

INSPECTION REPORT

WELLAND PRIMARY SCHOOL

Welland
Malvern

LEA area: Worcestershire

Unique reference number: 116744

Headteacher: Mrs G Callaghan

Reporting inspector: Mr M G Carter
20714

Dates of inspection: 19 – 22 June 2000

Inspection number: 198288

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Welland Primary School Marlbank Road Welland Malvern Worcestershire
Postcode:	WR13 6NE
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Appropriate authority:	The governing body
Name of chair of governors:	Dr M Smith
Date of previous inspection:	21-23 October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr M Carter	Registered inspector	Mathematics Music History	How high are standards? How well are pupils taught? How well is the school led and managed? Under fives
Mrs J Harrison	Lay inspector		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 J Calvert	Team inspector	Science Information technology Geography Physical education	Equal opportunities Special educational needs
Mr D Grimwood	Team inspector	English Art Design and technology Religious education	How good are the curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in Welland, some four miles from Malvern, and serves the village and its surrounding areas. Many of the 128 pupils have attended the pre-school playgroup that meets in the school house. Socio-economic indicators are above average. The number of pupils has increased since the last inspection. Four pupils claim a free school meal; this is well below the proportion found nationally but has increased over the last five years. Boys and girls enter the school at the age of four and leave at eleven. About a quarter are from professional backgrounds. Very few are from mixed race or ethnic minority homes and none use English as an additional language. An assessment of the pupils' attainment on entry to the reception class is made and the results vary each year from a little below average to a little above average overall; on balance, attainment on entry is slightly above average.

HOW GOOD THE SCHOOL IS

This is a fast improving school producing generally good results. There is a strong desire to improve further and the school has eliminated the serious weaknesses identified in the last report. The pupils have good attitudes and gain maturity well and this helps them to take advantage of the school's provision, achieving satisfactorily and gaining good standards. The new headteacher has introduced a number of successful strategies for improvement and the school now provides an effective education through its satisfactory teaching and positive systems. It now offers satisfactory value for money.

What the school does well

- Pupils' attitudes to learning and to each other are good and support their progress well.
- Leadership and management are good and have promoted many successful improvements.
- The care for the pupils' welfare is good and supported by an effective partnership with parents.
- There is a shared commitment to improve, which has significantly improved the school provision.
- The provision for pupils' moral and social development is good, promoted by clear initiatives.
- Results in National Curriculum tests are good, especially in English and science.

What could be improved

- The monitoring of standards of work, of the curriculum and of the quality of teaching.
- The use of assessment, both to evaluate performance and to help plan the next work for pupils.
- Progression through the curriculum especially in working towards higher levels.
- The behaviour and listening skills of some of the pupils in Key Stage 1.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved well since the last inspection in October 1997. It has overcome its serious weaknesses and made further improvements since the OFSTED monitoring report of October 1998. The pupils' attainment, as shown in National Curriculum tests for eleven-year-olds, has improved in English and science. Overall improvement has been at least as fast as the national trend and results are now well above average. The leadership and management of the school have improved significantly and now promote a better quality of teaching and improved development planning. There is strong teamwork and an open attitude to evaluation and improvement, in which governors play a growing part. Provision for pupils under five is planned from the appropriate areas of learning and provision for pupils with special educational needs is satisfactory. The pupils' skills in information technology and numeracy have improved significantly and they make at least satisfactory progress in the other subjects where attainment was previously weak, including; history, music, religious education, art and design and technology.

STANDARDS

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

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

These results are based upon pupils who have since transferred to secondary education. The small number of pupils in each year group means that standards are likely to fluctuate from year to year. Despite this potential for fluctuation, the results since 1997 show that attainment was usually better than average. In 1999 in science, the pupils' attainment was well above average. In mathematics, it was average compared with schools nationally but below average when compared with similar schools. In this subject, a higher proportion of the present Year 6 pupils now attain the expected national standard than did so in 1999. The National Curriculum test results of seven-year-olds have consistently shown above average performance in reading, writing and mathematics. The unpublished results of the present pupils in Year 2 indicate raised standards. In both key stages, standards are rising and the pupils make satisfactory progress overall. This is reflected in the targets that the school has set for attainment at the end of Key Stage 2. Progress in lessons is often strong and this helps the pupils to have satisfactory achievements by the time they leave the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils like school and enjoy learning. Older pupils are often keen to explain what they know and to gain skills. They work hard with good concentration. Motivation is high.
Behaviour, in and out of classrooms	Good overall, but less strong in Key Stage 1. Overall, the pupils respond well to the school's rules and the school is happy and orderly.
Personal development and relationships	Good. A number of strategies help pupils to become responsible and aware of others' needs. They develop friendships well.
Attendance	Good. Authorised absence is below average and there is little or no unauthorised absence.

The pupils' attitudes to learning and to school are good and these have a positive impact on their progress. Behaviour is good in Key Stage 2 and satisfactory in Key Stage 1, where some pupils do not listen or carry out instructions carefully enough. Parents' views of behaviour are largely positive. There has been one exclusion. The pupils benefit from several systems, such as the school council and reading friends, which help them to be responsible, respectful of others and build good relationships. The school is keen to increase the independence of younger pupils.

TEACHING AND LEARNING

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

Teaching has improved significantly and is now satisfactory overall with six per cent of very good lessons, 38 per cent of good lessons and no unsatisfactory ones. This picture is similar to that found nationally and no longer represents a serious weakness. The teaching of English has improved with the successful introduction of the National Literacy Strategy and is good overall. The teaching of basic skills is good and the pupils acquire skills,

knowledge and understanding well. In mathematics the teaching is satisfactory and the pupils' work shows good progress overall. However, lessons sometimes do not challenge pupils sufficiently for them to reach the higher levels of the National Curriculum. Nevertheless, the pupils acquire the skills and knowledge needed for the nationally expected standards very thoroughly. The teaching of information technology is at least satisfactory and the provision made is developing effectiveness rapidly, with the pupils gaining skills quickly. Teachers are using information technology in several other subjects well to enhance the pupils learning. Throughout the school the pupils' work is marked well and this helps teachers to know about individual pupils' learning but other forms of assessment are not used enough to help teachers match the work accurately to pupils with different attainment. Discipline is satisfactorily managed overall and, in Key Stage 2, it is well managed. Planning is good throughout the school in providing interesting lessons with clear learning objectives.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Fully meets requirements and is enriched with educational outings and a good provision of extra-curricular activities. However, work aimed at higher levels is not sufficiently emphasised.
Provision for pupils with special educational needs	Satisfactory. There are satisfactory individual education plans that outline the pupils' next learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Pupils are helped to gain maturity and independence well. There is satisfactory provision for the pupils' spiritual and cultural development and good provision for their moral and social development.
How well the school cares for its pupils	Satisfactory overall and good for ensuring the pupils' welfare. Systems to record individual pupils' progress are improving. Although infrequently needed, procedures to follow up absence and lateness are weaker.

The school works well with parents who have very positive views about the school. The partnership is very effective in supporting the pupils' learning through help at home, help at school and financial help. The curriculum has improved significantly since the last inspection and provides satisfactorily for pupils with special educational needs. The pupils' welfare is well provided for and systems to monitor the progress of individual pupils are developing. Greater use is now made of test data but there is a need for clearer learning criteria and more targets for individuals and groups.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has promoted a good number of effective improvements and there is a strong climate for raising standards. This is effected through a strong ethos of working together.
How well the governors fulfil their responsibilities	Satisfactory. The governors are keen to support and provide oversight for the school. There is a good awareness of responsibilities.
The school's evaluation of its performance	Satisfactory. The school has recently started to use performance data to evaluate the pupils' progress through the school and set further targets.
The strategic use of resources	Satisfactory. Specific funds are used fully for their purpose.

There is a suitable number of teachers for the number of pupils and the demands of the curriculum. The accommodation is appropriate in space and of largely good quality. The school has a good number of resources to teach the full curriculum. There is a strong team ethos and an open attitude to solving problems and making improvements. These have been very effective. The role of subject co-ordinator is under-developed and monitoring of standards, teaching and the curriculum lack rigour. Funds are spent with due regard to obtaining good value for money. The governors have appropriate oversight of spending decisions and the school is efficient and effective.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The school is open and friendly.• The teaching is good and all the children are treated as individuals.• They are expected to work hard.• The school is well led.	<ul style="list-style-type: none">• The regularity of homework.• The behaviour of some pupils.• The extent to which the school works with parents.• The range of extra-curricular activities.

Parents are pleased with the good number of improvements and think of the school as an improving one. The headteacher has been instrumental in effecting the improvements. The inspection found that the school is open, friendly and well led. The pupils are expected to work hard and the teaching is satisfactory. Homework is set but could be more regular. Some pupils in Key Stage 1 lack independence and sometimes interrupt their teacher. The school works effectively with parents and there is a good range of extra-curricular activities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The National Curriculum test results for eleven-year-olds in 1999 show that standards of attainment in English and science were well above average and were average in mathematics. They have fluctuated over the last few years, which is often the case when the number of pupils is relatively small. However, the overall trend has been upwards and broadly in line with the national trend. In comparison with similar schools, results in 1999 in English were above average; in mathematics they were below average and in science they were well above average. In all three subjects the performance of girls was better than that of boys. These results also show that the proportion of pupils achieving above the expected standards was average in mathematics and well above average in English and science. Except in mathematics, the results have improved since the last inspection.

2. The National Curriculum test results for seven-year-olds in 1999 show that standards were above average in reading, writing and mathematics. In reading, there was a higher than average proportion of pupils exceeding the expected standard; in writing and mathematics, this proportion was broadly average. Results have fluctuated over time and were higher in 1998. The performance of the girls was better than that of the boys. In comparison to similar schools, standards in 1999 were average in writing and mathematics but below average in reading.

3. The standards of the present Year 6 pupils are above average in mathematics and science and average in English. Overall, the pupils' achievement is satisfactory. Pupils with special educational needs make satisfactory progress. About three quarters of Year 6 pupils have confident skills of communication and a wide vocabulary, which they use well when explaining complex issues. However, about a third of the pupils throughout the school are less articulate and find it hard to express their thoughts. Reading is strong for all ages and most pupils enjoy books and are helped at home as well as at school to become competent readers. Skills in writing are at least average and about one in five pupils exceed the expectations for their age. In mathematics, a good number of pupils have reached the expected standards for eleven-year-olds but few are regularly working at a higher level. In science, the pupils develop good methods of recording their experiments and a good proportion have high standards.

