and to reinforce the teaching points. At the end of the lesson they were encouraged to judge how much they had learned. For example, in one Year 1 class pupils decided they needed more practice in adding together 3 single digit numbers. They planned to do more the next day. Where teaching was unsatisfactory the introductions were slow and on occasions unclear so that pupils became restless and stopped listening. The activities planned did not match what the pupils were able to do and too little work was completed. During activity time the teacher patrolled the

groups and did not intervene enough where further teaching was needed.

102. There were examples of teachers using mathematics to support work in other subjects. In a Year 5/6 religious education lesson facts about the distribution of food and water around the world were expressed as fractions, percentages and in large numbers. The teacher took appropriate time to ensure that pupils understood the mathematical meaning behind the different figures. However, only a few examples were seen and pupils' ability to use and apply their mathematical learning is limited.
103. The mathematics co-ordinator has a good understanding of the subject. She initiated the introduction of the national strategy a year early which has helped to raise standards. She has reorganised the classes in Key Stage 2 so that pupils of a similar age and ability can be taught together. By going into classrooms and working with the teachers she has a clear view of what is working well and where improvement needs to be made. For example, when the Local Education Authority worked with the school the support was targeted on helping some teachers with the planning and delivery of their lessons. Last year the co-ordinator scrutinised the results of the tests taken by the ten and eleven year olds. Using the results some staff were able to aim their planning at those areas of mathematics needing the most improvement. The co-ordinator plans to extend the analysis across the school this year. The school has adopted the National Numeracy Strategy assessment system. Pupils progress in meeting the key learning objectives is recorded half termly. This gives a clear view of where the pupils are but at present this information is inconsistently used to modify the next set of plans. Overall homework is limited but the voluntary booster classes for eleven year olds after school were very well attended and very effective.
104. The judgements recorded during this inspection are that in mathematics satisfactory progress has been made since the last inspection with evidence of improving standards and an increase in the number of well taught lessons.

SCIENCE

105. Overall standards of attainment seen in lessons, discussions with pupils and examples of their work, are close to the national average at the end of Key Stage 1. Standards have continued to improve since the last inspection in comparison with previous assessment results and are now satisfactory. However, there is a wider than average range of attainment by different pupils. Attainment is good for a significant proportion. Pupils can make and test predictions, such as when investigating the colours used in inks, they can describe life cycles such as what happens when beans grow, and they know about the properties of materials such as rigidity and flexibility. Some pupils are much less secure in their knowledge and understanding, despite making satisfactory progress in lessons. This is because many of them come to school with relatively little related experience on which to build. When this is taken into account, the general level of achievement in science in Key Stage 1 is satisfactory.
106. Standards of attainment at the end of Key Stage 2 are broadly in line with the national average, and are above the average for similar schools. This is an improvement since the previous inspection when standards were judged to be below average. Achievements by individual pupils are generally satisfactory and sometimes good.

Most pupils in Year 6 understand the need for fair tests and can make and record observations when carrying out investigations. They can describe how simple electrical circuits operate and know about the relative size, distance and movements of the sun, earth and moon. Some understand processes such as the influences of habitats on living things. They know about the major organs of their bodies, and a few can describe their functions such the exchange of oxygen and carbon dioxide in lungs. However a significant proportion of pupils know and understand much less and some, who can talk well about what they have learned, are much less able to write about it clearly.

