

INSPECTION REPORT

ST CLEMENT'S PRIMARY SCHOOL

Worcester

LEA area: Worcestershire

Unique reference number: 116922

Headteacher: Mrs. Maggie Goodwin

Reporting inspector: Mr. Alan Fullwood

21184

Dates of inspection: 14 - 17 January 2002

Inspection number: 243448

Full inspection carried out under Section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Henwick Road Worcester
Postcode:	WR2 5NS
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Appropriate authority:	The governing body
Name of chair of governors:	Rev Chris Goble
Date of previous inspection:	June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21184	Alan Fullwood	<i>Registered inspector</i>	Art; Physical education.	What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed?
9895	Roger Williams	<i>Lay inspector</i>		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
17693	Esther Digby	<i>Team inspector</i>	Mathematics; Geography; Music.	How good are the curricular and other opportunities offered to pupils?
12594	Marina Jeavons	<i>Team inspector</i>	English; Design and technology; History; Special educational needs.	
27369	Carolyn Powell	<i>Team inspector</i>	Foundation Stage.	
25771	Peter Sandall	<i>Team inspector</i>	Science; Information and communication technology; Equal opportunities.	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Clement's is a slightly above average sized primary school situated in the city of Worcester. There are 292 boys and girls on roll taught in 12 mixed aged classes including a nursery. Currently, there are many more boys than girls. At the time of the inspection there were 43 full time and 25 part time children in their Foundation Year. The catchment area of the school has changed since the last inspection, as has the attainment of the children when they enter the school. The school now mainly serves the Dines Green Housing Estate but also admits pupils from other areas. A higher than usual percentage of pupils come from homes where parents have no higher educational qualifications. Approximately 38 percent of pupils are on the school's special educational needs register as needing some form of additional support. This is above the national average. The school is a resource base in the area for pupils with physical disabilities, mainly with hearing impairment or Cerebral Palsy, and the number of pupils with statements of educational need is higher than normal. Approximately 14 per cent of pupils are entitled to free school meals, broadly in line with the national average. There are very few pupils from ethnic minority backgrounds and none who are at an early stage in learning English. Last year there was a 21 per cent movement of pupils to and from the school at times other than their normal first admission or when they transfer to secondary school. The attainment of the pupils on entry to the school does vary from year to year but is not high, as indicated at the time of the last inspection, but generally below average. For the first time in some years the attainment of the present group of Reception pupils on entry to the school from the Nursery was average.

HOW GOOD THE SCHOOL IS

St Clement's is an effective school. It provides a good education for its pupils and currently enables them to make good progress in English, mathematics and science by the time they leave the school. The school is led well and managed satisfactorily. It provides good value for money.

WHAT THE SCHOOL DOES WELL

- Enables pupils to make good progress in English, mathematics and science by the age of 11.
- Provides very well for pupils with learning difficulties or physical disabilities.
- Makes good provision for pupils' personal development, encouraging good attitudes to learning, good behaviour and positive relationships.
- Makes good provision for pupils' moral, social and cultural development.

WHAT COULD BE IMPROVED

- The standards pupils attain in English and science.
- The provision made for children in the Foundation Stage.
- The consistency with which recently introduced assessment procedures are used across the school.
- The organisation of, and length of the school day at Key Stage 2.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made sound progress since it was last inspected in June 1997. Standards in English, and science appear to have fallen in national tests but the nature of the catchment area of the school has changed significantly and with it the attainment of children on entry to the school. In relation to their prior attainment, pupils are achieving well in English, mathematics, science and history. The good standard of teaching has been maintained and there were no instances of unsatisfactory teaching observed during the inspection. School development planning has been improved and good progress is being made in meeting the targets set out in it. The roles of senior managers and subject co-ordinators in monitoring the work of the school have improved, but there is a need to develop these further, as a number of staff are new to their roles and some do not as yet have a secure whole school view of the provision for, and standards attained in, their subjects. Curriculum planning has been improved but the curriculum for the Foundation Stage is unsatisfactory. Procedures for assessing the attainment of pupils and tracking their progress have been introduced but are not yet consistently used across the school. The provision made for pupils with special educational needs or physical disabilities is now very good. The headteacher gives strong, purposeful leadership to the school and despite the changes of staff, has successfully established a staff team with a shared commitment to improvement. The school is well placed to make further improvement.

STANDARDS

The table below shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	C	D	E	E	<i>well above average</i> A
mathematics	D	D	E	E*	<i>above average</i> B
science	E	E	E	E	<i>average</i> C
					<i>below average</i> D
					<i>well below average</i> E

The above table shows, for example, that pupils' standards of attainment in English and science at the end of Year 6 in the year 2001 national tests were well below average in comparison with all schools and schools who admit their pupils from similar backgrounds. Pupils' attainment in mathematics was in the lowest five percent nationally when compared to similar schools. The trend in attainment in these subjects has been below the nationally improving trend in recent years and fell sharply in 2001. Inspection evidence indicates that the attainment of the current group of pupils in Year 6 in mathematics is broadly in line with national expectations. Pupils' attainment in English and science is below national expectations. Pupils make good progress in these subjects compared with their previous attainment at the end of Year 2 because of the good quality teaching they receive. Pupils make satisfactory progress and attain average standards in other National Curriculum subjects, except in history and the singing aspect of music, where standards are good and pupils achieve well. The school's realistic targets for 2001 in English and mathematics were not reached as a number of pupils who joined the school late in this key stage has learning difficulties and were put on the school's register of pupils with special educational needs. Targets this year are more ambitious this year. Inspection evidence indicates that they will be achieved in mathematics but difficult to achieve in English. National test results at the end of Year 2 in 2001 showed standards of attainment in reading and mathematics to be below average in comparison with all schools and similar schools. Attainment in writing was close

to the national average for all schools but below average for similar schools. There has been an upward trend in the standards of pupils' attainment in English and mathematics over the last few years. Inspection evidence indicates that the attainment of the current group of Year 2 pupils is average in mathematics and science but below average in reading and writing. Pupils make good progress in English and mathematics and satisfactory progress in science when compared with their attainment on entry to the school. Pupils make satisfactory progress and attain standards in line with expectations in other National Curriculum subjects, except in history where progress is good and above average standards are attained. Children enter the Nursery with below average levels of attainment and make good progress. Children make satisfactory progress in the Reception Classes and are on track to achieve the Early Learning Goals¹ by the end of the Foundation Stage² in aspects of personal, social and emotional development, communication, language and literacy, mathematical and physical development. However, there are some aspects of learning where progress is unsatisfactory because of the inappropriate curriculum provided for these children. By the end of the Reception Year, most children are not on track to achieve the expected levels in their knowledge and understanding of the world and creative development.

Pupils with special educational needs or physical disabilities make good progress. They have very good support from teachers and support assistants. They are provided with relevant activities that are suitably adapted to meet their individual needs.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are enthusiastic in lessons and keen to take part in all that the school has to offer.
Behaviour, in and out of classrooms	Good. Pupils respond positively to the school's high expectations of their behaviour and take responsibility for their own actions. Pupils help one another and show respect for other's values and beliefs.
Personal development and relationships	Good. Pupils form good relationships with each other, their teachers and other adults and this has a positive impact on their learning. Pupils' personal development is good and they are encouraged to carry out extra tasks and responsibilities from the time they start at the school. However, there are few opportunities for independent learning. Pupils have a good understanding of being part of a community while at school.
Attendance	Good and consistently above national averages. Pupils arrive at school on time and are punctual for lessons.

¹ Early learning goals - these are expectations for most children to reach by the end of the foundation stage. They refer mainly to achievements children make in connection with the following six areas of learning: communication language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning, for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

² The foundation stage begins when children reach the age of three and finishes at the end of the Reception class year. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also includes knowledge and understanding of the world; physical and creative development.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Good	Good

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

The quality of teaching is good overall, and varies from very good to satisfactory. No unsatisfactory teaching was observed. Just over a half of the lessons seen were good or better. The overall good quality of teaching has been maintained since the last inspection but the instances of unsatisfactory teaching have been eradicated.

Significant strengths of teaching are the good relationships teachers have with pupils and their consistently good management of them. Teachers generally make good use of questioning to make pupils think for themselves but opportunities for pupils to work independently, for example in carrying out their own investigations in mathematics and science, are limited.

The quality of teaching of children in the Foundation Stage is satisfactory overall and good in the nursery. The Nursery provides children with a broader range of experiences that is well matched to the needs of each child than is currently the case in the Reception Classes. Assessment data is used better in the Nursery to ensure that children make good progress along the stepping-stones towards the Early Learning Goals.