4. The standards of current seven-year-olds are good in English and mathematics and satisfactory in science. In speaking, reading, and writing, there are good numbers of pupils with high attainment. These high attaining pupils, for example, write for a range of purposes with lively ideas and well-chosen vocabulary. In mathematics, the proportion of pupils who attain the expected national level is greater than most schools, although few have high attainment and this represents a degree of underachievement. In science, attainment is satisfactory and a majority of pupils achieve the expected standard. In art, design and technology, geography, history, information technology, music, physical education, and religious education, standards are satisfactory.

5. The standards of pupils entering the school at age five are generally average and in some years a little above average. Overall, the standards of pupils leaving the school are above average for their age and consequently achievement is at least satisfactory and the school is effective but there is some underachievement by higher-attaining pupils. There is also evidence of further rises in standards. For example, the unpublished results of National Curriculum tests for 2000 indicate higher standards at the ends of each key stage.

6. Work in literacy and numeracy is well established in lessons and across the curriculum. The skills are learned well by pupils despite the occasional lack of planned and detailed progression in the tasks given to pupils of different attainment. For example, higher attaining pupils of Year 6 are seldom given work in numeracy that enables them to reach the level above that expected for their age. In information technology, standards have improved greatly since the last inspection and are now similar to those found in most schools. In religious education, the standards are in line with those implicit in the local agreed syllabus. Science, geography and physical education are relatively strong subjects and there are now no subjects where the pupils' learning is unsatisfactory. In design and technology, the limited evidence from pupils' work shows that standards are satisfactory throughout. In history, at both key stages, there is too little evidence to make judgements. There have been improvements since the last inspection in information technology, religious education, art, design and technology and music at Key Stage 1 and in mathematics, information technology, religious education, art, design and technology music and physical education at Key Stage 2. These improvements and the improved consistency of learning for all pupils, including those under five, mean that the school has overcome its serious weaknesses in these aspects and made further improvements since the OFSTED monitoring report of October 1998.

7. There is about a quarter of pupils in the school who have high attainment on entry and many of these pupils

achieve satisfactorily by the time they leave. In some subjects, for example, in mathematics, they do not all gain higher standards and this represents a degree of under-achievement. The progress of all groups can now be tracked by using the data available from the end of year tests now used. This is beginning to identify any under-achievement. Specific targets that give suitable guidance to teachers about the appropriate level of challenge are not provided regularly for these and other pupils and this should be remedied. The overall statutory targets are suitably challenging and are based upon knowledge of the particular pupils involved. The school is making steady progress in meeting these.

8. Pupils with special educational needs work well within small groups or when supported by a classroom assistant and occasionally a parent. In a number of classes the role of the classroom assistant or additional adult is clearly defined and tasks and objectives are outlined effectively supporting the pupils' learning. Most pupils with special educational needs make satisfactory progress. The school has not identified any gifted or talented pupils.

Pupils' attitudes, values and personal development

9. Pupils have good attitudes towards school. Most show an interest in their learning and are keen to attend school. This is reflected in the good attendance rates.

10. Overall, pupils behave well in lessons. They are prompt to settle to work and co-operate well in group activities. In lessons, the pupils' behaviour in Key Stage 2 is usually good. In Key Stage 1, the pupils' behaviour and attitudes are satisfactory overall. The older pupils are capable of sustained concentration but some younger pupils interrupt too much or chatter and disturb the flow of the lesson by not following instructions well enough. This was noticed at the last inspection; there has been some improvement but it is not yet sufficient.

11. Parents are pleased with standards of behaviour at the school. Relationships throughout the school are good. The pupils are very polite and helpful. Bullying is rare. Older pupils look after younger ones in the playground and play is harmonious. One boy was permanently excluded for poor behaviour in the past year. This is unusual for the school.

12. Pupils respond positively to opportunities to take responsibility and make good gains in personal development. The school council, which comprises three elected representatives from each class, contributes effectively to appropriate decision-making. Recently they suggested holding a pet show at the school, which was an enjoyable event. Pupils help each other as 'reading friends'. This improves literacy standards as well as establishing friendships across the different age groups.

HOW WELL ARE PUPILS TAUGHT?

13. Teaching is satisfactory at each key stage and for children under five. It has improved dramatically since the last inspection when one quarter of the lessons were unsatisfactory. Now, none is unsatisfactory; over half is satisfactory; a further two fifths is good; and about one lesson in ten is very well taught. The teaching is satisfactory for all subjects, except in Key Stage 1, where it is good in religious education and geography, and in Key Stage 2, where it is good in English, science, geography and physical education. There is insufficient evidence to judge the teaching in history at both key stages and in design and technology at Key Stage 1. The pace of learning is satisfactory overall. Learning in core subjects is quickest in English and science at Key Stage 2. Other than this, there are no significant variations between the classes or year groups.

14. In the best lessons, there are clear learning objectives, shared effectively with the pupils, and interesting activities that are well supported through the judicious use of resources. Tasks are different and challenging for each group of pupils with different levels of attainment. Teachers use questions well to help the pupils extend their thinking and build their self-esteem. The teachers help the pupils to enlarge their vocabulary by introducing the correct words, for example, in a science lesson in Year 3 and 4, the pupils were taught words such as "organism" and reminded of them when writing and talking about what they had learnt.

15. Typically in satisfactory lessons, the planning identifies learning objectives, which are shared with the children, but the tasks are not rigorously matched to the different levels of attainment. The substantial majority of pupils increase their knowledge appropriately during such lessons but high attaining pupils are not always adequately challenged. This shortcoming in the planning sometimes occurs because a teacher does not have accurate information about what the pupils already know; sometimes it is because of a lack of knowledge of the subject and the National Curriculum programmes of study. In a music lesson, for example, the teacher asked challenging questions that helped pupils learn about the types of instruments heard in some African music but failed to distinguish clearly between pulse and rhythm or extend the skills of pupils who already have knowledge gained from their instrumental tuition.

16. Apart from the shortcoming noted above, the planning is generally thorough and of good quality. Teachers are keen that lessons are interesting and that they help the pupils to learn well. Plans for what the pupils should learn are now based on appropriate long-term curriculum guidance and use a two-yearly sequence of topics to avoid repetition in the mixed-age classes. The teachers' knowledge of the subjects they teach and of National Curriculum programmes of study is satisfactory and often good in the core subjects of English, mathematics and science. It is now good in information technology and teachers are gaining much from the training they are receiving for this subject. Teachers often identify what the pupils will learn in a lesson and sometimes share this with the pupils at the beginning of the lesson. While, these targets are very helpful, they are usually for the whole class, are over-general, and sometimes do not match clearly the prior attainment of individual pupils or groups of pupils of similar ability.

17. In both key stages the teaching of basic skills is good and, for example, young pupils quickly learn to use phonic methods to recognise words and how to count, using numbers accurately. Older pupils quickly learn from opportunities to extend their skills, for example, in setting up and using a database on computers. Throughout the school, the pupils acquire skills, knowledge and understanding well and the teaching, the pupils' good attitudes, and their willingness to learn, think and work promote this.

18. In most lessons, resources make a good contribution and teachers plan and prepare lessons to include practical activities using objects and equipment. In Key Stage 1, lessons are also well resourced and planned. Such lessons help to maintain the pupils' interest and concentration, especially in Key Stage 2, where these features of the pupils' learning are good. However, in Key Stage 1, a few pupils are inattentive and levels of concentration and interest are no more than satisfactory. A greater range of class management strategies is needed for these pupils, for example, to prevent interruptions.

19. Discipline is well maintained in Key Stage 2. Throughout the school the teachers organise and manage the pupils satisfactorily; most lessons have clear organisation and the pupils are appropriately grouped for tasks. In Key Stage 1, discipline is satisfactory and the substantial majority of pupils are increasing their ability to listen to class discussion without interrupting. The strategies used to encourage this process are appropriate but a greater range and consistency is needed to help the minority of pupils who chatter and occasionally disturb the flow of lessons.

20. Teachers' knowledge of the pupils is generally good, especially the pastoral aspects, but there are occasions when too little is known about what the pupils have learnt previously. In about three quarters of lessons, the teachers provide work at different levels and target specific questions to challenge pupils with different attainment, which is good practice. However, in about a quarter of lessons, there is a mismatch between the level of difficulty of the task and the pupils' prior attainment, particularly for high attaining pupils. In these cases, assessment is not used sufficiently well to identify and record the detail of the pupils' learning in order to plan work that is well-matched to the needs of individuals and groups. Marking is mostly regular and often offers encouragement and suggestions for improvement. Homework is set; the quantity is appropriate but the provision is sometimes irregular.

21. For pupils with special educational needs, the quality of teaching and level of support are satisfactory. There are adequate levels of extra help given to pupils with weaker skills in literacy. The needs of pupils with special educational needs are met in most lessons and the teachers work closely with the co-ordinator to write and review individual plans and targets for the pupils' learning. Class teachers are subsequently responsible for providing suitable work as outlined in the plans. There are satisfactory opportunities for the lower-attaining pupils to succeed in subjects such as art. Good teaching embraces appropriate questioning and involvement with a sensitive and caring approach to enable pupils to gain in confidence and make satisfactory progress. Teachers offer praise and encouragement effectively.

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

22. There is a broad and balanced curriculum that meets statutory requirements in full. It focuses clearly on numeracy and literacy but covers all subjects of the National Curriculum including information technology, which is being increasingly used to support learning in other subjects. Religious education is taught using the locally agreed syllabus. A co-ordinator has been appointed for each subject and there are clear policy statements and schemes of work. Personal, social, and health education have a high priority at the school and the co-ordinator has developed a clear policy with plans to integrate elements into the curriculum with particular emphasis on citizenship. Acts of collective worship meet statutory requirements both in terms of frequency and content. The topics covered in many of the non-core subjects and religious education are planned on a two year cycle for Key Stage 1 classes and a four year cycle for Key Stage 2 classes. As most classes are composed of mixed age groups, this has the benefit of ensuring that topics are not repeated. However, assessment records have not been sufficiently developed to promote progression in the learning of skills and understanding as pupils get older.

23. The school has successfully remedied weaknesses identified in the previous report. The school curriculum plan did not then include an outline of the work for under fives. Planning for pupils under five is now based upon the nationally agreed areas of learning. These are taught through topics linked to the national desirable learning outcomes for pupils at the age of five. The school has also made good progress in extending its provision for pupils with special educational needs, identified as a weakness in the previous report. The headteacher acts as the co-ordinator for special educational needs. Individual education plans are of good quality with clear, detailed targets. Class teachers are aware of the targets and make reference to them in their planning, particularly in literacy and numeracy lessons.

