

INSPECTION REPORT

WIGMORE PRIMARY SCHOOL

Wigmore, Leominster

LEA area: Herefordshire

Unique reference number: 116747

Headteacher: Miss J J Atkins

Reporting inspector: Rod Spinks
2783

Dates of inspection: 2 - 6 October 2000

Inspection number: 225195

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Ford Street Wigmore Leominster Herefordshire
Postcode:	HR6 9UN
Telephone number:	01568 770333
Fax number:	01568 770333
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs J Rochefort
Date of previous inspection:	9 - 13 December 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr R Spinks 2783	Registered inspector	Science Information technology Design and technology Special educational needs	What sort of school is it? What should the school do to improve further? The school's results and pupils' achievements How well is the school led and managed?
Mrs L Owen 9417	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils?
Mrs J Palmer 18152	Team inspector	English Art Music Equal opportunities	How well are pupils taught?
Mrs C Rowley 31184	Team inspector	Mathematics Geography History	How good are the curricular and other opportunities offered to pupils?
Mr A McDowell 12815	Team inspector	Physical education Religious education Under fives	How well does the school work in partnership with parents?

The inspection contractor was:

Staffordshire and Midlands Consortium

Mr I H Jones
Kingston Centre
Fairway
Stafford
ST16 3TW

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7 - 13
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	14 - 16
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	17 - 19
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	19 - 22
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	23
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	23 - 24
HOW WELL IS THE SCHOOL LED AND MANAGED?	24 - 26
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	26 - 27
OTHER SPECIFIED FEATURES	27 - 28
PART C: SCHOOL DATA AND INDICATORS	29 - 33

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

34 - 51

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Wigmore Primary School is situated in the village of Wigmore in Herefordshire. It shares a campus with the local high school and there is a pre-school playgroup housed in a building nearby on the same campus. At the time of the inspection major building work was taking place to provide an additional classroom and enhanced staff and office accommodation. The school caters for pupils aged 4+ to 11. There are 154 pupils on roll which is smaller than average for primary schools. There were six pupils under five at the time of the inspection. There is significant variation in the numbers of boys and girls in the different year groups, for example there are 23 boys and 12 girls currently in Year 6 and in the Reception and Year 1 class there are nine boys and 11 girls. Eight per cent of pupils are eligible for free school meals which is well below the national average, however, the local education authority does not provide hot school meals and the take up of free packed lunches is low. The school has a Special Education Centre catering for up to 12 full-time pupils with moderate learning difficulties. At present there are 10 full-time and no part-time pupils attending the centre. As a result of the Special Education Centre the school attracts pupils with identified special educational needs but not having statements of educational need. There are 47 pupils on the school's register for special educational needs which is above average. The school is organised into six classes and the Special Education Centre and as a result pupils are taught in some mixed age classes depending upon the number of pupils in the year group. The Special Education Centre caters for pupils in Key Stages 1 and 2.

This is a popular school and many pupils transfer to the school at times other than the normal admission into Reception. The school serves a mainly rural area and many pupils travel to and from the school on organised buses. In general pupils come from the full range of backgrounds, however, a significant proportion come from disadvantaged backgrounds and attainment on entry to the school is generally below average. There are no pupils from ethnic minority backgrounds and one pupil for whom English is an additional language.

HOW GOOD THE SCHOOL IS

This is a good school where pupils make good progress and achieve well. Standards are high when the prior attainment of pupils is taken into account. Generally standards have been rising over recent years although, published data is affected by the varying numbers of pupils in the Special Education Centre. The quality of teaching is consistently good with a significant proportion of very good and outstanding teaching, which promotes good learning patterns, interested and hard working pupils. The school is well managed and the headteacher and governors have established good procedures to secure the future development of the school. The school gives good value for money.

What the school does well

- Good teaching is a strength of the school.
- The progress pupils make and the standards they achieve, particularly in information and communication technology and physical education.
- The very good progress that pupils in the Special Education Centre make.
- The attitudes and values the school promotes.
- The very good relationships and social personal development of pupils.
- The very wide and varied range of extra-curricular activities which are very well supported by pupils.
- The effective use of information and communication technology across the curriculum.
- The effective leadership and management of the school by senior managers and governors.

What could be improved

- There are no significant weaknesses.
- The monitoring of the curriculum and standards in the foundation subjects by subject co-ordinators.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in December 1996. Since the last inspection effective management of the school has ensured improvement. All of the Key Issues identified by the previous inspection have been addressed well. In particular the development of information and communication technology has been particularly successful through a combination of effective teaching and improved resources. Although the published data shows large variations in attainment year on year standards have been rising when the pupils from the Special Education Centre are discounted. Standards in 2000 show a significant improvement especially at Key Stage 2 where half the pupils attained the higher Level 5 in English, mathematics and science. The quality of teaching has improved so that now four fifths was judged to be good or better, and as a result the pace and extent of pupils' learning has improved. The management of the school has worked effectively and has established systems and procedures to ensure the continued improvement in teaching, learning and standards.

STANDARDS

The table shows the standards achieved by eleven year olds based on average point scores in National Curriculum tests. The comparison with all schools includes the data on pupils in the Special Education Centre whilst the comparison with similar schools excludes these pupils.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	B	B	E	E
mathematics	B	C	E	C
science	A	A	C	B

Key

well above average A

above average B

average C

below average D

well below average E

By the age of five pupils have made sound progress, to attain standards, which overall remain below average. By the age of seven pupils continue to make progress to attain standards closer to those found nationally. In the 1999 tests and assessments for seven year olds, pupils attained standards in reading which are well below the national averages, in writing and mathematics standards were very low. Standards in science were well below the average. The data is misleading as the school has a Special Education Centre and these pupils with moderate learning difficulties are included within the data. When compared with schools having a similar proportion of pupils eligible for free school meals, standards in reading, writing and mathematics are below average. Results in 2000 are significantly better with 95% of pupils attaining the nationally expected standard.

Although in the 1999 national tests and assessments for eleven year olds, pupils attained standards in English and mathematics which were well below the national average. Standards in science were in line with the national average. Generally, most pupils attain standards which are at least typical by the age of eleven. In comparison with similar schools and excluding pupils in the Special Education Centre standards in English were below the average, in mathematics are in line with the average and in science they were above the average. Results in 2000 are significantly better with over half of the pupils gaining the higher Level 5 in the assessments.

From a detailed scrutiny of pupils' work over the last year, direct observations of their work in lessons, hearing children read and discussing their work with them, inspectors judge that pupils are attaining higher standards than shown by the 1999 tests and assessments. For example, inspectors judged standards to be above those expected in at least half of the lessons observed in Years 5 and 6. Higher attaining pupils in particular are attaining the higher levels in the national assessments. Pupils have made good progress to achieve these standards. Pupils enter the school with below average attainment and by the age of six pupils are attaining standards closer to the average. Standards over the last three years show some variation due to varying proportions of pupils with special educational needs within the Special Education Centre. The school has set appropriate and challenging targets for improving pupils' attainment based upon a range of assessment information. The standards of work seen in information and communication technology are high and above those normally found in primary schools. Standards in physical education, literacy and numeracy are also high. In all other subjects standards are typical of those expected.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are very positive. They are eager to come to school, expect to work hard and to be involved in lessons and the many activities the school provides.
Behaviour, in and out of classrooms	Good. Pupils generally behave well both in lessons and generally around the school. Pupils who exhibit challenging behaviour are well managed by the teachers.
Personal development and relationships	The very good relationships and the personal development of pupils are a strength of the school.
Attendance	Good. Attendance is above average with low levels of unauthorised absence.

Pupils' personal development is very good. They are given many opportunities to take responsibility. Most worthy of note is the school council where pupils show mature and responsible attitudes when discussing school rules and behaviour. Pupils relate very well to their peers and their teachers.

TEACHING AND LEARNING

Teaching of pupils:	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good

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

Overall the quality of teaching is good. In all inspectors observed 41 whole or part lessons including a full literacy and numeracy lesson in every class. Teaching was found to be good or better in over three quarters of lessons with over a quarter of them judged to be very good and outstanding. No unsatisfactory teaching was observed. Teaching in the Special Education Centre was found to be very good with some outstanding teaching seen. The teaching of English within the national literacy programme was always at least good and often very good. Mathematics teaching was judged to be good with over half the lessons observed being judged good or very good. Overall, teachers have good subject knowledge and use a range of appropriate methods to teach the subjects of the curriculum. They manage their classes well and make very effective use of the classroom assistants particularly during afternoon lessons when pupils from the Special Education Centre are integrated into mainstream lessons. Teachers are well prepared and frequently encourage pupils to make good progress. Where teaching was judged to be very good and outstanding, teachers' obvious enthusiasm and love of the subject motivated pupils to make excellent progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and meets statutory requirements. The curriculum is enhanced by a range of educational visits, a very wide and varied range of extra-curricular activities, which often involve almost half the pupils after school and good links with the community which extend pupils' experiences still further.
Provision for pupils with special educational needs	Excellent. Pupils in the Special Education Centre are well taught and benefit from full access to the wide range of curricular experiences offered within the main school each afternoon. Pupils with special educational needs of all kinds are very well supported by enthusiastic and well prepared classroom assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils' personal development is very good. Their personal achievements are recorded very effectively in the pupils' records of achievement. Pupils' social development is very good, their moral and cultural development is good and spiritual development is satisfactory.
How well the school cares for its pupils	The school cares very effectively for pupils. There are procedures in place to monitor pupils' personal and academic progress. Child protection procedures are appropriate.

The school provides pupils with a curriculum which encourages them to achieve well. Pupils with special educational needs benefit significantly from the access to the subjects of the curriculum alongside their peers. The progress all pupils make is effectively monitored.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good: the school is well managed. The headteacher provides clear direction for the future development of the school. Other senior managers are effective in monitoring the work of the school generally, however, the role of the subject co-ordinator in monitoring the effectiveness of teaching in the foundation subjects is under-developed.

Aspect	Comment
How well the governors fulfil their responsibilities	The governors are fully involved in the management of the school. They ensure statutory requirements are met and agreed challenging targets for improvement after the last inspection. They are kept well informed. Governors with specific responsibilities, such as the special educational needs governor, are frequent visitors to the school and monitor the work in their area closely.
The school's evaluation of its performance	The headteacher and senior managers monitor the work of the school very effectively. They use a range of data to monitor the progress of individual pupils and use this to inform whole school decision making and target setting.
The strategic use of resources	The school makes very effective use of the resources available to it.