The National Literacy and Numeracy Strategies have been implemented well and pupils make good progress because of the generally good teaching they receive. The quality of teaching in information and communication technology (ICT) lessons is good but as yet too little use is made of these skills in other curriculum subjects. The quality of teaching in most other National Curriculum subjects was satisfactory. There were too few opportunities to observe lessons in history and art to make a secure judgement of the quality of teaching.

Homework is used satisfactorily to support pupils' learning. Pupils' work is marked regularly and often contains supportive comments. It sometimes includes comments on how pupils could improve their work.

The quality of teaching of pupils with special educational needs or physical disabilities is good. They receive very good support from teachers and well-qualified and experienced learning support assistants. Work is appropriately adapted to meet their individual needs and enable them to make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school provides a broad and relevant curriculum for both Key Stages 1 and 2. However, the teaching day at Key Stage 2 is shorter than national recommendations and the organisation of the school day sometimes results in some overlong lessons in which pupils' interest is lost. The curriculum for the Foundation Stage is at an early stage of development and in the Reception Classes does not give appropriate emphasis to developing pupils imaginative and creative skills or their knowledge and understanding of the world. The school provides a good range of extra-curricular activities, which enhance pupils' learning. Very good provision is made to ensure equality of access and opportunity for all pupils within the school.
Provision for pupils with special educational needs	Very good provision is made for these pupils, including those with physical disabilities. Pupils are fully integrated within the school and receive very good support from teachers and good quality support staff.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for pupils' spiritual development is satisfactory. Provision for pupils' moral, social and cultural development is good. Very good provision is made for encouraging pupils' understanding of other cultures.
How well the school cares for its pupils	Good. Procedures for monitoring and promoting pupils' personal development, health and safety and child protection are good. Procedures for monitoring and promoting good behaviour are very good. Procedures for assessment are satisfactory. Many have been newly introduced and are not yet implemented consistently throughout the school.

The school continues to work very hard to involve parents in its work with their children. The school provides good quality information to parents. Links between parents and the school are good. The Parent Teacher Association raises substantial funding for the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is led well and managed satisfactorily. The headteacher provides a strong and clear educational direction to the work of the school. Many staff are new to the school or their management roles which are as yet under-developed.
How well the governors fulfil their responsibilities	Satisfactory. Governors fulfil their statutory duties well and have a sound understanding of the school's strengths and weaknesses. They are supportive of staff and pupils.
The school's evaluation of its performance	Satisfactory. The management of the school has begun to monitor the school's performance more closely and staff are becoming more involved in identifying strengths and areas for improvement. The school improvement plan identifies appropriate priorities for development.
The strategic use of resources	Satisfactory. The governing body is closely involved in all financial decisions and applies the principles of best value appropriately. There is close monitoring of the school's spending and effective use is made of specific grants.

There is a good level of staffing at the school. The accommodation is satisfactory, although very cramped and will be improved by the building programme which is to start in the near future. Learning resources are generally satisfactory but resources for children in the Foundation Stage are unsatisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy coming to school, are expected to work hard and make good progress in their learning. • Staff are approachable. • The teaching is good. 	<ul style="list-style-type: none"> • The extra-curricular activities provided by the school.

Inspectors' judgements support parents' positive views. Some parents thought that the school did not provide an interesting range of activities outside lessons. There is in fact a good range of such activities due to a number of members of staff giving up a proportion of their free time.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The attainment of the children on entry to the school is generally below average. Evidence from the inspection indicates that, by the age of 11, standards in English and science are below expected levels. Standards in mathematics are average. Pupils make good progress in these subjects compared with their attainment on entry to the school, and by the time they leave the school, achieve well in relation to their abilities. The school has an above average number of pupils with special education needs and these pupils make good progress because of the good support they receive.
2. The attainment of the current group of Foundation Stage children on entry to the nursery, although wide ranging, was generally below average for their age. Children make good progress in the Nursery and entered the Reception Classes with levels of attainment that are average. Children make satisfactory progress towards the Early Learning Goals in the Reception Classes but there are some aspects of learning where progress is unsatisfactory because of the inappropriate curriculum provided for these children. By the end of the Reception Year most children are on track to achieve the Early Learning Goals in aspects of personal, social and emotional development, communication, language and literacy, mathematical and physical development. They are still to reach the expected levels in their knowledge and understanding of the world and in their creative development.
3. In the year 2001 National Curriculum tests at the age of seven, pupils' attainment in reading was below national averages when compared to all schools and schools who admit their pupils from similar backgrounds. Their attainment in writing was in line with the national average for all schools but below average when compared to similar schools. Since 1997 there has been an upward trend in standards of attainment until 2001 when standards fell. Generally the performance of girls is better than that of boys in writing but both perform similarly in reading. Inspection evidence indicates that the attainment of the current groups of pupils aged seven is below national expectations but that they are making good progress in relation to their well below average attainment on entry to the Reception Classes. This is due to the good teaching they receive. Standards are lower than those reported at the time of the last inspection but so too is the attainment of pupils on entry to the school.
4. In mathematics, the results in the year 2001 National Curriculum tests at the end of Year 2 were below average for all schools and well below average when compared to similar schools. Between 1997 and 1999 there was a downward trend in pupils' attainment but since then there has been a sharp upward trend. Boys generally perform better than girls but not significantly so. Inspection evidence indicates that the attainment of the current group of Year 2 pupils is broadly in line with national expectations for the age of the pupils. Pupils are making good progress in relation to their below average attainment on entry to the school because of the good quality teaching they receive. Good teaching ensures that by the age of seven most pupils have a good understanding of numbers to 100 and can add two 2-digit numbers accurately. Higher-attaining pupils recognise numbers to 1000 and can order them. They can use multiplication facts up to the five times table and measure accurately using standard measures. Some pupils can tell the time using hours and half-hours but many cannot do so.
5. Teacher assessments in science at the end of Year 2 in 2001 show the percentage of pupils reaching the expected Level 2 or above, to be above average. The percentage of pupils attaining the higher Level 3 was well above the national average. Currently, the

standards of attainment of Year 2 pupils are in line with national expectations and similar to those reported at the time of the last inspection. Most pupils have a good understanding of all aspects of science that they have covered and, with adult help, can carry out their own investigations understanding the importance of a 'fair test'. Pupils are making satisfactory progress.

6. By the end of Year 2, pupils' standards of attainment are in line with national expectations in information and control technology, art, design and technology, geography, music and physical education. Pupils make satisfactory progress in these subjects. Standards have been maintained since the time of the last inspection. Standards of attainment in history are above expectations and better than at the time of the last inspection. Pupils acquire a good understanding of the past through first hand experiences, such as when the 'Sealed Knot Society' visited the school or when handling original artefacts.

7. The results of the 2001 National Curriculum tests for 11 year olds in English show pupils' attainment to be well below national averages when compared with all and similar schools. This cohort of pupils contained a high proportion of pupils with special educational needs, including a high proportion of pupils with emotional and behavioural difficulties and the results were not unexpected by the school. The trend in pupils' attainment at this age has been a downward one since 1998 going from above to well below national averages. This matches the fall in pupils' standards of attainment on entry to the school which has fallen from generally well above average to generally below average. Inspection evidence indicates that the attainment of the current groups of pupils aged 11 is below national expectations but that they are making good progress in relation to their previous well below attainment in national tests at the age of seven. This is due to the good teaching they receive. Standards are lower than those reported at the time of the last inspection but so too is the attainment of pupils on entry to the school. Pupils' attainment in speaking and listening is in line with national expectations. Most pupils are confident speakers and listen attentively in lessons. Standards in reading are below national expectations. Pupils are able to talk about the main events and characters in the books they have read and to express their preferences of author. However, reading is not promoted as systematically as at Key Stage 1 and pupils' personal preferences for books are not always appropriate to their reading ability. Standards in writing are below national expectations. Most pupils are able to write for a range of different purposes using correct punctuation and grammar. However, few are able to sustain their ideas in more extended pieces of writing or make use of interesting words that engage the reader.

8. In the year 2001 National Curriculum tests in mathematics at the end of Year 6, pupils' attainment was well below average when compared with all schools and in the bottom five per cent. Five per cent nationally when compared with similar schools. There has been a generally downward trend in standards since 1998 and a sharp fall in 2001. However, pupils in the 2001 group of Year 6 pupils made satisfactory progress in relation to their attainment at the age of seven. Boys generally perform better than girls but not significantly so. Inspection evidence indicates that standards are rising and that the attainment of the present group of Year 6 pupils is broadly in line with national expectations. The school is making effective use of assessment information to target specific support to pupils and this is having a very positive impact on teaching and learning and pupils are making good progress as a result. Most Year 6 pupils have a good understanding of the place value of number and use the four rules of computation with numbers to two decimal places. They have a sound knowledge of number facts but their speed of mental calculation is not yet sufficient to enable them to be successful in national tests next year, unlike higher attaining pupils. Pupils are less confident when estimating or checking the reasonableness of their results and too few opportunities are given to pupils to apply their skills in open-ended mathematical investigations using practical contexts.