24. The school has embraced fully and implemented satisfactorily the national strategies for the teaching of literacy and numeracy, which are having a positive effect on learning. The literacy strategy has been particularly well-resourced to ensure it has the maximum impact. Pupils in Years 4, 5 and 6 are taught in groups of similar attainment for mathematics. This is having benefits for teaching and learning. However, the planning for next year for those Year 4 pupils who are currently taught with higher-attaining Year 5 and 6 pupils has not been rigorously completed and this has the potential for breaks in continuity and progression for these pupils in the future. The school's planned curriculum allocates a similar amount of time for each subject except for English, mathematics and science where considerably more time is spent, and this is appropriate. However, in Key Stage 2, the overall amount of time available for learning is about one hour less each week than the national average; the school is considering an increase.

25. Extra-curricular activities play an important part in enriching the curriculum. There is a good variety of after-school clubs, which are well attended by a significant number of pupils. Sporting activities feature strongly with clubs for netball and rounders. The football club, run by a parent, is particularly strong. A junior engineering club is a valuable support to learning in design and technology. A recently formed Internet club for Year 6 pupils is having a positive impact on the learning in information technology. There are dance, drama, country dancing, and recorder clubs and a well-attended school choir. The provision for physical education is enhanced by a residential visit by Year 6 pupils to an outdoor education centre where the pupils are able to benefit from the expertise of the resident staff and their specialist equipment. The school is keen to ensure that no pupils are excluded for financial reasons from this visit. Teachers and others work hard to enrich the pupils' education through clubs but some parents feel that there is a narrow range of extra-curricular activities, although the provision is much more than in most schools.

26. Each pupil, including any with special educational needs, has full access to all subjects of the National Curriculum. The school recognises the need to improve the level of support for low-attaining pupils in mathematics. Pupils in Years 3 and 4, who have instrumental tuition, are seldom challenged in class lessons beyond basic learning of musical notation, which is unsatisfactory. In physical education, the policy of equal opportunity and access is fully implemented; boys and girls are able to participate and enjoy all available activities. There is presently no systematic approach to purchasing books or materials that embrace culture, gender or race issues and this should be remedied. The school is aware of differences in attainment and progress between boys and girls but has not yet introduced strategies to improve the boys' performance.

27. The provision for pupils' spiritual, moral, social and cultural development is good overall. Provision for pupils' spiritual development is satisfactory and is promoted through daily collective worship with either the whole school or in key stages. The majority of pupils show an interest in assemblies and there is a healthy level of participation. Singing lacks vigour but the pupils have the opportunity for quiet reflection and there is usually a time for prayer. Whole school assemblies are based upon themes such as 'listening to our inner self'. Music is played as the pupils enter the hall, promoting an atmosphere of calm and reflection. In religious education, spirituality is emphasised through the study and comparison of the practices and traditions of different cultures and religions. The story of Jacob and Esau, in the youngest pupils' religious education lesson provided them with a genuine sense of awe, when the lie was revealed in the story.

28. Provision for pupils' moral development is good. The school promotes an understanding of the principles of right and wrong in assemblies, religious education and in its personal, social and health education programme. The school rules are couched in positive terms and the school cultivates a supportive climate, which encourages pupils to examine their feelings; their responses to situations; and the implications of their actions on others. In a Key Stage 2 assembly, pupils acted out a sketch highlighting how we should behave towards each other. Personal development is aided by group discussions with role-play and drama playing an important part.

29. Provision for social development is good. The pupils are encouraged to take responsibility. They show initiative in lessons and around the school generally, particularly the older pupils. There is much evidence of collaborative opportunities, for example, in art, design and technology, science, information technology and physical education, where pupils work in partnership. In information technology, the pupils often support each other's learning and in science, the Year 6 pupils produced a collective presentation of a group project on alarms. Pupils operate well in extra-curricular clubs and teams. Class teachers help the pupils' social development with individual guidance and class discussions.

30. Provision for the pupils' cultural development is satisfactory. Through assemblies and religious education, pupils come to understand other faiths and cultures. There are assemblies that focus on differing world religions and pupils have opportunities to listen to stories from other countries. Where it is possible, visits take place to places of worship in the locality. Pupils listen to music from other cultures during whole school assemblies and music lessons. Dance, music and drama serve as vehicles to develop growing links with different cultures. Older pupils explore and construct Hindu Rangoli patterns in information technology. This provides a rich stimulus for some pupils. In other subjects, such as geography and art, stories, pictures and discussion teach the pupils to appreciate their own and other cultural traditions.

31. Provision for personal, social and health education is good. There is a clear policy for personal and social education and this is taught as a separate subject in discussions in lessons, as well as being integrated into other subjects, particularly English and science. There is a clear policy for sex education and the subject is handled sensitively through a number of carefully planned lessons in which the school nurse helps to teach the pupils. The local police are involved in advice and teaching about drugs, their use and misuse. A recent initiative in personal and social education has been the formation of a school council.

32. The school has effective links with the community and these help to broaden and develop areas of learning for the pupils. The school's provision for religious education is enriched by visits to the local church for Christmas and Harvest Festival Services and by regular visits from local clergy who share in acts of worship. Local senior citizens are invited to whole school productions at Christmas and to music afternoons. The school's country dancing group performs at the local fête. An unusual example of the school being linked with the community was the invitation to attend the naming ceremony of a local hill. The school is active in supporting charities and is ingenious in using these initiatives to extend the children's learning, a good example being a food technology project to raise funds for flood relief in Mozambique.

33. The school has good and productive links with partner schools and these have a positive effect on learning. The school is one of a cluster group of small schools, which regularly plan joint curriculum initiatives and sporting events. A recent history week saw all Key Stage 2 pupils join with the pupils of the other schools in a visit to Warwick Castle; the Key Stage 1 pupils paired with another school to visit Eastnor Castle. As a follow up to these trips, pupils were involved in a medieval cooking project funded by money provided for the cluster group. The school has good links with the pre-school group, which occupies the same site, and the secondary school to which most of its pupils go, thus promoting a smooth transition. The school accepts two student teachers each year from a local college.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The school has good procedures in place to care for pupils' welfare. Effective child protection procedures, which comply with legislation, are in place. Pupils are well supervised at break and lunch times and there are appropriate systems to cope with accidents and first aid. The head teacher and governors carry out health and safety inspections of the site and a risk assessment has been carried out, as required. Some doors close too powerfully and could trap a child's fingers.

35. The previous inspection identified a need to improve the procedures for monitoring and assessing the pupils' performance. The school has made improvements in this area and the systems are now broadly satisfactory. The school carries out a baseline test on entry and subsequent tests in the core subjects on an annual basis. Teachers keep classroom records of pupils' performance in tests together with a portfolio of their work. This is starting to provide a satisfactory basis for curriculum planning. The system currently used to record individual pupils' learning is satisfactory but uses categories that are too broad and do not allow for accurate determination of pupils' attainment. The headteacher has begun to use end of year test data effectively to track the rate of pupils' overall progress but this is not yet fully used to identify the strengths and weaknesses in the teaching.

36. There are satisfactory systems to monitor and promote good attendance. Registers are kept to statutory requirements and nearly all parents are prompt to supply the school with reasons for absence. The school does not, however, have automatic procedures to follow up absence or to record the reasons for absence.

37. There are satisfactory procedures to monitor and promote good behaviour. The classroom merit systems to recognise and reward good work and attitudes are generally effective. Good work and attitudes are celebrated in the Friday assemblies. Teachers set good role models and, in the main, establish a calm and orderly atmosphere in the classrooms. The development of further strategies to motivate the younger children would help to ensure that these pupils are clear about what is expected of them so that they need fewer reminders.

38. Procedures to deal with any oppressive behaviour are satisfactory. Teachers take advantage of informal opportunities to stress the unacceptability of bullying and this is also discussed in assemblies. The pupils work

and play together harmoniously in mixed age groups and no name-calling or racist harassment is reported. Bullying is rare and quickly resolved. The school has had one occasion to exclude a pupil for aggressive and dangerous behaviour and appropriate procedures were followed carefully and sensitively.

39. Teachers know their pupils and their family backgrounds well and are thus well informed to prepare them for the next stage of education. The pupils carry out jobs to help with the running of the school. This helps to promote good personal development and a sense of shared responsibility. Staff give the pupils good personal guidance.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. The school has established good and effective links with parents. Parents have positive views of the school. Many parents praise the way the school keeps them informed of their children's progress, often on a daily basis, and feel that they can talk freely to the teachers about any concerns. Parents also think that the teaching is generally good and that they had noticed big improvements, especially in the school buildings, the computer facilities, and leadership and management since the time of the last inspection. Parents are generally pleased with standards of behaviour at the school and the way their children make good gains in personal development and maturity. They are also very pleased with the school's open and receptive response to any concerns they may have.

41. Some parents are not entirely happy with the homework provision but there is no general consensus as to whether there is too much or too little. The school provides a reasonable schedule of homework, which is relevant to the pupils' learning, but it is not always given regularly. A few parents feel that the partnership with the school could be improved and some would like more information on their children's progress. The inspectors find the partnership with parents to be effective and there is a satisfactory flow of information about pupils' progress.

42. Parents are involved at each stage of the reviews for pupils with special educational needs. If unable to attend, the school makes contact to discuss details of the individual education plans. A parent is the governor with oversight of the provision for pupils with special educational needs and understands the statutory requirements and regularly visits the school to over-see the process. Relationships with these parents are good.

43. The school provides a satisfactory quality of information for parents. There are weekly newsletters, a notice board at the school gate and a useful termly outline of the topics to be covered in each class. A home-school contract is in place. The annual written reports on children's progress meet statutory requirements and the school holds two progress meetings each year with parents. The written reports provide a satisfactory evaluation of what the child has achieved and are thoughtful and detailed. However, this information lacks comparison with others of the same age and seldom indicates ways in which improvements can be made. The prospectus is helpful and detailed but does not contain information on the school's performance in national tests as required.

44. The school successfully encourages and welcomes parental involvement. Parents give very good support to the school and their children's education. This has a strongly positive impact on standards. Several parents give excellent help in the classroom and with extra-curricular events. Teachers brief the parent volunteers well and incorporate their contributions to good effect. The parent-teacher association supports the school with large and valued contributions to educational resources. They recently helped to equip the computer suite and provided practical help with the development of the attractive school grounds. Parents show their interest and support of education by their high levels of attendance at the consultation meetings with teachers and the occasional meetings held to explain educational developments, such as the new literacy and numeracy strategies.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The leadership and management of the school are good overall. There have been many improvements since the last inspection and the quality of teaching has improved significantly. All the issues identified as weaknesses or serious weaknesses have been improved and this is largely because of the strategies put in place by the new headteacher. There is now a strong climate of discussion aimed at raising standards and improving teaching. This climate is an open one in which staff and governors all play a part and the ethos is one of effective teamwork. Relationships have improved significantly and there is much discussion that promotes the solving of problems and the importance of raising standards. There is a plan to consider the length of the school week in Key Stage 2 but subject co-ordinators do not monitor sufficiently the time spent on different subjects or other aspects of the school's provision. Pupils' standards of work are discussed and some moderation of assessments helps to raise teachers' awareness of the children's standards in relation to National Curriculum levels. In these ways, staff meetings are an important means of effecting improvements. There is some discussion of the trends found in test results. These are also discussed with the governors. Target setting is a further means of raising expectations and attainment. However, targets are sometimes over-general and insufficiently identify the expected performance of different groups of pupils.