There are sufficient appropriately qualified and experienced teachers and they are deployed efficiently. There are adequate resources to deliver the full curriculum. The school managers manage the school budget efficiently and seek to apply best value principles. However, direct comparisons with similar schools are difficult as this school has a special education unit as well as particular school meal arrangements which affect the levels of free school meals taken up. In order to overcome this difficulty the school evaluates the progress of individual pupils as they move through the school against end of key stage national assessments and uses this information to evaluate its effectiveness.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • High standards. • The good progress pupils make including those with special educational needs. • The very positive attitudes the school promotes. • The very good behaviour of pupils. • The very good relationships in the school. • The wide range of extra – curricular activities available to pupils and including instrumental music tuition. • The regular use of homework, particularly reading to support pupils' learning. • The good access to the headteacher and teachers. 	<ul style="list-style-type: none"> • Although homework is set regularly different teachers have different time allowances for its completion.

The inspection team fully agrees with the parents' views. This is a good school where pupils make good progress. The standards pupils attain are judged to be good when pupils' earlier attainment is taken into account. Pupils with special educational needs receive good support and make very good progress. The wide range of visits and extra-curricular activities enhances pupils' learning and makes a significant contribution to their progress and personal development. This requires active parental support as pupils who live some distance from the school have to be collected by their parents when the activities end. Parents who live more locally support work in classrooms as and when they can and frequently support educational visits. Inspectors found that teachers made effective use of homework especially in Years 5 and 6, and although some variations in practice were found these did not indicate that some pupils were being disadvantaged.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1 The inspection was carried out in October 2000 before the publication of the test and assessment results for this year were published. As a result the data used for comparative purposes refers to the 1999 results. This school has a Special Education Centre for up to twelve pupils with moderate learning difficulties. These pupils have been excluded from the comparative data for Key Stage 2 in the summary. The school also has year groups, which vary greatly in size from 20 pupils (18 mainstream and 2 special educational needs), in Year 2 in 1999 and 30 pupils (26 mainstream and 4 special educational needs) in Year 6 in 1999. Inspectors based their judgements on an analysis of test and assessment results, direct observations of pupils in lessons and a detailed scrutiny of pupils' present and past work. Discussions were held with pupils where other evidence was limited to establish what pupils knew and could do.
- 2 The early assessment of pupils on entry to the Reception class indicates that pupils' attainment on entry is below that typical for their age. They have limited access to language and the isolated nature of many homes often results in limited social development. The school admits these pupils in September and January each year.
- 3 By the end of their Reception Year pupils are attaining standards which are more typical of those expected except that language development is still below average. The pupils observed had been in the school a matter of weeks and were beginning to show sound social development and their language use was improving. This particular group is on course to attain average standards by the end of the year.
- 4 By the end of Key Stage 1 current pupils are on course to attain standards which are more closely in line with the expected standard. In the 1999 tests and assessments for seven year olds, using data which includes pupils in the Special Education Centre, standards in reading were well below average, standards in writing and mathematics were very low. Standards in science were well below average. Results in 2000 show improving standards which supports an underlying trend of improving standards over the last four years.
- 5 Although the proportion of boys and girls varies greatly from year to year boys attained higher standards in reading, writing and mathematics than girls did over the last four years. This is against the national trend of higher attainment by girls. Pupils with special educational needs make good progress in the Special Education Centre. For example in mathematics they were able to identify two-dimensional and three-dimensional shapes and to describe them in terms of sides, edges, corners and faces. Pupils with special educational needs in mainstream classes make good progress through well-targeted support from teachers and learning support assistants.
- 6 By the end of Key Stage 2 inspectors judge that current pupils are on course to attain

standards which are above the national average in English, mathematics and science. In the 1999 national tests and assessments for eleven year olds pupils attained standards in English which were well below the national average for the proportion of pupils attaining the expected level 4 and the higher Level 5. In mathematics pupils were well below national averages and science standards were broadly in line with the national average. In comparison with similar schools and excluding pupils in the Special Education Centre, standards in English were below average, standards in mathematics were close to the average and standards in science were above the average. Standards in all three-core subjects improved significantly in 2000 with 50% of pupils attaining the higher Level 5. This reflects a general trend of improving standards.

- 7 Over the last four years the performance of boys and girls has been similar and broadly close to the national average in English, mathematics and well above in science. Generally girls attain higher standards than boys do nationally. Pupils with special educational needs make very good progress in the Special Education Centre in English and mathematics and in mainstream classes in the other subjects of the curriculum through very effective in class support. Overall, the underlying trend is of improving standards.
- 8 The school sets realistic and challenging targets for pupil attainment based upon a wide range of assessment information. The school does not always achieve the targets set but effectively evaluates the progress pupils make. The managers of the school track the performance of individual pupils as they move through the school and use this information to measure the effectiveness of teaching and learning.
- 9 Pupils are attaining high standards in information and communication technology in both key stages. For example, pupils in Year 2 are able to programme a robot to move in a particular direction and cover a specified distance. Pupils in Years 5 and 6 regularly access the Internet to gather information in support of their learning in the other subjects of the curriculum. Pupils in the Special Education Centre regularly use audio equipment to support their reading development.
- 10 Standards in religious education are sound in both key stages. Pupils are attaining the standards identified within the locally agreed syllabus, which are appropriate to their age group.
- 11 Standards in the other subjects of the curriculum are generally typical of those expected by the end of each key stage. For example, pupils in Year 5 including those with special educational needs are able to demonstrate variations in tone using one colour and white in art. Standards in physical education are high as the taught curriculum is enhanced by the wide range of sporting extra-curricular activities available to pupils of all abilities.
- 12 Standards in literacy and numeracy are high by the end of Key Stage 2. Pupils have many opportunities to use and extend their skills across the curriculum. For example, pupils in Year 2 are encouraged to write accounts of their science experiments in a variety of imaginative ways. Significant attention is paid to literacy and numeracy in the Special Education Centre where teachers use every opportunity to re-enforce pupils' number and

vocabulary learning.

- 13 Overall pupils are achieving well. They enter the school with below average levels of attainment in Reception and pupils currently in Year 6 are attaining standards above the national average. Standards are improving in English, mathematics and science, however, standards in all other subjects except information technology and physical education show more limited improvement.

Pupils' attitudes, values and personal development

- 14 Overall, pupils have very positive attitudes to school and their personal development is very good. Pupils are eager to come into school and quickly settle down to a range of activities in the mornings. They show an interest in all activities available to them and are enthusiastic participants in the extra-curricular activities on offer.
- 15 Pupils are clear about the high expectations concerning behaviour and show interest in their lessons. They are keen to answer questions and participate well in lessons, particularly when tasks are well matched to pupils' needs. Some pupils can show some potentially difficult behaviour, but they are well managed so that no unsatisfactory behaviour was observed.
- 16 At playtimes and moving around school pupils are considerate and sensible, and play and co-operate well with each other. Parents are pleased with pupils' behaviour, and feel that children are polite, confident, and friendly, and care for each other.
- 17 The decision to exclude a pupil recently was only taken after repeated attempts to manage an increasingly difficult situation.
- 18 Pupils willingly take on responsibility in school. The school council is an excellent opportunity for pupils to become involved and take responsibility for a number of aspects of school life, ranging from school rules concerning behaviour to the organising of events such as the recent Talent Contest. Pupils are given opportunities for independent planning and organising of their work in a number of subjects including science and design and technology which they enjoy. This contributes significantly to pupils' very good personal development.
- 19 Relationships across the school are very good and pupils from the Special Educational Centre are very well integrated with their peers in the afternoons. Pupils are supportive of each other and older pupils supervise younger as, for example, in their bus monitor role at the end of the school day.
- 20 Pupils are sensitive to the feelings and beliefs of others, and there is no evidence of oppressive behaviour. Staff are very aware of the need for vigilance concerning possible bullying and any minor instances are dealt with straight away by teachers. The school council also plays a crucial role in this area.
- 21 Attendance is above average and the importance of good attendance is emphasised to

parents on a regular basis. Registers are generally completed in accordance with guidelines, and the need to involve the educational welfare officer very rarely occurs.

HOW WELL ARE PUPILS TAUGHT?

- 22 Overall, the quality of teaching was judged to be good. There was some very good and outstanding teaching. In lessons where the under fives were being taught, the teaching was judged to be good. In the Key Stage 1 classes, the teaching was judged to be good. It was found to be good in two-thirds of the lessons observed. In Key Stage 2, the teaching was judged to be good. It was good, very good or excellent in three-quarters of the lessons observed. Evidence gathered by examining pupils' past work and teachers' records, supports the judgements made about the quality of teaching through classroom observation.
- 23 During the inspection forty-one lessons or parts of lessons were observed; this equated to just over thirty-three hours of teaching and learning. No unsatisfactory teaching was observed. Teaching was judged to be satisfactory in eleven lessons. In nineteen lessons teaching was good. Teaching was judged to be very good in nine lessons. In two lessons, teaching was judged to be excellent. These figures show an improvement on the judgements about teaching that were made during the last inspection when teaching was judged to be sound or good.
- 24 Common strengths that were identified in the majority of lessons observed were the teachers' knowledge of the pupils, their secure subject knowledge and the effectiveness of the teachers' questioning; the good management of the pupils and the pace at which lessons developed. The teaching of special educational needs pupils was very good and on one occasion excellent. Support staff were deployed very effectively. The quality of learning for these pupils is of the highest standard. The teachers' expectations of the children are very high and the pupils respond accordingly. Teachers make effective use of homework to support pupils' learning in lessons.
- 25 The pupils in the Foundation Stage are taught with a group of Year 1 pupils. There are currently six pupils at this stage of learning. The teaching of these pupils was always at least satisfactory and good in two lessons. The teacher planned the work carefully and often used good questioning techniques during circle time. Questioning was less successful when there were too many closed questions that only required one-word answers. A particularly successful feature of lessons was the use of games to reinforce the learning and involve all pupils. For example, in a literacy lesson, the teacher introduced a game to see how quickly the pupils could read the key words from the lesson; this encouraged an element of competition, which many pupils responded to with enthusiasm. Teaching is less successful when pupils lose concentration and become restless. This happened when the teacher had talked for too long and the pupils had to listen for an extended period of time.
- 26 The Key Stage 1 pupils are taught in two classes. The teaching overall for these pupils is good. The best teaching occurs when expectations are high and lessons move at a good pace. For example, in a well-planned literacy lesson, the teacher successfully used a variety of questions to encourage all pupils to talk about the parts of a book and share their

knowledge of fact and fiction books. The pupils responded enthusiastically and confidently because their answers were responded to positively. In a circle time activity at the beginning of an art lesson, the teacher encouraged the pupils to think about their favourite place outdoors. The pupils recalled their previous observations on autumn to describe and eventually represent their favourite place in collage form.