9. The school's targets for the number of pupils who would attain the expected Level 4 or above in English and mathematics were realistic in 2001 but were not reached as a result of a number of pupils with learning difficulties joining this year group late in the key stage. Evidence from the inspection indicates that targets for 2002, which are much more ambitious will be hard to achieve in English but will be reached in mathematics.

10. In science, the results of the year 2001 national tests at the end of Year 6 show pupils' attainment to be well below average in comparison with all and similar schools. Between 1997 and 1999 there was a downward trend in pupil' attainment but since then the trend has been a slightly upward one. Generally girls and boys perform similarly. Inspection evidence indicates that the attainment of the current group of Year 6 pupils is below national expectations. This represents a considerable improvement on recent standards but is not as good as the findings of the previous inspection when standards were judged to be above expectations. Recent changes the school has made to the science curriculum and the good quality of science teaching observed during the inspection are having a positive effect on pupils' attainment. As a result pupils are making good progress and achieving well in relation to their previous attainment. However, more thought needs to be given to the amount of new knowledge pupils can absorb in some lessons and the length of time they have to listen. Too few opportunities are given to pupils to design their own scientific investigations.

11. Pupils' attainment in information and control technology is in line with national expectations at the end of Year 6. While standards remain similar to those found by the previous inspection expectations are much greater now than four years ago. The school has made good progress in this area due to the greatly improved resources and the training for teachers to use them.

12. By the age of 11 pupils make satisfactory progress and attain standards in line with national expectations in art, design and technology, geography, music and physical education. Standards have been maintained in these subjects. Standards in history are above national expectations and similar to the high standards noted at the time of the last inspection. Pupils continue to make good progress.

13. Pupils with special educational needs make good progress. They have very good support and teachers and support staff work well as a team. Teachers know their pupils well and provide relevant activities that are suitably adapted to meet the needs of individuals and ensure they make good progress. Good use is made of specialist resources and staff to ensure that pupils with physical disabilities make good progress.

Pupils' attitudes, values and personal development

14. The last inspection found that pupils' attitudes to learning were good. This is still the case, and pupils are keen and enthusiastic in lessons, and when taking part in other aspects of school life. They make useful contributions to discussions, and treat each other's views with interest and respect. The consistent way that both teachers and support staff manage pupils, throughout the school, reinforces the aim to encourage positive pupil attitudes, and raise self-esteem. This has a direct effect on their learning. Pupils are generally, polite and well mannered, both to adults, and each other.

15. Pupils' behaviour at the school is good. This was the case at the time of the last inspection, and the school has invested much effort to build on this high standard. All the school staff are involved in encouraging good behaviour through applying rewards and sanctions fairly and consistently. Pupils know the school has high expectations for their behaviour, in the playground as well as in the classroom. There is very little poor behaviour, violence or bullying at the school. On those occasions when a pupil is aggressive, and one such incident was witnessed during the inspection, in the playground, the matter is dealt with

quickly and fairly and in full accordance with the school behaviour policy. Exclusion of pupils is a rare event, but when it occurs, all the proper procedures are carried out.

16. Pupils have a good understanding of the effect their actions have on others, and they show respect for others' values and beliefs. Their understanding of the importance of others' reactions to them is helped by the school's good personal, social and health education programme, which emphasises the importance of this quality. There are very good relationships between able and disabled pupils, who treat each other as equals, both during lessons and in the playground. The school practices a genuine and total inclusion for all its pupils.

17. Pupils' personal development and relationships, overall, are good, as the last inspection reported. They are encouraged, within the classroom, to carry out extra tasks and responsibilities from the time they start at the school in the Reception class. As they become older, they are expected to look after younger pupils, act as librarians and operate the overhead projector in assemblies. However, there is no school council or house system, with boy and girl captains, and the range of responsibilities for older pupils are relatively limited in scope. There are few opportunities for independent learning, and the inspection found very few examples of pupils researching topics independently.

18. Relationships across the whole school are good, as they were at the time of the last inspection. Interaction between pupils and staff is very positive and plays a significant part in pupils' learning, both in the school, and at home. Relationships with the non-teaching staff are very good and they are very supportive to pupils throughout the school. During group work in lessons, pupils co-operate well. For example, this is very evident in lessons in ICT in Key Stage 2 when pupils share fully when at their workstations.

19. The level of pupil attendance at the school is good. It has been maintained successfully, since the last inspection, and is above the national average. The pupils enjoy coming to school and there is very little lateness. The punctuality and good attendance have a positive effect on pupils' progress and the quality of their learning at the school.

HOW WELL ARE PUPILS TAUGHT?

20. The quality of teaching is good overall, and varies from very good to satisfactory. No unsatisfactory teaching was observed. Just over a half of the lessons seen were good or better. The overall good quality of teaching has been maintained since the last inspection but the instances of unsatisfactory teaching have been eradicated.

21. Significant strengths of teaching are the good relationships teachers have with pupils and their consistently good management of them. Teachers generally make good use of questioning to make pupils think for themselves but opportunities for pupils to work independently, for example in carrying out their own investigations in mathematics and science, are limited.

22. The quality of teaching of children in the Foundation Stage is satisfactory overall and good in the nursery. This is because the planning for Nursery children involves a broad range of experiences that is well matched to the needs of each child. The nursery staff plan an environment which encourages children to learn, make choices and experiment through a good range of planned activities covering all areas of learning, both indoor and outdoors. Through good assessments they ensure that children in the Nursery make good progress along the stepping-stones towards the Early Learning Goals. In the Reception Classes the teaching is satisfactory. The teachers and support staff manage the children well and use praise and encouragement to build the children's confidence. As a result, relationships

between children and adults are good, the children are keen to learn and standards of behaviour are good. The staff encourages children to think about what they are doing and ask questions to promote children's learning. However, there is over direction of many of the group activities with the result that children do not learn to make choices for themselves and do not have enough opportunity to experiment and build important foundations for future learning. Support staff make a good contribution to children's learning but have few opportunities to be involved in activities such as role-play or telling stories in the library areas. They contribute significantly to the sound progress made by less able children and those with special educational needs.

23. The National Literacy Strategy has been implemented well and pupils' literacy skills are promoted well. Particular strengths of the good teaching seen were detailed planning, the very good management of pupils, interesting activities which motivated pupils well and a good match of activities for pupils of differing abilities. This includes pupils with special educational needs or physical disabilities, who receive very good support from teachers and support assistants. This promotes good learning and leads to all pupils making good progress in English. Good use is made of ICT for drafting and re-drafting pupils' work. Regular homework is set each week to consolidate and extend pupils' learning.

24. The National Numeracy Strategy has been implemented well and the quality of teaching is generally good. This is contributing to the improvement in pupils' standards of attainment and the good progress they make, particularly in Years 5 and 6. Teachers share with pupils what it is they are to have learned by the end of the session and work to challenge pupils of different abilities is set. The three-part lesson format is used well to consolidate and extend pupils' use of their numeracy skills and homework is regularly set to reinforce their learning. The most effective teaching encourages pupils to explain the mental strategies they use when making their calculations and when developing mathematical concepts, such as when adding two 2-digit numbers in a series of small steps. Regular homework is set each week to consolidate and extend pupils' learning. Pupils make good progress at both key stages.

25. The teaching of science is good overall and has improved since the previous inspection. Teachers have a sound knowledge and understanding of the curriculum and make accurate use of scientific vocabulary which they encourage pupils to use when talking about their work. Good use is made of questioning to encourage pupils to think things through for themselves but few opportunities are provided for small group discussions to encourage those pupils who do not take part in whole class discussions. There is also little evidence of older pupils being challenged to carry out their own scientific investigations and setting up their own experiments.

26. The quality of teaching and learning in ICT lessons is good, particularly when pupils are prepared well beforehand so that they make the most of the time available in the computer suite. Teachers use their understanding of pupils' abilities to successfully engage them in their work and achieve well. The use of computers in other curriculum subjects is not as well planned or as consistent. More opportunities could be given to pupils to use ICT in more realistic and interesting contexts. The teaching of music across the school is satisfactory and pupils receive a broad variety of experiences in all aspects of the subject. Some pupils in most classes find it difficult to sustain concentration during musical activities and the teachers' management of pupils' behaviour is an important factor in determining the effectiveness of a lesson. The quality of teaching in geography is satisfactory in Years 3, 4, 5 and 6, and occasionally good in Years 1 and 2. In the better quality lessons, teachers successfully encourage pupils to develop independence and find out information for themselves rather than having it imparted to them. As can be seen from work completed in the previous school year, pupils across the school do have a number of opportunities to carry out geographical enquiry for themselves but this was not a feature of the lessons at Key

Stage 2 observed during the inspection. The quality of teaching of design and technology is satisfactory and pupils make satisfactory progress.