107. Standards of attainment in science have improved overall since the previous inspection. This is particularly evident in the end of key stage results, where the long-term improvement has been greater than the national trend. Furthermore, the progress seen in lessons supported by a scrutiny of work suggests that individual pupils are achieving well. The school is continuing to make good progress in raising standards.
108. During the inspection three lessons were observed at Key Stage 1 and five at Key Stage 2. Science teaching in Key Stage 1 is good with some examples of very good teaching. Lessons are well planned and managed with clear objectives. In the very good teaching, teachers make particularly effective use of questions and answers to encourage pupils to suggest ways of investigating things. Although there is little evidence of teachers providing alternative activities for pupils of different abilities, the overall level of challenge is sufficient for the higher attainers to make very good progress. Furthermore, effective support is provided for lower attainers by the teachers and classroom assistants. As a result, pupils make good progress in Key Stage 1.
109. Teaching seen in Key Stage 2 is mostly satisfactory, and almost half is good. Lesson planning and management are generally good, and it is significant that poor planning and pupil management were the key issues in the one unsatisfactory lesson seen. Most teachers set clear objectives that are shared with pupils in the introductions to lessons. They have sufficient subject knowledge so that, for example, they can present relatively difficult topics, such as the distances between planets, in ways accessible to pupils. Good teaching also includes challenging use of specific vocabulary, such as spherical and bacteria, so that pupils learn to describe what they discover with precision.
110. Pupils in both key stages generally respond well and often with enthusiasm in science lessons. They listen carefully and with interest. They answer questions and make suggestions during discussions. In general they learn effectively. Their behaviour is nearly always good, and is unsatisfactory only in lessons where the pace is slow and the focus unclear.
111. There has been an improvement in the teaching of science since the previous inspection and, particularly, in the proportion of lessons that are good or very good. However, this improvement is not seen in all classes. At present there is no systematic monitoring of science teaching. Therefore the school lacks an important means to identify and share good practice in order to address the variation in the quality of teaching that is particularly evident in Key Stage 2. However, this is

already identified as a priority in the school development plan for 2000-2001.

112. The science curriculum has improved since the previous inspection and is now satisfactory. The subject is given sufficient time in each key stage. Curriculum co-ordination is effective and a comprehensive scheme of work ensures full coverage of the National Curriculum including experimental and investigative science. Classes follow two-year rolling programmes in Years 3 and 4 and then again in Years 5 and 6. Although there is little planned differentiation, there is no evidence to suggest that the depth of coverage is significantly inappropriate when pupils of different ages study the same topics. This is because the level of challenge in the majority of lessons is high enough to ensure that all children can make satisfactory progress. Furthermore the higher attaining younger pupils are sometimes seen to benefit from being able to work with those who are one year older.
113. End-of-unit assessment procedures are used to monitor progress in science but there is little evidence that the results are used effectively to inform future planning for individuals or groups of pupils.

ART

114. Standards overall in art are below the levels expected in both key stages. Standards are not as good as they were at the time of the previous inspection.
115. The excellent work in Reception classes is not sustained through Years 1 and 2 and standards actually decline by the end of Key Stage 1. Very little artwork is completed in these years as pupils concentrate on the core curriculum, and what is planned is limited in range and media. In Reception classes pupils study the work of artists and relate them to their own work, producing paintings, prints and detailed drawings from direct observation of plants on a large scale. String prints extend pupils' experiences of techniques, and the torn paper collages based on Matisse's *The Snail* show how even the youngest pupils can remember and appreciate complex concepts. Their experiences in art enhance their learning in other areas of the curriculum, but for older pupils the art work is mainly illustration and display without a clear focus on the National Curriculum for art. Some work based on Andy Goldsworthy is large and colourful, but the execution is simple.
116. By the end of Key Stage 2 the standards are still below the levels expected. Although there are attempts to introduce print, ceramics and computer art work, the time for art is limited and teachers are not confident in their skills. Much of the work is in pencil crayon and felt tip pen. Painting and modelling techniques are poor, and the lack of a kiln means that clay work is not fired. The links to Mondrian and the textiles work show good research and some evidence of technical skills, but the end products are weak and the displays uninspiring. Sketchbooks have been started but their use is not consistent and the contents are poor. The concentration on core subjects and the lack of time and resources for the subject have a negative impact on teaching. The co-ordinator is unable to influence the teaching and this is having an adverse affect on standards in the subject.
117. Overall progress is unsatisfactory throughout the school, teachers are involving pupils in art on an irregular basis. Some classes do more than others, and so pupils do not

have a sustained art education which builds on their previous skills, knowledge and understanding. Some teachers include valuable experiences in their classes, such as computer and press prints, and the Worcester Arts Workshop has worked effectively with the school to produce large banners that are to be exhibited in the town during the festival week. All pupils are involved in their work, including those with special educational needs; although they have the same tasks they complete the work competently and progress appropriately. Pupils enjoy the opportunities they have in art, completing potentially difficult tasks without problems, but their limited experiences of developing accurate drawing skills can frustrate their attempts at design.

