

# INSPECTION REPORT

## **ST. MARY'S C OF E PRIMARY SCHOOL**

Fownhope

Hereford

LEA area: Herefordshire

Unique reference number: 116880

Headteacher: Mr. C Mutton

Reporting inspector: Ms A Grainger  
20782

Dates of inspection: 4 – 7 December 2000

Inspection number: 224849

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: Voluntary aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Fownhope  
Hereford  
Herefordshire

Postcode: HR1 4PG

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Appropriate authority: The governing body

Name of chair of governors: Mr. R Garnett

Date of previous inspection: 20 – 23 April 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Ms A Grainger 20782	Registered inspector	English Art Physical education	The characteristics and effectiveness of the school The school's results and achievement Teaching and learning Leadership and management
Mrs S Hall 19693	Lay inspector		Pupils' welfare, health and safety Partnership with parents and carers
Mr M James 10611	Team inspector	Mathematics Information and communication technology Design and technology History Special educational needs Equality of opportunity	Quality and range of opportunities for learning
Mrs M Roberts 24216	Team inspector	Science Geography Music Areas of learning for children in the foundation stage	Pupils' attitudes, values and personal development

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Inspection Quality Division  
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is a voluntary aided Church of England primary school for pupils aged four to eleven. It serves the villages of Fownhope, Brockhampton and Woolhope. With 82 boys and girls attending full-time, and a further eight part-time children in the reception year, the school is smaller than many other primary schools. Children enter the reception year in the school year in which they will be five. Those with birthdays in the Autumn term are admitted in September. Others begin school in January and may attend for some half day sessions in the Autumn term should their parents wish. The percentage of pupils known to be eligible for free school meals, just over one per cent, is below the national average. The percentage of pupils with special educational needs, 17 per cent, is broadly average. Most pupils identified as having special educational needs have moderate learning difficulties. Very few pupils are from ethnic minority backgrounds and none has English as an additional language. Taking the intake as a whole, children's attainment on entry to the reception year is broadly average, with many children having above average skills in speaking and listening.

### **HOW GOOD THE SCHOOL IS**

The school provides a satisfactory education for its pupils. Pupils leave the school achieving average standards in English and science and above average standards in mathematics. The overall quality of teaching is satisfactory as is pupils' progress through the school. The leadership and management of the school are satisfactory, with some good features. These particularly concern the direction provided by the headteacher, and the support given by staff and governors. The school gives satisfactory value for money.

#### **What the school does well**

- Standards are above the national average in mathematics when pupils leave the school at the age of eleven.
- Standards are good in music throughout the school, and in art and design at the age of seven.
- Teaching in Year 2 is imaginative and challenging, and supports pupils in making good progress.
- Pupils respond very well to the school's high expectations of their attitudes and behaviour. They work and play very well together and have very good relationships with adults.
- The headteacher provides a good educational direction for the work of the school, and is well supported by staff and governors in improving the school.

#### **What could be improved**

- Pupils are not achieving well enough in writing compared with other aspects of their work in English.
- There is insufficient challenge for the older and brighter pupils in science, and for older pupils in art and design.
- Opportunities for children in the reception year to learn through investigation and exploration, including play, are limited.
- Marking is inconsistent. It is not used well enough to support pupils' learning.
- Homework does not sufficiently extend and support the work done in school.

*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 made good improvement since its last inspection in 1998 has been good. Effective action has been taken on the key issues identified at that time, although some still require further work. Good progress has been made in improving the management of the curriculum. There is now a shared responsibility among teachers that has led to policies being put in place and planning being improved. Standards in design and technology and information and communication technology have improved. There is improvement in the experimental and investigative aspect of science. Staff confidence has improved in these three subjects. Pupils are making better progress in problem solving in mathematics, although further action is needed to develop their writing skills. Higher attaining pupils are being supported to make better progress, although further action is needed in writing and science. New

assessment procedures are beginning to support teachers in planning work to meet the needs of all pupils. The checking of the school's finances is much better. Procedures are in place for the checking of teaching and learning, with some further improvement needed to sharpen the focus on how teaching affects standards. Development planning has improved and staff work with the headteacher to evaluate initiatives.

The school has maintained high standards of pupils' attitudes and behaviour. Parents and governors report that there is greater confidence in the school than at the last inspection. They consider that, at all levels, there is better team work. Weaknesses in the provision of homework found at the last inspection have not been rectified. The strong team approach, and the systems in place and developing, indicates that the school is well placed to improve further.

## STANDARDS

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

Performance in:	Compared with			
	All schools			similar schools
	1998	1999	2000	2000
English	A	A	B	D
Mathematics	B	C	C	D
Science	A	D	D	E

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

The above table shows that standards in English in 2000 were above the national average. In mathematics and science, they were close to the national average. In English and mathematics standards were below average, and in science they were well below average, when compared with the results achieved by schools with pupils from similar backgrounds. The 2000 standards were a little lower in relation to the national picture in English and mathematics, and more significantly lower in science, than in 1998 when the school was last inspected. The trend of improvement in the school's results over the last five years has been below that found nationally. The school sets suitably ambitious targets for improvement in English and mathematics standards at the age of eleven. Satisfactory progress is being made towards these. This year, the evidence from the inspection of pupils' school work shows that the standards are average in English and science and above average in mathematics.

At the age of seven, in the 2000 tests, standards were above the national average in mathematics, but well below the national average in reading and below the national average in writing. Mathematics standards were a little better in 2000 than in 1998. In reading and writing they were lower, significantly so in reading. The evidence from the inspection of pupils' school work indicates that standards are presently average in reading, mathematics and science. In writing, they are below average.

Differences between standards this year and those shown by the 2000 test results are largely due to variations in small year groups, including in the proportion of pupils with special educational needs. They do not result from changes in the school's provision. At the age of seven, however, reading standards are improving as a direct result of pupils being well taught during this school year. Standards in art and design are above average at the age of seven, as are music standards throughout the school. In all other subjects, standards are as expected nationally. No judgement is made on standards in physical education due to insufficient evidence. At the age of five, children achieve the expected standards. They are above average in their speaking and listening skills, and in the musical aspect of creative development.

## PUPILS' ATTITUDES AND VALUES



Aspect	Comment
Attitudes to the school	Very good. Pupils are well motivated and keen to learn. They listen attentively in lessons, willingly take part in discussions and get on well with practical activities such as in art and design, science and music.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in lessons and around the school, including when at play and during lunch times.
Personal development and relationships	Very good. Pupils work and play very well together, with older ones taking care of those who are younger. They respond very well to opportunities for their personal development.
Attendance	Very good. Pupils have maintained high levels of attendance since the last inspection. In 1999-2000, the attendance rate was well above the national average.

Pupils' very good attitudes, behaviour, relationships, attendance and response to the opportunities provided for their personal development, create an environment conducive to learning.

#### 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.*

Twenty-four lessons were seen during the inspection. Of these 96 per cent were at least satisfactory, including 42 per cent that were good and 12 per cent that were very good. Four per cent (one lesson) were unsatisfactory. The very good lessons were in art and design and music in Year 2 and in a lesson taught by a specialist teacher for pupils learning musical instruments. Teaching in Year 2 is good and supports pupils in making good progress. Instances of good teaching are found in all classes. The one unsatisfactory lesson seen was an art and design lesson for Year 1 pupils. The wider inspection evidence shows that the teaching of art and design is normally satisfactory in this class.

Throughout the school, the quality of teaching and learning in English and mathematics, including the basic skills of literacy and numeracy, is satisfactory. The overall quality of teaching and learning in art and design for pupils aged five to seven, and in music throughout the school is good. Teaching and learning in all other subjects for pupils aged five to eleven is satisfactory. In the reception class, teaching and learning are satisfactory but there are some areas in need of improvement. In particular, there are too few opportunities for children to learn through structured play, exploration and investigation. Individual needs are met satisfactorily throughout the school, although there is a lack of additional challenge for the higher attaining pupils in Years 5 and 6 in writing and science. Indeed, greater challenge is required for all pupils in Years 5 and 6 in writing, and also in art and design.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is suitably broad and balanced throughout the school, although elements of the curriculum for reception class children are more suited to the Year 1 pupils in the same class. The range of activities outside lessons is good.
Provision for pupils with special educational needs	Satisfactory. Pupils' needs are identified but pupils are not always placed on the school's register of special educational needs soon enough. There are good individual education plans for pupils on Stage 2 and beyond of the school's register. Good support is given to any pupil with a statement of special educational need.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Spiritual development is promoted well through assemblies and moments in lessons. Staff are good role models and uphold a strong moral code. Pupils are given good opportunities to take responsibility. Older pupils are encouraged to care for younger ones. While assemblies and some work in lessons contribute to pupils' cultural development, there are fewer opportunities for them to learn about cultural diversity.
How well the school cares for its pupils	Satisfactory. There are many strengths in the school's care for pupils' personal wellbeing, although child protection procedures need improvement. New arrangements are in place for assessing pupils' attainment and progress, and these are satisfactory.

The school's partnership with parents is good. The school does much to make parents feel welcome and to keep them informed. Parents make a good contribution to the life of the school and are supportive of their children's learning at home.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides a good educational direction for the school. The staff work effectively together, sharing responsibility for the management of the curriculum.
How well the governors fulfil their responsibilities	Good. Governors are well aware of the strengths and weaknesses of the school. They have independent strategies for gaining information.
The school's evaluation of its performance	Satisfactory. The arrangements for checking on teaching and learning in lessons are satisfactory and involve most co-ordinators. The focus on pupils' learning is insufficiently sharp to ensure that areas in need of improvement are identified.
The strategic use of resources	Satisfactory. Funds are targeted on priorities for pupils' learning. The school's application of the principles of best value to its work is satisfactory.

The school has sufficient teachers, support staff and resources to support it in delivering the curriculum.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Their children like school.</li><li>• The school has high expectations of their children's work and behaviour.</li><li>• Teaching is good.</li></ul>	<ul style="list-style-type: none"><li>• Homework is inconsistent and is not always marked.</li><li>• The information provided on their children's progress.</li><li>• The school's partnership with them.</li></ul>

Inspectors agree with parents' positive views, although teaching and expectations of standards of work are satisfactory overall rather than good. Homework is not used well enough. The school's partnership with parents is good, as is the information provided to parents on their children's progress.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. Pupils' results in the end of Key Stage 2 National Curriculum tests in 2000 were above the national average in English, close to the national average in mathematics and below it in science. In English and mathematics, the percentage of pupils reaching at least the level expected of most eleven year olds was well above the national average. In both these subjects, an average percentage reached a higher level. In science, the percentage of pupils reaching at least the expected level was average, but the percentage reaching a higher level was below average. When compared with the results achieved by schools with pupils from similar backgrounds, pupils' performance was below average in English and mathematics and well below average in science. The 2000 results were slightly lower in English and mathematics, and more significantly lower in science, than in 1998 when the school was last inspected. The trend of improvement in the school's results has been below that found nationally. Boys tend to do better than girls in all three subjects. Analysis of the 2000 results shows that the difference in the results of boys and girls is largely due to the impact of individual pupils with either special educational needs or higher capability within the small year groups. The school sets suitably ambitious targets for English and mathematics standards at the end of Key Stage 2. In 2000, the targets were achieved in mathematics, and almost met in English.
2. In the end of Key Stage 1 tests in 2000, pupils' performance was well below the national average in reading, below the national average in writing and above it in mathematics. In reading and writing too few pupils reached at least the level expected of most seven year olds, while in mathematics an average percentage achieved it. Reading standards were also low because the percentage reaching a higher level was below the national average, while in writing and mathematics it was well above the national average. Mathematics standards were a little above those achieved in 1998 when the school was last inspected. In reading and writing, they were lower. The fall in reading standards over this period has been significant. When compared with the results achieved by schools with pupils from similar backgrounds, standards in 2000 were very low in reading, well below average in writing and broadly average in mathematics. There is a significant proportion of pupils in the year group that took the end of Key Stage 1 tests in 2000 identified as needing particular support with basic literacy skills. Girls tend to do better than boys in reading and writing, although there is no significant difference between boys and girls in mathematics. As at Key Stage 2, the variation in the performance of boys and girls is linked to pupils identified as having special educational needs. Teachers assessed pupils' work in science in 2000 as broadly average.
3. This year, the evidence from the inspection of pupils' school work shows that the standards at which the present Year 6 pupils are working are average in English and science and above average in mathematics. Within English, speaking, listening and reading are above average, and writing standards are average. In the present Year 2, standards are average in reading, mathematics and science, but they are below average in writing. They are above average in speaking and listening. Pupils now in Key Stage 2 are making satisfactory progress in English, mathematics and science. In Key Stage 1, progress is satisfactory overall in reading, writing, mathematics and science, and good progress is being made in Year 2 in reading. Pupils now in Year 2 started the year with low standards in reading and writing. The differences between the present standards and those of 2000 are largely attributable to variations in the small year

groups of pupils rather than to any change in the school's provision, including variations in the proportion of pupils with special educational needs. The improved reading standards in Year 2 are, however, a consequence of the good teaching pupils are experiencing this year.