46. The headteacher assumed the responsibility for special educational needs co-ordination at Easter this year. She has, in consultation with the educational psychologist, introduced a precision teaching programme for a small number of pupils in Key Stage 1. Time is made for consultation with class teachers, although finding time to maintain records is harder. For pupils in the early stages of special needs provision, the class teacher liaises with parents. In the later stages, the co-ordinator becomes heavily involved. Each teacher has a copy of the special educational needs file for their class. This contains the specific targets. The policy was last reviewed two and a half years ago and is to be reviewed in 2001/2. The management of special educational needs provision is satisfactory and has significantly improved since the last inspection.

47. The governing body is enthusiastically involved in the running of the school and is largely effective in fulfilling its responsibilities. The headteacher promotes open relationships between the school and the governors, who are keen to develop realistic accountability and provide critical friendship. They are generally well informed and they have a good appreciation of the strengths of the school and of areas for development. They agree with the school's analysis of how to overcome its serious weaknesses. The governor with responsibility for the curriculum has monitored the implementation of the literacy strategy and has visited a literacy hour in each class. She has been a regular helper with groups of pupils. The governor responsible for special educational needs is aware of statutory requirements and meets regularly with the headteacher to discuss the school's provision. The governing body has found effective ways of attracting parents to its annual meeting by, for example, offering crèche facilities and putting on talks about current educational initiatives.

48. The school makes good use of its financial resources. The headteacher and governing body have established satisfactory procedures for setting the budget and monitoring spending. There is satisfactory long-term vision for the school's future. Precise spending targets support the school's development plan. Specific grants are used appropriately. The school recently had a larger than recommended amount of unspent money. This was largely due to the cautious approach taken over teaching staff absences and the most recent forecast suggests this figure will be reduced.

49. The last external audit took place in 1999 and concluded that the school's financial records and procedures are generally satisfactory. Several recommendations were made, including one that the school fund should be independently audited. This and the other recommendations have now been acted upon, with the exception that the school inventory has not been updated, although there are plans to do this. A governor with accounting expertise presently audits the school fund. There is no list of governors' pecuniary interests.

50. The secretary efficiently runs the school's administration. There are now good systems for the safe handling and monitoring of funds. On-going expenditure is carefully checked and spending patterns are suitably explored and discussed with the headteacher. Good use is made of new technology in financial matters and suitable back-up procedures are applied. The headteacher, frequently acting on advice from the local education authority, is conscientious in seeking to obtain best value when making purchases of supplies and equipment or employing services.

51. The accommodation is good overall. The spacious hall is used for assemblies and for in-door physical activities such as dance and gymnastics. The school grounds are a good size and include within the tranquil garden area a willow arch under which children can sit quietly and reflect. There is no playing field but the school freely uses the adjoining village playing field. There is good use of indoor, shared areas for art and design and technology. The conversion of a newly equipped information technology suite has had a positive impact upon the pupils' learning and development of information technology skills. The centrally located and well-stocked library serves all the pupils and is also used appropriately for viewing television. The completion of the administration

area has released other rooms for curricular use, such as special educational needs and music tuition. There is a rolling programme for internal improvements. There are noticeable structural defects in the oldest building, which are being monitored by the local education authority and school governors.

52. Staffing levels are appropriate to teach the number of pupils all the subjects in the National Curriculum. The match of teachers and support staff to the demands of the curriculum is satisfactory. Overall, staff are well qualified. Since the last inspection there have been many staff changes. There is a spirit of teamwork evident amongst the whole staff, with much enthusiasm and commitment. All subjects have co-ordinators and staff, including those for special educational needs, are deployed effectively. A recent appointment of a part-time teacher now provides release-time for co-ordinators to monitor teaching and learning in their subjects. There is an appropriate programme for identifying and meeting training needs. The school does not have a current appraisal system but has plans to introduce this as part of its programme of performance management.

53. Resources are good overall, particularly in information technology and design and technology. They are more than adequate to support the teaching of the planned curriculum in most National Curriculum subjects. The condition of materials and equipment is good because they are well cared for. However, a number of musical instruments are in a poor condition. Resources are stored in a variety of places around the school buildings but are easily accessible. The book stock for fiction and non-fiction in the library and classrooms is good. Generally, good use is made of the majority of resources throughout the school and the quantity and quality of resources has improved since the last inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Issues that the school has already identified are marked with ().*

54. In order to consolidate improvements and raise standards, the governors, headteacher and other staff should:

- ❑ improve the monitoring and evaluation of the curriculum, of teaching and of the standards of pupils' work by:
 - enhancing the role of subject co-ordinators [paragraphs 22 and 45];*
 - providing systems for collating the results of monitoring [paragraph 7];
 - promoting improvements in teaching through the sharing of the best practice and an appropriate appraisal system [paragraphs 14, 15, 16, 18, 19 and 52];*
 - ❑ improve progression in the learning of skills and understanding for pupils of different attainment by:
 - amending schemes of work to promote progression in skills and understanding, when complying with new curriculum orders [paragraphs 7, 22 and 26];*
 - ensuring records of pupils' learning provide sufficient information about what has already been achieved [paragraph 45];
 - devising strategies to raise the performance of boys [paragraph 2];*
 - providing more appropriately challenging work, especially for higher-attaining pupils [paragraphs 20, 21 and 26];*
 - ❑ use assessment information more fully to:
 - help plan the work for pupils so that it is more accurately matched to their prior attainment [paragraphs 3 and 15];
 - evaluate the progress made by individual pupils and the schools' performance in raising achievement [paragraphs 7, 22 and 35];*
 - set targets for learning for individual pupils and groups of pupils of different ages [paragraphs 16, 35 and 45];*
55. Governors should also consider the following weaknesses in their action planning:
- the listening skills and behaviour of pupils in Key Stage 1 [paragraphs 10 and 37];*
 - the safety of door closures and security [paragraph 34];
 - the inclusion of test results of the school's prospectus [paragraph 43];
 - the regular updating of records about the progress of pupils with special educational needs, especially those with difficulties in mathematics [paragraphs 26 and 46];*
 - reports on pupils' progress seldom include comparative progress or improvement targets [paragraph 43].

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	34
Number of discussions with staff, governors, other adults and pupils	44

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6	38	56	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	128
Number of full-time pupils eligible for free school meals	4

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	19

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	4.4	School data	0.0
National comparative data	5.4	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	10	9	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	8	9	9
	Total	16	17	17
Percentage of pupils at NC level 2 or above	School	84 (93)	89 (100)	89 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	9	9	9
	Total	17	17	17
Percentage of pupils at NC level 2 or above	School	89 (79)	89 (86)	89 (71)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	11	10	21

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	7	10
	Girls	10	8	10
	Total	20	15	20
Percentage of pupils at NC level 4 or above	School	95	71	95
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	7	9
	Girls	9	9	10
	Total	19	16	19
Percentage of pupils at NC level 4 or above	School	90	76	90
	National	68	69	75

Results for Key Stage 2 in 1998 were not published due to the small size of the year group.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	126
Any other minority ethnic group	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	1
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)	5.6
Number of pupils per qualified teacher	22.8
Average class size	25.6

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	51

Financial information

Financial year	1999/2000
	£
Total income	226595
Total expenditure	218607
Expenditure per pupil	1763
Balance brought forward from previous year	17110
Balance carried forward to next year	25098

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	128
Number of questionnaires returned	74

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	40	5	1	3
My child is making good progress in school.	44	49	4	0	3
Behaviour in the school is good.	34	52	7	4	3
My child gets the right amount of work to do at home.	29	49	16	1	5
The teaching is good.	60	34	0	0	6
I am kept well informed about how my child is getting on.	41	45	5	4	5
I would feel comfortable about approaching the school with questions or a problem.	71	25	4	0	0
The school expects my child to work hard and achieve his or her best.	51	45	4	0	0
The school works closely with parents.	30	52	12	3	3
The school is well led and managed.	53	40	1	0	6
The school is helping my child become mature and responsible.	53	41	4	0	2
The school provides an interesting range of activities outside lessons.	58	26	8	0	8

Other issues raised by parents

Parents are supportive of the school and generally think the headteacher has been effective in making improvements.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

56. The school admits children in the September before they are five. Most have attended the nearby pre-school playgroup. At the time of the inspection there were few children under five in the reception class. They are taught in a class alongside pupils of Year 1. Two teachers share the teaching of this class and there is a support assistant. An assessment is made of the pupils' attainment during their first term. The results for 1999 indicate that two thirds of the children had average or above average attainment, while the remaining third was below average. However, in 1998 the proportion above average was about a fifth, with the remainder below average. A significant minority of the children show occasional difficulty in their ability to listen in a classroom setting.

57. At the time of the last inspection, the attainment of pupils on entry was found to be at least appropriate for their age. During their reception time the progress made by under fives was satisfactory in most areas of learning. However, progress in knowledge and understanding did not build sufficiently upon what the children already knew and opportunities to explore and create using a range of materials were limited. The curriculum for under fives is now planned to meet the nationally recommended desirable learning outcomes and there is a good range of exploratory activities provided. Lessons take full account of the different needs of pupils under five. These children join in whole class discussions and answer questions sometimes aimed at Year 1 pupils. Occasionally, reception pupils who are already five are given tasks that are too easy following these discussions. However, their thinking is extended appropriately by further discussions with the teacher or support assistant.

Personal and social

58. Generally the children are polite, happy and co-operative. They are encouraged to think carefully about their own actions and other people's needs. Adults give the children many opportunities for collaboration and the learning of social skills, for example, in the role-play area or in working together at the computer or outside at the chalkboards. The children learn to share well and gain confidence in their relationships with each other and with adults. However, a number are impatient and interrupt too often in class discussions. The teacher usually competently deals with this but it slows the pace of some lessons and affects the class atmosphere and sometimes the rate of learning. Occasionally, such bad habits are learnt from a few of the older pupils in the class. Nevertheless, teaching is satisfactory and the pupils meet the appropriate desirable learning outcome achieving satisfactory standards.