118. The plans and policies for art are good but they are not consistently implemented. There is no time for the co-ordinator to do more than monitor work on display and discuss schemes of work with teachers. There was little art time-tabled or evident during the inspection week, and although the teaching seen in Reception was good and in Year 6 was satisfactory, the evidence from plans and work completed show that little art is completed. The judgement on teaching is similar to that of the previous inspection. Assessment and record keeping is minimal, and has not developed since the previous inspection. Reports indicate what pupils have done successfully, but not how this relates to the national expectation or what they need to do to improve.

DESIGN AND TECHNOLOGY

119. Standards of work in design and technology are in line with those expected for primary aged pupils. This is an improvement since the previous inspection. Standards are good by the end of Key Stage 1 in both attainment targets. Well structured planning allows pupils to develop their designing and their making skills. Pupils choose materials purposefully and safely, making judgements about how their designs have turned out, and suggesting improvements. They label sketches appropriately and start to amend their designs in the light of experience. This was shown when Year 2 pupils tried to raise a basket up the centre of the model lighthouse. The groups experimented with different pulleys and winders and fastened them in different ways to see what worked best. They demonstrated their solutions to the rest of the class after evaluating them themselves. This stretched pupils' capabilities and made them aware of the many alternatives that could be explored.
120. Standards are in line with national expectations at the end of Key Stage 2. Pupils are starting to use control mechanisms using computers, but designing skills are limited by a lack of knowledge and understanding of the techniques needed to realise their ideas. When making models using pneumatics and cams to create signals for the lighthouse keeper during the design and technology day, they generate ideas and evaluate their work as it progresses. Measuring, cutting and joining skills are not always accurate. Discussion and evaluation of work in progress is good and most pupils are able to explain why things work or not, and most are able to relate the use of information technology to their designs.
121. Pupils progress well through Key Stage 1, but in Key Stage 2 their lack of experience of regular design and technology activities restricts progress. Pupils with special educational needs and those with English as an additional language progress

satisfactorily, aided by group projects which involve them in the activities. More able pupils can help others in a variety of situations, but there is little differentiated material to stretch their capabilities.

122. The quality of teaching is good overall, especially in Key Stage 1 where very good overall planning is extended by stimulating teaching and enthusiastic responses from the pupils. This resulted in four out of five examples of very good teaching at Key Stage 1. Half of the lessons observed at Key Stage 2 were judged to be good. No overall judgement was made on the quality of teaching during the last inspection but the evidence from the current inspection shows a pattern of continued improvement. The design and technology day was a particular success as all teachers worked together to give well structured and rewarding experiences for the whole school. This highlighted the subject and gave an impetus to the current curriculum review. Whole school training enabled non-specialist staff to have an experience of judging progression and standards, with each year choosing samples to demonstrate to the rest of the school. Pupils also gained from this experience as they saw how their efforts related to those older and younger than themselves. Skills of literacy and numeracy were also developed in the planning, evaluation and making of the products.
123. The management of the subject is very good. Monitoring is developing to inform progress and staff expertise, diagnosing needs and building on the existing strengths of the staff. This has contributed to the improvements in standards and teaching. An assessment portfolio is being established to support the identification of levels and recorded digitally for easy access and distribution. At the moment individual staff assessment is limited. Areas for development have been identified and courses attended to improve skills and knowledge, and learning resources are being built up. Health and safety issues are dealt with appropriately.