4. Children's attainment on entry to the reception year at the age of four is broadly average, although many children are confident in speaking and listening and standards are above average in this specific area. Children make satisfactory progress while in the reception year. On entry to Key Stage 1, their attainment is still average, with good speaking and listening skills. Standards are also higher than normally found at this age in the musical aspect of creative development because children make good progress in this area.
5. By the age of five, at the end of the reception year, children speak clearly and with self-assurance about their work and items they have brought to school for 'show and tell'. They listen carefully to the teacher and to each other. A few higher attaining children read simple sentences. All children handle books correctly, say what a book might be about based on the pictures, and are developing a good understanding of letters and sounds. Children recognise their names in print, and also write their names. Most children copy simple words forming the letters correctly. A few higher attaining children are familiar with numbers up to 30 and add two simple numbers in their heads. Most others count to 20 and backwards from 10. They have a good knowledge of simple two-dimensional shapes, and understand mathematical concepts such as 'longer' and 'shorter'. Overall standards at the end of the reception year are the same as at the last inspection.
6. By the age of seven, at the end of Key Stage 1, pupils listen attentively to their teacher and to each other. They give extended answers to questions and explain clearly what they have been doing outside school during 'news time'. Most pupils read confidently and accurately, making good predictions about what might happen next in a story. They 'build' unfamiliar words using phonic and sound blending skills. Lower attaining pupils try to identify words they do not know using initial letter sounds and picture clues. The highest attaining pupils read with good expression. Although many write linked sentences, they do not use simple punctuation accurately, and spelling is weak. Handwriting is neat and evenly formed, but even higher attaining pupils are not joining their letters. Most pupils count to 100, identify odd and even numbers and understand addition and subtraction. Most know the two, five and 10 times tables, although a few are uncertain. Pupils have the expected understanding of two and three-dimensional shapes, halves and quarters, money, standard and non-standard units of measurement. They tell the time on the hour and half hour, and present data as block graphs.
7. By the age of eleven, and the end of Key Stage 2, pupils very competently participate in discussions with good awareness of the listener. They listen carefully and critically to others. They read a good range of novels, have very effective comprehension skills and use good expression when reading aloud. All pupils read accurately and fluently, and higher attaining pupils use the context well to identify the meaning of unfamiliar words. Although standards are average, writing is an area of weakness relative to pupils' performance in speaking, listening and reading. While pupils write for an adequate range of purposes, they do not often produce extended narratives or imaginative pieces in which language is used to describe or to create atmosphere. Their skills in drafting and redrafting for style and content are limited, and there are weaknesses in spelling and punctuation. Pupils are confident in the four rules of number and using place value to seven digits. Most successfully order negative numbers. Pupils know their times tables up to 10 and quickly recall multiplication and division facts in relation to them.

Pupils use all four operations with decimals to two places, such as when working in measurement or money. Their understanding of fractions, space, shape and measure is good, and pupils tell the time using analogue and digital displays. They interpret data using a range of graphs and have a secure understanding of probability.

8. Standards of literacy in other subjects of the curriculum are satisfactory overall. Pupils apply their literacy skills to the standards expected in subjects such as history. The weaknesses in the writing of pupils in Years 5 and 6 restrict the recording of work in science. Pupils do not use their reading skills well enough in other subjects, for example in using books for research in subjects such as geography and history. Numeracy skills are used satisfactorily at Key Stage 1, with good use of them in subjects such as science in Key Stage 2.
9. In science, by the age of seven, pupils name the parts of the skeleton, identify the changes that take place in their bodies when they take exercise, know what is needed to sustain animal life and understand the life cycles of frogs and butterflies. They have an adequate understanding of materials and their properties, light and electricity. They satisfactorily carry out simple scientific investigations. By the age of eleven, pupils have a secure understanding of what makes a test fair. They have the expected knowledge of the earth and beyond, light, sound and electricity. Knowledge of materials and their properties is of the expected standard. Pupils' knowledge of life processes and living things is good. Overall science standards are similar to those found at the last inspection, although there has been some improvement in practical and investigative science at Key Stage 2.
10. In art and design at the end of Key Stage 1, and in music throughout the school, standards are above average. This is the result of very effective teaching of art and design in Year 2 and of good music teaching throughout the school, mainly by the co-ordinator. In art and design at Key Stage 2, and in design and technology, geography, history, and information and communication technology at both key stages, standards are as expected nationally. Since the last inspection, standards have improved in art and design at Key Stage 1, design and technology at Key Stage 2, and in information and communication technology throughout the school. In all other subjects, standards are similar to those found at the last inspection. Due to insufficient evidence, no overall judgement is made on physical education standards at each key stage.
11. Pupils with special educational needs make satisfactory progress, in relation to the targets set for them. They are provided with suitable levels of support from their teachers and support assistants, their targets are regularly evaluated and reviewed, and new targets are set to aid progress, when necessary. While the brightest pupils make satisfactory progress overall, there are some areas in which their progress is restricted. This is particularly in writing and art and design in Years 5 and 6, and more widely at Key Stage 2 in science. The progress of the brightest children in the reception class is unsatisfactory because they are not sufficiently challenged.

### **Pupils' attitudes, values and personal development**

12. Children in the reception class have positive attitudes to learning and behave well. They know the routines in their classroom and are good at taking turns and sharing equipment. They work and play well together, for example in their role-play area or with construction equipment. Children are clear about the rules of the classroom and what is considered correct and incorrect behaviour, for example they do not run indoors or push in when they are lining up. They are kind and concerned for one another and will comfort anyone who feels sad or unwell. They are helpful when it comes to clearing up

and are quiet when it is time for looking at books. They know the importance of being quiet and thinking about what has been said in assembly.

13. Pupils at Key Stages 1 and 2 have very good attitudes to learning. They are well motivated and listen politely to teachers' directions and suggestions. They are also good at listening to each other, with just the occasional mild reminder needed. In lessons, they settle to work with the minimum of fuss. They are good at working in groups, for example in science. When a problem arises, pupils show maturity and patience working with each other to resolve the conflict of opinion. They show a good level of independence in their geographical research and with information and communication technology activities such as the use of the Internet. Year 2 pupils have very mature attitudes to learning. This was seen in a variety of lessons including art and design and science, and in a music lesson in which their response was excellent. Pupils with special educational needs also work hard and try to overcome their difficulties, even when they are quite severe. This is helped by work that is well matched to their needs, and expectations for attitudes that are appropriate.
14. Behaviour is very good in lessons and around the school. The behaviour in the playground, and the assembly hall is also very good. Lunch is a calm and pleasant time, although some older pupils feel a little crowded and restricted in the amount they are allowed to talk. Older pupils enjoy taking increased responsibilities and are aware of the needs of those younger and less experienced, for example when they play boisterous games in the playground. Pupils with special educational needs behave well and respond positively to the guidance they are given. There were no exclusions in the last school year.
15. Pupils have good relationships with each other and with the adults in the school. They appreciate the care given to them by the school secretary when they are unwell. They play well together at break and lunch times. In the classes where there are two year groups they work well together, and often the older pupils help the younger ones. This was seen in the combined reception and Year 1 class when the reception children were puzzled during a discussion on medicines. Pupils have an opportunity through their representatives on the 'School Parliament' to make suggestions about improving the school. They take this opportunity seriously, and representatives are conscientious in carrying out their responsibilities. Pupils are polite and friendly and conduct visitors around the school with evident pride in their surroundings and the things their fellow pupils have achieved. Pupils respect each other's points of view.
16. Pupils have maintained the very good levels of attendance found at the last inspection. The attendance rate for the 1999 to 2000 school year was well above the national average and the unauthorised absence was broadly average. The vast majority of pupils come to school on time. Pupils enjoy school. Their very good attitudes to learning, behaviour, relationships, and response to the opportunities provided for their personal development, all create an environment conducive to learning. Pupils' pride in their school helps to make it a happy community.

#### **HOW WELL ARE PUPILS TAUGHT?**

17. The overall quality of teaching and learning is satisfactory. During the inspection, 24 lessons were observed. Of these 96 per cent were at least satisfactory, including 42 per cent of lessons that were good and 12 per cent that were very good. Four per cent of lessons, which represents just one lesson, were unsatisfactory. Very good teaching was seen in art and design and music in Year 2, and in an instrumental music lesson taken by a visiting specialist teacher. Teaching in Year 2 is consistently good. There are

instances of good teaching in all classes. The one unsatisfactory lesson seen was an art and design lesson for Year 1 pupils. The overall picture of teaching in the school is better than at the last inspection when 15 per cent of lessons seen were unsatisfactory.

18. The overall quality of teaching and learning of English and mathematics, including the basic skills of literacy and numeracy, is satisfactory throughout the school. Teaching and learning are good in art and design at Key Stage 1 and in music at both key stages. In art and design at Key Stage 2, and in science, design and technology, geography, history, and information and communication technology, teaching and learning are satisfactory at both key stages. There is insufficient evidence for an overall judgement to be made on teaching and learning in physical education, although teaching was satisfactory in the two lessons seen. Teaching and learning in the reception year is satisfactory.
19. Since the last inspection, teaching has improved in science at Key Stage 2, and in information and communication technology at both key stages. The weaknesses in teachers' expertise and confidence in art and design and practical mathematics throughout the school, and in design and technology at Key Stage 2, have been eradicated. While the teaching of higher attaining pupils has improved to a satisfactory level overall, there is still not enough challenge in the writing tasks or science and art and design activities provided for the brightest pupils in Years 5 and 6. Indeed, in writing, there is a need for greater attention to challenging all pupils.
20. Where teaching is very good, teachers' very secure subject knowledge supports pupils in making very effective gains in their learning. Teachers' high expectations of the standards pupils are capable of attaining, together with very focused instructions and explanations, ensure that pupils learn new skills and techniques effectively. This is reinforced by support matched to pupils' individual needs. In a Year 2 music lesson, pupils gave the teacher their rapt attention as she introduced the concept of symbols to show sounds and also pace and pitch. She gained pupils' curiosity as she explained that 'sounds can be shown by something that has no sound'. Throughout this lesson, each new activity built well on the previous one, linking with pupils' prior learning. In this lesson, as in much other effective teaching in Year 2, the teacher's gentle and supportive manner created a climate in which pupils were safe to experiment without fear of failure. Similar features were seen in a very good art and design lesson for Year 2 pupils in which they learned very effectively and achieved highly. In a lesson for Year 4 pupils learning the flute or clarinet, a very supportive atmosphere was also achieved. As in the Year 2 class lessons, this built pupils' confidence very well. Discussion between the teacher and pupils, focused on timing and notes, led to the improvement of individual phrases.
21. Lesson planning at Key Stages 1 and 2 has improved since the last inspection. Although planning is satisfactory overall, there are examples of good planning of individual lessons. Design and technology, history and information and communication technology activities are much better planned now. Planning is effective in ensuring that teachers are clear about what it is that they want pupils to learn. While planning is well matched to individual needs in some lessons, such as was seen in a Year 3 and 4 English lesson, this is not always the case. Lessons were seen in English in Year 1 and in Years 5 and 6 in which insufficient account was taken of the needs of lower attaining pupils, including those with special educational needs, in the setting of activities. This also occurred in a Year 2 history lesson. It is also apparent in pupils' work in geography, where there is some adjustment of tasks for higher attaining pupils but not for the lower attaining ones, including those with special educational needs. Teachers manage pupils well and give clear instructions and explanations. Clear instructions and explanations



are a particular feature of mathematics and history lessons. Pupils respond to teachers' effective management by concentrating well and doing their best. Frequently, time at the end of lessons is used effectively to reinforce the learning that has taken place and to make links with the next lesson. In the best mathematics lessons, the lesson is delivered at a brisk pace maintaining the attention of the pupils. In particular, this supports the learning of the higher attaining pupils.