Language and Literacy

59. Most children meet the desirable learning outcome by the age of five and a few are working well within the first National Curriculum Level. Although initially quiet, over half speak clearly using well-formed sentences and appropriate vocabulary for their age. However, few have a high level of communication and, for example, none knew what the word "wise" means. Listening skills are satisfactory but some children are impatient and have a short concentration span. Teaching is satisfactory and usually well supported by the assistant. However, time is occasionally lost when the pupils lose attention or distract the adults' attention. All the children enjoy listening to stories and know that books contain meaning and how to use them. They are beginning to learn letter sounds and most write their own name satisfactorily. Overall, standards are average by the time the children are five.

Mathematics

60. Good quality planning helps the children to make good progress. They are taught in lessons that often start together with the older pupils in the class. However, the activities are appropriate for groups of pupils with similar attainment and a good number of practical activities help the pupils to gain quickly a satisfactory knowledge of numbers. Teaching is good and the children achieve the appropriate desirable learning outcome. A minority extends their skills to count and combine numbers beyond ten and attainment at the age of five is at least satisfactory.

Knowledge and Understanding of the World

61. A good number of different activities are provided which encourage the children to explore and extend their awareness in this area of learning. The teaching is satisfactory and sometimes good. In a good science lesson, for example, the children were effectively helped to recognise the difference between living plants and other objects. Most pupils can operate the mouse and controls on the computer when using a drawing program to produce and print flower pictures. Discussion with them indicates that some are capable of work from the National Curriculum programmes of study and most achieve the desirable learning outcome before they are five having achieved satisfactory standards.

Creative

62. The children meet the appropriate desirable learning outcome by the age of five and have satisfactory standards. Most can paint, draw, sing, play percussion instruments and appreciate music as expected for their age. The teaching is satisfactory and offers a good range of activities. Support in the classroom is used well and is effective in helping the children to complete their tasks and enhance their skills.

Physical

63. Most pupils are confident and appropriately agile for their age. They quickly progress in activities such as skipping and learn to balance beanbags whilst running. Most understand about the notion of running a race and the others quickly learn this. Attainment is average and most pupils meet the desirable learning outcome. The pupils benefit from the role models of older pupils in the same class. They hold pencils and paint brushes competently and can cut out and use glue effectively knowing that too much glue causes problems. The teaching is satisfactory and is effectively enhanced by the work of the classroom assistant.

ENGLISH

64. The results of the 1999 National Curriculum tests showed that the percentage of eleven-year-olds that reached the expected level was well above the national average. The percentage of pupils working at a higher level was also well above average. The pupils' performance in 1999 was above average when compared to that of pupils in similar schools. The results have consistently been above the national average for the last four years and the 1999 results were the best that have been achieved so far. In 1999, the performance of the girls was significantly better than that of the boys. The performance of the girls has been better than that of the boys in three of the last four years.

65. The results of the tests for seven-year-olds in 1999 showed that the percentage of pupils reaching the expected level in reading was close to the national average and in writing was above average. The percentage of pupils working at a higher level was well above the national average in reading and above average in writing. The pupils' performance in 1999 in reading was below average when compared to that of pupils at similar schools and close to the average score for pupils in similar schools for writing. The school's results have been consistently above average in both reading and writing for the last four years, although the 1999 result for reading was closer to the national average than in any of the previous years. There is no significant difference between the scores of boys and girls in reading or writing at this age. The number of pupils at the school taking the tests at seven and eleven is relatively small and this reduces the significance of variation in the results.

66. At the time of the inspection, the percentage of current eleven-year-olds reaching the expected standards is broadly average although standards in reading and speaking are higher than in writing. About one fifth of pupils are working at a higher level. The percentage of pupils at the end of Key Stage 1 attaining expected standards in reading is above the national average with a significant number at a higher level. A higher than average number of pupils attain the expected standards in writing although only a few are working at a higher level.

67. By the end of Key Stage 2, most pupils are able to speak clearly and fluently. They can discuss and explain different styles of poetry and identify different levels of meaning within the poems. Boys tend to dominate class discussions in Year 6 but this is not so in other classes. Literacy lessons provide ample opportunities for speaking and listening and the teachers generally use these well, using good questioning to help pupils to develop detailed responses. The pupils are encouraged to extend their vocabulary. For example, words such as; strutting, victim and malignant were discussed by Year 3 pupils. The pupils are also given opportunities for discussion in groups. 'Think of something related to poppies', was a Year 4 pupil's instruction to the others in her group. Although pupils generally listen well to others some, even in the older classes, occasionally interrupt.

68. A good emphasis is put on developing the speaking skills of the younger pupils. Pupils are given many opportunities to speak including 'time out' sessions when they are given specific points to discuss. For example, a quarter of the pupils in Year 2 know the term synonym and are able to give examples. Support staff are effectively used to engage reluctant speakers in one-to-one conversations. An interesting example of extending the speaking skills of Year 1 pupils was when they worked with older secondary school pupils. The secondary pupils posed as characters and only 'came to life' when questioned by the younger ones. Using the discussions as a basis, the secondary pupils wrote a play and later performed it before the children. Some of the younger pupils in Key Stage 1 are still unable to listen to a story in its entirety without interjecting. Teachers stress the necessity of the children developing their listening skills and posters on the walls remind pupils of the benefits of careful listening but these methods have not been sufficiently effective.

69. By the end of Key Stage 2, about three quarters of the pupils are able to write at the expected standard.

About one fifth write at a higher level. Pupils cover a good range of writing including fantasy prose, informative letters, factual descriptions, autobiography, diary entries over a period of several days, persuasive writing and play scripts. Older pupils are able to draft and redraft their work. The pupils word process some writing but there is little evidence of them using the computer to make first drafts. There are many examples of entertaining writing, for example, "Startled by the aggression thrown at him, Fred hurriedly carried out her wishes." Older pupils can identify personifications and many understand and can manipulate complex sentences. They study the works of authors and produce lively book reviews and 'blurbs'. Pupils in Year 4 write poems with titles like, 'Death of a Young Fish' and 'It cannot free itself from the grip of the dark predator.' Year 3 pupils write nonsense poems, showing good use of alliteration. Pupils' handwriting is generally joined and regular. Many pupils at the upper end of the key stage are able to write in paragraphs and punctuate their work correctly. Three quarters of Year 3 pupils understand the use of speech marks and a quarter use them confidently.

70. The pupils in Key Stage 1 make good progress with their writing. The Year 2 pupils write novels. There are differences in length and quality but all contain previews, author's comments and other information. Many other writing tasks are planned for pupils of different attainment. Pupils work on planning stories, looking at place, time and character. They write poetry having provocative titles such as 'Pizza Sensations'. 'When I hold the pizza on a plate it smells hot and scrumptious.' The pupils are given words of increasing difficulty to use according to their ability and language is often used imaginatively. 'Elegant jellyfish swim slowly by' wrote one. Half the Year 1 pupils are able to construct and write sentences of up to seven words. A few Year 2 pupils are able to use a joined handwriting style but most do not do so in free writing situations.

71. By the end of Key Stage 2, nearly all the pupils can read a range of texts fluently and with expression. They can speak about what they read and relate plots and describe characters. Their research skills are not so well developed. A minority of pupils are not sure about the use of an index, preferring the less precise method of locating information using the contents page. A majority of the pupils are confident about using the simple cataloguing system in the library. Virtually all pupils at the end of Key Stage 1 read at the expected level and a significant proportion do so at a higher level. The 'reading partner' scheme, where older pupils partner a younger reader for a set time, is a popular initiative and, as well as encouraging younger pupils to read, it helps to build relationships within the school.

72. Overall standards have been at least maintained since the previous inspection and in some respects have risen. Standards of reading at both key stages are now higher. Pupils with special educational needs, who were judged to make poor progress in both key stages, now make satisfactory progress. Progress was judged to be uneven because the teaching of certain year groups lacked pace. The National Literacy Strategy has been successfully implemented since the previous inspection and is having a positive impact on teaching and learning. The improved quality of teaching has resulted in more consistent progress than at the time of the last inspection.

73. The standard of teaching is always at least satisfactory and, in three fifths of lessons, it is good. These good lessons are more frequently in Key Stage 2. The teaching promotes satisfactory learning in both key stages and, in many lessons, the learning is good. The teachers all have a thorough understanding of the National Literacy Strategy and use the Framework as a basis for good planning and preparation. The progress of pupils with special educational needs is often helped by the good use of well-informed support staff. Teachers prepare lessons well, making good use of resources, for example, the 'show me' cards used by the pupils to indicate word choices. This enables the teacher to assess the pupils' vocabulary quickly. Teachers mark the pupils' work well. Following the suggestions in the marking policy, they praise pupils with encouraging remarks and also indicate areas for further development. Some of the comments on the older pupils' work are of a sophisticated level, for example pointing out tautologies. This challenges pupils to look carefully at their work and further their learning while maintaining their self-esteem. The teachers often make good use of the final part of lessons to consolidate previous learning, for example, role-play was used when younger pupils were asked to demonstrate synonyms for 'walked'. Class management is usually satisfactory, but occasionally groups of pupils in Key Stage 1 do not concentrate well and this leads to slower work. Assessment arrangements are satisfactory and help trace the progress of individual pupils but the objectives used as criteria for recording each pupil's learning are insufficiently specific.

74. The co-ordination of English is good. The co-ordinator has successfully implemented the National Literacy Strategy and this has had positive effects on learning. The scheme of work is to be amended by, for example, including more opportunities for extended writing for older pupils. The co-ordinator has observed the teaching of some literacy lessons, although not recently, and has sensibly focused on certain aspects of the Literacy Hour each time. The written reports on these lessons are useful but they lack sufficient critical evaluation of the teaching and learning. Literacy skills are successfully developed within many other subjects. Resources are good and support the pupils' learning. Literacy lessons are well resourced and the quality, quantity and suitability of fiction and non-fiction books in class collections and in the library are good.

MATHEMATICS

75. The pupils' attainment as shown in the 1999 National Curriculum tests was average for eleven-year-olds and above average for seven-year-olds. The average points scored by eleven-year-olds had fallen over the previous three years. Although, the national trend is upwards, results are likely to be variable because there is a small number of pupils taking the tests. In comparison to similar schools the 1999 results were below average for eleven-year-olds and average for seven-year-olds. Overall, in both key stages, girls do better than boys.

76. Attainment of the pupils presently in Year 2 is good. The vast majority of the pupils have the knowledge, understanding and skills that are expected for their age. A small number are able to work at a higher level. Indications from unpublished National Curriculum test results for 2000 are more positive than for 1999, showing about a third with high attainment. However, the work in the pupils' books, is very largely at the expected level and seldom includes aspects of work at a higher level. In lessons and in discussion, a good number of pupils can easily calculate numbers such as $18+9$ correctly mentally and can explain how 85 is $50 + 35$ and when doubled it is 170. Nearly all the seven-year-olds have satisfactory or good numeracy skills, although there are one or two who do not know fully the number bonds to ten or find it hard to explain how they work out calculations mentally. Younger pupils also generally have good attainment. Year 1 pupils worked out $14 + 14$ and concluded that $6 + 6 + 6 = 18$, however, this took them sometime because they were uncertain how to make such calculations mentally. "Adding on" is the predominant method. Reception pupils have a generally satisfactory understanding of numbers for their age and most know the numbers to ten.