27. The quality of teaching of pupils of pupils with special educational needs or a physical disability is good both in the classroom and in withdrawal sessions. Pupils have very good support and teachers and support staff work well as a team. Teachers know their pupils well and provide relevant activities, with adapted work when needed, to ensure that their pupils make good progress. Pupils are taught in groups of similar prior attainment for literacy, numeracy and science, where the quality and use of support is very good. Small withdrawal groups and one-to-one support is also provided as necessary. Teachers and support staff show good knowledge and understanding of basic skills teaching and they plan and organise their lessons well. In small group and one-to-one work, pupils are very attentive and enjoy the different and interesting resources and games provided by their teacher to keep their concentration and help them learn.

28. Homework is used satisfactorily to support pupils' learning. Pupils' work is marked regularly and often contains supportive comments. It sometimes includes comments on how pupils could improve their work. From some lessons observed and the scrutiny of pupils' previously completed work, inconsistent use is sometimes made of assessment data to plan work to meet pupils' very varied individual needs in the mixed age classes, for example in some geography lessons.

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

29. Since the previous inspection, the school has maintained its curricular strengths within Key Stages 1 and 2 and has made improvements in areas that were identified as having weaknesses. All subjects are now planned using schemes of work that identify the progressive development of skills. The reorganisation of Key Stage 2 mixed age classes into sets for Literacy and Numeracy has resulted in a better match of work to pupils' age and ability and is having a positive impact on the quality of teaching and learning. Although improvements have been made to the policy and practice for developing reading skills since the last inspection, there are still some issues concerning the effectiveness of these strategies.

30. The curriculum is broad with appropriate balance between subjects. It meets statutory requirements and reflects the school's aims. However, the teaching time at Key Stage 2 does not meet the national recommendation. The organisation of the school day sometimes results in overlong lessons in which pace and interest is lost and this limits pupils' learning.

31. The school uses the national frameworks very effectively when planning lessons for literacy and numeracy. The implementation of these strategies makes a significant contribution to the quality of teaching and learning in literacy and numeracy.

32. Teachers plan well together to cover the curriculum in two year cycles to meet the needs of the mixed age classes. Learning objectives are clearly identified for all subjects. In subjects other than English, mathematics and science, the progression and acquisition of knowledge and skills within a lesson is often not differentiated for each of the two year groups in the class. There is an adequate whole school approach to planning but teachers in each key stage are not sufficiently aware of what is happening in the other key stage.

33. Some appropriate links between subjects are being made, such as using ICT to develop work in mathematics and geography and applying literacy skills in history. These could be further developed.

34. The learning environment for the Reception children in the Foundation Stage is too formal to meet their needs effectively. There are, for example, insufficient opportunities for children to practise linguistic skills, experience creative activities or explore and develop their knowledge and understanding of the world. This, together with long sessions of literacy and numeracy every morning, results in a lack of balance. The curriculum is being established on a termly basis and is still in the early stages of development. It is being planned well in so far as the learning objectives are matched to the Early Learning Goals for children in the Foundation Stage. However, it is insufficiently specific about what the children are to learn over time. At the present time there is no stand-alone Foundation Stage curriculum to guide children's learning in a continuous way throughout the Nursery and Reception Classes.

35. The school provides a good range of extra-curricular activities, which enhance pupils' learning. Although some parents feel that the number of activity clubs run by teachers after school has decreased, the school makes good use of community links, as well as teachers' expertise, to enhance pupils' extra curricular opportunities. The school provides good support for pupils' development of homework study skills through a Homework Club twice a week. In addition, a Funwork Club is being piloted in the school by the local education authority (LEA). The school has recently improved pupils' access to music by introducing peripatetic instrumental music teaching and establishing a school choir. Sports activities take place in conjunction with the local college, schools and football clubs. A wide range of cultural and environmental events is planned over a two year cycle and pupils from the school participate in a number of local festivals and activities. There are very good links, using class visits and trips and a wide range of visitors to the school, both with schools and organisations in the local community and also abroad, in countries throughout the world. The school recently won an award for its international work.

36. Provision for pupils' personal, social and health education (PSHE) is good, and regular opportunities for pupils to discuss personal issues in timetabled 'circle time'. There are school policies for sex education and drugs awareness and good use is made of outside agencies, such as the police and health workers, in teaching programmes. The school uses a merit system to encourage personal responsibility and Year 6 pupils often volunteer to help younger pupils at lunchtimes.

37. The school makes very good provision to ensure equality of access and opportunity for all pupils within the school. Staff and pupils work together to ensure that no pupil is limited by any disability from participating fully in the life of the school. Pupils with special educational need have full access to a broad and balanced curriculum and attend many extra-curricular activities, including dancing in wheel chairs.

38. There is good provision for the spiritual, moral, social and cultural development of pupils. Within this positive picture the school ensures that there are very good opportunities for pupils to make progress in their understanding of other cultures. Moral and social development is good.

39. The provision made for pupils' spiritual development is satisfactory. The importance of the school's belief in St John's command to 'Love one another' is recognised by the pupils, and they understand and respect the Christian example. Regular visits are made to the local church. Assemblies have a focus in the form of a lit candle, flowers and a bible. While hymns are sung enthusiastically the message they contain is not discussed. Prayers are said with suitable reverence but the pupils were given few opportunities during the inspection to sit quietly and reflect on them and relate them to their own lives. The school's planning across the curriculum does not identify likely opportunities, which may arise in other subjects, for pupils to reflect on the values and beliefs of themselves or others.

40. Good provision is made for pupils' moral and social development. The school is very clear about the moral values it promotes and the expectations it has of pupils. It is an orderly community while still encouraging pupils to express themselves. The hard work that went into developing the new and positive behaviour policy is clearly paying dividends. It is used very consistently by the majority of staff and is well understood by the pupils, who respond very positively. The use of 'circle time' in personal and social education helps pupils to consider the balance between rights and responsibilities. As pupils move through the school they have an increasing understanding of moral issues and are able to understand what is the right course of action.

41. There is a strong emphasis on the school as a community which includes all those who work in it, whether adults or pupils. Pupils are encouraged to help each other, whether as 'buddies' for new pupils or when older pupils look after the younger ones. Pupils with disabilities are fully integrated and while cared for are treated as equals, encouraged to play a full part in the life of the school. Pupils are encouraged to take responsibility for charitable fund-raising, developing their own 'business plan' and activities. Among other charities they raise a regular amount each month to provide for the education of a boy in India, helping them to appreciate the real difference their efforts can make.

42. The school makes very good provision for pupils' cultural development. There is a very strong focus on links with other countries, both in Europe and beyond. This is acknowledged by the school's 'International Schools Award', the only school in the county to achieve this. Pupils e-mail and correspond with schools as far apart as Finland and India, and through this begin to understand both differences and similarities between their lives and those of other children. The school in Madras is a mission school, and is also part of the school's fund-raising efforts. Missionaries come to England regularly to talk to the pupils. In April citizens of other European countries visit the school for a week, working with the pupils. The 'Third World Centre' in Malvern spends a day in school, teaching and holding an assembly. The annual 'book week' has a broad focus and includes other cultures and a 'story-teller'. People of other faiths are invited into school to talk to the pupils, and visits are made to temples and mosques.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The school's procedures for child protection and ensuring pupils' welfare are good. They were a strength of the school at the last inspection, and have remained so. The headteacher ensures that all school staff are trained to respond to pupils' needs, and that pastoral care is a priority. There is a comprehensive and school specific policy and good liaison with outside agencies.

44. Procedures for monitoring and improving attendance are satisfactory overall. Teachers keep good records in attendance registers, and the headteacher and educational welfare officer monitor registers regularly. However, attendance data are not kept as a computer record, to facilitate easy access to information, and the school does not set attendance targets. Although parents are informed of test dates in newsletters, a significant number of absences are due to pupils' holidays in term time. Parents notify the school of their intention to remove pupils, and are not required to apply for permission.