- 27 In Key Stage 2, the pupils are taught in five classes. The Year 3 and 4 pupils are taught in separate classes. The Year 5 and 6 pupils are taught in two mixed-age classes. The special educational needs pupils in Key Stage 2 are taught in a separate class in the mornings but with mainstream pupils in the afternoon.
- 28 Twenty-nine lessons were observed in Key Stage 2. There was no unsatisfactory teaching. Teaching in seven lessons was satisfactory. In eleven lessons the teaching was good. Teaching in nine lessons was very good. In two lessons the teaching was excellent. The excellent teaching was a result of excellent preparation for the lesson, very good pace in the well-planned question and answer sessions and an excellent knowledge of the pupils and their previous learning. In a numeracy lesson on partitioning, for example, the teacher asked the pupils to share with the class their understanding of how to partition numbers of varying complexity. The problems were carefully distributed so that the pupils felt secure in their responses, but at the same time challenged. The following written task was also carefully planned to reinforce and also move the pupils on in their learning. A very good plenary session again reaffirmed what some pupils already knew but also highlighted the pupils' thoughts on the new learning that had occurred.
- 29 The teaching observed in English, including literacy, was good. In total nine lessons were observed including two when the Foundation Stage pupils were observed developing their language skills. Three lessons were observed in the Year 1 and 2 class. In these lessons the teaching was always good. In Key Stage 2, six lessons were observed. The teaching was always at least good. In two lessons the teaching was very good and in one lesson, excellent teaching was observed. Overall, the national strategy for literacy has been successfully implemented; and it is having a positive impact on teaching and learning.
- 30 The teaching observed in mathematics, including numeracy, was good overall. A total of nine lessons or parts of lessons were observed including one in the Foundation Stage and Year 1 class. The teaching of numeracy in the Foundation Stage is satisfactory. Teaching was observed in two lessons in Key Stage 1. In these lessons the teaching was satisfactory and good. In Key Stage 2, six lessons were observed. The teaching in these lessons ranged from satisfactory to excellent.
- 31 The teaching in the four science lessons in Key Stage 2 observed was good overall. In one lesson teaching was judged to be satisfactory and in the three remaining lessons the teaching was good in one lesson and very good in two.
- 32 In all the other subjects of the curriculum, the teaching observed was judged to be good overall. Very good teaching was observed in personal and social education in the special educational needs centre and in physical education and design and technology in Key Stage

2. However, the monitoring of teaching and learning has not yet been firmly established. The information from this process would help teachers to identify more clearly what works well in their teaching, and what needs to be further improved.

- 33 The good, very good and excellent teaching is reflected in the progress those pupils in the special educational needs centre and the pupils in Year 5 and 6 make. This is particularly true in the development of literacy and numeracy skills and the good standards attained in English and mathematics by the end of Key Stage 2.

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

- 34 The school provides a curriculum which is broad, balanced and relevant to pupils and successfully promotes good teaching and learning. It complies with statutory requirements and meets the school aims. The provision for religious education follows the Hereford and Worcester locally agreed syllabus. At present the Hereford syllabus is being reviewed and the school will act on the advice and findings when they are made available. The provision for pupils with special educational needs is very good. The school has established a curriculum framework, to cover all national curriculum subjects at both key stages. They have developed policies and schemes of work.
- 35 The school recognises the need to constantly review the curriculum in the light of new initiatives for example the national strategies for literacy and numeracy. At present the overall time used for teaching and learning is well within the recommendations for the different age groups. More time than average is spent on English, in keeping with the schools desire to improve standards in English. However, this means less time is available for the foundation subjects particularly for geography and history. Consequently these subjects are only taught for part of the year resulting in a lack of continuity in learning skills and developing understanding. Despite the reduction in time available for some subjects the school is successfully maintaining at least satisfactory provision in all subjects with good provision in the core subjects.
- 36 Since the last inspection the curriculum has been reviewed and policies written for all subjects. The National Numeracy Strategy has been successfully implemented. The school has adopted some of the schemes of work, produced by the Qualifications and Curriculum Authority (QCA) and this is supporting continuity and progression in pupils' learning. These schemes are being suitably adapted to meet the needs of the school, for example, in geography the use of addresses and journeys to school in Year 1 is not relevant as half the children come by bus and use two line addresses. The delivery and the content of the foundation subjects is to be reviewed at the end of the term.
- 37 Termly planning in English and mathematics follows the national strategies' objectives. In mathematics the lesson planning closely follows the guidelines resulting in brisk, lively, delivery with a variety of teaching methods being used. Consequently the pupils make good progress. Currently English planning is being updated in line with the new National Curriculum 2000 and the literacy strategy. Termly planning for the foundation subjects is

variable. Lesson planning in the foundation subjects rarely identifies different tasks for different groups of children. Consequently work is too difficult for some pupils and too easy for others. This is not monitored sufficiently by co-ordinators.

- 38 The school provides enrichment opportunities and extra-curricula activities. Clubs provide for a range of interests including computers, art, French, gardening, football, cricket, hockey and rounders. The clubs are organised for lunchtime or after school. During the inspection week sixty pupils, over one third of the school, were involved in after school clubs. All pupils are encouraged to take part and a large proportion of pupils from the Special Education Centre attend. This is particularly impressive as many children live a distance from the school and parents and pupils have to make complex arrangements in order to stay at school. The curriculum is further enriched by a large number of educational visits and visitors to the school. For example, in geography and history the younger children make visits to the local village and church then further afield to Hereford. Older children visit Techniquet in Cardiff as part of their science work. The Year 5 and Year 6 pupils have the opportunity of residential visits to York or the West Malvern Outdoor Centre. In July the school organises two activity days. The Key Stage 1 activities are school based and Key Stage 2 children can go further afield. Year 6 pupils have the opportunity to camp overnight. Pupils make their own choices and activities are changed on a rolling programme so pupils do not repeat activities. This wide and varied programme has a very positive impact on the children's learning and their personal development.
- 39 The curricular provision for pupils with special educational needs is excellent and supports the learning targets identified in the pupils' individual education plans. The code of practice is followed and parents are effectively involved in their children's learning. The school is aware of the need for equality of access for all to the full curriculum and makes good provision. The special educational needs co-ordinator provides very good support for both staff and pupils. She regularly monitors the support and individual education plans resulting in pupils with special educational needs making very good progress. Pupils in the Special Education Centre are very well integrated into the life and work of the school. They join assembly and mainstream classes every afternoon. All teachers sensitively manage their learning and behaviour well. Support staff are effectively planned into the lessons and work well in encouraging and keeping their pupils on task. However, the support for high attainers is not so secure particularly in some foundation subjects. In core subjects this issue is starting to be addressed particularly in the later stages of Key Stage 1 and 2. Groups of higher attaining pupils are identified and the timetables of classes adjusted so they can be taught at an appropriate level. Lesson plans take account of the different groups and provide more challenging, open ended work for the higher attainers. A further development is the establishment of classes for more able pupils in mathematics, English and science. They are organised and run by the high school and involve all the primary schools in the local cluster. The scheme is in the early stages of development and has yet to have an impact on standards.
- 40 The school provides well for personal social and health education. The governors have adopted the Hereford and Worcester Education Department Guidelines for Sex Education. The policy on drugs education has been in place since November 1996. A drugs

programme developed by the Hereford Police Force has been introduced into the Year 6 programme of study. The school has a personal social and health education co-ordinator who has a clear, positive view of the significance of the 'subject' for the development of the pupils. Every week most classes use 'circle time' as a way of raising self-esteem and valuing each other. There are planned programmes to develop pupils' personal qualities of care, tolerance, thoughtfulness and citizenship.

- 41 The good links with the local community make a significant impact on learning. The vicar is a regular visitor to the school and is an active participant in leading assemblies. The younger children regularly use the village and visit the church as part of their history, geography and religious education lessons. Pupils gain immensely from local residents visiting the school. For example, as part of their work on the Second World War a resident talked to some of the pupils about her experience of coming to Herefordshire as an evacuee. The school has recently introduced 'Life-long Learning' courses for members of the local community. This promotes the school as a learning organisation for both pupils and adults and instils the ethos of continuing education. The school takes advantage of local events to enhance the curriculum. For example, by visiting the Mortimer Medieval Carnival in Wigmore village and joining in with the village millennium celebrations and visiting a sculpture exhibition at Croft Castle.
- 42 The school maintains good links with Wigmore High School and the Wigmore Pre-School Group. It takes full advantage of all three organisations being on the same site. The liaison and the induction programme with the pre-school group is very effective. There are regular visits of staff and pupils to and from the school. The school and pre-school group share a number of activities for example, assemblies, picnics and fund raising events. There are good links with the high school. The school takes advantage of their specialist facilities and teachers. They use the high school sports hall, sports fields and science laboratories. A number of pupils go to the high school to receive individual music tuition. Staff from the high school visit to prepare Year 6 pupils for transfer and the pupils make familiarisation visits. The school also joins with similar schools in the areas to form constructive relationships. For example, early years teachers meet regularly and the schools join together for sporting events and competitions.
- 43 The school makes sound provision for pupils' spiritual development. The school meets daily for collective worship which is of a broadly Christian nature. The assemblies are based on weekly theme and issues are raised through a variety of means for example, stories, poems and visiting speakers. Children are encouraged to explore the meaning and purpose of life but opportunities for pupils to self reflect on their own values and beliefs is sometimes limited. Religious education also makes an important contribution to this aspect of pupils' development. It offers pupils opportunities to extend their knowledge of other religions and to consider their own beliefs and that of others. Occasionally opportunities, in other subjects, are given to develop pupils spiritually. For example, in an art lesson pupils were encouraged to talk about a special place and how they felt about it. They then made a collage, using a variety of materials, to illustrate their ideas.
- 44 Provision for pupils moral development is good. The school promotes, well, the principles

that distinguish right from wrong. A new, more detailed, behaviour policy, devised after consulting all members of the school community focuses on the encouragement of good behaviour. By their own caring and courteous behaviour all staff, teaching and non teaching, provide good role models. Opportunities are rarely missed, either in the classroom or around school, to emphasise the importance of good behaviour. Pupils are encouraged to take responsibility for their own behaviour by involving them in setting class and school rules. The recently introduced pupil school council is involved in a range of behavioural issues, for example, they award good behaviour certificates and can bring forward issues for circle time.