22. Although teaching and learning are satisfactory overall in the reception class, there are some areas in need of improvement. There are missed opportunities to develop children's independence because things are done for them that they should be able to do themselves. These include helping children too much when changing for physical education or applying glue when they could do it themselves. While some good opportunities are provided for structured play, this way of learning is not used sufficiently. There are occasions when the reception children find it difficult participating in class discussions with the Year 1 pupils, as was seen during the inspection when the topic of medicines was being explored. Children were not given the opportunity to develop understanding through play, such as in the 'Jungle Animal Hospital' role play area. The teaching of writing does not take sufficient account of the small incremental steps that children need to go through, and this is also a feature of teaching of Year 1 pupils in the same class. In mathematics, the higher attaining children are not sufficiently challenged because there is no grouping of children by prior attainment. There are too few opportunities for children to make choices and to decide what they would like to do next. All these factors restrict children's learning.
23. At the last inspection, homework was not used well enough. This continues to be the case, especially for pupils in Years 5 and 6. Homework does not sufficiently support these pupils' learning by enriching and extending the work undertaken in class. Furthermore, the setting of homework does not follow a regular pattern so parents and pupils are not helped in planning for it. Marking is inconsistent. While there are some instances of good practice, too often marking does too little to support pupils' learning. This is apparent in all subjects in which pupils do written work. It particularly restricts learning in English and science. In English, pupils repeat basic spelling, grammar and punctuation errors because they are not brought to their attention. In science, fundamental errors in diagrams are not pointed out and this means that weaknesses in pupils' knowledge and understanding are not rectified. More generally, marking does not do enough to help pupils to know how to improve their work.

24. In the unsatisfactory art and design lesson seen in Year 1, the expectations of what pupils could achieve were not high enough. There were missed opportunities for pupils to explore and investigate materials as all pupils made several butterflies out of pipe cleaners and tissue paper to form part of the class 'jungle' environment. Pupils did not learn enough in this lesson, and many were marking time after they had made their butterflies. The wider evidence of pupils' work and the teacher's planning shows that the teaching of art and design is normally satisfactory in this class.

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

25. The quality and range of opportunities for learning are satisfactory, with significant improvements having been made at Key Stages 1 and 2 since the last inspection. Statutory requirements are met for all subjects. The curriculum for children in the reception year is planned to cover all the required areas of learning for children of this age. Sufficient account is taken of the need to provide learning experiences that support children in achieving the Early Learning Goals by the end of the reception year. There are, however, some shortcomings in the provision. Overall, opportunities for children to learn through investigation and exploration are limited. While there is some good use of play, children are not given enough opportunities to engage in structured play. Children do not have outdoor play with large equipment such as toys they can ride on or push and pull. This limits their learning in creative development and in their knowledge and understanding of the world as well as restricting the provision for their physical development.
26. The curriculum at Key Stages 1 and 2 is broad, balanced and relevant. At the time of the last inspection there were gaps in the provision. Insufficient attention was paid, in particular, to science and design and technology at Key Stage 2 and information and communication technology at both key stages. There were also weaknesses in the provision for art and design and physical education, and the practical aspects of both mathematics and science. All these weaknesses have been rectified, and the school now makes a full and suitable provision for all subjects. The time allocations for individual subjects, when taken over the year, are satisfactory.
27. At the time of the last inspection, it was reported that curriculum planning, especially that for the long-term, did not provide a secure framework for the continuous development of pupils' learning. Since that time the school has worked hard to bring about improvement, and planning is now satisfactory. A detailed curriculum map has been produced, to show how the various subjects complement each other during the year. Shorter term planning makes clear reference to such things as lesson objectives, teaching activities and the provision of work to suit pupils' particular needs, especially relating to lower and higher attaining pupils. In practice, however, there is still a lack of challenge for higher attaining pupils in writing, science and art and design in Years 5 and 6 in particular. The limited challenge in the opportunities for writing applies more widely, however, and does not relate only to higher attaining pupils.
28. Policies and schemes of work are now in place for all subjects, and another shortcoming identified at the last inspection has been rectified. The National Literacy and Numeracy Strategies have been implemented, but with varying degrees of success. The Numeracy Strategy is supporting pupils' learning more effectively than the Literacy Strategy. Many opportunities are provided across the subjects of the curriculum for pupils to develop their numeracy skills. Fewer opportunities are provided, however, for pupils to similarly develop their literacy skills, especially those in Years 5 and 6. The

school makes sound provision for the equality of pupils' access to the whole curriculum. Satisfactory provision is also made for pupils' personal, social and health education. Sex education and issues of drugs awareness are fully covered within lessons.

29. The provision for pupils with special educational needs is satisfactory. Suitable procedures are in place, and they closely follow the Code of Practice, on the identification and assessment of pupils. Pupils identified are not always placed on the register straight away, however, and this has implications for the suitability of the work provided for them. Good individual education plans are provided for pupils who are at Stage 2 and beyond on the school's special educational needs register. Individual education plans are reviewed each term. Pupils with statements of special educational need are provided with good support, in line with the requirements of their statements. Their statements are reviewed annually.
30. The school provides a good range of extra-curricular activities, including football, netball, recorders and chess clubs. Most of these activities are for pupils from Key Stage 2, although younger pupils attend the very popular Pokemon club. The school welcomes many visitors, including the police, nurses and clergy, as well as a variety of drama and music groups. A wide range of educational visits is arranged to museums and historical sites, with good use also being made of the area around the school. The oldest pupils undertake a residential visit to Malvern, every two years. All of these activities make a significant contribution to pupils' personal and social development, as well as to their learning in various subjects.
31. The school has sound links with the local community which add breadth to pupils' learning experiences. Pupils contribute to the village magazine, the choir entertains local residents and there are links with the church. Fewer links exist with local business, however, although the school hopes that recently forged links with a local company will help to support pupils' work with computers. Satisfactory links have been established with partner institutions. The school has ties with other local primary schools, and sporting and musical links have been established. The cordial relationships with the comprehensive school and the local pre-school group particularly help pupils when they move from one school to another.
32. The school makes good provision for pupils' spiritual development, with improvements made in this area since the last inspection. Whole school assemblies are well planned and thoughtfully delivered, and they contribute significantly in this direction. Pupils are helped to gain knowledge and insight into their own, and other people's, values and beliefs, and in particular they are encouraged to respect and value the opinions of others. Moments of quietness are provided, for pupils to reflect on what they have heard, and to consider how they should respond themselves. The recently introduced opportunities for pupils to remain at the end of assembly, listening quietly to music, and leaving when they are ready, is a good initiative. On other occasions, pupils are provided with interesting and thought provoking experiences, such as when they access and use computer programs or when they take part in music and art and design activities.

33. The provision for pupils' moral development is good. The headteacher and staff, as well as providing good role models themselves, regularly remind pupils of the correct forms of behaviour and give reasons for them. Rules to encourage good behaviour are clearly displayed around the school. Opportunities are provided for pupils to consider moral issues, such as when those in Years 3 and 4 were asked to consider the things that worried them. They identified the fear caused by bullying, and considered the ways in which it could be avoided. Expectations of pupils are high and they are regularly praised and rewarded for maintaining the good standards of behaviour. Pupils also have high expectations of each other and view with concern any possible lapses in standards. Pupils are encouraged to develop a clear understanding of right and wrong, and to treat staff, visitors and other pupils with courtesy and respect.
34. The school makes good provision for pupils' social development. Pupils are encouraged to form good relationships with each other, their teachers and other adults. From the time they start school, pupils are provided with opportunities to work and play with each other. As they progress through the school, pupils are encouraged to work collaboratively, to take turns and to share resources. Older pupils are made aware of the importance of caring for younger ones. Good opportunities are provided for pupils to take on responsibilities within their classrooms. Older pupils undertake a range of tasks around the school, such as delivering registers, checking pupils for the school buses and delivering Christmas cards. The social development of pupils is further enhanced by their involvement with the 'School Parliament', the quality of the school's extra-curricular activities, and by its support of national and international charities.
35. Provision for pupils' cultural development is satisfactory. They are taught about aspects of British culture in subjects such as English and history. An appropriate emphasis is laid on the knowledge and understanding of other cultures during assemblies. There are some opportunities during lessons in subjects such as art and design, music and geography. Older pupils are provided with opportunities to send e-mails to pupils in other European countries. The school library also has a range of books about the diversity of cultures. Fewer opportunities are provided, however, for pupils to become fully aware of the culturally diverse society in which they live.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

36. Overall, the school has satisfactory procedures to ensure pupils' welfare, health and safety and the school is successful in its aim to provide a happy, secure environment. There are some strong features to the school's work in this area, although child protection procedures are in need of improvement. Class teachers know the pupils well and give appropriate support on a day-to-day basis. Other adults including classroom assistants and office staff make significant contributions to the care of the pupils. Members of staff pay due attention to pupils' safety after school. Pupils are entered on a bus register and safely escorted to the minibus and taxi. The care for pupils identified as having special educational needs is satisfactory, and the quality of individual education plans has improved since the last inspection. While the procedures for checking on pupils' academic performance have also improved and are satisfactory, there continues to be further work needed in this area.

37. The school's procedures for child protection are unsatisfactory and not as good as they were reported as being at the last inspection. The school recognises the need to update the child protection policy and is aware of the need to be vigilant. The headteacher is the designated member of staff with responsibility for child protection, but neither he nor other staff have received any recent training. The arrangements for first aid are very good. An administrative officer is qualified in first aid and three members of staff have undertaken basic training. Pupils who are ill or injured receive very good care and attention. Parents value this. The staff and governors pay high regard to health and safety. A clear and detailed health and safety policy is in place. A comprehensive risk assessment has been carried out and staff undertake regular audits of the premises.
38. The school's procedures for monitoring and improving attendance are good. Records of attendance are properly maintained and comply with statutory requirements. The school follows up unexplained absences and there are effective arrangements to deal with any unexpected absence. Procedures for monitoring and promoting positive behaviour are good and the school operates as an orderly community. The school has recently drawn up a clear behaviour policy, which emphasises the rewarding of good behaviour. Pupils particularly enjoy the 'good news' assemblies when good behaviour is celebrated and pupils receive certificates. Procedures for monitoring and eliminating oppressive behaviour are good. The anti-bullying policy is good, and staff deal very effectively with rare incidents of anti-social behaviour.
39. There are satisfactory procedures in place for assessing children's attainment in their basic skills on an ongoing basis during the reception year. Less emphasis is placed on recording children's play, creativity, experiments and investigations. Records are updated regularly and are conscientiously kept but they do not lead sufficiently to work being adapted to meet the needs of the higher attaining children. Children who need extra help, including those with special educational needs are planned for satisfactorily. All children are assessed in the first part of their term of entry.
40. Pupils' academic performance and personal development is checked satisfactorily in Key Stages 1 and 2 in English and mathematics. Optional National Curriculum tests are used at the end of each year at Key Stage 2. Teachers use the results of these tests to set targets for improvement. Pupils also comment on their own performance in conjunction with the annual reports the school sends out. They have a say in setting their next targets, especially in relation to behaviour. The procedures for assessing which pupils have special educational needs are satisfactory. Pupils are identified and given support, although they are not always placed on the register of pupils with special educational needs soon enough.
41. The school is now analysing the national test results in more detail to see which areas need an additional focus. This work is in the early stages and has yet to result in a significant raising of standards. The school assessment policy is new and is being implemented for the first time this school year, so it is too early to tell what impact it will have. Nevertheless, it is well considered and appropriate. The procedures in use are beginning to support teachers in planning learning opportunities. In subjects other than English and mathematics, teachers make ongoing assessments against the learning objectives for a series of lessons. This system is not sufficiently established or formalised for records to be passed to the next teacher at the end of the year. Some innovative assessment methods are used in Years 5 and 6 and these help pupils gain insight into their own learning which is very beneficial.