77. The overall attainment of the present pupils of Year 6 is good because a large majority of pupils have gained a comprehensive range of knowledge, skills and understanding appropriate for their age. They are able to apply this to help solve problems and most can explain in detail what they have done. Work in the pupils' books is largely at the expected level but seldom challenges pupils with tasks needing a higher level of understanding. In handling data there is little work and this is at a low level. However, the breadth and quality of the work of about a quarter of the pupils is indicative of a high level of understanding. Some aspects of the programme of study, for example, the use of unknowns in algebra and operations with numbers having two or more places of decimals, have had too little attention to enable these pupils to achieve a high level. In the rest of Key Stage 2, attainment is generally strong with few pupils having low attainment. Recent, non-statutory National Curriculum tests for each Key Stage 2 year, indicate good progress through the years but the proportion of high attainment varies. The pupils of Years 4, 5 and 6 are taught in groups chosen by ability. Most pupils of Year 5 know the basic multiplication tables but not those of higher numbers. The pupils of Year 4 have a basic understanding of negative numbers and, in a lesson during the inspection, they extended this by adding and subtracting numbers above and below zero. Pupils of Year 3 also have satisfactory numeracy skills with higher-attainers being able to calculate then use the answers to such questions as 63 divided by 7, to solve problems. These pupils, about a quarter, show good understanding of numbers and their application to solve problems.

78. The children are assessed in their first term in the school. These tests indicate fluctuations from year to year but show generally average competence in the subject. In 1998 just under half the children were above the average; in 1999 less than a quarter were above the average and in 2000 about two thirds were above the average. The pupils make good overall progress throughout Key Stage 1. Encouraged by their teachers, they have good attitudes to the subject and are generally keen to learn. Behaviour is satisfactory with a minority of pupils who interrupt whole class discussion or do not carry out the teacher's instructions. A large majority attain the expected standard at age seven, with slightly more than usual achieving a higher level. Standards are not as high as they were in 1997 and there is a small degree of underachievement. In Key Stage 2, progress is satisfactory overall. The pupils have good attitudes and work hard. Their behaviour is also good and they are often collaborative with each other. The work in books shows good progress for many and this is helped by regular and effective marking. However, the difficulty and content of the work is sometimes not sufficiently challenging for higher-attaining pupils. The spread of achievement also widens indicating that low-attainers do not keep up sufficiently well on occasions. Sometimes, pupils of low attainment have insufficient support in overcoming misunderstandings. By the end of the key stage, the pupils' achievements, as shown in their books, are no greater than found in the average school nationally and the National Curriculum test results show that performance is below the average for similar schools.

79. Teaching is satisfactory in both key stages. There are some strong features that are helping to maintain and raise standards. For example, marking throughout the school is usually done well promoting the pupils' progress. The teachers' questioning often promotes good thinking and challenges pupils to explain their reasoning. The pupils with special educational needs are often given extra help in lessons. The National Numeracy Strategy has been adopted well and planning is well organised from the Framework, providing a good variety of work from parts of the curriculum. Teachers are using the whole-class mental number sessions effectively, despite the wide range of ages in classes. However, these sessions need even more questions at different levels of difficulty aimed at different pupils or groups. They also lack the use of non-teaching assistance to record individual pupils' answers where appropriate.

80. Planning is careful and conscientious, but includes insufficient work at higher National Curriculum levels at the end of each key stage. For example, higher-attaining Year 2 pupils have had little teaching about different ways to present numerical data and pupils of Year 6 have had few chances to construct simple formulae. The school has not yet found the best way to monitor and organise the programme of work for pupils presently in Year 4. These pupils join sets of Year 5 and 6 pupils and consequently careful records are needed to avoid gaps or repetition in their learning in future years. Few lesson plans identify how any assessments will be made. Consequently, teachers are not always accurately aware of individual pupils' knowledge and what they have learnt. This can lead to a slight mismatch of tasks to groups of different ability. The work provided for different groups is nearly always at different levels of difficulty but it does not always take sufficient account of what the groups already know and can do. Teachers make evaluations of their lessons and how groups responded. These are a helpful start to provide the information required to match the work to the pupils' needs accurately.

81. A good policy outlines appropriate principles of teaching and learning in the subject. Resources are satisfactory and easily available in classrooms. The co-ordinator is presently seconded to share her skills in other schools and the subject is led by the headteacher. Since the last inspection report, standards have generally been maintained, although they have not kept pace with the national trend. An OFSTED monitoring report of 1998, indicated that the pupils had a satisfactory grasp of number and that setting was having a positive impact. A number of strategies are in place to promote further improvements and there is a good capacity to build on the improved quality of teaching and progress which pupils make in lessons in order to increase the number of pupils achieving highly and reduce the number with low attainment.

SCIENCE

82. Results of the 1999 National Curriculum tests at the end of Key Stage 2 showed that the proportion of pupils who reached the expected level, or higher, was well above the national average. The proportion of pupils reaching the higher level was also well above the national average. In comparison with similar schools, the school's results were above average for the expected level and well above average for higher-attainers. The last report stated that the standards in science were above those expected nationally. Over the last three years the school's results have remained higher than the national picture.

83. Attainment of the eleven-year-olds in 1999 was broadly in line with national average according to teacher assessments for those pupils reaching the expected level or above, and was broadly in line with the national average for those pupils reaching the higher level or above. The previous report indicated that standards were above the national average.

84. Standards in Key Stage 1 are satisfactory. By the age of seven, the pupils are familiar with an investigative approach to learning science. They recognise, through observations and discussion, plants in the natural world. Year 1 pupils are able to identify similarities and differences between them. They learn that flowers help a plant to make seeds and in turn seeds can grow into a new plant. They examine the life cycle of a dandelion and describe and record the six stages of growth. Older pupils begin to identify a range of common plants found locally as they use their prior knowledge of plants. The majority of pupils recognise the buttercup, daisy and dandelion and know what the leaves or flowers look like. As they acquire a clearer understanding about the parts of the plant, they compare differences and similarities and confidently categorise the features. They can name and describe the main parts of a plant. This leads naturally to investigating why different plants are found in different environments. In the range of work undertaken during the year the majority of pupils, particularly higher attainers, take care to record their findings systematically and respond to opportunities to explain what they did, what they think has happened and to give reasons.

85. Standards at the end of the Key Stage 2 are good. The pupils have developed their investigative skills and have become competent and inquisitive. For example, Year 6 pupils carry out successful research and experiments to investigate the best ways to make an alarm system. Generally, in other aspects of science they develop a good technique for recording their experiments. In this group activity they explain their design using scientific knowledge, understanding and vocabulary. They learn to evaluate the strengths and weaknesses, for example, of their own and others' alarms. In their reporting, they follow a format, which draws upon their literacy skills: method, prediction, findings and conclusion. There is, however, a limited amount of recorded work in the pupils' books. Year 5 pupils can group organisms and understand from their investigations, the reasons for the groupings and they quickly find the relevant criteria such as 'flying', 'land based', 'hunt and prey' and 'plant'. All the pupils know that living things may be called organisms and can be classified using criteria concerning their properties. They use observations to draw them accurately. Year 4 pupils are able to understand how to use scientific knowledge to identify particular animals.

86. The quality of teaching is satisfactory overall. In 40 per cent of lessons teaching is good or very good and in 60 per cent it is satisfactory. At Key Stage 1 all the teaching is satisfactory and in Key Stage 2 it is good. A

systematic approach to learning is encouraged and evident through the pupils' work. Most lessons are well planned to meet clear learning objectives. However, there is also some lack of expectation and when the task is insufficiently challenging the pupils do not remain motivated. At Key Stage 2, in three quarters of lessons the teaching is good or very good. Teachers have a good relationship with pupils and generally objectives are clearly defined. Questions focus and challenge the pupils' scientific thinking. Lessons are well organised and resourced to enable pupils to work in co-operation with partners or group members. Throughout the school, the pupils are encouraged to set out their work neatly and work is regularly marked with comments that are often positive and favourable. A pattern of good presentation is emerging particularly in Key Stage 2, where pupils strive to record their learning systematically.

87. Learning by pupils of all levels of attainment, including those with special educational needs is good in Key Stage 2 and satisfactory at Key Stage 1. From observations of lessons, books and work displayed throughout the school there is a good balance of investigative and evaluative work. Homework has been a feature in science throughout the year in Key Stage 2. Curriculum planning has improved since the last inspection and now provides full coverage of the National Curriculum programmes of study. It fully utilises a policy and a scheme of work, which are to be reviewed next year. The school plans to emphasise the pupils' skill development and progression throughout both key stages within its investigative approach to teaching and learning.

88. As part of the school development plan, the co-ordinator plans to monitor and evaluate teaching and learning. This work is planned to promote the pupils' development of scientific enquiry and integrate science with other subjects such as information technology. There are currently targets for pupils' learning that are set by the class-teacher and the co-ordinator. A planned development is to set targets for individual pupils and track their progress through the school. However, currently assessments are not used fully and there is no portfolio of assessed work to help teachers to accurately judge the pupils' standards. Leadership is satisfactory and the co-ordinator is very keen to extend the role further.

ART

89. Standards are broadly in line with the average for pupils aged 7 and 11. Pupils in Key Stage 2 classes learn a suitable range of skills including painting, using pastels and crayon, sketching, printing, fabric collage and three-dimensional work. A particular feature of much of the work done is the way it is linked to the topics being covered in other subjects and how it supports learning in other areas of the curriculum. For example, as part of a topic, some good quality and well displayed paintings and written descriptions and evaluations accompany pastel seascapes by Year 6 pupils. Colour-mixing exercises result in the production of shades of colour, such as 'night sky blue' and 'seaweed blue'. Pupils in Years 4 and 5 produce good quality work on symmetry, comparing colours as well as shape. Work on Rangoli patterns supports learning in religious education and this area is also supported by the work of Year 3 pupils developing modern designs for stained glass windows that they produce on the computer. Pupils are encouraged to respond to different types of music by illustrating rhythm and mood through different shapes and quality of line. All pupils in Key Stage 2 have made masks to support their work on Kenya. A study of the masks shows a progression of skill and sophistication throughout the key stage.