45. The school's procedures for monitoring and promoting good behaviour are very good. This has improved since the last inspection through staff training and a new, positive behaviour policy. The effects of these efforts by the school are seen in pupils' behaviour in the classroom and around the school. Almost all pupils are polite and considerate, and the involvement of all the staff, including non-teaching staff, has led to this success. Procedures for eliminating and monitoring oppressive behaviour are also very good. There are very few instances of bullying and aggressive behaviour, and when they occur they are dealt with very effectively. An incident involving violence between two pupils in the playground was witnessed during the inspection. This was dealt with instantly by a teacher in an effective way, in accordance with the school policy. Good records are kept of such instances, by the headteacher, and parents are always informed of the nature of the incident and any sanctions applied. The consistent way the behaviour policy is applied by staff is a strength.

46. Procedures for monitoring pupils' personal development have been well maintained since the last inspection, and are generally good. There is good provision for personal social and health education, and this is timetabled for each key stage. Teachers know their pupils well and expect them to take on extra responsibilities within the classroom as monitors for milk and registers, the class library and to hold open doors. Older pupils extend their responsibilities to cover the whole school, by helping younger pupils in a variety of ways, as well as generally helping with assemblies and clearing up after lunch. A strong feature of the school is the way able pupils, as a matter of course, help and take care of disabled pupils.

47. The initial assessments made when children move to the Reception Classes are thorough, but not enough use is made of these assessments to plan a range of activities at the right level for each child. On-going assessments in the Nursery are in place and used well. In the Reception Classes these assessments are not linked to the stepping-stones within the Early Learning Goals. On occasion this results in more able children being taught what they already know, particularly in literacy and numeracy sessions when taught as a whole class, or in groups when activities provided are at an inappropriate level to meet the specific needs of the children.

48. Procedures for assessment are better than they were at the time of the last inspection but still require improvement. Pupils' progress is now tracked, a marking policy has been completed and assessment sheets in English, mathematics and science have been developed. However, many of these procedures for assessing pupils' attainment and progress have only recently been introduced and are not yet implemented consistently throughout the school.

49. The assessment co-ordinator has carried out some useful analyses of pupils' attainment and progress in tests and assessments. This information has been used effectively to identify areas for improvement in the teaching of Year 6 in particular and is focused on raising standards in the national tests for 11 year olds.

50. All pupils have been set termly individual learning targets that are discussed with parents. Older pupils are also involved in these discussions. Some teachers remind pupils of their targets when working but overall not enough reference is made to targets to enable them to make a positive impact on teaching and learning.

51. Year 6 pupils are set targets for attainment at the end of the year that inform the statutory targets for the school. Progress towards their predicted attainment levels is monitored well. Outcomes inform teaching and are raising levels of achievement. These procedures need to be implemented consistently in all year groups to ensure sustainable improvement in standards in the core subjects of English, mathematics and science.

52. A variety of assessment records have recently been introduced in some subjects. Although many are of good quality, there is no coherence or consistency in these assessment procedures. The assessment co-ordinator needs to ensure that the appropriate recording formats for English and mathematics are consistently implemented and that a whole school approach to developing manageable assessment records in other subjects is agreed, particularly as there are a number of teachers who are relatively new to the school. The effective tracking and target setting procedures, introduced by the headteacher and assessment co-ordinator, need to be shared more widely with staff, and appropriate monitoring and support provided. Improving the liaison between Key Stage 1 and Key Stage 2 staff will help the consistent implementation of procedures and promote a better shared understanding of expectations from year to year.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. The previous inspection found that the school's relationship with parents was good and that a full partnership was sought. The school continues to work very hard to involve parents in its work with their children, and is making satisfactory progress in this endeavour. As was the case last time, there is a small number of parents who have a negative view, and are critical of the headteacher's style of management. The inspection found that the vast majority of parents have complete confidence in the management of the school and many take advantage of the large number of initiatives the school provides to inform them of and involve them in its work with their children. Some parents thought that the school did not provide an interesting range of activities outside lessons but there is in fact a good range of such activities compared to most schools.

54. The school provides good quality information to parents, and this was also found at the time of the last inspection. There are weekly newsletters, information on the curriculum each half term, curriculum workshops and well-written annual reports setting out areas for pupil improvements in subjects and other aspects of their personal development.

55. Parents' contribution to children's learning at school and at home is satisfactory, overall. Reading diaries and homework records are used to link school and homework; but parental participation is not always consistent. Parents are encouraged to become involved in pupils' target setting, and the school aims for 100 per cent attendance at these meetings with parents.

56. Links between parents and the school are good, and generally effective. There is a small and hardworking Friends Association, who raise substantial funding for the school. Parents of Nursery and Reception children recently funded and worked on the creation of the Nursery garden, which provides a valuable resource for early years pupils. Parents financially supported the setting up of the computer suite. Some parents help regularly in lessons, and others make story sacks as additional resources for the youngest pupils, and volunteer to help out on school visits. The school provides the facility for Worcester Technical College to run several courses for parents on a variety of topics and skills, such as, sign language, aromatherapy, laptop computers and 'keeping up with the kids'- on the curriculum. Parents are involved in the 'S.H.A.R.E Project' whereby some parents and pupils in Years 1, 2, 3 and 4, are involved in visiting the school and working together in learning activities. The school has also set up a parent's 'Forum' whereby parent representatives from each class discuss school issues together with the headteacher and some staff. These activities are effective in establishing a positive partnership with parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The school is led well and managed satisfactorily. There have been a significant number of staff changes and absences over the last few years and many staff are new to their management roles.

58. The headteacher gives a strong, clear educational direction to the work of the school and promotes an ethos where all pupils, regardless of their particular individual needs, are fully included in the life and work of the school. She is aware of the need to work closely with the new team of staff and to raise teachers' expectations in meeting the challenge of raising standards with groups of pupils whose attainment on entry to the school is below the expected level. There are established procedures for the regular observation of teaching and learning and all subject co-ordinators have some time away from their classes, in order to do this. Information gained from these observations is used to identify strengths and weaknesses in teaching and has led to, for example, the current focus on writing in the school. The school is structured into key stage groups with each group leader being a member of the senior management team. They meet regularly each week and ensure good communication between staff about the impact that school issues have on their particular age groups. However, two of the senior management team are new to their roles and another is presently away on long-term sickness. New staff are beginning to gain their feet and appreciate the full impact of their roles which are clearly stated in their job descriptions.

59. The role of subject co-ordinators has seen much development since it was criticised at the time of the last inspection. However, with the changes of staff, many co-ordinators have yet to develop a secure grasp of the standards and provision for their subjects in all classes in the school. Opportunities provided for the co-ordinator to lead the Foundation Stage team are few as they are unable to meet on a weekly basis due to other curricular commitments. As a result the Nursery and Reception teachers are not developing cohesive working practices.

60. School development planning is good. All staff are involved in drawing up the plan and development targets are fully costed, have success criteria, a stated date by which they should be achieved and the names of the staff who will be responsible for their implementation. Targets are appropriate for the school and good progress has been made in achieving them.

61. The governing body is supportive of the headteacher and staff in enabling them to carry out their responsibilities. Many governors are new to the school and fully support the headteacher in her endeavours to raise the attainment of pupils and the quality of education the school provides. The governors' have an effective committee structure and when possible visit the school to observe classes. They have a sound understanding of the schools' strengths and weaknesses and are kept well informed of the work of the school through reports from the headteacher and subject co-ordinators. Governors fulfil their statutory duties. The governing body closely monitors educational spending and applies the principles of best value appropriately when making financial decisions.

62. The special educational needs co-ordinator manages provision for these pupils well and is very keen to see they make good progress. The co-ordinator post is shared, with the headteacher and the special educational needs teacher taking some of the responsibility, due to the large percentage of pupils with special educational needs. Whilst this is understandable, it does lead to some lack of continuity in documentation. Parents are fully involved in the processes of review that the school undertakes on a regular basis. The governor with responsibility for special educational needs is in regular contact with the

school about provision for these pupils. Documentation follows and meets the pre 2001 Code of Practice, and training for the new code is being arranged. The wide range of pupils with special educational needs at St. Clements are all fully integrated into the school and form an essential part of this happy, caring school.

63. Staffing provision is very good. The number of teachers means that only one class contains as many as thirty pupils, with the average class size being less than twenty-six. The school is also determined to maintain a high level of support staff, which means that there are often two or even three adults in a lesson, with consequent benefits to the pupils. This belief in people as the first and most important resource is underlined by the way support staff are valued, whether in terms of training opportunities or contributions to lesson planning and the monitoring of pupils' progress. In return they give freely of their time and show great commitment both to the school and the pupils they support. They are a strength of the school.

64. Administrative staff are also recognised for the important support they give, again often working beyond their allocated hours. Apart from providing a pleasant and welcoming atmosphere for parents and visitors, they help the headteacher to maintain prudent and efficient control of the budget, including money from specific grants, which is used effectively. The school makes good use of ICT in its systems of management.