42. The school has no formal procedures for recording pupils' personal development. Nevertheless, pupil's achievements in all areas of their school life are applauded and rewarded in the weekly 'good news' assembly. During the inspection pupils were commended for academic achievement, kind behaviour and for swimming various distances.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

43. Parents' views of the school are mainly positive. They feel that teaching is good and that the school has high expectations of work and behaviour. They say that their children enjoy coming to school and their relationships and personal development are very good. A significant minority of parents have concerns about homework. They feel that it is inconsistent and not always marked. There are also some parents who do not feel well enough informed about their children's progress, and who are not happy about how the school works with them. The inspection evidence supports parents' positive views, although teaching and expectations of standards of work are satisfactory overall rather than good. Inspectors agree that homework is not used well enough, but find no evidence to support parents' other concerns.
44. The school's links with parents are very good and the staff work hard to make parents feel welcome. Parents appreciate the school's initiatives which enable them to have a better understanding of their children's education. Every half term parents are invited into school to look at their children's work and have an opportunity to talk informally with the class teachers. Parents enjoy attending the 'good news' assemblies. The school recently consulted parents through a detailed survey and has set up a working party to consider the issues raised. Parents of pupils with special educational needs are kept well informed of the reviews of their children's individual education plans, so that they are fully aware of the provision being made for them. Parents of pupils with statements of special educational need, are invited to the annual review meeting.
45. The school provides good quality information to parents. Pupils' annual reports are clear and well written. They give parents good information about children's strengths and how they can improve their work. The reports include thoughtful comments by the pupils and helpful information about their personal development. Termly consultations provide valuable opportunities for parents and teachers to discuss progress. The regular newsletters are informative and celebrate the school's successes. The prospectus and annual governors' report are informative, but the prospectus does not contain all the information it should. The school provides parents with helpful information about future topics and has invited them to useful sessions on literacy, numeracy and the National Curriculum tests.
46. Parents' contribution to their children's learning is good and the school values their involvement. The home-school agreement is supportive of a partnership approach. Several parents have volunteered to help in the classroom and others help on school visits and with extra-curricular activities. Many parents listen to their children read each weekday and this has a very beneficial effect on pupils' progress. Parents also support their children with other homework. The pupils, teachers and parents do not use the home-school diaries effectively for recording and commenting on homework.

47. The impact of parents' involvement in the work of the school is good. The parent governors are very supportive of the school. The active parent teacher association raises considerable sums of money to enhance the educational provision for the pupils. The strengths found in the partnership with parents at the last inspection have been maintained. There have also been improvements in the information provided on the curriculum and in the opportunities provided for parents to come into school to see their children's work.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

48. The school has made good progress with improvement since its last inspection in 1998 when it was judged to have serious weaknesses. The progress is due to the strong team work of the headteacher, staff and governing body who are all clearly focused on improving the quality of education provided for pupils. While most of the key issues of the last inspection have been successfully tackled, there continue to be weaknesses in the opportunities and support provided for pupils to develop their writing skills. There is also some further work needed to ensure that pupils do as well as they are capable of doing in science. In particular this affects the pupils in Years 5 and 6. There are also areas of consistency still to be addressed such as in marking. While the issues arising from this inspection are not as extensive as those resulting from the last inspection, the strong team approach in the school means that there is good capacity for further improvement.
49. The headteacher gives a good educational direction for the development of the school. There is no senior management team in this small school, but he is well supported by teachers who work effectively as a team. This is demonstrated in the co-ordination of the curriculum, which is undertaken collectively by the full teaching team. Major areas such as English, mathematics and science each have a main co-ordinator and a supporting co-ordinator. The full teaching team discuss curriculum initiatives and decisions are corporate. This system has rectified a weakness found at the last inspection, in that there was insufficient shared responsibility for the curriculum at that time.
50. The checking of teaching and the curriculum and their impact on pupils' learning is satisfactory. A good amount of classroom observation takes place. The headteacher sees all teachers teaching once each half term for about an hour, and this is followed by feedback. Teachers have found this a productive process and cite examples of teaching improving as a result, for example in experimental and investigative science, which was identified as a weakness at the last inspection. Co-ordinators for most subjects also observe colleagues and this gives them an overview of the provision in their subjects. Due mainly to staff changes, this practice is not established in design and technology, geography or history. The focus on how teaching and the range of learning opportunities provided affects learning needs greater sharpness. A weakness is that there is no sampling of pupils' work. The shortcomings in the provision for writing and in marking are clearly evident in pupils' books. Nevertheless, satisfactory progress has been made in this area, which was identified as a key issue at the last inspection. The co-ordination of special educational needs is satisfactory. The co-ordinator keeps extensive records, and the progress made by pupils is carefully monitored.

51. The governing body carries out its statutory responsibilities well and has a good awareness of the school's strengths and weaknesses. It recognises the need for the school to improve further. Although governors consider that the school has moved forward well since its last inspection, they are not complacent when looking to the future. Governors have some effective independent strategies for gaining information about the school. The literacy governor has seen some lessons and has looked at aspects such as spelling. The numeracy governor has visited all classes and has taken a good amount of interest in the implementation of the National Numeracy Strategy. There are also other visits by governors to see the school in action. While the full teaching staff is strongly involved in determining the priorities that make up the school improvement plan, there is insufficient direct involvement of governors.
52. The school has satisfactory procedures for ensuring that the financial resources available to it are used appropriately to support pupils' learning. The headteacher and governors have worked hard to put the school's finances back on an even keel after previous difficulties. Through close monitoring and detailed forecasting, they took the unpalatable decision of reducing the number of teachers to ensure the longer-term financial stability of the school. Additional funding received by the school is clearly directed towards the correct purposes. Monies presently held in reserve are earmarked for much needed improvements to the school roof. General administration procedures are satisfactory. The most recent auditor's report is positive about many of the school's systems and the school promptly acted upon the recommendations of the report. There have been significant improvements since the last inspection in the financial management and control. The limited involvement of the governing body in development planning results in there being too few links between the processes of strategic and financial planning. New technology is used to support management and administration, as well as to contribute to pupils' learning. The principles of best value are applied satisfactorily.
53. The school is satisfactorily staffed. There are sufficient teachers and support staff to meet the demands of the curriculum. Support staff work closely with teachers and are usually well deployed. The classroom assistant in the reception year is not always used sufficiently well to support children's learning. The accommodation is good. Classrooms are well appointed and of sufficient size. They are enhanced by additional practical areas close by. There is presently a vacant classroom, which is being developed as a computer room. The combined library, resource area and music base is a very pleasant additional space which is used well. The accommodation is enhanced by attractive displays of pupils' work. Externally, there is sufficient hard play area and gardens. The site is well adapted indoors and out for use by disabled pupils. Resources are mainly satisfactory in all areas. There are, however, too few fiction books in the library to interest pupils in Key Stage 2. Provision is not made for children in the reception year to play outside with large equipment such as wheeled toys.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to build on the improvements since the last inspection, and to rectify the weaknesses, the governing body, headteacher and staff should:

- a) Improve pupils' achievement in writing to match that in other aspects of their work in English by:
- ensuring that the youngest Key Stage 1 pupils are taught writing in sufficiently small steps to support continuous progress, and that the older Key Stage 1 pupils write for a greater variety of purposes with increased emphasis on spelling and punctuation;
  - increasing opportunities for pupils in Key Stage 2 to produce more extended and imaginative pieces of writing, including using language to create atmosphere and to describe;
  - giving greater attention to developing pupils' skills in drafting and redrafting for style and content, and in editing to improve spelling, punctuation and grammar; and
  - giving greater priority to the development of pupils' literacy skills, especially writing, in other subjects of the curriculum.

(Paragraphs 3, 6 - 8, 28, 48, 68, 71, 73, 74, 88, 107)

- b) Provide more challenge for older and brighter pupils in science, such as through the planning of investigations, and for all pupils in Years 5 and 6 in art and design by ensuring that work builds on the skills developed lower down the school.

(Paragraphs 11, 19, 27, 48, 83, 84, 90, 94)

- c) Develop more opportunities for children in the reception year to learn through investigation and exploration, including through structured play. Children should also be encouraged to make more choices, such as about what they would like to do next.

(Paragraphs 22, 25, 56, 62, 66)

- d) Ensure that marking, throughout the school, supports pupils' learning. It should help pupils to know what they are doing well and how they can do better.

(Paragraphs 23, 48, 74, 81, 89, 103)

- e) Develop the use of homework so that it supports and extends work undertaken in class. This includes providing homework to a regular pattern, so that parents and pupils can plan to ensure that time is set aside for it.

(Paragraphs 23, 43)

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

- there is a need for a sharper focus on the impact of teaching and the curriculum on pupils' learning in the checking of the school's provision.

(Paragraphs 50, 95, 99, 107)

- while teaching in the reception year is satisfactory overall, there are areas in need of improvement. These include grouping of children for activities such as mathematics, challenge for higher attaining children and the deployment of the classroom assistant.

(Paragraphs 11, 22, 56, 58, 60, 64)

- child protection procedures are unsatisfactory;

(Paragraphs 36 – 37)

- pupils identified as causing initial concern, although supported, are not put on the special educational needs register soon enough;

(Paragraphs 29, 40)

- children in the reception year do not have opportunities for outdoor play with large equipment such as wheeled toys.

(Paragraphs 25, 53, 64)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	20

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	12	42	42	4	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	86
Number of full-time pupils eligible for free school meals	-	1

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	1
Number of pupils on the school's special educational needs register	-	15

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	4

### Attendance

Authorised absence	%
School data	3.7
National comparative data	5.2

Unauthorised absence	%
School data	0.2
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	7	7	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	4	5	6
	Girls	6	6	7
	Total	10	11	13
Percentage of pupils at NC level 2 or above	School	71 (100)	79 (100)	93 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	6	6
	Girls	7	6	7
	Total	12	12	13
Percentage of pupils at NC level 2 or above	School	86 (100)	86 (100)	93 (100)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	8	13	21

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	7	8
	Girls	11	11	11
	Total	19	18	19
Percentage of pupils at NC level 4 or above	School	90 (83)	86 (67)	90 (78)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	8	8
	Girls	10	10	12
	Total	17	18	20
Percentage of pupils at NC level 4 or above	School	81 (83)	86 (67)	95 (78)
	National	70 (68)	72 (69)	80 (75)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	2
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	80
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

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

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	4.5
Number of pupils per qualified teacher	19.6
Average class size	21.5

#### **Education support staff: YR – Y6**

Total number of education support staff	4
Total aggregate hours worked per week	75

#### **Qualified teachers and support staff: nursery**

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

Total number of education support staff	-
Total aggregate hours worked per week	-

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

### ***Financial information***

Financial year	1999/2000
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	£
Total income	250423
Total expenditure	221734
Expenditure per pupil	2464
Balance brought forward from previous year	726
Balance carried forward to next year	29415

## Results of the survey of parents and carers

### Questionnaire return rate

51%

Number of questionnaires sent out

90

Number of questionnaires returned

46

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	37	2	0	0
My child is making good progress in school.	39	50	7	2	2
Behaviour in the school is good.	43	54	2	0	0
My child gets the right amount of work to do at home.	30	50	14	6	0
The teaching is good.	57	35	4	0	4
I am kept well informed about how my child is getting on.	43	41	13	2	0
I would feel comfortable about approaching the school with questions or a problem.	70	17	9	4	0
The school expects my child to work hard and achieve his or her best.	57	37	2	0	4
The school works closely with parents.	40	44	7	9	0
The school is well led and managed.	52	37	2	0	9
The school is helping my child become mature and responsible.	46	46	4	0	4
The school provides an interesting range of activities outside lessons.	18	66	9	2	5

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

54. Children enter the reception year in the school year in which they will be five. Those with birthdays in the Autumn term begin in September. Children whose birthdays are in the Spring and Summer terms begin school in January. The children who start in January have the option to attend some half day sessions if their parents wish. Almost all children have received some form of pre-school education. Children's attainment on entry is average, except in speaking and listening in which it is above average. No children are identified as having special educational needs.