- 45 The provision for social development is very good. Pupils are given many opportunities to take responsibility, consider the needs of others and to value all members of the school community. Teachers provide many occasions in lessons for pupils to work together in small and large groups. Pupils co-operate very well and often offer help to each other. Teachers encourage pupils to value and respect one another's contributions during plenary sessions at the end of lessons. All teachers provide opportunities for pupils to show initiative in daily routines. For example, very young pupils are expected to take care of equipment and to tidy up after activities. Older pupils are responsible for ringing bells, distributing registers and putting physical education equipment out for younger pupils. In the weekly awards assembly certificates are given for a range of work and good behaviour across all age groups, giving pupils the opportunity to recognise and affirm the achievement of others. The excellent extra curricular activities for example, playing team games, older pupils working with and helping younger pupils in clubs and the visits to a variety of places extend the pupils' experiences and social interactions. The residential visits to York or West Malvern Outdoor Education Centre and the two day camping activity for the older pupils further develops their social skills of living in a community. The recently elected school council is another very good avenue to promote the pupils' social and moral development. Councillors are involved in reviewing incidents of poor behaviour with the headteacher and running the school tuck shop. They support and help throughout the school, for example, by making sure all pupils see a hymn book during assembly. The school council's contribution to the life of the school is taken very seriously by staff and pupils. It is having a significant impact on pupils' personal development.
- 46 Provision for cultural development is good and is reflected in many areas of the curriculum. The staff promote pupils' appreciation of their own culture as well as the diversity and richness of others through literature, music, art, geography, history and religious education. For example, in a geography focused topic the children study a family living on the island of St. Lucia in the West Indies. They learn about the island landscape, climate and society and are given opportunities to understand how that impacts on their culture. In religious education staff help pupils become aware of the celebrations and symbols associated with the major religions of the world. The pupils study their local area and celebrate traditional festivals to deepen their understanding of their own culture. However, they are given few opportunities to understand the multicultural dimension of our present society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 47 The staff of the school care very effectively for pupils. Teachers and other staff know pupils well and are sensitive to their needs. They evaluate the progress pupils make and use this information to plan future work.
- 48 Health and safety is well monitored and particular care has been taken around the current building works, and changes in emergency exit arrangements. Evidence shows that the four main principles of the Children Act are applied.
- 49 Careful supervision of pupils outside lessons and at the end of the school day is in place.
- 50 Child Protection arrangements are in line with local authority guidance and staff are aware of the requirements upon them. Pupils with special educational needs are very well cared for, as are all pupils with identified needs. Properly recorded First Aid arrangements are in place. Measures to promote good behaviour and attendance and to eliminate bullying are effective with particular emphasis on positive encouragement.
- 51 Baseline assessments are used effectively and teachers have a full picture of their pupils strengths and weaknesses. Individual profiles are completed for pupils whose academic progress is of concern. Marking of pupils' work is regularly carried out. However, although pupils receive good verbal comments from teachers these are rarely written on pupils' work to refer to later. Monitoring and target setting in core subjects is carried out effectively. There are effective assessment procedures in place which ensures that statutory assessments are secure and reliable.
- 52 Pupils' personal development is monitored effectively and any concerns are recorded in personal files. Pupils are involved in compiling a record of achievement, and there is regular reporting to parents.
- 53 The Code of Practice for pupils with special educational needs is fully complied with, and the records of pupils with special educational needs are exemplary.
- 54 There is no ongoing analysis of attendance data, but teachers are aware of any problems with individual pupils.
- 55 Overall the school provides good support for pupils, with an emphasis on celebrating pupils' achievements and giving encouragement to achieve more.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 56 The school has worked hard to maintain and build on the good partnership it has with the parents and the community. The school has a good range of strategies to keep the parents fully informed about the life of the school, ranging from curriculum evenings and drop in sessions to regular newsletters. These newsletters cover a range of topics and are welcoming and accessible to parents.
- 57 Parents are invited to meet the teachers twice a year to discuss the work of their child and

class. Homework and reading diaries are in operation to inform and involve parents in their child's ongoing work. The school and the governors are currently looking at how they can improve the information about the curriculum they provide for parents, as some are unable to visit the school regularly, due to distance or work commitments.

- 58 The parents expressed high levels of satisfaction with what the school provides for them and value the school and what it does for the pupils. The staff at the school are seen as approachable. Any concerns are dealt with promptly by the headteacher and the parents are kept fully informed about the actions taken in dealing with the matters raised. The school and parents co-operate very well in changing travel arrangements on Thursdays to enable the excellent range of extra curricular activities to take place. These provide the pupils with considerable opportunities for enrichment and enjoyment. Links with the parents of pupils with special educational needs are very good, they are fully involved in, the annual review of progress and setting targets for improvement.
- 59 The school consults the parents on many issues and clearly acts on the findings. For example, the annual reports on pupils' progress to parents are currently under review. The headteacher is at present considering the views of the parents on the new report introduced last year before finalising the format for the future. These reports meet statutory requirements in giving the parents information on how their children are progressing and include targets for improvement.
- 60 The support provided by parents and other volunteers in classrooms and with school events is good. Parents are made to feel welcome and a small group of volunteers regularly support the teachers in the classrooms. The friends association offers valuable support in the organisation of social and fundraising events.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 61 Overall, leadership of the school is good. The headteacher, who is the lead professional, provides the school with clear educational direction. Her quiet style supports staff and she has worked hard to establish common approaches throughout the school. This has resulted in the school fully meeting its declared aims.
- 62 There is a very good ethos in the school with a drive towards improving standards and an atmosphere that enables all pupils to learn in a positive and caring school society. A consultative approach to school development helps to promote good relationships amongst the staff and they work very effectively as a team. The recently appointed teacher is beginning to feel part of the team after less than half a term. Teachers share the roles as subject co-ordinators and whilst managing co-operatively they use their individual subject expertise well. The programme of monitoring by subject co-ordinators needs further development to ensure high quality learning experiences for pupils in all the foundation subjects.
- 63 The school has a detailed development plan, based upon a detailed analysis of the impact of earlier plans and a detailed analysis of the performance of the school, which identifies

appropriate areas for the future development of the school. There are clear costs identified. The planned programme meets the aim of continuing to raise standards through improving the quality of teaching and learning. The plan is linked closely with the aims of the school and will enable the school to continue to meet its published aims.

- 64 The school is committed to continued development and improvement. Those with management responsibility have demonstrated that they have the knowledge and understanding to sustain the recent improvements in the school.
- 65 The governing body fully supports the school, carries out its responsibilities very effectively and ensures that statutory requirements are fully met. They share a common purpose with the staff and take appropriate part in the strategic management of the school. They effectively challenge the school and hold managers to account for the work of the school and the standards pupils attain. They have established a five-year programme for future development as governors. Governors regularly visit the school as helpers including supporting extra-curricular sporting activity. The literacy and numeracy governors have visited all classes to observe the delivery of the literacy hour and the numeracy hour. The special educational needs governor is a regular visitor and is well informed regarding procedures and processes.
- 66 The school managers systematically evaluate the performance of the school. They evaluate national test and assessment performance as well as monitoring the progress of individual pupils as they move through the school. The performance information is used to evaluate the effectiveness of the school development plan and to inform its further development. Managers have a clear understanding of the strengths and weaknesses of the school. As a result of this approach all the Key Issues identified in the previous inspection report have been fully addressed. For example, significant improvements in the quality of teaching and in the delivery of information and communications technology are noted in this report.
- 67 The school has effective systems established for the induction of new staff and the speed with which the newly qualified teacher appointed this term has settled in is testimony to their effectiveness. The school is involved with a local consortium for the initial training of teachers.
- 68 The governors have established policy and procedures for the pay and performance management of staff and are at an early stage of setting performance targets for the headteacher.
- 69 The school makes very effective use of the resources available to it. Governors set the budget against the clear school development plan and then monitor spending to ensure targets are met.
- 70 The school has efficient systems for financial control and administration. The most recent auditors' report found overall financial management to be good. The small number of areas identified for improvement have been addressed by the school.
- 71 The school effectively uses information technology to support its financial administration and to enable detailed financial information to be provided to managers and governors.

- 72 The school is effectively applying the principles of best value. It compares its performance with those of other schools; targets spending to meet identified priorities in the development plan and identifies a wide range of additional educational activities which enhance pupils learning. The school follows the appropriate regulations when making purchases and consults staff and pupils over many spending decisions.
- 73 There are adequate well qualified staff both teaching and non-teaching to meet the demand of teaching the curriculum and supporting pupils. Teachers are committed to improving the quality of teaching and raising standards. Support staff make a significant contribution to the learning of pupils with special educational needs whether in the Special Education Centre or in mainstream classes.
- 74 The school is housed in modern well-maintained buildings. Currently, major building works are in progress to provide another classroom and enhanced office and staff accommodation. When completed the accommodation will be very good. The school has access to good playing field areas, enhanced by sharing a site with the local high school.
- 75 Overall, resources for learning are satisfactory. There are sufficient computers to give access to pupils in all classrooms. There are sufficient books to support pupils' learning across the curriculum and the school makes good use of the local library service to enhance book resources for project work. Pupils are regularly expected to work independently seeking information from books or using the Internet. In general the well looked after resources enhance pupils' learning experiences.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 76 In order to raise standards in the foundation subjects governors and senior managers should further develop the role of the subject co-ordinator to monitor the work in the subjects of the curriculum in the following areas:
- Teachers' planning. [37, 62, 172]
 - The quality of teaching.[32, 62, 111, 113, 146, 169]
 - The standards of pupils' work. [62, 111, 113, 146, 172]
- 77 In addition governors and managers may wish to include in their future plans for the development of the school the following area of relative weakness:
- To further develop the marking of pupils' work to include clearly written targets for future attainment in addition to the good verbal feedback pupils already receive. [51]

The numbers in brackets relate to the main paragraphs of this report where these issues are

mentioned.

OTHER SPECIFIED FEATURES

Special Educational Needs Centre

- 78 All pupils within this section of the school have statements of educational need. Their educational attainment is determined against the targets set for them within their individual education plans. Overall, these pupils are attaining good standards and they are making very good progress. They are attaining their targets as shown by the regular reviews of their work and their annual reviews. The targets they are set are challenging and are sufficiently focused for the teachers to effectively match their planned work to individual pupil needs.
- 79 These pupils are taught as a Key Stage 1 and a Key Stage 2 group for literacy and numeracy each morning and in the afternoons join the appropriate mainstream class with support for the other subjects of the curriculum. This very effectively enables these pupils to access a wide range of learning and enhances their progress.
- 80 At Key Stage 1 pupils are beginning to be able to identify and read common words and recognise that words convey information. By the end of Key Stage 2 pupils are reading simple stories and can identify and talk about both the story and the characters. They are able to produce simple poems about their work in other subjects such as their study of planets in their science work on space.
- 81 In mathematics pupils in Key Stage 1 are able to count up to ten and to identify two-dimensional shapes such as a circle and triangle. The pupils in this group can name and identify some of the properties of three-dimensional shapes. By the end of Key Stage 2 pupils are able to count on in tens and can add and subtract two digit numbers. Some higher attaining pupils are beginning to multiply by two and ten.
- 82 Overall, the quality of teaching these pupils receive within the centre is consistently very good and frequently outstanding. Teachers have a very good understanding of the pupils' needs and plan work, which challenges the pupils and enables them to make good progress in both learning and understanding. Frequently teachers re-enforce pupils literacy or numeracy learning by excellent attention to vocabulary and number. They also use a wide range of teaching methods which enhance pupils motivation and learning. Teachers brief support staff effectively so that they are able to support individual pupils very well. The support staff maintain detailed ongoing records of pupil achievement which teachers use to plan future lessons. During the afternoon lessons, the teacher and support staff work very effectively to enable the pupils they support to be fully involved in lessons and to learn well.
- 83 There are sufficient resources available to both teachers and pupils within the centre to support teaching and learning. Particularly good use is made of the two lap top computers to support learning in the subjects of the curriculum. The teaching space is well organised, is welcoming and well presented displays of work celebrate pupils' attainment. The centre is

effectively managed. The external support available such as speech therapy and occupational therapy is very limited.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	41
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	22	46	27	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	154
Number of full-time pupils eligible for free school meals	14