65. Arrangements for the professional development of staff are good, and potential teachers attached to the school receive good support and guidance. There are suitable procedures for the induction of new teachers. Arrangements for the appraisal of teachers are satisfactory and meet legal requirements.

66. Accommodation is satisfactory, although very cramped. The school makes the best use of every nook and cranny, even though some rooms are very small: not for nothing do staff refer to the 'special needs cupboard'! The library in particular is at present part of the main entrance hall and as such does not encourage study. Agreed building plans, which will begin shortly, will do much to improve these aspects and give staff and pupils the space they deserve. They will also provide a much needed special needs room with an attached physiotherapy area. The caretaker and cleaning staff work hard to keep the building and grounds clean and free of litter.

67. The school generally has sufficient resources to support its teaching programme. The recent provision of a computer suite, together with many new computers both here and in classrooms, is making a positive contribution to pupils' progress in this area. However, resources in the Foundation Stage are unsatisfactory. Existing equipment is 'tired' and well worn, especially in the Reception Classes. The Nursery is sparsely equipped and the Reception rooms are untidy. Many displays do not reflect children's work. The outdoor area has been considerably improved through money raised by parents and the considerable contribution of their efforts. The garden, although not yet complete, provides a stimulating and interesting area of good learning experiences.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

68. The governors, headteacher and staff, with the support of outside agencies as appropriate, should:

- Raise standards of attainment in mathematics and science by giving more opportunities for pupils to show independence in their learning and apply what they know in practical, open-ended investigations.
(Paragraphs 92, 104.)
- Raise standards of attainment in English by more closely tracking pupils' progress in reading in Key Stage 2 and further developing pupils' writing skills as indicated in the school development plan.
(Paragraphs: 84)
- Improve the provision for children in the Foundation Stage by:
(Paragraph 34, 67, 69, 75, 77, 78, 80)
 - * all staff planning together to improve the continuity of children's experiences;
 - * ensuring that greater attention is given to the published national curricular guidance for children in the foundation stage;
 - * matching learning tasks more closely to the children's needs;
 - * providing more opportunities for children to make independent choices;
 - * improving the resources available for these children.
- Improve the use made of assessment procedures by:
(Paragraph 48, 51, 52)
 - * ensuring that the newly introduced procedures for assessment are implemented consistently throughout the school;
 - * extending to all year groups the good practice in Year 6 of analysing performance information to set targets in English and mathematics for pupils' expected attainment levels at the end of the year and tracking pupils' progress in meeting those targets;
 - * developing a consistent approach to assessment of all non-core foundation subjects.
- Review the organisation and length of the taught day at Key Stage 2 so that national recommendations are followed and the length of some lessons is more appropriate for the ages of the children involved.
(Paragraph 32.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	63
Number of discussions with staff, governors, other adults and pupils	41

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	30	29	0	0	0
Percentage	0	6	48	46	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. When the total number is substantially less than 100, care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR–Y6
Number of pupils on the school's roll (FTE for part-time pupils)	13	279
Number of full-time pupils known to be eligible for free school meals	0	40

FTE means full-time equivalent.

Special educational needs	Nursery	YR–Y6
Number of pupils with statements of special educational needs	1	9
Number of pupils on the school's special educational needs register	2	80

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	28
Pupils who left the school other than at the usual time of leaving	41

Attendance

Authorised absence

	%
School data	5.3
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year:	Year	Boys	Girls	Total
	2001	28	16	44

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	22	26	25
	Girls	12	13	14
	Total	34	39	39
Percentage of pupils at NC Level 2 or above	School	79 (87)	89 (82)	89 (87)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	25	26	28
	Girls	13	13	14
	Total	38	39	42
Percentage of pupils at NC Level 2 or above	School	86 (82)	89 (85)	95 (87)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year:	Year	Boys	Girls	Total
	2001	25	23	48

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	10	7	17
	Girls	16	12	19
	Total	26	19	36
Percentage of pupils at NC Level 4 or above	School	54 (70)	40 (63)	75 (78)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	14	13	15
	Girls	17	17	20
	Total	31	30	35
Percentage of pupils at NC Level 4 or above	School	65 (78)	63 (63)	73 (75)
	National	72 (70)	74 (72)	82 (79)

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	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	235
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes:

YR–Y6

Total number of qualified teachers (FTE)	12.6
Number of pupils per qualified teacher	22
Average class size	25

Education support staff:

YR–Y6

Total number of education support staff	11
Total aggregate hours worked per week	203

Qualified teachers and support staff:

Nursery

Total number of qualified teachers (FTE)	0.7
Number of pupils per qualified teacher	25
Total number of education support staff	2
Total aggregate hours worked per week	43
Number of pupils per FTE adult	0

FTE means full-time equivalent.

Financial information

Financial year	2000 – 2001
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	£
Total income	618983.00
Total expenditure	644115.00
Expenditure per pupil	2124.00
Balance brought forward from previous year	30178.00
Balance carried forward to next year	5046.00

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	3

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	292
Number of questionnaires returned	52

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	35	2	0	0
My child is making good progress in school.	56	38	6	0	0
Behaviour in the school is good.	29	52	8	0	12
My child gets the right amount of work to do at home.	33	54	10	0	4
The teaching is good.	56	33	8	0	4
I am kept well informed about how my child is getting on.	46	40	13	0	0
I would feel comfortable about approaching the school with questions or a problem.	62	31	8	0	0
The school expects my child to work hard and achieve his or her best.	50	44	6	0	0
The school works closely with parents.	42	44	10	2	2
The school is well led and managed.	48	29	15	4	4
The school is helping my child become mature and responsible.	48	48	4	0	0
The school provides an interesting range of activities outside lessons.	29	40	17	4	10

Other issues raised by parents

Parents expressed concern about the many staff changes in recent times and felt that this had affected their children's progress. Some teachers were said not to know their pupils well at parents' meetings. The parent present at the pre-inspection meeting felt that the same small group of parents turned up to meetings and that many parents had no contact with the school as their children caught buses to and from the school.

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

Personal, social and emotional development

69. Many children enter the Nursery Class with developing skills in PSHE. As a result of good teaching in the nursery, children make good progress and this year entered the Reception Classes with average levels of attainment. Children make satisfactory progress; so that by time they enter Key Stage 1 many children will have achieved most of the Early Learning Goals. However, in the Reception Classes, insufficient emphasis is placed on the development of independence in learning and children are not given opportunities to develop a good level of independence within the classroom and in the selection of resources.

70. Children feel safe and secure and display a good level of trust by the way they arrive at each session, confidently leaving their parents and carers.

71. All children behave well and are clear about what is expected of them throughout the sessions. They concentrate well and work hard, particularly when the activities are relevant and interesting. Reception children learn to be aware of their own feelings and listen to the feelings of others during stories such as 'The Princess and the Pea' and activities based around the story of Noah's Ark.

Communication, language and literacy

72. The teaching of communication, language and literacy is satisfactory overall, but in the Nursery it is good. Many children start from a low base but make good progress in their Nursery Year and move to the Reception Classes with average levels of attainment. Reception children make satisfactory progress so that by the end of the year most children reach the expected levels.

73. In the Nursery there are good opportunities to develop children's spoken language skills, particularly in the 'hairdressers' where role-play is well provided for. In the Reception Classes, role-play, where children play independently and imaginatively within a small group, is less well developed. The role-play areas lack the necessary resources and opportunities to use them areas are less frequent.

74. The Nursery and Reception children enjoy stories and Nursery children predicted the end of the story entitled 'The Snake's Supper', with great enthusiasm. In the Reception Classes some children make sound progress and reach the expected standards in their reading. However, although children are mostly confident in their use of letter sounds when identifying words in their reading, this skill predominates and little use is made of picture cues, sentence structure or word order. As a result, the flow of their reading is inhibited and consequently their progress and enjoyment. The library areas in the classrooms are unattractive and poorly organised to encourage children to visit them. All children take books home on a regular basis and receive good parental support, evident in their 'diaries'. Parents and children also have access to activity sacks containing games and activities which can be played together at home. Literacy sessions are inappropriate in length for some children because they are unable to concentrate for this length of time.

75. In the nursery children are provided with many opportunities to practise their 'writing' both indoors and outdoors, for example as they chalk 's' shapes on the paved area following the story of 'The Snake's Supper'. In the Reception Classes, children practise their writing in a variety of focused activities. Most children form letters of the alphabet correctly. Some children apply their knowledge of phonics well to their spellings. However, there is less opportunity to write informally for a variety of purposes, such as lists and letters, as part of their activities.