#### **Personal, social and emotional development**

55. By the end of the reception year, most children meet the standards of the Early Learning Goals in this area. Their relationships with other children, and the adults who help them, are good. They co-operate and work well in groups, sharing resources amicably. Children understand the difference between right and wrong and are clear about what is expected of them in terms of their attitudes and behaviour. They respond well to the teacher's positive reward system; she puts a bead onto a necklace when they have done something well, such as coming in from break quietly. Children are kind and considerate to each other and are concerned when someone is upset or unwell. Children show good levels of concentration and try hard at the tasks set for them. Occasionally, however, those who learn quickly are restless while waiting for the others. Although children are developing their independence and use the toilet and cloakroom facilities themselves, they are not as independent as they should be when changing for physical education lessons. They take a long time, and are inclined to rely too much on adults.
56. The quality of teaching and learning in this area is satisfactory overall, with some good features. Both the teacher and classroom assistant expect good behaviour and are good role models as they behave kindly and gently when solving problems. Children are praised for showing care and consideration for their classmates. Such actions are also celebrated by the whole school in the weekly 'good news' assembly. Some weakness is evident, however, when the classroom assistant gives too much help to those who need to be encouraged to be more independent. The teacher has suitably high expectations for children's capacity to listen and follow instructions and routines. She communicates this clearly and manages the children well. As a result, children are secure in their understanding of what is expected, and know what to do. Opportunities for children to help with classroom jobs, such as putting the straws in the milk bottles, help build their self confidence and self esteem. The reception children are encouraged to work and play with those in Year 1 who share their class. This leads to children developing a sense of belonging to a community, and they are comfortable in asking the Year 1 pupils if they are puzzled about something. The effectiveness of the provision for children's personal and social development is limited by too few opportunities for them to make choices and decisions about what they will do and how they will do it.

#### **Communication, language and literacy**

57. Most children achieve the Early Learning Goals by the end of the reception year and a few exceed them. Those who are higher attaining read simple sentences in the school's reading scheme. Others use books properly. They turn the pages correctly to find the beginning and the end of a book. They also use the pictures to discuss what the book is likely to be about. All children follow a simple story read by the teacher. Children enjoy and appreciate books and treat them with care. They are developing a good understanding of the letters of the alphabet and their sounds. Some have begun to read words by building up the letter sounds. They are a little more hesitant at applying this skill to their early writing. Most children copy simple words with letters that are clear. Children write their names and recognise them in a variety of places, such as on their book trays and coat pegs. They talk about their experiences with self-assurance and negotiate effectively when they want something. They have good listening skills, showing interest when other children are talking about the things they have brought for 'show and tell'. They also participate well in imaginative play, such as in the 'jungle animal hospital' role play area.
58. The quality of teaching and learning is satisfactory. Good teaching is evident when the teacher reads a large book, questions the children and gets them to join in with the repetitive parts of the text. It is also seen in the way the role-play 'jungle animal hospital' is made stimulating with lots of props such as a 'stethoscope' to encourage the development of children's vocabulary. Children are encouraged well in their early reading and are heard reading aloud on a very regular basis. The teaching of writing is not done in sufficiently incremental small steps to ensure all children build confidence and skill before being asked to undertake greater challenges, such as copying from a handwritten poster. Too little opportunity is given in the early stages for children to copy under or to write over words written by adults. In particular, this means that those who are hesitant in writing are not being given the support they need.

### **Mathematical development**

59. Most children reach the standards of the Early Learning Goals by the end of the reception year and a few exceed them. Higher attaining children know numbers to 30 and add two simple numbers in their head. Most children count to 20 and backwards from 10. Children have a good knowledge of two-dimensional shapes and name them accurately. They explore mathematical concepts such as 'longer' and 'shorter' and are able to describe the position of items in relation to each other.
60. The overall quality of teaching and learning is satisfactory. Skills in counting are well promoted by every day tasks such as establishing how many children are present. Lessons are carefully planned around the Early Learning Goals and ensure children are presented with a wide range of equipment and materials to give them practice in all aspects of mathematics. Children make items in playdough, for example, and are encouraged to count them. They explore volume and capacity in the water and sand trays. Children are not grouped according to prior attainment for direct teaching and, consequently, the higher attaining children are not always well enough challenged in practical activities. This is because staff working with them do not ask sufficiently demanding questions. Good assistance is given to those with special needs or who learn more slowly.



## **Knowledge and understanding of the world**

61. By the end of the reception year, most children achieve the Early Learning Goals in this area. They have a satisfactory awareness of the area in which they live and know, for instance, that the village is close to a river. They name some local buildings such as the fire station and the church. Children know that animals that live in the jungle are different from the ones in their own locality. They are aware of events in their families and talk about these at moments when the class sit together to share their thoughts and feelings. They also remember school events such as the celebration of the harvest, and are beginning to develop a sense of the passage of time. Children take turns using the computer and controlling the compact disc player in their music lesson. They use construction toys well and are proud of what they make. They also make things at home, such as a toy rocket, which they bring to school and talk about. These are then displayed on the 'homework' board. Children have recently been considering what makes someone feel unwell and what the role of the doctor is. They understand that there are rules about when and where to take medicine, and know that only certain adults should give it to them. They know that when you have a cold you cannot smell and that your ears may feel blocked up. They have a good understanding and appreciation of their senses.
62. The quality of teaching and learning is satisfactory and supports children in learning about the world around them. Staff use role play and creative work to reinforce children's learning in this area with, for example, a 'jungle animal hospital' where the toy animals can be taken and made better if they are 'sick'. There are, however, too few opportunities for children to discover and explore through make believe play. Occasionally, reception children are a little unsure what older Year 1 pupils in their class are discussing. They require more reinforcement through play activities well supported by adult questioning, to reach a better understanding of the topic. This was seen when the children discussed medicines.

## **Physical development**

63. Most children's physical development is at the expected level and they achieve the Early Learning Goals by the end of the reception year. Children have a good sense of space and move around their classroom with awareness of people and objects around them. When in the hall for a physical education lesson, they avoid bumping into each other as they try various types of movements. They move with confidence and imitate how creatures such as frogs and caterpillars move, varying the pace of their movements. Children handle tools such as scissors, pencils and paint brushes with satisfactory control and hand-eye co-ordination.
64. The quality of teaching and learning is satisfactory. Physical education lessons in the hall offer some opportunities for children to imagine they are different animals and to make progress in controlling their bodies. Children miss out, however, on opportunities to develop their climbing and balancing skills on a daily basis as there is no outside provision with large equipment such as wheeled toys. Furthermore, opportunities for imaginative play are limited in the playground where much of the activity is of a more robust character. While children have the expected control in using small tools, teaching does not encourage them to be confident and independent enough in their use of equipment such as glue spreaders. In the physical education lesson seen during the inspection, the classroom assistant was poorly deployed and made little contribution to children's learning.

## **Creative development**

65. By the end of the reception year, most children achieve the Early Learning Goals in this area and exceed them in musical aspects. They explore rhymes and songs as well as the use of a range of musical instruments. They enjoy singing and some willingly perform solo songs and make up their own music. They paint and make items, such as snakes and butterflies that form part of their 'jungle' theme. They use a variety of techniques and textures in their art work.
66. The overall quality of teaching and learning in this area is satisfactory. A good music lesson was observed in which all children made good progress in learning a new song with a repetitive chorus. Children have undertaken some large-scale three-dimensional projects, such as making a large tiger, with good levels of success. There are, however, too few opportunities for them to experiment in their art work, as activities are very organised. Overall, there are too few planned opportunities for children to freely develop their imaginations through play with toys that promote creative play. Children do not have enough opportunities to make choices about creative activities they will be involved in or how they will set about using art materials.

## ENGLISH

67. Pupils' performance in the end of Key Stage 2 National Curriculum tests in 2000 was above the national average. Standards were above the national average because the percentage of pupils reaching the level expected of most eleven year olds was well above the national average, and the percentage reaching a higher level was close to the national average. When compared with the results achieved by schools with pupils from similar backgrounds, pupils' performance was below average. In the end of Key Stage 1 tests in 2000, pupils' performance was well below the national average in reading and below the national average in writing. In reading and writing, the percentage of pupils reaching the level expected of most seven year olds was too low. This was also the case for the percentage reaching a higher level in reading. In writing, in contrast, the percentage reaching a higher level was well above the national average. Standards at the end of Key Stage 1 in 2000 were lower than in 1998, the year of the last inspection, especially in reading. The end of Key Stage 2 results were also a little lower than in 1998. There is a trend of girls doing better than boys at Key Stage 1, and of boys doing better than girls at Key Stage 2. This is, however, largely due to the presence of individual pupils with special educational needs or higher capability in the small year groups.
68. This year, the evidence from the inspection of pupils' school work shows that the standards achieved by pupils currently in Year 6 are average. While standards in speaking, listening and reading remain above average, the overall picture of pupils' performance is reduced by average standards in writing. In Year 2, standards are average in reading but below average in writing. The differences in standards, year on year, are a result of variations in the small year groups of pupils, including the percentage of pupils with special educational needs. They are not due to changes in the quality of the school's provision. Pupils, including those with special educational needs, are making satisfactory progress overall as they move up through the school. Good progress is being made in Year 2 in speaking, listening and reading because teaching is good.
69. By the end of both key stages, pupils' speaking and listening skills are above those expected nationally. Pupils at the end of Key Stage 1 listen attentively to their teacher and to each other. They speak confidently to the class and give clear and extended answers to questions. This is seen, for example, as they share their news in the

mornings. By the end of Key Stage 2, pupils participate in conversations and discussions very competently, with good awareness of the listener. They give detailed explanations, for example of their choice of reading material. They are confident when speaking to larger audiences such as when volunteering answers to questions during assembly. Pupils listen carefully and critically to others.