GEOGRAPHY

124. Standards of attainment in geography are below national expectations in both Key Stages 1 and 2. This is similar to the judgement made during the previous inspection. Although it was possible to see only four lessons in which geography was the focus, the judgement of attainment is also made using evidence from discussions with pupils and an examination of written work in different classes. While some pupils at the end of Key Stage 1 can describe physical and human features of different places and have some awareness beyond their own locality, relatively few are able to select and interpret information independently. By the end of Key Stage 2, some pupils are beginning to understand and develop an awareness of physical processes such as erosion, and the impact of humans on their environment. However, pupils' overall knowledge of features and places is below what would be expected and few are able to offer reasons for judgements and observations.
125. The overall quality of geography teaching is unsatisfactory. Although it was good in one lesson and satisfactory in another, it was unsatisfactory in the remaining two lessons seen. No judgement was made on teaching during the previous inspection. The better teaching is planned and managed to maintain good pace and build on pupils' previous learning including their knowledge of their own locality, so that all are able to make progress. Unsatisfactory teaching has a slow pace and a lack of focus on objectives, as well as poor management and control of pupils.
126. The planned curriculum is satisfactory and meets the requirements of the National Curriculum. However, examination of the work completed during the current year, shows that actual coverage varies significantly across the school. Some pupils have difficulty accessing the curriculum; sometimes because of difficulties with reading and writing, and sometimes because they come to the school with limited geographical knowledge even of their own locality. At present there is insufficient compensation for this last factor, for example, in the use of appropriate educational visits.
127. Leadership and management of geography is unsatisfactory and the quality of the curriculum depends to a large extent on individual teachers. The co-ordinator has had no subject training and is not aware of the strengths, and more significantly, of the weaknesses in the subject, particularly in Key Stage 2. This is because there is no effective monitoring of the short-term planning, teaching, learning or standards of attainment in geography. There has been limited improvement since the last inspection.

HISTORY

128. During the time of the inspection no history lessons were seen. As a result there is no judgement about the quality of teaching. However, the examination of pupils' work in books and displays, the scrutiny of documents and discussions with the children and co-ordinator provide sufficient evidence to form a judgement. Standards of attainment are in line with national expectations at the end of Key Stage 1 but below expectations at the end of Key Stage 2. This reflects the judgements from the previous inspection. At Key Stage 1 the scrutiny of work shows pupils receive a balance of teaching in the different aspects of history. They learn about the passage of time and can order events. They hear about famous people from the past and are

beginning to identify ways in which the past is presented. However, their written recording often relies on work sheets which are sometimes of poor quality. In discussion the pupils talk enthusiastically about history. All pupils could give accounts of the differences between now and past times. For example, a Year 2 pupil eagerly gave a very detailed description of having a bath in Victorian times and how it was different from now. Pupils are beginning to sequence eras. For example higher attaining pupils knew the Tudors came before the Victorians. Most pupils in Year 2 could accurately recall stories of famous people, for example Florence Nightingale and Louis Braille. However, the less able could only recall parts of stories and got events out of order. All pupils knew they could find out about the past from different sources such as information books, TV, video and museums. They all talked excitedly about their visit to the Avoncraft Museum and could recall many new facts they had learnt e.g. long ago some houses did not have glass in their windows.

129. Pupils at Key Stages 2 have learnt about past periods and societies, for example the Romans, Tudors and Ancient Greeks but were unable to discuss and recall the main events and characteristics features in any detail. They have not been taught history since the autumn term and most pupils had difficulty remembering the methods they had used to find out about the past and the different ways historical events can be interpreted.
130. The scheme of work at Key Stage 1 has topics for each term. However, at Key Stage 2 plans show pupils sometimes have a period of two terms without any history lessons. There is coverage of historical periods but evidence suggests pupils have a lack of in-depth knowledge of the topics. Joint planning between classes takes place and this ensures pupils in parallel classes have the same experiences. However, teachers do not plan for different groups of pupils or, in Key Stage 2, for different year groups. This means there is a lack of progress in the development of historical skills of interpretation, enquiry and communication.
131. The co-ordinator provides informal support, advice and orders equipment. There is no formal audit of the curriculum or resources. No monitoring or evaluation of teaching and learning takes place and the co-ordinators view of how well the subject is taught and learnt is very limited. There are plans to review the scheme of work in the light of Curriculum 2000. There has been no improvement in the co-ordination of the subject since the last inspection.