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	10
Number of pupils on the school's special educational needs register	47

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence	%
School data	4
National comparative data	5.4

Unauthorised absence	%
School data	0.3
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

All data given includes the pupils in the Special Education Centre

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	11	9	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	4	4
	Girls	7	7	7
	Total	12	11	11
Percentage of pupils at NC level 2 or above	School	60 (80)	55 (85)	55 (75)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	4	7
	Girls	7	7	8
	Total	12	11	15
Percentage of pupils at NC level 2 or above	School	60 (80)	55 (85)	75 (75)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

All data given includes the pupils in the Special Education Centre

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	22	8	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	14	16
	Girls	5	6	7
	Total	15	20	23
Percentage of pupils at NC level 4 or above	School	50 (79)	67 (61)	77 (82)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	11
	Girls	5	5	5
	Total	14	14	16
Percentage of pupils at NC level 4 or above	School	52 (75)	47 (61)	53 (78)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	153
Any other minority ethnic group	1

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	3	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)	9.1
Number of pupils per qualified teacher	24.6
Average class size	28.7

Education support staff: SEN Ut & YR- Y7

Total number of education support staff	10
Total aggregate hours worked per week	114

Financial information

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

	£
Total income	350,968
Total expenditure	359,213
Expenditure per pupil	2,019
Balance brought forward from previous year	38,643
Balance carried forward to next year	30,398

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	172
Number of questionnaires returned	102

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	44	4	0	1
My child is making good progress in school.	38	55	3	1	3
Behaviour in the school is good.	45	52	3	0	0
My child gets the right amount of work to do at home.	30	57	7	3	3
The teaching is good.	52	45	1	0	2
I am kept well informed about how my child is getting on.	35	52	10	3	0
I would feel comfortable about approaching the school with questions or a problem.	48	41	6	4	1
The school expects my child to work hard and achieve his or her best.	54	45	1	0	0
The school works closely with parents.	39	49	8	4	0
The school is well led and managed.	47	46	5	1	2
The school is helping my child become mature and responsible.	46	46	4	1	4
The school provides an interesting range of activities outside lessons.	29	50	5	4	12

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

- 84 The previous inspection report did not report on under fives.
- 85 At the time of the inspection the six pupils under five attended school full-time and shared a classroom with the Year 1 pupils. When they start school the ability of many of the pupils is generally below that expected of pupils their age. Some have below average speaking skills and have difficulty in joining in with others to play and listen. By the time they reach the end of the Foundation Stage they have made good progress in their understanding of the world, personal social and emotional development, physical development and creative development and reach standards similar to those expected in these areas. Most pupils make satisfactory progress in early reading, writing and number, but due to the below average starting point of many pupils the standards in these areas remain below average at the end of the Reception Year.
- 86 The accommodation for the youngest pupils is good. The classroom provides the staff with a flexible teaching space and access to good outside play and work areas. Resources are good, the school has invested wisely in a range of apparatus and equipment to support all aspects of the curriculum in the Foundation Stage. At the time of the inspection the reception class was badly affected by the building work underway in the school. The staff working in the room demonstrated a high level of flexibility and adaptability to maintain the best possible provision for the pupils during this difficult time.
- 87 The curriculum for the Foundation Stage is currently under development in the school. The reception teacher is managing the process well. The school has a clear strategy in place to evaluate current practice and amend the curriculum planning as necessary throughout the year. The systems to assess the progress made by the pupils in the Foundation Stage are good. The teacher keeps detailed notes on each pupil and uses this and baseline assessment information well to plan the correct work to meet the needs of the individuals in the class.
- 88 Overall teaching in the foundation stage is good. The small group of under fives is well catered for by the staff. They join in with some whole class activities and at other times are taught separately to allow them to have a more practical and play based experience. The present intake is above average for the school and the focused teaching input is already having a positive impact and progress this term is good. The opportunities to observe structured play during the morning session were limited during the period of the inspection due to building work in the school. Curriculum planning and staff discussion indicates that the range of activities and the balance between teacher directed and pupil initiated activity is appropriate when the building is operating normally. The staff in the Foundation Stage manage the pupils well, time is used effectively and behaviour is good. The staff use a range of approaches to engage and interest the pupils in the work. On occasions the range of

questions used was limited and offered insufficient opportunities for the pupils to think and talk about what they were doing.

- 89 The following judgements are based on observation of the small group of pupils who started school in the term of the inspection. This group is better than the average intake for the school. Standards on entry this year are broadly in line with national expectations. The group has made a good start and most pupils are on line to reach the expected level in all areas with some pupils having the potential to exceed this.

Personal, Social and Emotional Development

- 90 On entry to the school the pupils have a positive attitude to work and most of them are keen to do well. They make good relationships with each other and the staff. For example, a group was observed happily sharing construction apparatus and on completing a model they were keen to show the teacher what they had made. The pupils starting this term have already adapted to the need to conform to school rules and they line up and move around the school well. Most can dress and undress themselves and manage their own personal hygiene effectively. They are already well integrated into the life of the school and the majority of them are on line to reach the expected level by the time they leave the Reception class.

Communication, Language and Literacy

- 91 Pupils are offered many opportunities to talk. Most are happy to join in and talk in a small group situation and they are beginning to appreciate that they need to listen to others as well as speak themselves. They listen well to stories and show enjoyment of rhymes and songs. For example, the group responded very well in religious education lesson when they had to listen to the story of Moses in the bull rushes and watch members of the class act out the story. All of the group maintained concentration and listened carefully. The pupils engage in role play, during the inspection the staff had provided both a home corner and a shop to encourage talk through play. Pupils were observed playing and talking about their own houses and pretending in these and other classroom activities. The pupils are already beginning to recognise familiar words in the reading scheme and some can write their name correctly. They handle books well and use the time at the start of the session well to browse and share the books in the classroom. Most pupils hold their pencil correctly some having good pencil control. They produced some good quality work on early writing patterns. Most of the group are well on line to meet the national expectations in this area of learning by the time they complete their Reception Year.

Mathematics

- 92 Most of the small group of pupils who started this term are making good progress and should reach the required standard by the time they complete the year. Many of them are able to count to five and some can go beyond this to ten and more when asked. They are beginning to recognise numerals to five and some can appreciate more and less when playing a counting game with elephants. Limited work relating to mathematics was observed during

the inspection, but the curriculum planning and resources indicate that the pupils will have the opportunity to experience appropriate opportunities to allow them to develop in mathematics.

Knowledge and Understanding of the World

- 93 The range of activities offered in the Reception class to support the development of an understanding of the world is good. The pupils have many opportunities to explore and investigate. For example, they have investigated materials and used their senses to find out about fruit. They are given opportunities to make choices and decide for themselves how to build a model or join things together. The pupils study babies and begin to identify the ways in which they have changed as they grow. They are exposed to the wider community and all areas of the school site. During the inspection the pupils were taken on a walk around the school to begin to recognise key landmarks and broaden their horizons. They have the opportunity to use computers and listening centres. By the end of the year they are able to use a mouse with confidence and are familiar with a range of software. The school successfully promotes an awareness of the pupil's own culture but has limited resources to promote an understanding of today's multi-cultural society.

Physical Development

- 94 Opportunities to see the pupils engaged in lessons to promote their physical development were limited during the inspection due to the building work underway in the school. In a physical education lesson the under fives were observed working with the Year 1 pupils on apparatus in the hall. They demonstrated the ability to move safely off the ground with growing confidence and control. They were well supported by the classroom assistant in the lesson and used the equipment well. The school offers many opportunities for the pupils to practise and improve their ability to use a range of small apparatus, tools and equipment. For example, the playground is well resourced in terms of climbing and games apparatus. The pupils draw and paint using a range of tools and brushes and the school through its activity days and the broader curriculum provides very good opportunities to use tools to work with clay and other malleable materials.

Creative Development

- 95 The school offers a good range of activities to extend and develop the creative abilities in the pupils. Already this term the pupils have worked with charcoal, wet chalk, pastels, clay, dough, collage and information and communication technology to produce a range of interesting work of a good standard. The pupils are offered many opportunities to make choices and show a growing understanding of colour and texture in their work. They play a range of untuned instruments and with the help of the teacher improve and extend their ability to play and repeat rhythms. Pupils were observed in role-play situations engaging in good opportunities for imaginative play and story making when in the home corner, class shop or playing with a collection of farm animals.

ENGLISH

- 96 When pupils enter the school as under fives, many have limited language skills and standards are generally below those expected for pupils of this age. By the age of seven, pupils are reaching the expected standard in all aspects of the subject. Older pupils make good progress in reading and writing and by the age of eleven, most attain at least the expected level and many beyond. Evidence gathered during the inspection supports the picture presented by the teachers' assessments and the test results. The current attainments of pupils in all aspects of English compare favourably with those from the last inspection.
- 97 Overall standards have been very variable since the last inspection. Currently English standards in the school are rising and are now above average by the end of Key Stage 2. Based upon the results of the tests in 2000 and the quality of the focused development that has taken place in English as a result of the analysis of data, the school has made good progress since the last inspection.
- 98 In 1999, the reading results for seven year olds were well below those expected nationally and very low when compared to similar schools. Attainment in writing was very low in comparison with all schools and similar schools. The results of the English tests for eleven-year-olds were well below those of schools nationally and below when compared to similar schools. The 2000 test results for seven and eleven-year olds show that standards in English are rising. Although the results are variable the general trend is of improvement over the last four years. The disproportionate number of special educational needs pupils in the year groups distorts these results.
- 99 Pupils with special educational needs make very good progress in all aspects of English and many attain standards in the tests for eleven-year-olds that are only just below those expected. Very detailed education plans provide support for the teachers of these pupils throughout the school.
- 100 There is one French speaking pupil in the school who speaks English as an additional language.
- 101 The school has not identified any pupils as being gifted or talented in any aspects of English and inspectors agreed with this finding.
- 102 All pupils make satisfactory progress in developing the skills of speaking and listening as they move through the school. All teaching staff provide good opportunities for the pupils to ask and answer questions. There is designated time every day in all classes for pupils to share information together with the teacher. For example, in an art lesson the Year 1 and 2 pupils willingly shared their feelings and emotions about their favourite outdoor place. In a Year 5 and 6 class, the pupils talked well about previous work in a design and technology lesson by sharing with the teacher and fellow pupils, their understanding of different kinds of shelters. Year 6 pupils demonstrated an understanding of discussion and debating skills in the meeting of the school council, when they talked about the standard of behaviour on the school playground.