70. Reading standards are average at the end of Key Stage 1 and above average at the end of Key Stage 2. The pupils now in Year 6 entered Key Stage 2 having already achieved high standards in reading. Most pupils at the end of Key Stage 1 read confidently and accurately. They make good predictions about what might happen next in a story. They also make judgements about characters based on what they say and how they appear in the pictures. Pupils apply phonic and sound blending skills well when encountering an unfamiliar word. The highest attaining pupils read with good expression and appreciate humour in a text. Lower attaining pupils use picture clues, together with initial letter sounds, to work out what an unknown word might be. All pupils in Year 2 enjoy reading and persevere very well when finding a word difficult. Pupils at the end of Key Stage 2 read a good range of novels, selecting those by authors such as Philip Pullman, Roald Dahl or Dick King-Smith. Most pupils read with good expression and have very effective comprehension skills. Higher attaining pupils make perceptive comments on the motivation of characters and work out the meaning of new words using the context as a clue. Many pupils have favourite authors. Even the lower attaining pupils read accurately and fluently, using phonic skills well.
71. At the end of Key Stage 1, pupils' writing is below the standards expected nationally. It is clear, from examining pupils' books, that those now in Year 2 started the school year with low skills in writing. Although many Year 2 pupils link sentences, few use simple punctuation accurately. Very few have the expected awareness of the reader or choose language for effect. Pupils write for a more limited range of purposes than is normally the case at this age. Although spelling standards are not good enough, spelling is better than punctuation. Handwriting is neat and evenly formed but even higher attaining pupils are not joining letters. Writing standards at the end of Key Stage 2 are judged to be average overall as no pupil is working at a level significantly below that expected. Nevertheless, there are weaknesses in pupils' writing that require attention if pupils are to achieve the standards of which they are capable. Pupils at the end of Key Stage 2 write book reviews, instructions, play scripts, reports and biographies. They do not often write at length, however, to produce extended narratives. Neither do pupils use language imaginatively to describe or to create atmosphere. Skills in drafting and redrafting for style and content are limited. There are weaknesses in spelling and punctuation which persist in pupils' writing because errors are not corrected and brought to their attention. Most pupils' handwriting is neat and evenly joined.
72. The overall quality of teaching and learning is satisfactory at both key stages, as it was at the last inspection. During the inspection, a good lesson was seen in Year 2. The wider inspection evidence shows that pupils in this class are making good progress in their speaking, listening and reading skills due to good teaching of these areas. In the good lesson seen, the teacher's very gentle manner created a secure environment in which pupils could learn without fear of failure. Her focus on clearly identified learning objectives further ensured that teaching supported pupils in learning well. As a result, pupils developed well their awareness of rhyming words and rhythm in a 'rap' style text. Through careful questioning, well balanced with explanation, pupils developed their understanding of the narrative. The teacher made learning fun by covering up words in the text so that pupils had to guess what they might be, using the context as a clue. Pupils responded to this with great enjoyment. The least effective part of this lesson was the group work element when some pupils lost concentration while working on their

own. The tasks set for this part of the lesson took good account of the range of pupils' needs within the class.

73. In other satisfactory lessons, teachers are clear about what they want pupils to learn. In Key Stage 2, they introduce work clearly, linking it with pupils' prior learning. Teachers are good role models when reading aloud, demonstrating the use of expression and bringing texts to life. This contributes to pupils' reading comprehension skills and helps them to appreciate the style of a text, such as Marc Sinfield's poem 'The Commentator' in a Year 5 and 6 lesson. In this lesson, flashcards and whiteboards were used effectively for a brisk session on changing the tense of verbs. The overall effectiveness of this lesson was reduced in the group work part when work was not well enough matched to pupils' differing needs. The task set was difficult for many average and lower attaining pupils, and this was not identified and dealt with when work was shared at the end of the lesson. In a Year 1 lesson, there were also weaknesses in the matching of work to pupils' needs. Pupils were asked to write a story with a beginning, middle and end on a given title, without having sufficiently developed their writing through activities such as writing their news. While the highest attaining pupils rose to the challenge, some others struggled because they were required to develop a fairly complex narrative without the skills to do so. In a Year 3 and 4 lesson, the range of pupils' needs in the mixed age and ability class was met effectively through the provision of different activities on the topic of speech marks, and through well deployed adult support.
74. Marking is inconsistent and is not used well enough to support learning. In Year 1, for example, pupils are allowed to repeat errors in the spelling of simple words that they should be taught. Consequently, errors such as spelling 'my' as 'mi' or 'ym' are continually repeated. In Years 5 and 6, often work is only ticked and basic errors in spelling, punctuation and grammar are not brought to pupils' attention. In Years 3 and 4, however, marking is much more thorough with spellings to be learned identified for individual pupils. In this class, day-to-day assessment is used well to identify areas in need of attention by the whole class, so as to move pupils' learning on. Pupils are not progressing as well in writing as in speaking, listening and reading due to the curriculum being too narrow, especially in Years 5 and 6. The last inspection identified a need to improve the range of writing opportunities available to pupils, particularly the writing of extended narratives and other imaginative pieces. This weakness has not been rectified, although far more opportunities are available to pupils in Years 3 and 4. Computers are used well in Year 2 to develop pupils' literacy skills. As at the last inspection, computers are not used well enough in Key Stage 2 to develop skills in drafting, redrafting and editing writing. The opportunities for pupils to develop their speaking and listening skills have improved since the last inspection.
75. The co-ordination of English has improved since the last inspection. The co-ordinator has a much clearer overview of the work of the school. She has undertaken a good amount of lesson observations and has access to teachers' planning. There is not, however, any sampling of pupils' work and this reduces the overall effectiveness of the checking of teaching and learning. The weaknesses in the marking and in the provision for writing are very evident in pupils' books but they had not been identified. The co-ordinator is effective in leading new initiatives such as the introduction of new procedures for the assessment of pupils' learning. These new procedures are satisfactory and are supporting teachers in planning work.

## **MATHEMATICS**

76. In the National Curriculum tests at the end of Key Stage 2 in 2000, standards were

broadly in line with the national average. While the percentage of pupils reaching at least the level expected of most eleven year olds was well above the national average, the percentage reaching a higher level was average. In the end of Key Stage 1 tests in 2000, standards were above the national average. This was because the percentage of pupils reaching a higher level than that expected of most seven year olds was well above the national average, with an average percentage reaching at least the expected level. When compared with the results achieved by schools with pupils from similar backgrounds, pupils' performance was below average at the end of Key Stage 2, and it was average at the end of Key Stage 1. Standards in 2000 were a little lower at Key Stage 2 than when the school was last inspected in 1998. At Key Stage 1, they were a little higher. Boys have tended to do better than girls at Key Stage 2. This is largely due to the impact of individuals, with either special educational needs or higher capability, within the small year groups. There is no discernible difference in the performance of boys and girls in the end of Key Stage 1 test results in recent years.

77. This year, the evidence from the inspection of pupils' school work shows that standards are broadly average at the end of Key Stage 1 and they are above average at the end of Key Stage 2. The variations year on year are due to differences in the small year groups of pupils, including the percentages of pupils with special educational needs. The group presently in Year 2 has a high proportion of pupils identified as having special educational needs, which accounts for standards this year being lower than last year. Pupils now in Year 6 entered Key Stage 2 with above average standards. Throughout the school, pupils are making satisfactory progress, including those with special educational needs.
78. By the end of Key Stage 1, pupils have the expected competence in undertaking a range of practical problem solving activities. A small number of pupils, however, have difficulties in understanding mathematical terminology and, therefore, in correctly identifying the appropriate operation needed to find an answer. Most pupils count to 100, and identify odd and even numbers. Most have the expected understanding of addition and subtraction. While most are confident in the use of multiplication facts relating to two, five and 10, a few are uncertain. Most pupils correctly identify a range of two and three-dimensional shapes, and have a clear understanding of halves and quarters, money and time on the hour and half hour. In measuring activities, most pupils explain and use various standard and non-standard units of measure. Pupils collect data, on such things as their favourite drinks, and produce block graphs to represent their findings. Higher attaining pupils confidently interpret information presented in this form.
79. At the end of Key Stage 2, pupils develop their own strategies for solving problems, and draw their own conclusions from their work. They confidently undertake work in addition and subtraction, as well as in a range of multiplication and division forms. Pupils have a clear knowledge of place value to seven figures, and most successfully order negative numbers. They are confident in saying the times-tables, and in quickly recalling individual multiplication and division facts to 10x10. Pupils use all four operations with decimals to two places, such as when working with measurement or money. Most have a good understanding of fractions, and identify equivalent fractions and reduce a fraction to its lowest terms. Pupils tell the time, both in analogue and digital display. Most pupils name a range of angles, including right angles, acute, obtuse and reflex angles. They use protractors successfully to measure angles to the nearest degree, and know that there are 180 degrees in a triangle. Pupils calculate perimeters and areas of regular shapes, and most know the rough metric equivalent of the imperial units still in regular use. Pupils collect data on a variety of issues, such as ways of getting to school, and produce a range of graphs, including pie charts, to display their findings. Most understand the concept of probability, and they use the appropriate terminology to

describe their observations.

80. The overall quality of teaching and learning is satisfactory at both key stages, as it was at the last inspection. Examples of good teaching were seen in Year 2 and in the Year 5 and 6 class. Lessons are carefully planned, based on the National Numeracy Strategy framework. Teachers make careful allowance for the provision of practical and problem solving activities, as well as for the provision of work to suit pupils' particular needs. This is an improvement since the last inspection. All teachers make good use of mental activities, at the beginning of lessons, and they are also aware of the need to extend pupils' mathematical vocabulary. Teachers have satisfactory subject knowledge, provide clear instruction and give much well directed support. As a result, all pupils make satisfactory gains in their knowledge and understanding.
81. In the good lessons seen, teachers demonstrated particularly secure subject knowledge. Lessons were brisk in pace, expectations high and higher attaining pupils were especially challenged. In these lessons, pupils made good progress in their overall mathematical ability. Most pupils enjoy mathematics, the mental activities in particular. They are well managed. As a result, they settle to their written and practical tasks with interest and enthusiasm, work well with other pupils when required, and know what they are expected to do. Teachers use the time at the end of lessons well to check pupils' understanding and celebrate some of the work done. While a small number of pupils are careless at times, most pupils take great care with the appearance of their work. Teachers usually mark pupils' work promptly, but usually few comments of advice or praise are added.
82. The use of the National Numeracy Strategy as a scheme of work has rectified a shortcoming found at the last inspection of the lack of an effective long-term plan for mathematics work. The strategy has been implemented effectively, and is used effectively to support learning. The co-ordinator checks the effectiveness of work being undertaken in the school, as well as supporting his colleagues. He has played a significant role in ensuring the effective use of the National Numeracy Strategy and in improving standards in practical and investigative mathematics at Key Stage 2. Assessment has improved, and is now being used effectively to identify pupils' current attainment, and to help set targets for the future. Good use is made of this information to set challenging activities for higher attaining pupils in particular. Information and communication technology is used successfully, through the provision of computer programs to help develop pupils' mathematical understanding and skills, and for pupils to illustrate their work in data handling. There has been some improvement in this area since the last inspection.

## **SCIENCE**

83. Pupils' performance in the end of Key Stage 2 tests in 2000 was below the national average. While an average percentage of pupils reached at least the standard expected of most eleven year olds, the percentage reaching a higher level was below average. This indicated some underachievement by the most capable pupils who did better in English and mathematics than in science. When compared with the results achieved by schools with pupils from similar backgrounds, pupils' performance was well below average. These results were significantly lower than in 1998 when the school was last inspected. At the end of Key Stage 1, teachers' assessments in 2000 showed standards as broadly average, with an above average percentage of pupils reaching a higher level than that expected of most seven year olds. While there are variations year on year due to differences in the small year groups of pupils, it is a concern that higher attaining pupils do not sustain their standards at Key Stage 2. There is a trend of boys

doing better than girls at the end of Key Stage 2, although this is mainly the impact of variations in the capability of individual pupils within the small year groups.