Mathematical development

76. By the end of the Reception Year children reach the expected levels in their mathematical development. Children make good progress in the Nursery so that by the time they enter the Reception Classes they reach levels of attainment that are average, especially in their understanding of numbers. Children attain lower standards in the use of mathematical language and in their knowledge of 'shape' and 'space'. In the Nursery they use every day situations to count and compare numbers, use sand and natural materials, learning as a result of skilful questioning by Nursery staff.

77. In the Reception Classes children have a good awareness of numbers when using 'Smarties' to practise their addition skills. They mostly understand the concept of a pair and some children count on in two's in a marching game. Some children make good progress in aspects of their numeracy, although for some the one-hour lessons are too long. The mental arithmetic sessions seen during the inspection were used to teach a new idea rather than encourage and consolidate mental agility. The session at the end of the lesson is sometimes used to introduce a new idea instead of enabling children to consolidate and share their learning. These children need to experience mathematics in a less formal way that includes more opportunities for structured play, short mental agility 'fun' sessions and tasks which promote all aspects of their mathematical development. Children's experience of mathematics is too formal; they do not have enough opportunities to promote and develop a wide range of mathematical experiences.

Knowledge and understanding of the world

78. Children make satisfactory progress from a low base as they enter the Nursery so that by the end of the Reception Year they are still to achieve the necessary levels in this area of learning. In the Reception class, children look at their natural surroundings as they investigate the birds they see in the Nursery garden. Photographic records show children observing the life cycle of a butterfly, cooking and tasting fruits from around the world. The children's books show that they have looked at vehicles and in a project entitled 'All about me' learned about their own bodies. In their topic about the weather, sessions are more appropriate to Year 1 pupils and provide too few opportunities for free investigation. Specific lessons are devoted to religious education, but insufficient emphasis is placed on developing children's awareness of other cultures and the beliefs of other peoples, particularly in the Reception Classes. There are very few pictures, books and items of play equipment to represent this area of learning in the Foundation Stage. Children are confident in their use of computers and tape recorders, which are used to support their learning.

Physical development

79. Children make good progress in their physical development and reach levels that are in line with those expected for children of this age by the end of the Reception Year. In the nursery, children have regular free access to the garden where they explore, run and climb with confidence or control their wheeled toys expertly around the pathways. The development of this area has greatly enhanced the physical development of the children in the Foundation Stage. Photographs of Reception children show that they climb and balance using the hall apparatus and further develop their skills in the outside garden area on a daily basis.

80. Children learn to use tools such as brushes and scissors in organised lessons, but have few opportunities in the Reception Classes to use them of their own volition on a regular basis and this limits the progress they make.

Creative development

81. The children make satisfactory progress from a level below that expected for children of this age as they enter the nursery. By the end of the Reception Year, children are still to reach the Early Learning Goals in this area of learning. Unlike the nursery, there are too few creative experiences provided for the Reception children to enable them to reach the levels expected by the end of the Foundation Stage. This is particularly true in the development of imagination and creativity, especially in art and music. When these activities are provided they are too closely directed by staff, and children do not have the appropriate resources in art, or the opportunity to experiment for themselves. Opportunities for children to make, paint, draw, or have the freedom to try different colours or textures and use a wide variety of materials to make pictures and models are not as frequent as they could be.

ENGLISH

82. The results of the year 2001 National Curriculum tests in reading shows that pupils' attainment at the age of seven was below national averages when compared to all schools and schools who admit their pupils from similar backgrounds. Their attainment in writing was in line with the national average for all schools but below average when compared to similar schools. The results of the 2001 National Curriculum tests for 11 year olds show pupils' attainment to be well below national averages when compared with all and similar schools. This cohort of pupils contained a high proportion of pupils with special educational needs, including a higher than usual number of pupils with emotional and behavioural difficulties. Inspection evidence indicates that the attainment of the current groups of pupils aged seven and eleven is below national expectations but that they are making good progress in relation to their low attainment on entry to the school and their well below average attainment at the age of seven. This is due to the good teaching they receive. Standards are lower than those reported at the time of the last inspection but so too is the attainment of pupils on entry to the school.

83. Standards in speaking and listening are in line with national expectations. In Years 1 and 2 pupils are encouraged to take part in class discussions, and after listening carefully, they offer their ideas clearly and with confidence. The teachers value what they say and this encourages them to participate happily when explaining or describing something in literacy sessions. By the age of seven pupils are careful listeners, are keen to express themselves and the majority will answer in correct sentences. Speaking skills are further developed and used to good effect in Years 3 and 4. The pupils have a wider vocabulary and are beginning to use more complex sentences. They use their speaking and listening skills to good effect

across the curriculum and with increasing confidence. In a Year 3 class that had been discussing alliteration one pupil remarked, 'I suggest a good example would be inquisitive inspectors!' By the time they reach 11, most pupils are confident speakers, and are keen to contribute their opinions using well-framed sentences. This was seen in a design and technology lesson where pupils were keen to explain their experiments when making musical instruments, and again when pupils were talking about their history lessons. However, there are instances where teachers only ask questions of pupils with their hands up and do not involve all pupils in discussions, thus missing opportunities to assess understanding. Pupils with special educational needs are fully included and are encouraged to take a full part in discussions and make good progress.

84. Standards in reading are below national expectations for pupils aged seven and eleven. However, early skills of reading are well taught. Pupils slowly build a bank of sight words and are taught to recognise letter blends and vowels, which they use effectively to spell words and apply in their reading. Reading together from big books and group reading further develop pupils' knowledge of words and love of stories. Teachers are constantly pointing out word characteristics to help them in their reading and by the age of seven many pupils can enjoy reading independently. Reading skills develop further in subsequent years with pupils increasing their fluency and expression and starting to choose their own books. Most teachers are enthusiastic about reading and encourage pupils to read widely. In a Year 3 class, pupils enthusiastically analysed methods used by authors to create atmosphere and anticipation in order to make readers want to read on. Older pupils realise the importance of reading for both enjoyment and information and the need to be a competent reader to access information from the Internet. They develop preferences for different authors and types of books, which is to be encouraged, but their selections are not always appropriate and progress could be enhanced by more rigorous and consistent monitoring of their reading books to ensure that they are reading at an appropriate level. Many pupils take their books home regularly for practice, which is generally effective in improving reading progress. This too is an area that could be more closely monitored. Pupils with special educational needs receive good support, their needs are clearly identified and they and make good progress.

85. Standards in writing are below national expectations for pupils aged seven and eleven. In Years 1 and 2 pupils learn to form their letters correctly and develop even sized writing. They learn to spell high frequency words and their knowledge of letter patterns learned in reading is used effectively in spelling. Pupils start to compose sentences using capital letters and full stops and some are beginning to use speech marks, and are able to write a sequence of sentences. However, even some of the more able pupils are limited in the vocabulary they use and have a poor grasp of basic grammar. Pupils take a pride in their written work and are eager to read it out in plenary sessions. As they progress through the school pupils develop their writing skills through writing and re-ordering events in stories, writing poetry, letters and instructions. They learn to analyse poetry using terms such as 'rhyme', 'rhythm', 'alliteration' and 'onomatopoeia'. The effects of their learning are seen in their stories, where ideas are sustained and developed in work across the school. One Year 4 pupil described "the reek of rotting fish" in a piece of writing, while in a poem about winter an older pupil used alliteration well in the terms "snow sparkling, flakes falling". Most work is neatly presented. Teachers encourage pupils to use ICT for drafting and re-drafting their work. Pupils with special educational needs make good progress and use ICT appropriately to improve their writing.

86. The teaching of English throughout the school is of good quality. No unsatisfactory teaching was seen. The school has incorporated the requirements of the National Literacy Strategy well. There are indications of many good initiatives started which are not yet having full effect because they are not all used consistently. Teachers have a good understanding of what is required and their planning is detailed and well focused. Introductions to literacy lessons involve all pupils in discussions and the sharing of views and this provides a

stimulating start to pupils' learning. Teachers mostly use challenging and open-ended questioning to establish comprehension and most have appropriate expectations. Group work is well managed and organised, with tasks closely related to the lesson objectives, so that pupils can achieve the tasks set them and enhance their learning. Most teachers allow time at the end of a lesson for a review of pupils learning so that they and pupils can assess the success of the lesson. Teachers encourage pupils to use ICT for drafting and re-drafting their work. Particular strengths of the teaching seen are good planning, very good management of pupils, promotion of good attitudes and behaviour, and the inclusion of pupils with special educational needs. A notable strength is the very good use of classroom support and the partnership between teachers and teaching assistants. Pupils are conscientious, stay on task and are proud of their achievements. All these qualities promote good learning and lead to good progress in speaking and listening, reading, writing and spelling.