INFORMATION TECHNOLOGY

132. Standards of attainment in information technology are currently below the expected levels at the end of both key stages. This is less good than the position at the time of the last inspection when standards in Key Stage 1 were judged to be in line with expectations. However, this must be seen in the context of the temporary but significant reduction in access to computers prior to the inspection, as well as the limited amount of evidence available. During the inspection, only three lessons were seen with information technology as a focus, very little use of information technology for cross-curricular work took place in other lessons, and there was comparatively little evidence of cross-curricular use of information technology in pupils' books.

133. By the end of Key Stage 1 pupils are able to carry out simple keyboard operations and use the mouse. They are beginning to use the correct vocabulary, for example, to describe simple operations using the turtle. By the end of Key Stage 2, pupils can use computers to redraft and improve their writing and to begin handling information. They can use spreadsheets for simple modelling exercises. Some have learned to use programmable devices such as Roamers, Pixies and screen turtles, and to develop control sequences for practical applications. However, virtually all of the work seen is directed by teachers and there is little evidence of pupils becoming more discerning and independent users of information technology, selecting resources for specific purposes. Most pupils have the basic skills needed to operate computers, including the use of the mouse and keyboard. However, many are still struggling with the specific skills needed to use the newer computers.
134. The school has recently installed a new information technology suite of 15 networked computers and re-deployed the older computers throughout the rest of the school. Therefore, the quantity and quality of computers are now sufficient to meet the needs of the curriculum. However, the new installation was unexpectedly delayed by building work and a series of technical problems. Consequently there was little effective access to computers for several months during 1999-2000 and this has clearly contributed to lowering the standards of attainment seen during the inspection. Because of this, it is difficult to judge overall progress in raising information technology standards since the previous inspection. However, taking into account the learning seen in lessons and the continuing commitment to developing information technology, including the developments planned for 2000-2001, progress judged over the long term is satisfactory.
135. In the three information technology lessons seen the quality of teaching was satisfactory. This reflects the judgements from the previous inspection. Teachers' knowledge and skills are sound and the resources are good, so that pupils make good progress. However, other teachers are not generally confident in the use of information technology partly because there has not yet been enough time for basic skills training with new computers. Furthermore, the training for teachers, originally scheduled to take begin this year, has been postponed until the autumn because of the problems with the new system. Therefore, many teachers are not yet able to identify a full range of opportunities to apply information technology effectively across the wider curriculum, and this is reflected in the low proportion of lessons where information technology was used to support teaching and learning.
136. The planned curriculum for information technology covers all aspects including those for measurement and control work. The current coverage of control work is relatively good when compared both with other aspects of information technology in the school. However, there is comparatively little evidence of work planned to increase pupils independent capability. There is a need to review the use of the older systems that are now distributed around the school, in order to ensure that they are more fully employed for cross-curricular activity.
137. Apart from the recent delays with the system, the overall management of information technology is generally satisfactory. The co-ordinator has satisfactory subject knowledge and is aware of the main strengths and weaknesses in information technology throughout the school. The lack of progress since the previous inspection

is largely explained by the inability of staff and pupils to access up-to date equipment.