84. This year, the evidence from the inspection of pupils' school work shows the standards of pupils presently in Years 2 and 6 to be broadly average. There continues to be under achievement by the brightest pupils in Year 6 who have the potential to reach a higher standard. With the exception of the brightest pupils in Key Stage 2 who do not make enough progress, pupils are making satisfactory progress through the school. Those with special educational needs make satisfactory progress.
85. By the end of Key Stage 1, pupils recognise and name parts of the skeleton. They know about the physical changes that occur in their bodies when they take exercise. Pupils understand what is needed to sustain animal life. They are familiar with the life cycles of creatures such as butterflies and frogs. They use their senses to describe a range of materials, and record some simple tests they have carried out on them. Pupils undertake some simple work on electricity but do not accurately write about their work, often spelling key words incorrectly.
86. By the end of Key Stage 2, pupils have a good understanding of how light is reflected and carry out fair tests to see the effects of various materials on light. They record measurements accurately on the computer and draw accurate conclusions with the aid of explanations from their teacher. When planning experiments they predict the outcomes and have due regard for factors that must be kept the same. Some are more skilled at accurately writing their findings, with lower attaining pupils requiring a great deal of guidance and assistance. Pupils know key facts about the properties of materials such as the stretchiness of some materials. They understand correct definitions of 'transparent' and 'opaque'. They have a good knowledge of life processes and living things.
87. The overall quality of teaching and learning is satisfactory at both key stages. This is an improvement since the last inspection at Key Stage 2. In Year 2, teaching is lively and enthusiastic and captures pupils' interest. In this class, questioning is used well to involve pupils in problem solving. During the inspection, pupils gained first hand insight into environmental issues through field investigations despite the bad weather. The teacher focused pupils well during this, developing their skills of observation. Activities to follow on from the investigation of the school environment were well matched to pupils' differing needs, providing additional challenge for higher attaining pupils, and ensuring that those with special educational needs had the support they needed. As a result of these features of teaching, all pupils made good gains in their learning.
88. Lessons seen in the combined Year 5 and 6 class were of a variable standard. In one, which was satisfactory, the work was too ambitious in scope and this resulted in pupils being a little uncertain and needing a good deal of attention from the teacher. As a result, progress was slower than in another lesson, which was good. In the good lesson, the organisation and management of pupils was better and the learning was more focused and secure. While no lessons were seen in the Year 1 or Year 3 and 4 classes, the evidence of work in pupils' books shows that pupils are making satisfactory progress overall. There is, however, too great a reliance on worksheets in Year 1 and recording by using pictures. This is resulting in a lack of challenge for higher attaining pupils in writing. There is evidence of some good enquiry work having been undertaken in Year 1 on the senses and in Year 2 on materials and how light travels. Year 3 and 4 pupils are encouraged to present their work in well labelled diagrams.
89. At the time of the last inspection, planning for progress in small measured steps was

not in place. This has left a legacy of undeveloped skills in the higher year groups. Current plans are more detailed but pay insufficient attention to how higher attaining pupils will be challenged. Information technology is used to support learning satisfactorily, with some good use of the computer in Years 5 and 6. Pupils' independent research skills are being developed in Years 5 and 6, but too little attention is given to correcting simple copying errors such as 'equator' in the work on planets and seasons. Similarly, some errors in diagrams drawn by the lower attaining pupils are not corrected. Consequently, opportunities are missed to improve pupils' knowledge and understanding.

90. Overall, the school has made steady progress in putting more emphasis on investigation and experimentation since the last inspection. There is still, however, too little evidence of higher attaining pupils designing their own investigations and thoroughly analysing their results. This is restricting the opportunities for pupils to reach their full potential at the end of Key Stage 2. The science co-ordinators have observed lessons and made recommendations aimed at raising standards. Annual tests in Key Stage 2 have enabled progress through the national curriculum levels to be monitored. Teachers are working together to try to improve pupils' progress and the standards they achieve.

## **ART AND DESIGN**

91. Only two lessons were seen during the inspection, both in Key Stage 1. No art and design lessons at Key Stage 2 were timetabled to take place during the inspection. Evidence was also gained from examining work on display and a collection of work completed by pupils in Years 5 and 6 during the last school year. Discussions took place with teachers and pupils, and teachers' planning was scrutinised.
92. Pupils' art and design work at the end of Key Stage 1 is above the standard expected nationally. This is a good improvement since the last inspection when it was barely in line with the nationally expected standard. At Key Stage 2, standards are close to those expected nationally, reflecting a similar picture to that found at the last inspection. By the end of Key Stage 1, pupils are very competent in using a range of techniques such as 'marbling' and printing with blocks they have made themselves. They use a variety of materials well, including paint, charcoal and pencil. They show good skills in observing and recording. This was seen as they focused on a small section of 'marbled' pattern they had made, using a 'viewfinder' in a shape of their own choosing. Pupils recorded what they could see using pencil and wax crayon. They also extended this to explore colour and pattern very competently, using a computer paint program. Their patterns in black ink, based on photocopies of their fingerprints, show a good awareness of line. A secure understanding of how mood can be communicated through colour and pattern is seen in pupils' paintings of feelings such as 'angry', 'confused' or 'celebrating'. Pupils at the end of Key Stage 2 are confident in using materials such as fabric to make a collage as well as continuing to work in paint and pencil. They produce portraits of each other using paint and pencil satisfactorily. Younger Key Stage 2 pupils, in Years 3 and 4, show a good awareness of colour and pattern in their Rangoli patterns produced on the computer and in their Diwali cards for which sponge printing was used.
93. The overall quality of teaching and learning is good at Key Stage 1 and it is satisfactory at Key Stage 2. In the two lessons seen during the inspection, teaching and learning were very good in Year 2 but unsatisfactory in Year 1. In the very good lesson seen, pupils were provided with a challenging and well planned project which captured their imaginations. Due to the very effective teaching of a new technique, the well focused support of individual pupils, and the teacher's enthusiasm and praise for pupils' work, pupils achieved highly in the lesson. Pupils were expected to work in depth and with



sustained concentration. All pupils did so, including those with special educational needs. In contrast, the Year 1 lesson was unsatisfactory because pupils were not given enough opportunity for initiative or experimentation. Other art and design work completed in this class suggests that teaching is normally satisfactory. In an earlier lesson, pupils had made secure gains in printing with a polystyrene tile on which they had drawn a picture using a blunt thick pencil and used a variety of colours of paint.

94. While no direct teaching was seen in Key Stage 2, pupils in Years 3 and 4, including those with special educational needs, are making satisfactory gains in using a variety of techniques including using a computer program. The sketchbooks in Years 5 and 6 are not used well enough for experimentation, exploration or preparation for art and design projects. While the standard of work at the end of the key stage is adequate, based on the evidence of the range of work completed last year, pupils are not being sufficiently challenged. They are not achieving as well as they could. Activities provided are not building on the good work undertaken lower down the school. Nevertheless, pupils are given more opportunities to use their own ideas than was the case at the last inspection.
95. Art and design is satisfactorily co-ordinated. The co-ordinator is a good role model for teaching and she provides informal advice to colleagues when they request it. She has an awareness of what is taking place throughout the school from observing lessons and examining teachers' planning. The checking of teaching and the curriculum and their contribution to pupils' learning is not sufficiently focused on securing consistently high standards throughout the school. This is an area in need of improvement. Assessment procedures involve teachers in evaluating pupils' work against their objectives for lessons. This provides satisfactory support for individual teachers in planning work, but it does not result in a record that can be passed on to the next teacher at the end of the school year.

## DESIGN AND TECHNOLOGY

96. Standards at the end of both key stages are in line with those expected nationally for pupils of this age. This is an improvement since the last inspection when standards were found to be a little below those expected at the end of Key Stage 2. No lessons were timetabled to take place during the inspection. Judgements are based on the evidence of teachers' planning, discussions with pupils and teachers, and a scrutiny of pupils' work.
97. At Key Stage 1, pupils successfully clarify their ideas for making a product, through class and group discussion. Having decided how to proceed, pupils are confident in identifying the materials and tools they need. They choose from a range of suitable materials, such as paper, card, clay and food items, and tools, such as scissors and knives, to help them make their product. Pupils cut their components carefully, and join them together neatly and securely, for example using sticky tape and split-pins. Pupils in Year 1 successfully make cards, clay animals and figures with moving parts. In Year 2, pupils produce items such as puppets and fruit salads. At Key Stage 2, pupils draw up plans, in some cases first closely examining commercially produced items, such as musical instruments, to help them. Having produced their plans, pupils choose from a range of materials, including wood, and tools, such as saws and drills. They accurately measure, cut and shape the materials, and join them with glue. Pupils finish their musical instruments to the expected standard, for example by painting them. They evaluate their work during the process of making and when they have finished. Pupils in Years 3 and 4 have made musical instruments. Those in Years 5 and 6 have made copies of Egyptian pots and jugs, as well as designing and making model waterwheels and fairground rides.
98. The evidence of teachers' planning and pupils' work shows that teaching and learning are satisfactory. Teachers' planning is now good, having improved significantly since the last inspection. The weaknesses found at that time in teachers' confidence and expertise have been eradicated. Pupils are given opportunities to undertake some interesting projects that develop their skills effectively as they move up through the school. Pupils are helped to identify the components they need themselves on occasions when they are required to take apart commercially produced items. Pupils clearly enjoy design and technology. In discussing their work, they explain how successful it has been and how it could have been improved. The range of activities and instruction provided, and the enthusiasm this generates, helps pupils to make satisfactory gains in both their designing and making skills.
99. There is now a satisfactory scheme of work in place, based on national guidelines. This, together with improved planning, has helped to raise standards at Key Stage 2. All the required aspects of work are now covered. The co-ordinator is enthusiastic. Although she has only recently been appointed she has a clear knowledge of the work that is being done in the school. As yet, however, she has had little opportunity to check the work undertaken in lessons although she does have access to teachers' planning. Satisfactory assessment procedures are in place, with information being provided to identify pupils' current attainment and their skill levels. This is another improvement since the last inspection. The writing activities undertaken in planning and evaluating work give limited support to the school's initiative in literacy. Measuring activities, such as cutting wood accurately, support the work in numeracy. The making of clay artefacts, in relation to the work on the Ancient Egyptians in Years 5 and 6, helps to raise pupils' awareness of cultures in past times.

## GEOGRAPHY

100. Due to timetable arrangements, no geography lessons were seen during the inspection. Evidence was gathered from looking at teachers' planning and links with geography in other lessons, discussions with teachers and pupils, and an examination of pupils' work. Standards at the end of both key stages are in line with those expected nationally for pupils of this age, as they were at the last inspection.
101. By the end of Key Stage 1, pupils have a satisfactory awareness of their own village, including its houses and facilities. They make simple route maps showing what they pass on their way to school. They have an idea of what is uphill from the school and what is nearer the main road. They know their way around the school and draw an approximate 'bird's eye view' of the school and playground. They gain an understanding of where other places are in relation to the village by investigating where items in the local shops come from. Through stories, they have awareness of other places and describe some of the differences caused by living in a hot country. They have begun to understand that it takes a long journey to reach the United States of America, for example, where some pupils have been on holiday. Pupils have undertaken a litter survey and are aware of what they like and dislike in their local environment.
102. By the end of Key Stage 2, pupils have expanded their geographical knowledge and have done considerable work on other places in Europe. They talk with enjoyment and understanding about the school's links with places in Germany, Denmark and Belgium. They recall designing the questionnaires they e-mailed to the children there and many of the details about what was the same and different in the various places. Higher attaining pupils were able to plan an exact journey to Denmark using timetables and costs from various Internet sites. Lower attaining pupils managed to plan the journey, but found using timetables more difficult. Pupils identify the continents on a world map and show where they are in relation to European countries and major British towns. Their geographical vocabulary is good. They know rivers have tributaries and have detailed knowledge of the Nile from their work on Ancient and Modern Egypt. The work on modern Egypt was set as a homework project over a number of weeks and most pupils had made a very creditable effort to find out information from a wide variety of sources including the Internet. The higher attaining pupils discuss concepts such as imports and exports as well as the religion and climate in the country. Lower attaining pupils have less detail in their projects but discuss some basic facts.
103. The evidence of teachers' planning and pupils' work shows that the quality of teaching and learning is satisfactory overall in both key stages. Teaching about European awareness is good. Teachers have a secure knowledge of geography. This underpins the 'enquiry approach' they use which is based on answering questions about what other places are like. Effective use is made of a variety of techniques for teaching, including fieldwork involving measuring river flow and drawing field sketches and using ordinance survey maps. Higher attaining pupils have more challenge in their work, but lower attaining pupils, including those with special educational needs, do very much the same work as other pupils. Since some struggle with their written English this impedes their geographical understanding. Work builds upon prior learning but individual skills, for instance in learning to make and use maps, are not sufficiently clearly planned in a detailed step-by-step approach from one class to the next. The uneven length of time between geographical topics in the two-year cycle of planning leads to a lack of continuity of learning. In particular, this affects those who are less able to retain and recall information. Pupils are encouraged to present their work in oral presentations as well as in written form which they enjoy preparing in groups. Although marking is undertaken regularly, it does not give enough guidance for future work and ways of improving. Pupils are aware of their own strengths and weaknesses as they use a self-

assessment chart but there is little evidence that the weaknesses they identify are specifically addressed in subsequent teaching. Due to staff changes, co-ordinator roles have been reassigned and are not well established.