90. Pupils in Key Stage 1 make close observational drawings, often using magnifying devices to extend the detail of the drawing, of seashells, bottles and fruit. They also use a good range of media: paint, pastel, crayon, pencil and a variety of paper and textiles. A lot of work done by the younger pupils also supports learning in other subjects. Particularly good sketches by Year 2 pupils are based on Victorian pictures. Sketches and three-dimensional representations support science work about the life cycle of the dandelion. Pictures based on African animal colouration illustrate the idea of camouflage. Pupils use a computer program to produce pictures in the style of the artist Mondrian.

91. Pupils in Key Stage 1 classes study the work of famous artists. They produce pastel pictures based on the Van Gogh painting 'Harvest' and paint portraits in the style of Picasso. Older pupils use the work of lesser known artists like Tony Hudson to stimulate work for their study of Kenya. Although the school has an adequate supply of prints of works by well known artists, this remains an area for development. Older pupils questioned were not able to name a famous artist and although they recognised the names of some when given them, were not able to speak about any features of their work.

92. Since the previous inspection, the school has adopted some of the recommendations of the nationally produced scheme of work. Teaching which was judged to be largely unsatisfactory is now satisfactory and, in half of lessons, it is good with the result that the learning and progress of the pupils, particularly in investigating and making, are now broadly in line with national expectations. Teachers are careful and thorough in their planning of lessons and they prepare particularly well, for example, providing an excellent selection and range of shells for observational drawing. They make good use of support staff and parents help effectively in the learning of small groups and individual pupils. In some cases, parents are qualified teachers and are able to offer good quality advice and help to pupils. Teachers make good use of information technology. The teaching and support helps

the pupils respond well to art lessons. For example, a group of Year 2 pupils were reluctant to leave their observational study to go out to play. A group of ten Year 6 pupils, left in the charge of a parent, worked carefully on their prescribed tasks and produced some good quality work.

93. The co-ordinator has been in post for only a few weeks and so far has usefully monitored the teachers' planning and viewed informally the work of pupils throughout the school. It is possible to track pupils' progress and learning to a certain extent through the sketchbooks and portfolios of work kept for each pupil. However, there are no records of the development of skills or areas of learning for individual pupils. The partial adoption of the nationally recognised scheme of work has allowed different stages of learning to be identified but records of skills learnt would still be helpful, particularly as the same topic tends to be covered simultaneously by all the pupils in a key stage.

DESIGN AND TECHNOLOGY

94. Because of timetable arrangements during the week of the inspection, it was only possible to see one lesson in Key Stage 1 and none in Key Stage 2. Design and technology is taught in extended blocks of time so that work-studies can be seen through to fruition. However, a scrutiny of teachers' planning, children's work, photographic evidence and discussions with pupils and teachers show that levels of learning and progress are broadly in line with those expected of pupils aged seven and 11.

95. Pupils in Key Stage 2 can design, make a prototype, make and evaluate the success of a water carrier as part of their study of Kenya. They design and make a photo frame and follow a series of individual projects. They do work on levers, cams and cogs and use and learn about the principle of moments around a fulcrum.

96. Food technology is strong at the school and is approached imaginatively to support other areas of the curriculum and to give particular relevance, for example, to support charity. Traditional cooking supports work in religious education. Many pupils are involved in medieval cooking, supporting work in history. To raise money for flood relief in Mozambique, pupils planned, prepared and cooked a variety of foodstuffs and also designed and constructed the style and layout of stalls from which to sell it. Pupils in Key Stage 1 arrange their own party, plan the menu, cook the food and, as evaluation, have the party.

97. Another project supports their literacy work, when the pupils design and make a light up nest box for a fictional character they meet in shared reading sessions. They also design and make hats using a variety of fabrics. Another interesting indication of the good level of work produced is the Millennium Plaque situated in the front of the school. The finished product is the result of the combined efforts of 20 pupils. It is to be reproduced locally.

98. There have been few changes since the previous inspection although standards have risen. The scheme of work is being adapted to meet the changes in curriculum in September. The resources are still good and the teaching seen is of a satisfactory quality.

99. The teaching in the lesson seen was of a satisfactory standard. It was well planned and resourced and the good level of support assisted individual pupils to make satisfactory progress. However, opportunities for the pupils to practise their skills in measuring were missed. The pupils took a pride in their work. The co-ordinator has worked with teachers and monitored teaching and the work of the pupils, although this has largely been confined to Key Stage 1 classes. There is a portfolio of pupils' work including photographs of items made by the pupils.

100. The programme of work is enriched by extra-curricular provision, most particularly the Junior Engineers' Club. This is run by a parent, under the auspices of a local College. It attracts about one quarter of the pupils in Key Stage 2. Their work has attracted prizes from commercial companies and leaves the pupils with good construction resources. Students from the local sixth form assist on a rota basis and the help they provide assists the progress of the pupils as well as giving them insights into helping younger pupils. All the pupils in a key stage usually undertake the same topic but the lack of individual records of skills means that individual pupils' progress is not clearly recorded. Resources are adequate and for food technology are good.

GEOGRAPHY

101. Attainment is average throughout and pupils make good progress at each key stage. At the time of the last inspection, standards were satisfactory; pupils made good progress at Key Stage 2 but their progress at Key Stage 1 was unsatisfactory.

102. By the end of Key Stage 1, pupils have acquired basic geography skills. The focus for their geographical

work moves outward from themselves and their homes to their locality, their country, and contrasting localities. They have studied maps and plans and currently study the seaside asking such questions as 'What can we see beside the sea?' All pupils by the end of Key Stage 1 can describe human and physical features of places and show awareness of the differences between Welland and Blackpool. Although only one lesson was observed, analysis of pupils' work and examination of school documentation indicate that learning is good overall.

103. In Key Stage 2, the quality of learning is good. The pupils extend their knowledge of the location of countries, cities and important features. Pupils throughout the key stage study Kenya. In Year 3 and 4, all pupils know that Kenya is in Africa and can locate it on a world map. They learn about human and physical features in Years 5 and 6 and how important these concepts are to their study of contrasting localities. Year 5 pupils can compare homes within Kenya and know that a home in the city is very different from that in a village. Pupils have made good quality African masks, which feature in a colourful interactive display. Year 6 pupils have participated in a worthwhile study entitled 'Where on Earth is Kenya'; they have good awareness of what it would be like to live there compared to life in Welland. Their geography work is linked effectively to curriculum areas such as literacy; mathematics, by tessellating shapes for African designs; and art, through designs for individual African clay pots. Effective use is made of the surrounding local area for study work and fieldwork on rivers and the environment. Year 6 pupils have visited Malvern Field Centre for three days and a 'Kenyan Day' is planned for later this term.

104. Only a small number of lessons were observed during the inspection. The work analysis and examination of planning and school documentation along with these observations show that teaching is good overall throughout each key stage. Learning objectives are shared with pupils; lessons are well planned, prepared and resourced. Opportunities are provided for independent learning and for pupils to share their ideas.

105. The school reviewed its policy and scheme two years ago and now operates a four yearly curriculum cycle, teaching units of study at specific times of the year. The school has identified the need to review these again next year. It does not currently monitor or keep a record of the pupils' progress in acquiring skills at each level. The enthusiastic co-ordinator offers a strong lead, particularly within Key Stage 2, but currently has no opportunity to monitor teaching and learning. Although planned as school development priorities, there is no formal assessment system or portfolio of examples of pupils' work. There are class targets for learning and individual pupil targets are to be introduced next year. Information technology is seldom used to support learning in the subject. This is also to be promoted. Resources for geography overall are satisfactory. There is clearly a whole school approach to teaching geography, where the pooling of expertise and teamwork is helpful.

HISTORY

106. No lessons were seen and there was little evidence upon which to make judgements because the subject was not taught during the period of the inspection. At the time of the last inspection, progress was unsatisfactory in Key Stage 1 but good work in Key Stage 2 helped pupils to attain satisfactory standards by the age of eleven.

107. Planning has improved and the school now follows closely the National Curriculum programmes of study. A long-term plan outlines which aspects will be taught and when the subject is taught, usually at times when geography is not taught. Guidance is also provided through the policy and the long-term plan. There is also a helpful sheet outlining the knowledge, understanding and skills to be taught in each key stage. However, there is little guidance for teachers about how to ensure progression in skills and understanding of the key elements of the subject, such as the sense of time, or the evaluation of evidence. A satisfactory development plan for the subject includes the revision of the scheme of work and a review of the school's resources. These are satisfactory and boxes contain much printed material to support learning about particular periods in history. However, the school has few artefacts that would enable an evaluation of first-hand evidence from the past.

INFORMATION TECHNOLOGY

108. Standards are satisfactory. At the time of the last inspection, attainment was below that expected nationally at the end of both key stages. The quality of teaching was unsatisfactory and pupils used information technology in very few lessons. The policy for the subject was not implemented fully. Much has been achieved since the last inspection, particularly recently. A new computer suite has been established with a network of 10 machines and the whole staff is actively participating in extensive training, which continues until December this year. All the pupils now have higher levels of attainment than was the case at the time of the previous inspection.

109. At the end of Key Stage 1, the pupils' attainment is average overall. Pupils with special educational needs achieve standards in line with their prior attainment. All pupils at this key stage, primarily through the use of the older computers within classrooms, are developing satisfactory keyboard skills. The majority of pupils at

Key Stage 1 can log on, log off, and save their work, although levels of confidence vary among the youngest pupils. Pupils are fast developing appropriate mouse skills and can use these effectively, for example, with a graphics program to draw plants. Whilst using such programs, they demonstrated the ability to experiment with colours and explore a range of other options offered by the program. Pupils have satisfactory word-processing skills, can identify different program tools and use the mouse and cursor control appropriately. Although the school has supplementary equipment for control technology work, this was not observed in use during the inspection.

110. At the end of Key Stage 2, attainment is average. There has been a strong emphasis on developing pupils' skills across the school and this has brought the oldest pupils up to an appropriate level. Year 3 pupils know how to import graphics onto a text page and use word-processing skills to combine text, such as work on dragons, football and fortune telling, and can save programs on disc. In Year 4, 80 per cent of pupils can save work accurately. Most pupils can demonstrate tiling confidently, choosing and using their own colours, shapes and designs. They repeat floor patterns in their work linked to the study of African art in Kenya. Word-processed questions accompany the Year 4 Mystic Rose display in the hall, which is one of many good examples on show. Older pupils are able to explore reflective symmetry through the subject and learn how to construct traditional Hindu Rangoli Patterns. Word-processed text is used effectively to describe the African Masks, made as part of a project in another subject, and the initial ideas for a task of designing an alarm system was based upon the pupils' interrogation of a database relating to burglaries. All the Year 6 pupils know how to set up a database, for example on Kenyan animals, and have a good understanding of the necessary vocabulary. Pupils have generated their own number spreadsheets in mathematics. They can printout, log off and shut down the system.