- 103 The planning for speaking and listening is less well structured than other aspects of English. The school's planning does not sufficiently address the progressive development of the associated skills and therefore does not allow all pupils the opportunity to attain the higher levels. In the classroom setting, many pupils respond confidently in question and answer sessions in the classroom. However, when speaking to a larger audience, for example in assembly, pupils across the school are less confident and less willing to participate. There are occasions in lessons when opportunities to develop confident speaking are missed. In a Year 4 lesson on instructional text, the remainder of the class did not hear the correct answer given by some pupils because the responses were too quiet. Pupils with special educational needs demonstrate great confidence in talking about and sharing their work with others.
- 104 The school gives the teaching of reading a high priority. When pupils enter the school, many have little knowledge of print and the way it works. Enthusiastic teaching and the good deployment of caring classroom support staff is enabling current pupils to reach the expected standards by the age of seven; some pupils are reaching a higher level in their reading. A great deal of time is spent with pupils on an individual basis in order to raise the standard of reading in the earlier years. All pupils have a reading diary, which is used effectively by many parents when hearing their children read at home. This ensures that learning is continuous between home and school. The pupils make good progress as they continue through the school and by the age of eleven, many pupils are attaining standards that are above those expected nationally. The pupils are encouraged to handle books from a very early age.
- 105 In a literacy lesson, Year 1 and 2 pupils demonstrated a high level of understanding about fact, fiction and how to use the different parts of factual books to find out information. Older pupils in Years 5 and 6 confidently shared the narrative poem *The Pied Piper of Hamelin*. This was followed by a very well planned session on the parts of speech and a discussion about the text. Many pupils were able to draw out inferences and make deductions using the text and could explain the meaning of such words as *quoth*, *quaint*, and *attire*. Pupils study a wide range of texts and are becoming familiar with such authors as William Shakespeare as well as enjoying the latest popular books. Every opportunity is taken to make the pupils aware of the written word. The informative displays around the school are well presented and very clearly labelled. There are many examples where learning is reinforced by clearly presented key words from across the curriculum.
- 106 The standard of the pupils' writing is good. At the earliest opportunity the pupils are encouraged to form letters correctly and present their work well. Good support is provided in the early stages of development in order to help the pupils to write short phrases and sentences independently. By the end of Year 2, some pupils can produce pieces of extended writing using capital letters, fullstops and speech marks. Great importance is placed upon independent writing across the curriculum. Older pupils produce very individual pieces of written work. This work often contains quite complex sentences and good, descriptive language. Great attention is given to the different ways of presenting work and different styles of handwriting. For example, in science, pupils are encouraged to present their results of practical work in a variety of ways. These include diagrams, lists,

charts and formally written accounts. Younger pupils write about the lives of such people as Mary Seacole. Good use is made of supporting work sheets for those pupils who need them. There is a good balance between structured, more formal writing tasks and opportunities for developing independent writing. Pupils are taught to join their handwriting as soon as they can form their letters correctly. Pupils are encouraged to produce their own books and some very good examples of these were observed in the special needs unit.

- 107 Overall, the teaching and learning in English is good. During the inspection nine English lessons, or parts of lessons, were observed; this included two lessons in the under fives and Year 1 class. Three lessons were observed in the Year 1 and 2 class. In these lessons the teaching was always good. In Key Stage 2, the teaching of one lesson was excellent. In two lessons the teaching was judged to be very good. In the remaining lessons the teaching was good. The very good and excellent teaching occurred when teachers made clear the purpose of the lessons and ensured that current learning built upon that which had already taken place. Very good questioning techniques were used to support all the pupils in their learning. In the class for pupils with special educational needs, the teacher boosted the confidence of the pupils by recognising their success in answering questions in the shared-reading activity. The constant reinforcement and lively delivery by the teacher inspired the pupils in wanting to do well. The pupils learned very well in this lesson, consolidating a very wide range of skills, knowledge and understanding about different forms of poetry. Common to all English lessons was the high quality of teacher questioning and support provided for the pupils when working in groups and individually. Support staff were deployed well and very effective use was made of their time. The teachers know their pupils well, and this knowledge is used to very good effect when planning future work.
- 108 There is a clear and consistent approach to marking pupils' work. However, although teachers give good verbal feedback to pupils, their written comments are more limited on English work across the school.
- 109 Pupils generally respond very well in English lessons. They are enthusiastic about their work and generally complete the work that is set. Good, timely intervention by the teacher or support staff ensures that pupils generally are kept on task and moved forward in their learning.
- 110 The National Strategy for Literacy has been successfully implemented; it is having a positive impact on teaching and learning. The school provided booster classes for literacy and the results of these were reflected in the high levels attained in the 2000 Key Stage 2 tests. The school has carried out a detailed analysis of the year on year test results and has adjusted its longer-term targets accordingly.
- 111 The subject is well led by the co-ordinator. She has attended appropriate courses and provides training and support for all the teaching staff; this training has had a positive impact upon standards in reading and writing. There has been an element of monitoring of classroom practice but this has not been on a regular basis. The overall monitoring of teaching and pupils' work has not yet been firmly established.

MATHEMATICS

- 112 During the inspection, eight mathematics lessons were observed, pupils' work and displays scrutinised and discussions held with the mathematics co-ordinator, special needs co-ordinator and pupils in a number of classes. School documentation, photographs and the school website provided further information.
- 113 Overall, standards in mathematics are good. In the 1999 tests for seven year olds the schools' results were very low in comparison with the national average and similar schools. During the last four years standards appear to be falling. These figures can be misleading as the number of pupils in the year groups are small and the number of pupils with special educational needs varies. The school also has a high proportion of children with special educational needs. However, the 2000 tests show a very significant improvement with nearly nine out of ten pupils achieving at least the expected Level 2 in mathematics. Evidence gathered during the inspection indicates that these standards will be maintained and support for pupils with special needs ensures they make good progress. The school has recognised the need to support the more able pupils and this year has introduced grouping by attainment to improve their progress. Standards in Key Stage 1 have been maintained since the last inspection.
- 114 In the 1999 tests for eleven year olds the schools' results were well below the average for all schools. The results were broadly in line with those of similar schools. The overall improvement trend over the last few years is variable. The relatively small number of pupils in most year groups and the high proportion of pupils with special educational needs means the overall figures do not always give a fair picture. The test results for 2000, show a very significant improvement with eight out of ten pupils achieving at least the expected Level 4, and half of the pupils achieving the higher Level 5. It is expected that these figures will compare very favourably with other schools when the national results are published. Evidence from the inspection confirms that standards will be maintained at this level although year on year test results may vary according to differences in individual year groups. Standards in mathematics in Key Stage 2 have improved since the last inspection.
- 115 During Key Stage 2 pupils make at least satisfactory progress with good progress being made towards the end of Key Stage 2. Special educational needs pupils make very good progress due to the very high quality teaching received in the special educational needs class and the good targeted support in other classes.
- 116 Standards of numeracy are high. Work in other subjects provides good opportunities for pupils to use and apply their mathematical knowledge and skills. For example, younger pupils during their physical education lesson counted aloud a set number of jumps and in geography made a pictorial graph of how they came to school. In a music lesson for eight and nine year olds, counting and fractions were used when learning about rhythm and beat. Older pupils, in science and design and technology lessons, were using rulers and protractors to measure accurately.

- 117 In lessons pupils are always interested, concentrate and co-operate well. They are keen to answer questions and can explain clearly how they have worked out their calculations. During oral sessions of the lessons they often work at a very good pace and are eager to learn and improve. Pupils persevere during written and group activities due to the well planned work which matches their attainment. In plenary sessions the pupils are able to explain what they have learnt and by the end of Key Stage 2 they can identify how they have improved and what they need to work on next. The older pupils in Key Stage 1 can read, write and sequence numbers to 100, count in twos and twenties, double number to ten, with some pupils being able to double 20 and 500. Year 6 pupils can mentally use the times eight multiplication table to solve a variety of simple word problems. They can use written methods to estimate and accurately calculate long multiplication of three digit numbers. In the last inspection pupils' attitude to mathematics was generally satisfactory. Evidence from this inspection finds that all children always have a good attitude and are often enthusiastic about mathematics as one Year 4 pupil said 'Maths is fun'.
- 118 Overall, the teaching of mathematics is good.
- 119 In the lessons observed teaching was never less than satisfactory with nearly three quarters being good. Towards the end of Key Stage 2 and in the special educational needs class teaching was often very good with an example of excellence. The successful implementation of the National Numeracy Strategy has helped improve the teaching, since the last inspection. The lesson structure and planning has resulted in improved pace particularly at the beginning and end of lessons. When different work is planned for different groups, all pupils make good progress and the good pace is sustained throughout the lesson. In the most effective lessons the teachers' good mathematical knowledge resulted in good planning with clear focused objectives which were shared with the pupils. Lively open ended, question and answer sessions challenged the children's thinking and good teacher prompting and explanations helped the pupils make good progress. Opportunities were given for the pupils to think and assess their own, and others works. Teachers managed the pupils' behaviour well using positive encouragement and praise to create a hard working, calm learning atmosphere. In the less effective lessons the pace of learning slackened during the written or group activity sessions. The work set was sometimes too difficult for some pupils and too easy for others. However, the good support by other adults in the lessons helped to keep the pupils on task and make progress.
- 120 The school is setting challenging, end of key stage targets to improve achievement. Teachers have started to set class, group and individual targets which are shared with the pupils and recorded in their pupil profiles. Optional national test papers have been introduced for the end of Years 3, 4 and 5. This information, together with teacher assessments and predictive data from earlier Key Stage 1 tests are used to develop targets and identify groups for extra support and resources. However, this process has not been repeated to target support for Key Stage 1. There are plans to introduce the use of baseline assessments to help predict targets and focus support in Key Stage 1. During lessons teachers mark work with the pupils and explain how they can improve. However, marking in pupils' books has only the occasional comment and award of house points. There is no written feedback or target setting to help move on their learning.

- 121 The subject co-ordinator has effectively and enthusiastically managed the implementation of the National Numeracy Strategy which is helping to improve standards. Staff are positive and have undergone appropriate training. The subject co-ordinator monitors and evaluates mathematics through reviewing half termly and weekly planning and lesson observations. Individual feedback to staff in their teaching identifies quality and areas for development which is improving the quality of teaching. She knows the strengths and weaknesses in mathematics and makes appropriate plans to address the issues. For example, extra adult support has been allocated to year groups where test results show a weakness. New groupings in Key Stage 2 have been introduced to take account of varying year group numbers and the attainment of pupils. The allocation of a local education authority numeracy consultant has been used to model and support investigative maths.
- 122 Resources for the teaching of mathematics are satisfactory. Good use is made by teachers of visual aids, for example, flip charts, large number squares and number lines, during whole class teaching.