## HISTORY

104. Standards at the end of both key stages are in line with those expected nationally, as they were at the last inspection. Through studying pictures and photographs, handling historical items and going on outings, pupils at the end of Key Stage 1 identify some of the changes that have taken place in such things as household artefacts and, especially, toys. Through sequencing items, such as toys and events, pupils are developing a sound understanding of chronology. They are confident in using historical terminology, such as 'old', 'new' and 'long ago', in discussing their work. They are particularly knowledgeable about the Crimean War, and know many details not only about the life of Florence Nightingale, but also about Mary Seacole.
105. By the end of Key Stage 2, pupils have a secure body of knowledge of a range of historical periods. Pupils have a clear understanding of the Ancient Egyptians and the Ancient Greeks, as well as the Tudor period of British history. They are particularly knowledgeable about many aspects of the Ancient Egyptians, especially those relating to the importance of the pyramids and the River Nile. Pupils readily identify the importance of archaeologists in finding out information. They are confident in identifying some of the changes that have taken place throughout history, and are generally competent in placing the periods they study in a proper chronological framework. Most pupils are also aware of the difference between primary and secondary evidence. Pupils throughout the key stage confidently undertake research to find relevant information. Those in Years 3 and 4, for example, successfully use computer programs to find out details about the Greeks. Pupils readily explain some important events that have taken place, such as the Battle of Marathon. They recall the lives of a number of famous people, such as Tutankhamen.
106. The overall quality of teaching and learning is satisfactory. A good lesson was observed in the Year 3 and 4 class. Planning has improved significantly since the last inspection. Teachers foster pupils' interest through the use of photographs, artefacts, visits and opportunities for research. Pupils in turn enjoy history, studying artefacts and photographs with enthusiasm. Teachers manage pupils well. As a result, pupils settle well to the variety of tasks provided and make satisfactory gains in their knowledge and understanding. Teachers' subject knowledge is good and they make effective use of dates, events and artefacts, to help develop pupils' understanding of the past. Occasionally, the activities provided for some pupils are too hard and, as a result, they have difficulties in completing the tasks set. Where teaching is good, in the Year 3 and 4 class, very clear and detailed instruction is given, very interesting activities are provided and expectations of the pupils are high. This leads to pupils making good progress. Pupils generally take care with the presentation of their work, both writing and drawing, although a small number are less careful. Teachers mark pupils' work regularly, but few comments of advice are usually provided. Teachers take the opportunity to further encourage pupils by providing colourful displays of their work.
107. The school uses new national guidelines as its scheme of work, rectifying a weakness in long-term planning found at the last inspection. Other planning is detailed and all areas of history are satisfactorily covered. The co-ordinator studies teachers' plans, but she has no opportunity to observe classroom practice. Further action is needed to develop the checking of teaching and learning in history, as was also indicated in the last inspection report. Satisfactory assessment procedures are in place, and relevant

information is recorded about pupils' knowledge of people and events, and the development of their skills. The writing activities undertaken, in some aspects of the subject, make a limited contribution towards the development of pupils' literacy skills. Pupils are also able to develop their skills in information and communication technology, through studying computer programs for historical information. The work undertaken in history also makes a significant contribution to pupils' cultural development.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

108. Pupils achieve the standards expected nationally at the end of both key stages. This is an improvement since the last inspection when standards were too low. By the end of Key Stage 1, pupils are familiar with items of computer equipment, such as the mouse, keyboard and monitor. They use a keyboard to type text. They place gaps between words using the space bar, with some introduction of capital letters and full stops into their writing. Most pupils successfully use the backspace key and the cursor keys, to correct mistakes in both their spelling and their text. Using a paint package, pupils produce an interesting range of pictures, such as those of teddy bears and different types of light. Pupils confidently, and independently, access the menu to print their finished work. They give instructions to a floor turtle to produce straight line movements over varying distances. Pupils successfully produce block graphs, such as on their favourite drinks, to support their work in mathematics.
109. At the end of Key Stage 2, pupils have satisfactory skills in word processing. They change the font, colour and the size of their work, moving portions of text from one place to another. Pupils use the mouse accurately to produce various forms of art, and successfully merge artwork into their writing. Pupils develop their control skills, using a floor turtle, as well as a screen turtle, to produce a range of straight line and turning movements, following a set course or producing their own patterns. Many pupils confidently access the Internet, and pupils in Years 3 and 4, for example, have found information about the Ancient Greeks. The school has its own e-mail address, and pupils readily correspond with those in other schools. Pupils store their work, and retrieve information they require. They recognise patterns and relationships in, for example, adventure games, and predict the outcomes of different decisions. Pupils enjoy the opportunities provided to develop their skills in monitoring external events, and they readily record changes in temperature and light.
110. No class lessons were seen, but pupils were observed using computers, and the evidence of the work produced suggests that teaching and learning are now satisfactory. This is an improvement since the last inspection. Teachers are keen and enthusiastic, providing pupils with many opportunities to use the computers, and showing much increased confidence since the last inspection. Planning has also improved, and a suitable range of activities is provided. These support pupils in making satisfactory gains in computer skills and techniques. Pupils respond by showing very good attitudes. They are enthusiastic, settle well to their work and show high levels of concentration. They clearly enjoy information and communication technology. Teachers provide help and advice as pupils work, and this is effective in supporting the development of pupils' computer skills.
111. The school's provision for information and communication technology has improved considerably since the last inspection. Increased time is given to supporting pupils' learning in this subject. A suitable range of resources is available, and national guidelines are now used as the scheme of work. Teachers now plan carefully for information and communication technology to also be used in a variety of subjects. The co-ordinator is very keen and enthusiastic, and has done much to support his

colleagues in improving the provision in the subject. This enthusiasm has clearly helped to raise the confidence of both staff and pupils. Satisfactory assessment procedures have also been introduced since the last inspection. Information gained from assessment is used to help plan work. Many pupils find the use of computers exciting, and the excitement generated, such as when printing out completed work, helps enhance pupils' spiritual development. The work undertaken in Years 3 and 4 on producing Rangoli patterns helps to develop pupils' cultural awareness.

## **MUSIC**

112. Standards at the end of both key stages are above those expected nationally for pupils of this age, as they were at the last inspection. By the end of Key Stage 1, pupils play percussion instruments well to support their singing. They learn a wide variety of songs and are developing a good sense of rhythm. They are aware that symbols can be used to show sounds, including the pitch and pace at which they should be performed. They use musical terms such as 'texture' with awareness of their meaning.
113. By the end of Key Stage 2, pupils have good skills in composing and performing. They work well together to develop and refine their ideas. They listen with interest to a variety of music and show awareness and sensitivity, especially when their contemporaries are performing. Pupils create their own pictorial scores and are learning to interpret those that others have made. They have a good knowledge of musical form, including repeated passages and phrasing marks. They keep to the beat in class performances and use parts of their bodies as percussion instruments when following a pictorial score. In class performances, they sing with good tone and pitch. A large number of pupils have individual instrumental tuition and this helps in the whole class lessons where these pupils share their knowledge and appreciation of music with others.
114. The overall quality of teaching and learning is good at both key stages. A very good lesson was seen in Year 2 during the inspection. There is also some very good teaching by peripatetic specialists, especially in wind instruments, where pupils have recently achieved grades three and four in their music examinations. Teachers plan their work creatively from a commercial scheme of work, which they augment to meet the particular needs of groups of pupils. Pupils of all capabilities, including those with special educational needs, are well challenged and make good progress. In the very good lesson in Year 2, the teacher's gentle, supportive manner provided pupils with the confidence to explore and experiment in moving to the rhythm of Irish music and in interpreting and creating symbols to represent sounds. The teacher's very secure subject knowledge ensured that new skills were developed, building very effectively on those already mastered. In the very good instrumental lesson for pupils from Years 3 and 4, taken by a visiting specialist, teaching was well matched to the needs of individuals and very effective gains were made in the playing of single phrases. Pupils respond with enthusiasm to the musical activities provided in lessons. Levels of concentration are good and, in the Year 2 lesson seen, they were excellent. Progress in some lessons is evaluated effectively by the use of tape recordings of performances so that pupils hear themselves and can improve.
115. For many years, the younger pupils have learned the recorder and received a sound foundation for their future learning. This year, however, numbers interested are somewhat reduced. Teachers' high expectations and pupils' willingness to practise lead to high standards where pupils have instrumental lessons. Links are made to other subjects, such as science where pupils have recently been investigating sounds and what makes notes higher and lower. Mathematical skills are also enhanced by the counting of beats in the bar and adding up note values. Pupils' ability to see patterns is

also developed well through their musical work. Music is well used as an aid to spiritual development.

116. The management of music is good. The scheme of work is well ordered and builds up a good progression of skills. The school has a good variety of instruments including those from other cultures. The recorder group has opportunities to perform at other schools and in occasional competitions. Assessment is largely informal, except for individual instrumentalists, but is effective as pupils reach good standards, make good progress and show a real joy and appreciation for music. All the strengths found at the last inspection have been maintained.

## **PHYSICAL EDUCATION**

117. Only two physical education lessons took place during the inspection. These were a Year 1 dance lesson and a Years 5 and 6 netball skills lesson. As a result, there is insufficient evidence to make overall judgements on the standards achieved by pupils or on the quality of teaching and learning. In both lessons seen, pupils achieved the standards expected nationally for their age.
118. Pupils in Year 1 have the expected control and co-ordination. During a warm up game of musical statues, they freeze when the music stops. They vary the pace of their movements, and use different levels, such as sometimes moving at a low level close to the floor. This was seen, for example, as they expressed in movement the life cycles of a butterfly and a frog. Higher attaining pupils moved very sensitively to the music as they pretended to slowly emerge from a chrysalis as a butterfly and to fly away. Pupils in Years 5 and 6 pass and receive a netball with the expected skill. They have a satisfactory awareness of techniques for shadowing or evading an opponent. They are aware of the importance of a team approach in games such as netball.
119. In the two lessons seen, the quality of teaching and learning was satisfactory. In the Year 1 lesson, the teacher made satisfactory use of pupil exemplars and also demonstrated herself. There were, however, some missed opportunities for pupils to evaluate each other's work and say how it might be improved. Ineffective use was made of the classroom assistant, resulting in missed opportunities to support the learning of individual pupils. Pupils took too long to change for this lesson, so valuable teaching time was lost as the teacher did not require them to hurry up. In the Year 5 and 6 lesson, the teacher competently built on pupils' previous lessons with a netball coach. The activities supported pupils in practising and improving basic skills. In both lessons, pupils enjoyed the activities and made an effort to improve their skills. Those in Year 1 concentrated well as they developed their movements to music.
120. The co-ordination of physical education is satisfactory. The co-ordinator has opportunities to see lessons and to look at teachers' planning. Swimming lessons are provided. In the inspection week, pupils in Years 2, 3 and 4 attended swimming lessons in Hereford. These lessons are effective, with almost all pupils able to swim 25 metres unaided by the time they leave the school.

## **RELIGIOUS EDUCATION**

121. Religious education is subject to separate inspection according to Section 23 of the School Inspections Act.