111. The quality of pupils' learning is satisfactory at Key Stage 1 and good at Key Stage 2 and is improving as the focus on skill development continues. The training for staff has had a clear impact on the rate of improvement. Previously taught skills are being consolidated and subsequently extended. All pupils have access to the new computer suite and lessons provide opportunities to practise each step, ensuring progress is sustained. A group of Year 6 pupils also benefits from access to the Internet at a successful weekly club that enables them to undertake research and use the skills learnt in lessons.

112. On the basis of a small number of lessons observed, the teaching is satisfactory. The training supports staff in developing their own skills and in extending understanding of their role in teaching the subject. Classroom activity plans contain work evaluations and teacher assignments for communicating and finding out. In focused skill sessions in the computer suite, teachers manage groups well and give careful instructions enabling pupils to make at least satisfactory progress. Good organisation provides the opportunity for pupils to share knowledge and expertise with a partner and they learn from each other in healthy co-operation. The teachers and the pupils use time well.

113. The management of the subject has improved greatly since the previous inspection. A detailed policy and scheme together with the addition of the recently published national guidance have been successfully implemented. Upon review of the policy, a skills programme was adopted. Statutory requirements are met in full. The new co-ordinator is continuing to promote and maintain a whole school approach to developing the subject and using it as a tool to support learning in other subjects. It is recognised that an assessment system can be devised to identify and record pupils' progress and improvement in skills. Outside funding and generous parent-teacher association donations have enabled the school to set up this very effective facility.

114. The school has made good progress in the provision for information technology since the last inspection, which has had an impact upon pupils' attainment and learning. It is well placed to build upon recent achievements and raise standards further.

MUSIC

115. Pupils' progress is satisfactory and standards are similar to those found in many schools in both key stages. A good proportion of pupils are learning to play orchestral instruments from a wider range to that usually found. This helps a number of pupils to have increased knowledge and interest that they are able to bring to class lessons in the subject. At the time of the last inspection, the pupils' musical experiences were wide but inconsistent. They made satisfactory progress in singing but not in other aspects of the subject. Some improvements have now been made. The pupils' singing is satisfactory but little improved in Year 6 upon Year 3.

116. Pupils in Year 6 have a secure sense of rhythm and clap well in time to music with 2, 3 and 4 beat patterns. However, they have only just learnt the difference between pulse and rhythm. Several can identify different types of African instruments by listening to their sounds within a piece of music. Singing throughout the school is satisfactory and most pupils can sing in tune reasonably well, although without strong enthusiasm. Pupils of Year 1 understand about high and low notes, long and short sounds and loud and soft music. They play percussion instruments satisfactorily and learn, for example, how to stop a triangle from vibrating. However, a

significant minority of pupils do not play instruments in time or control the pitch of their singing sufficiently well yet. However, most pupils listen well and comment appropriately on the peacefulness of Debussy's music.

117. The number of pupils who are having instrumental tuition supports the levels of interest and enthusiasm. Most show enjoyment in listening to good music and behaviour in lessons is often good, although a small number of younger pupils chatter or call out when asked not to.

118. Teaching is satisfactory overall and has improved since the last inspection, when there was some unsatisfactory teaching. Teachers now use a published scheme and nationally recommended guidance and together these provide help towards overcoming the lack of musical knowledge that some teachers have. In practice, the published scheme is not providing enough progression to the acquisition of skills. There is a helpful policy and teachers plan what will be taught in the long, medium and short term, accounting for the age ranges in the classes. However, teachers do not keep a record of what has been taught or how much the pupils have learnt and so progression, particularly in such skills as singing, is hard to monitor. Resources have improved and are at least satisfactory and easily accessed. Many are in good condition but a number of drums have broken skins and are not carefully stored. The school offers a good number of opportunities for pupils to perform and was rehearsing for a local event during the inspection. The pupils' interest and learning are supported by these and by the instrumental tuition that many receive.

PHYSICAL EDUCATION

119. Standards are satisfactory and comparable to those found at the time of the previous inspection. At that time, attainment was in line with national expectations by the end of both key stages and progress was satisfactory at Key Stage 1 and good at the end of Key Stage 2.

120. Standards of work seen are average at the end of both key stages. Judgements are based on a limited number of lesson observations. Analysis of school documentation and discussion with the co-ordinator shows that the school teaches an appropriate curriculum. A new policy and scheme of work have been implemented together with the addition of the recently published national guidance to cover the full range of activities; where dance, games and gymnastics are taught in each key stage, with swimming at Key Stage 2.

121. By the end of Key Stage 1, the pupils' coordination, dexterity and agility are appropriate for their age. They have, for example, begun to develop imaginative, well-executed jumps. Younger pupils show improved running techniques and are beginning to learn to skip with varying degrees of success. The majority can skip, run, jump and hop and have acquired a basic understanding of team competition. Pupils make satisfactory progress. At the end of Key Stage 2, athletic skills have developed in line with expectations. This is particularly noticeable in the ability to choose and use the appropriate techniques for a specific type of running. They work safely in groups and all know how to practise and repeat a previously performed series of movements with a technique for sprinting, with increased control and success. In Year 5, the pupils connect skills, techniques and ideas appropriately, applying them with varying success. They co-operate well in groups and are able to practise throwing with accuracy and fielding quickly. Whilst catching skills have developed well, the majority of the pupils are less skilled with a bat. The pupils have a good knowledge and understanding of the way exercise has an effect on the body and they make good progress overall.

122. All teaching is good in Key Stage 2 whereas in Key Stage 1 all teaching is satisfactory. Lessons are planned and resourced well, and where the teaching is good, the lessons are well organised and managed. Their plans include details of progression in skills and teachers have good subject knowledge. Where teaching is satisfactory the pace is not consistently maintained throughout, but the teachers choose appropriate strategies to demonstrate and share good techniques and methods. Teachers are suitably attired for the lessons.

123. The co-ordinator has the necessary qualities of leadership to continue to improve standards and, along with the staff, shows commitment and enthusiasm. Although staff have had some training, further specialist training and a pooling of teacher knowledge and expertise is needed to make further gains, particularly in Key Stage 1. The school offers a wide range of extra-curricular activities of which rounders, summer games and country dance were observed during the inspection. The school actively encourages volunteers to help to coach pupils and for example, has help from; parents for football; a student for lacrosse and county cricket club members for cricket. The school is represented by teams at football, netball and rugby. There is an equal opportunities policy that provides the boys and girls with entitlement and opportunities to participate in any and all sports. Since the last inspection, the school has continued to maintain opportunities for skills development, particularly in Key Stage 2. The school is well-resourced overall in physical education and major equipment is well cared for. There is a spacious hall and good sized outdoor area. There is also a keen and regular involvement in community events. These extra-curricular and enrichment activities are good and make a positive contribution to pupils' progress.

RELIGIOUS EDUCATION

124. The pupils' levels of attainment are broadly in line with those set out in the locally agreed syllabus for pupils aged seven and eleven. Pupils in Key Stage 2 make a good study of Islam covering many aspects of the religion and using a range of writing and recording styles, including passages of factual writing, cartoon style presentations, diagrams and pictures. They make an extensive study of churches, including visits to a cathedral and use their information technology skills, for example, to design stained glass windows. They are able to discuss the significance of various signs and symbols of Christianity. The pupils in Key Stage 1 classes produce a good range of work and children in Year 2 make good booklets on the life of Moses and The Creation. They develop their speaking and listening skills through discussion of various topics and younger pupils discuss such moral issues as whether there are occasions when telling a lie can be a good thing.

125. There have been several changes since the previous inspection. Previously attainment was judged to be below the levels set out for both key stages but now the levels of attainment have risen and are in line with those expected at the end of both key stages. The subject is now taught on a regular basis. Teaching which was previously judged to be satisfactory is now good in two thirds of lessons. Resources are now adequate for the study of Christianity but there are still too few artefacts to support the study of religions other than Christianity. This situation is steadily being addressed and sufficient resources for a successful study of Islam are now virtually in place. There is still no policy for assessment or monitoring of teaching or learning, although this situation will be at least partially addressed from September with additional funding becoming available which will allow the co-ordinator to team-teach as part of an initiative to promote the teaching of literacy through religious education.

126. Teaching is at least satisfactory and generally good, particularly in Key Stage 1. This helps the pupils' learning to be at least satisfactory in both key stages. Teachers plan and prepare their lessons well. They set clear learning objectives, which they share with the pupils. They have good subject knowledge, give clear explanations of what is expected of pupils and make good use of individual pupil's work to illustrate points for other pupils, bolstering the self-esteem of those pupils while encouraging the learning of others. The teachers often adopt a lively teaching style posing open questions and challenging pupils to think deeply about topics. They use their voices well to emphasise points and to gain the full attention of pupils. They handle pupils' responses sensitively during these discussions, giving those pupils and others the confidence to express views on quite delicate matters, an example being when pupils in Year 1 were ready to describe occasions when they had told a lie. There are still occasions when teachers, having stimulated lively discussion, become over anxious to complete the planned programme for the lesson and do not allow pupils full opportunity to develop their responses. Teachers make good use of homework to consolidate pupils' learning and also to act as a starting point for the next lesson. Teachers enliven and increase the relevance of their lessons by providing first hand experiences, a recent example being the visit by all Key Stage 2 pupils to Worcester Cathedral and a Methodist Church to compare and contrast the two establishments. Some first class photographic displays both consolidating work and posing further challenging questions testify to the level of thought and planning put into this visit.

127. The pupils generally respond well to lessons. They are attentive and keen to participate in a confident and articulate way in discussions. Some of the youngest pupils are not yet able to listen to a story without interjecting but their interruptions are about the subject matter and in most cases are skilfully incorporated into the story by the teacher.

128. The classes in a key stage all follow the same topic but as yet there are no assessment procedures or records of skills or learning to ensure that there is progression of skills and learning through the different year groups in each key stage. However, the programme for religious education is enriched by regular visits from local clergy and by regular visits to local churches for Christmas and harvest services. A visit from a local Muslim who rearranged the school hall to look like the inside of a mosque stimulated much interest and learning amongst the pupils. The programme for religious education is further enhanced by the daily acts of collective worship, which are carefully planned around stories from the Bible or stories with a moral message. Spirituality is emphasised through prayer or a period for reflection.

129. The subject is enthusiastically co-ordinated. The co-ordinator has been in post for a relatively short period, but after consultation with the staff, has drawn up a plan to teach parts of the subject within the literacy hour. This has won a £1000 prize, which is to be used to carry out the plan. She does all the medium term planning for the Key Stage 2 classes and is beginning to build up resources for the subject.