SCIENCE

- 123 During this inspection it was not possible to observe lessons in science in Key Stage 1, inspectors observed science lessons in all four Key Stage 2 classes. In all four lessons were observed. The current and past work of pupils in all year groups was scrutinised in detail. A discussion was held with the science co-ordinator and the science resources reviewed.
- 124 Overall, standards in science are improving and are now good and generally above the levels expected.
- 125 By the end of Key Stage 1 pupils are attaining standards which are below those typical for seven year olds. In the 1999 national tests and assessments standards were well below national averages for the percentage of pupils attaining the expected Level 2 and the higher Level 3. Standards were well below those of similar schools. However, these judgements are based upon data, which includes pupils from the Special Education Centre. The results for 2000 are significantly better and above national averages for the proportion of pupils gaining the expected Level 2.
- 126 From the scrutiny of pupils' work inspectors judge that standards are rising and that current attainment is closer to the nationally expected level. Pupils in Year 1, for example, designed an experiment to investigate what kind of surface a snail preferred when moving towards food. Their descriptions showed obvious interest and enjoyment in this activity and showed an early understanding of establishing a fair test which indicates the expected level of attainment for this age group.
- 127 Overall, pupils are making satisfactory progress in all aspects of science. Pupils with special educational needs make good progress through the very effective in class support that they receive.

- 128 By the end of Key Stage 2 pupils are attaining standards which are above those found nationally. In the 1999 national assessments for eleven-year-olds 77% of pupils attained the expected Level 4, which was below the national average but the proportion attaining the higher Level 5 of 37% was above the national average. The results for 2000 show a marked improvement with 80% of pupils attaining at least Level 4 and 61% of pupils attaining Level 5. When compared with similar schools and excluding pupils in the Special Education Centre standards were above average in 1999.
- 129 In lessons and from a scrutiny of pupils' past and present work inspectors judge that pupils are currently on course to attain standards similar to those of 2000. Pupils are attaining similar standards in all four aspects of the science curriculum. For example, pupils who have just moved into Year 6 were able to make and test parachutes and their results showed the direct relationship between the surface area of the parachute and the speed at which it falls. In another lesson in Year 3, pupils were developing their understanding of the nature of teeth and the need for healthy food to promote a healthy body
- 130 Overall, pupils are making good progress as they move through Key Stage 2. Progress accelerates still further in Years 5 and 6. Pupils with special educational needs make very good progress, achieving average standards in some aspects of science, through the well targeted and very effective support they receive.
- 131 Overall the quality of science teaching is good. It is never less than satisfactory. Teachers have secure subject knowledge and use a variety of teaching methods, which promote good science learning and so pupils make good progress. In the best lessons teachers encourage pupils to investigate thoroughly and to be confident in identifying conclusions from their practical work. For example, in a Year 5/6 lesson the teacher encouraged pupils to develop their ideas about the movement of the earth round the sun to explain when and how the 24 hour day and the 24 hour night occur in the town of Tromsø. The quality of teaching has improved since the last inspection and this is contributing to the improving standards.
- 132 Pupils clearly enjoy their science lessons. They work hard and concentrate well. They are developing the ability to work well in groups as well as to research information for themselves. Pupils are given the opportunity to consider the importance and the relevance of science to their lives and its impact on them.
- 133 The subject is well managed and the well-organised science resources enable teachers to plan and deliver practical science for their pupils, which makes a positive contribution to pupils learning and progress. However, the monitoring of the quality of teaching and the standards achieved by pupils is under-developed.

ART

- 134 The limited evidence gathered during the inspection indicates that overall the standards in art throughout the school are typical of those found in primary schools nationally. All pupils

make at least satisfactory progress in all aspects of the subject. The subject is led by a lively and enthusiastic co-ordinator, who leads art workshops for all the staff and pupils. The standard and quality of the work produced on these occasions is good. Pupils with special educational needs are taught art with their year group class and they make good progress.

- 135 During the inspection, only three art lessons were observed. Two lessons in Key Stage 1 and one lesson in Key Stage 2. Overall the quality of teaching was good. A particular strength in the teaching was the teacher's good subject knowledge, which was conveyed to the pupils in a lively and enthusiastic way. The teacher, in a lesson in Key Stage 1, provided a wealth of resources, including pictures and found materials, to stimulate the pupils when thinking of their favourite place in autumn. The lesson was extremely well planned and the resulting collage work by the pupils was of a good standard. Good teaching was observed in Key Stage 2 when Year 5 and 6 pupils painted studies in tone and shade. The lesson was well planned; the teacher used pictures of contemporary artists work to illustrate the teaching point and good preparation for the practical work ensured that the pupils settled to work quickly and productively. Teaching was less effective when, in a Key Stage 1 class, the teacher did not sufficiently encourage the pupils to evaluate their work and make suggestions as to how they could make improvements.
- 136 All the teachers teach art to their own class of pupils. The co-ordinator shares her expertise and enthusiasm with the teachers and ensures that they are well supported in their planning for the art lessons. However, the co-ordinator has not yet had the opportunity to assess the impact of this support upon the quality of classroom practice.
- 137 The resources for art are good. There is a good selection of basic materials that can be used for a wide variety of activities. The school has a good selection of posters and videos on the artwork of well-known artists. Pupils have recently visited an exhibition of sculpture at Croft Castle, resulting in pupils producing their own sculptures in clay. Visits have also been made to Worcester art gallery. Pupils study the work of famous artists such as Gustav Klimt and Henri Matisse. The subject makes a good contribution to the spiritual and cultural development of the pupils.
- 138 The pupils' work in art is displayed very well around the school. The co-ordinator takes time to ensure that all work is valued and presented in an imaginative way.
- 139 Satisfactory progress has been made in the subject since the last inspection.

DESIGN AND TECHNOLOGY

- 140 Although only three lessons of design and technology were observed in Key Stage 2 during the inspection a wide range of evidence of pupils' work was scrutinised and discussions held with many pupils.

- 141 Overall, standards in design and technology are in line with those expected by the end of both key stages.
- 142 By the end of Key Stage 1 pupils attain standards which are at least typical for their age in a wide range of work. Pupils are able to work with a range of materials and show appropriate making skills, for example, in Key Stage 1 when pupils designed and made a clay candle holder. The majority of pupils show sound design skills, with even the youngest pupils presenting several design ideas. They are then able to evaluate their product and suggest improvements to their designs in discussions but their evaluations are not always recorded which reduces the impact of their learning on future work.
- 143 By the end of Key Stage 2 pupils are attaining standards at least in line with those expected for their age. They have developed more sophisticated design skills and are able to produce trial designs and evaluate them in order to develop them further and identify the making skills they need to develop. For example, Year 5/6 pupils designed a temporary shelter then transferred the design to a sheet of paper and made a trial product in wood showing good skill levels and using a variety of joining techniques. From the trial they refined their design. Different groups helped each other with suggestions for making elements of their designs.
- 144 Pupils are making sound progress in both key stages. They work with interest and often enthusiasm and sustain their concentration to complete their designs. Pupils with special educational needs made good progress being effectively supported by in class assistants. Pupils respond well to their design and technology lessons. They enjoy working individually but regularly help one another with suggestions and ideas. They concentrate well and persevere with their work to produce some good quality finished articles.
- 145 Teaching overall in the lessons observed was judged to be good. It has improved since the last inspection. Lessons are well planned with a range of activity. Teachers have high expectations and use particularly effective interventions with pupils to sustain both the challenge and the pace of the lesson. Teachers' planning records show that the full range of the National Curriculum programme for the subject will be covered and effectively ensure progressive skill development and learning throughout each key stage.
- 146 The subject is effectively managed and the well-organised pupils' resources ensure that pupils have access to tools and materials, as they require them. Teachers encourage pupils to take responsibility for materials and equipment and to use tools safely, which contributes significantly to the progress they make. The co-ordinator has developed a scheme of work which was identified as a weakness at the time of the last inspection. However, the co-ordinator does not yet monitor closely the quality of the delivery of the subject or the standards pupils attain.

GEOGRAPHY

- 147 During the course of the inspection two geography lessons were observed, one in Key Stage 1 and one in Key Stage 2. As a result there was insufficient evidence on which to

make an overall judgement about the quality of teaching. However, examination of pupils' work in books and displays, the scrutiny of school planning and photographs plus discussions with pupils and the co-ordinator suggest overall pupils make satisfactory progress. Pupils with special educational needs receive good support from adult assistants in lessons and make good progress. By the end of both key stages attainment of all pupils is in line with national curriculum expectations. This judgement is the same as that found in the last inspection.

- 148 Discussions with pupils and the scrutiny of pupils' work and teachers' planning show pupils in both key stages receive a satisfactory balance of teaching in the different aspects of geography. Pupils in Key Stage 1 learn about their local area and how it differs from a town like Hereford. They learn about maps, plans and routes through walks in the school grounds and later in Wigmore village. By the end of Key Stage 1 most pupils can recognise the shape of the British Isles and generally locate where they live. They can talk about what they like and dislike about where they live using appropriate geographical words. They know the world is spherical and have some idea of differences in distance from their home. For example, Wigmore is near, Hereford quite near and France far away. Pupils in Key Stage 2 develop their mapping and field work skills with a detailed study of Wigmore village building on the work in Key Stage 1. They visit Worcester to make comparisons between different localities. In their work about a family living on the West Indian Island of St. Lucia the older pupils deepen their knowledge and understanding of places in different parts of the world. However, their geographical enquiry and skills are not so well developed. During lessons staff discuss pupils' work with them and give them help to improve their understanding. Although work is marked, no written feedback is given on how they are achieving and how to improve. Pupils with special educational needs receive good support from teaching and non-teaching staff lessons. Support staff sensitively encourage them by asking appropriate questions. They give extra explanations and keep the pupils interested. Consequently pupils with special educational needs make good progress. There is good follow up work in the special needs unit to reinforce the mainstream lessons.
- 149 Geography is taught through a series of planned termly topics. In Key Stage 1 each topic has a geography element but in Key Stage 2 each topic is more subject focused. The result is that pupils sometimes only receive incidental geography teaching for two terms. Consequently the continuity of learning more complex skills and deepening understanding is interrupted. The school has recognised this issue and is at present trialling the Qualifications and Curriculum Authority scheme of work to ensure full coverage and progression of all aspects of the geography curriculum. The allocation of time given to subjects will be reviewed when the scheme of work is evaluated.
- 150 The geography co-ordinator provides informal support and advice for colleagues. He orders and maintains the resources which satisfactorily support the curriculum. Good use is made of the county library service who loan out boxes of books for topic work. He is monitoring planning for coverage and balance but no formal evaluation of the teaching and learning takes place.