MUSIC

138. During the inspection three music lessons were observed. Music was also evaluated through discussions with pupils and observation of its day-to-day use, including assemblies. By the end of both key stages standards in music are in line with national expectations. During the last inspection standards in music were judged to be above national expectations. At that time pupils were taught by part-time music specialists.
139. In Key Stage 1 pupils show a good understanding of musical appreciation. When listening to music they are able to discuss, describe and use musical elements. For example, in Year 2 pupils listening to a piece of music about a snowman were able to discuss it using descriptions such as high and low. In singing many pupils can control their use of pitch and tempo. They can use tuned and untuned instruments to follow songs but their skills in composition are underdeveloped.
140. In early Key Stage 2 pupils make good progress in their singing skills. For example, pupils in Years 3 and 4 can sing two part songs to a high standard. However, this rate of progress is not maintained and the quality of performance is not sustained in Years 5 and 6. At the end of the key stage pupils' skills in composition are underdeveloped. In working with jingles they understand the links between audience, product and music but their compositions rarely go beyond simple rhythm patterns. Few pupils use musical notation to support their work. The provision made for pupils to learn a range of tuned instruments is good. Extra curricular activities and the funding of a peripatetic teacher means that a significant number of pupils are learning recorder, guitar, violin and cello.
141. In all music lessons children with special educational needs are actively encouraged to join the lesson. This is extended to specialist tuition in Key Stage 2 where a number of pupils with special educational needs take part successfully alongside their peers.
142. The overall quality of teaching across the key stages is satisfactory with some examples of good and very good teaching. During the last inspection it was judged to be good overall. Where the quality of teaching is very good, questioning coupled with periods of reflection ensure pupils constantly build on prior experience and make good progress. They are encouraged to discuss how the music makes them feel. Where the teaching was unsatisfactory the classroom organisation and pace of the lesson meant that pupils did not have sufficient opportunities to improve the quality of their composition or their performance.
143. Teachers in Key Stage 1 make good use of singing in the day-to-day life of the school. Pupils are encouraged to sing counting and letter songs in mathematics and English. One teacher makes very effective use of singing as a way of managing and engaging the children.
144. The majority of pupils enjoy music and like taking part. This is especially the case where the teacher acts as a good role model. For example, in a Year 3 and 4 singing lesson the teachers' enthusiasm for the subject produced good quality singing.

145. Inspection findings indicate that pupils' attainment is not as good as the previous inspection report. Currently the school does not have a music co-ordinator and the progress pupils make as they go through the school is not monitored. This means that progress made in Key Stage 1 and early Key Stage 2 is not being sustained in Years 5 and 6.

PHYSICAL EDUCATION

146. Standards in physical education are in line with expectations as they were at the time of the previous inspection. By the end of Key Stage 1 many pupils' attainment is good, especially where they have developed positive attitudes to physical education and are learning to co-operate in pairs and in teams to play competitive games. Key Stage 1 pupils are practising ball skills in hockey and football, using space and strategy as well evaluating their efforts. Occasionally attainment is limited by the teacher's lack of confidence in specialist physical education teaching, and tape recordings or repetitive activities are used. When the teachers have the correct equipment to work with and a clear idea of what they want the pupils to do, they can harness their natural enthusiasm and enjoyment of physical activities to produce high standards.
147. There is insufficient evidence to judge overall standards by the end of Key Stage 2, but standards in the physical education lessons seen are satisfactory. At the time of the previous inspection they were in line with national expectations. There are few opportunities in lessons for the more able or more enthusiastic pupils to develop their skills to a high level. There is little specialist coaching and at present no physical education co-ordinator to help teachers plan and deliver effective lessons to raise standards. When games activities are taught there is evidence of an improvement in skills through practice. The reluctance of some pupils to take part in dance is not resolved. Boys and girls work well together in teams, and all pupils respond readily to instructions, follow the rules and have a due regard for safety. They are aware of the need for warming up and recovering from physical activities. Progression is often limited when the tasks set for the pupils do not incorporate strategies for improvement and development. All pupils with special educational needs take a full part in activities and progress appropriately.
148. The quality of teaching is satisfactory overall with examples of good teaching in both key stages. At the time of the last inspection very good teaching was observed at both key stages. The overall planning for the subject is good, it is detailed and informative. The absence of a co-ordinator means that the monitoring and development of the teaching is neglected. A co-ordinator has been appointed for September. Standards and curriculum management are not as good as at the time of the previous inspection. There is sufficient time for the various aspects of physical education, but the activities need to be planned in more detail to assess each pupil's performance and identify the learning experiences that need to follow. Too many lessons are just physical activities which all pupils take part in at their own level and there is no mechanism to improve their standards. Many pupils get excited when allowed to run around and have to be settled down regularly. They get changed into appropriate kit sensibly and quickly. All pupils use the halls in bare feet, which sometimes causes problems when toes and heels get bumped, and their feet get dirty very quickly, especially when the lesson follows lunchtime.