HISTORY

- 151 During the course of the inspection two history lessons were observed, one in Key Stage 1 and one in Key Stage 2. As a result there was insufficient evidence on which to make an overall judgement about the quality of teaching. However, examination of pupils' work in books and displays, the scrutiny of school planning and photographs plus discussions with pupils suggests, overall, pupils make satisfactory progress. Pupils with special educational needs receive good support from adult assistants during lessons and make good progress. By the end of both key stages attainment is in line with national expectations. Since the last inspection, attainment in Key Stage 1 has improved and has been maintained in Key Stage 2.
- 152 From the evidence seen pupils receive a sound balance of teaching in the different aspects of history. Pupils in Key Stage 1 learn about the passage of time and can order events. For example, younger pupils make a family tree and use the days of the week to develop sequencing skills. They learn about famous people from the past for example, Florence Nightingale, Samuel Pepys, Boadicea and Neil Armstrong but have difficulty placing them in historical order. Older Key Stage 1 pupils could eagerly recall visits they had made, for example, they could talk about Wigmore Castle and identify similarities and differences between long ago and present buildings in Wigmore and Hereford. Pupils were unsure of how they could find out about the past quoting the teacher and books as their primary source. Pupils' books show they are given opportunities to record their work in different ways. For example, written recalling of a story, comparison charts and sketching from artefacts. However, all pupils do the same work and lower attaining pupils have little understanding of the work while higher attaining pupils find the work easy and just produce a greater amount of work at the same level. Pupils' work is marked but no written feedback is given other than the occasional comment. However, during the one Key Stage 1 lesson observed there was good open ended questioning to challenge all the children's thinking. The teacher assessed what the children had learnt and adjusted her explanations and discussion to help the children learn even more
- 153 Pupils in Key Stage 2 learn about past periods and societies. For example, they study Ancient Rome, Egypt, Greece and the Tudors and Victorians. In the one Key Stage 2 lesson observed the use of pictures and good questioning and answering gave pupils an understanding of how life was lived in Ancient Egypt and the importance of the River Nile. By the end of the lesson the children were able to talk about what they learnt and were starting to make comparisons with modern Egypt. Pupils are given opportunities to record their work in a variety of ways. For example, designing a programme for the ancient Olympic Games, using computers to download information, using a story board format to retell historical stories. However, all pupils are presented with similar tasks or activities resulting in the lower attainers not always completing work and the higher attainers not being stretched. Pupils' work is marked but here are very few examples of pupils being helped to improve their work. A number of visits and visitors to the school have a historical focus and enhance the children's understanding and interest. For example, the village millennium celebrations and visits to museums in Hereford and York.

- 154 History is taught through a series of planned, termly topics. There is a history element to every topic in Key Stage 1 but the topics in Key Stage 2 are more sharply focused on individual subjects. Although there is a balance of subjects over the key stage there are times when history is only taught incidentally. Consequently the sequential teaching of the historical skills of interpretation, enquiry and communication is interrupted and impairs progress. The school has recognised the curriculum is covered but not always to the depth needed to ensure good pupil progress. At present the Qualification and Curriculum Authority scheme of work is being piloted. The school plans to review its impact and also the allocation of time given to foundation subjects in line with National Curriculum 2000.
- 155 The curriculum co-ordinator for history has only recently been appointed and has yet to have an impact on the subject. Recently the school has purchased a range of non-fiction big books some of which are history books which are used in both literacy and history lessons. There are also some sets of history books which small groups of pupils can use in literacy guided reading or as sources of historical information. The school makes good use of the county library scheme which lends boxes of books for designated topics. The provision of book resources is enhancing the development of pupils' independent research skills.

INFORMATION TECHNOLOGY

- 156 Only two lessons of information technology were observed during the inspection, one in Key Stage 1 and one in Key Stage 2. In addition a wide range of evidence of pupils' work was scrutinised and the computer club observed in operation.
- 157 Overall, pupils are attaining standards above those typical by the end of both key stages which is significantly better than at the time of the last inspection. Pupils in Year 2 are able to programme a *pixie* to move in specified patterns, as well as using simple graphics software to present information they have collected as bar charts. Pupils in Year 4 had collected information regarding pupils' preferences for cakes and presented the information in a variety of ways with higher attaining pupils using and explaining three dimensional pie charts. Pupils in Years 5 and 6 regularly use information gathered from the Internet to support their learning in other subjects such as geography. Pupils in both key stages are able to use word processing software to present their work in English.
- 158 In the two lessons observed inspectors judged the teaching to be satisfactory but generally such lessons are short and confined to developing technical knowledge and skills. Where the lessons extended beyond these limitations teaching was judged to be good. Teachers have good subject knowledge and are familiar with both the software and the hardware they use. Teachers plan lessons effectively to build on pupils' previous learning. Pupils respond well to their information technology lessons and confidently use the skills and knowledge learned to support their learning in the other subjects of the curriculum such as when pupils in Year 5/6 explored colour and tone using a CD-ROM in an art lesson.
- 159 There has been significant improvement in the standards and the progress pupils make in information and communication technology since the last inspection. Resources have improved as has teachers' planning to make more effective use of them.

MUSIC

- 160 The limited evidence gathered during the inspection indicates that overall the standards in music throughout the school are typical of those found in primary schools nationally. Most pupils make generally satisfactory progress in all aspects of the subject. The progress in singing is barely satisfactory. In assemblies the pupils do not pitch their notes well and insufficient attention is paid to standing up straight and singing out the words clearly.
- 161 Pupils with special educational needs are taught music with their mainstream class and they make good progress.
- 162 During the inspection, only two lessons were observed. These lessons were in Key Stage 2. In one lesson the teaching was satisfactory and in the other good. Good teaching occurred in a well-planned lesson that had a good balance of activities. These included learning about and singing a folk song; practical activity composing a sequence of rhythms and recording their compositions in graphic form. A particular strength of the lesson was the way that pupils were encouraged to evaluate their work. Teaching was less successful when low-level activities involving recognising beats in a bar went on for too long and some pupils began to lose interest and enthusiasm. The teacher's expectations were not high enough in this lesson and many pupils made only satisfactory progress.
- 163 All the teachers teach music to their own class of pupils. The teaching is supported by a commercially produced scheme of work. The subject co-ordinator has not yet had the opportunity to assess the impact of this scheme upon the standards in music throughout the school.
- 164 The co-ordinator has carried out an audit of need and has produced a draft action plan to address the issue of both quality and quantity of resources.
- 165 Pupils have the opportunity to listen to music from different cultures and times in history. This makes a good contribution to the cultural development of the pupils. There has been limited progress in the development of the subject since the last inspection.
- 166 There are opportunities provided for pupils to learn to play the recorder. There are also very good opportunities provided for pupils to learn to play other musical instruments, taught by musicians from the local education authority. There is currently no school choir or orchestra, but the co-ordinator has plans for the introduction of both. Pupils sing carols for the senior citizens at Christmas time. The parents expressed their desire for more creative music in the school.

PHYSICAL EDUCATION

- 167 Standards in physical education have improved since the last inspection and are now well above those normally found. The school provides a rich curriculum that addresses all statutory requirements and supports the work in lessons with an excellent range of extra

curricular activities that include football, rugby, netball, hockey, cricket, basketball and outdoor experiences such as camping. The staff give willingly of their time to support this strength of the school. The school has traditionally hosted and participated in a range of competitive sports with other local schools and offers very good opportunities for the pupils to participate in inter-school competitions. Consequently standards in games playing are very high and good in gymnastics. No dance was seen in the period of the inspection.

- 168 There is insufficient evidence to make an overall judgement relating to the quality of the teaching in the subject. However, in the three lessons observed during the inspection the quality of the teaching seen was never less than good and very good in one instance. The lessons had many positive features. The teachers have a good knowledge of the subject and high expectations of the pupils. This results in good concentration and application in the lessons. The pupils work hard and make good progress under the skilled direction of the staff. The oldest pupils are able to perform a range of challenging movements on apparatus and demonstrate the ability to reflect on what they do and improve their performance. Behaviour in the lessons is very good the pupils listen well and work quietly when asked to do so. Time is well used in lessons: the pupils change quickly, lessons start promptly and the necessary emphasis is given to warm up and cool down activities. Pupils with special educational needs are very well integrated into the lessons, the teachers are very effective at valuing their contribution and boosting their self-esteem.
- 169 The curriculum clearly meets statutory requirements and is enhanced by the links with the High School and the sharing of some resources. The staff effectively use what they see to reinforce the learning in lessons and move pupils on. The co-ordinator for physical education has an enthusiasm for the subject and has a clear view on the curriculum offered by the school. The school does not formally monitor lessons in physical education. Consequently there is not a mechanism to spread the good practice in the school or identify any areas in need of further development. The school is well provided for in terms of games equipment but the gymnastic apparatus is old and somewhat heavy for the youngest pupils to manage.

RELIGIOUS EDUCATION

- 170 Standards of attainment in religious education at both key stages are broadly in line with that expected. Only two lessons were observed during the inspection but examination of curriculum planning and the work produced by the pupils indicates that the school is successfully delivering the programme of work outlined in the locally agreed syllabus. The older pupils in Key Stage 2 are able to understand the key elements of other religions and make sensible comparisons regarding similarities and differences between major faiths. For example, in a lesson on Islam they were able to discuss the importance of pilgrimage in religion and demonstrate their knowledge of holy books from other faiths. In Key Stage 1 the pupils know about stories from the Christian tradition and study Judaism in Year 2.
- 171 The teaching observed was always at least satisfactory. The lessons are characterised by effective whole class teaching and high expectations of behaviour. The pupils demonstrate a good attitude to the subject and are keen to talk and discuss the issues raised in the lessons.

In both lessons observed the work set for the pupils lacked differentiation, which in one case resulted in the high attaining pupils losing interest for part of the lesson. Pupils with special educational needs are very well integrated and supported in the lessons. In a lesson in Key Stage 2 the support teacher was extremely effective in the way she provided challenge and support that encouraged the group to participate fully in the lesson and make good progress.

- 172 The co-ordinator is currently awaiting further guidance from the local authority prior to reviewing the planning in the subject. The school has no formal systems in place to monitor the work in religious education, curriculum planning is not monitored and standards are not evaluated to ensure the pupils are doing as well as they could. The school has no common system to enable the teachers to assess the attainment and progress of the pupils. More rigorous monitoring would ensure standards are as high as they could be in the school.
- 173 The previous inspection reported standards of attainment at Key Stage 2 to be above average. The evidence from this inspection indicates that the standards are now only satisfactory and as such the school is not doing as well as it did in this area.