149. Resources are good and used effectively to enhance learning when teachers have the confidence to use them. There is a good range of large and small apparatus, two good-sized and well-equipped halls and extensive hard and grassed areas for games. There are markings on the hard areas for different activities, and the local swimming baths are used regularly.

RELIGIOUS EDUCATION

150. During the inspection it was only possible to observe two religious education lessons, one in Key Stage 1 and one in Key Stage 2. As a result there was insufficient evidence on which to make an overall judgement about the quality of teaching. At the time of the last inspection the quality of teaching was judged to be satisfactory. However, the examination of pupils' work in books and displays, the scrutiny of documents and discussions with the pupils and co-ordinator suggest, overall, pupils make satisfactory progress. At the end of both key stages attainment is in line with the expectations of the Worcestershire Agreed Syllabus. This judgement is the same as that found in the last inspection.
151. By the age of seven pupils are familiar with the key elements of the Christian faith, for example, they discussed Jesus and his friends and knew Christmas was Jesus' birthday and Easter was when Jesus died. They can recall Bible stories and know the Bible is the special book for Christians. They have some understanding of Judaism and some know the synagogue is a special place for Jews. Year 2 pupils talked enthusiastically of the church they visited at the Avoncroft Museum and the above average pupils could describe characteristics of a church, for example font, cross and altar. Pupils have a sound knowledge and understanding of Christian beliefs, festivals and celebrations. Some opportunities for reflection are provided, for example in a Year 1 lesson the lighting of candles created an atmosphere of stillness and peace. This encouraged quiet thinking. Generally tasks set in lessons focus on literacy or art rather than religious education skills.
152. By the age of eleven most pupils have increased their knowledge of the Christian faith. They have learnt about Hinduism, Sikhism and Islam but their ability to show a perceptive understanding about what they have learned is limited and some children confuse the different aspects of the religions. They have a more secure knowledge and understanding of their recent work. For example, ten and eleven year old pupils could discuss their ideas of equality and how they judge people by referring to a recent lesson when they were asked to invite people to a communal meal. Most pupils could explain their choices referring to personal qualities and good characteristics 'It is not their clothes or who they are that is important'. They have some understanding of the attributes ascribed to God and how this affects the way people live.
153. The religious education scheme of work is based on the Worcestershire Agreed Syllabus. The planning in Key Stage 2 is organised on a two year rolling programme. This ensures all pupils are taught all parts of the scheme of work. Joint planning means pupils in parallel classes have the same experiences. However, teachers do not plan effectively for the different year groups or groups of pupils in their classes. This

results in a lack of consistent development of pupils understanding and skills such as investigation, interpretation, analysis, explanation and reflection. At present no formal assessment of pupils' attainment and progress takes place, but the Worcestershire Agreed Syllabus offers a framework of targets and level descriptors to assist with this process.

154. The co-ordinator provides informal support, advice and orders equipment. She responds to teachers' requests but no formal audit of the curriculum or resources takes place. There is no monitoring and so her view of the strengths and areas of development for religious education is very limited. There has been no improvement in the co-ordination of the subject since the last inspection