87. Weaknesses are in assessment, which is not yet fully developed, close monitoring of reading and occasional missed opportunities when all pupils are not involved in discussions.

88. English does not have a permanent co-ordinator at the moment. The headteacher and teacher of special educational needs share the management of the subject. Several recent initiatives have been put in place to improve standards, including target setting, setting for literacy sessions and increased support and these are showing benefits. Assessment is at an early stage and is not yet consistently used throughout the school. The quality of teaching is monitored on a regular basis.

89. Resources for teaching and learning are adequate and each class has its own selection of fiction and non-fiction books also each area has a sufficient selection of reading books. The school acknowledges that the library in its present form is barely adequate and under-used. This is partly because of the restricted accommodation in the school, which is shortly to be addressed.

MATHEMATICS

90. Standards in mathematics are lower than at the time of the last inspection. Statutory assessment results for 11 year olds at the end of Key Stage 2 have been declining for the last 3 years. In 2001 results were poor in comparison with all schools nationally and also with similar schools. Standards of seven-year olds at the end of Key Stage 1 improved last year although they are well below average when compared to similar schools. Inspection evidence from pupils' current work in lessons and in their workbooks indicates that standards are rising and they are broadly in line with expectations for pupils aged seven and eleven. This is particularly evident in Year 6 where the effective use of performance information is having a very positive impact on teaching and learning. The attainment of pupils in Years 3 and 4 is still below that expected for their age.

91. Pupils are making good progress in their learning. By the age of seven, most pupils can carry out operations using 2-digit numbers and are able to complete a number square by identifying numbers that are more or less than a given number by counting on in ones or tens. Higher-attaining pupils recognise 3-digit numbers and can put random numbers in the right order. They can use multiplication facts up to the five times table and measure accurately using standard measures. Some pupils can tell the time using hours and half-hours but, for many, this is a weaker area of their mathematical knowledge.

92. Year 6 pupils have a good understanding of place value and most can add and subtract decimals to two places although they are not as competent in using numbers with three decimal places. They are able to use their understanding of common factors in their

work with fractions. A good lesson was observed in which many of the oldest pupils learnt how to divide a large number by a 2-digit number, using strategies for partitioning the number. They were able to carry out this work accurately at a level appropriate for their age but their speed of working would need to improve to enable them to answer similar questions successfully in the national tests at the end of the year. Higher-attaining pupils can carry out operations involving very large numbers and work at a good pace. Pupils are less confident about estimating and checking the reasonableness of their results. Older pupils are able to interpret information using bar charts but there is little evidence of more advanced use of graphs and tables. Pupils throughout the school are using appropriate mathematical language. Six and seven year olds can talk about *multiples* of ten. Slightly older pupils understand the relationship between *halving* and *doubling* and talk about *inverse* operations. However, pupils do not have enough opportunities to apply their skills in open-ended mathematical investigations using practical contexts.

93. Pupils have good attitudes to mathematics in lessons. Most are attentive in whole class sessions and enjoy answering questions. They listen well to each other when explaining strategies. Even the youngest pupils concentrate well when working independently, except when the task is too long or repetitive. Pupils work well together, solving numerical problems and playing mathematical games. For example, higher-attaining Year 2 pupils worked very well in pairs to make a mathematical paper jigsaw fitting together 2-digit numbers in sequence to form a 100 square.

94. Teaching in both Key Stages 1 and 2 is good or better in two thirds of lessons and satisfactory in the others. The National Numeracy Strategy has been implemented very effectively throughout the school and this is contributing to improvements in standards. Teaching is well planned to address each part of the numeracy lesson, with clear learning objectives which are made explicit to pupils so that they know what they are expected to learn during the lesson. The start of the lesson, which focuses on oral and mental work, is usually well paced with good use of resources such as number cards, fans and whiteboards which engage pupils' attention and motivate them to answer promptly. The main activity is well matched to pupils' age and ability and teachers feel that planning for this has been helped by the recent re-organisation of mixed age classes into groups formed according to prior attainment. The final part of the lesson is very well used to consolidate the main teaching points and extend pupils' use of numeracy skills. Learning is supported by the homework that is set throughout the school and which relates well to work in class.

95. Most teachers encourage pupils to use a variety of strategies to solve number problems. The most effective teachers ask pupils to explain their strategies and, although praising responses, give clear feedback on which is the most useful. The approach, used by some teachers, of developing concepts in a series of clearly defined small steps enhances pupils' understanding. This was seen in a Year 4 set where pupils were learning to add two 2-digit numbers by rounding up to the nearest 10 and adjusting the final answer. In Key Stage 1, the teachers' enthusiasm and excitement for learning was transmitted to the pupils and clearly enthused and motivated them. Teachers' management of pupils is a strength throughout the school.

96. The emphasis on improvement is most evident in Year 6. Teaching has been effectively informed by detailed analysis of previous work and tests in mathematics. Information from the tracking of pupils' progress has resulted in each pupil being given an individual learning target, which is shared with pupils and their parents, as well as a target for expected attainment in the statutory tests at the end of the year. Although many of these strategies for improvement have been adopted throughout the school, they are most focused and effective in Year 6 and now need to be implemented more consistently throughout the school to ensure a sustainable rise in standards. In particular, all teachers need to become more involved in analysing pupils' performance and progress by setting targets for attainment

at the end of each year and tracking their progress. When marking work, some teachers assess whether the learning objective has been met or not but there is little evidence of comments to help pupils improve or tell them the next step in learning. The heavy use of worksheets and individual sheets of paper in most classes, other than those with the oldest pupils, do not help pupils to see their work in context and gain a view of their own progress.

97. There are some examples of ICT being used to support learning in mathematics but these opportunities are limited by the computer software available for pupils to use. The work is not always well matched to pupils' attainment levels. In one class there were too many pupils trying to work together on one computer which resulted in at least one pupil wasting most of the lesson.

98. Pupils with special educational needs are well supported both in class and through withdrawal groups. The special needs teacher has worked with groups of the oldest lower-attaining pupils and is currently supporting pupils from Years 3 and 4. Pupils with physical disabilities and impairment are fully integrated and have the right equipment and resources to ensure that they are able to participate fully in lessons. There is no significant difference between the attainment of boys and girls although boys have sometimes done better than girls in the national tests.

99. The mathematics co-ordinator has only recently returned to school after a long absence and is beginning to develop her subject leadership role. She is an effective and enthusiastic teacher of the younger pupils and now needs to extend her knowledge of teaching and learning in the upper part of the school to ensure the consistent implementation of policies and strategies for improvement, many of which have only recently been introduced. The co-ordinator has begun to observe lessons and evaluate teaching. Monitoring needs to become more focused on the areas identified for improvement and include regular scrutiny of planning and pupils' work as well as teaching to ensure that there is appropriate progression throughout the school. The subject action plan is not detailed with clear, manageable priorities for the coming year in raising standards of attainment.

SCIENCE

100. Standards in science at the end of Key Stage 1 are in line with those expected nationally, as they were at the time of the last inspection. By the time pupils reach the end of Key Stage 2 they are below what is expected nationally. This represents a considerable improvement on recent standards, which have been well below expectations, but is not as good as the findings of the previous inspection, when standards were judged to be above expectations. Looking at pupils' work, and talking to them, indicates that the recent changes the school has made to its science curriculum at Key Stage 2 are having a positive effect. Pupils' knowledge and understanding of science is improving as a result of this, as well as through better teaching.

101. The school plans science using government guidelines, adapted where necessary to accommodate the mixed ages in classes. This is still very new, and sometimes too much content is planned into a single lesson or this factual information could be dealt with more quickly. Pupils produce a good amount of written work, and usually complete their tasks. They make good use of the skills they learn in literacy, with handwriting, spelling and

presentation often being to a good standard. More opportunities could be planned for practical applications of numeracy or ICT, especially in the presentation of results. Work is marked regularly, and there are helpful and positive comments that aid pupils' future progress.

102. By the time pupils are seven most have a good understanding of materials and their properties. They describe them using suitable language such as '*hard*', '*soft*' and '*flexible*', and sort them into different types such as glass, wood, metal and textile. Higher-attaining pupils know that some articles are made of more than one material and why this is, for example '*plastic doesn't get hot like metal*'. Looking at their books and talking to them indicates that they are covering all aspects of science, have a suitable level of knowledge and understanding and carry out a number of experiments, understanding the importance of a '*fair test*'. They describe plants using vocabulary such as '*stem*' and '*root*', and know how plants live and reproduce. They describe changes caused by heating and cooling different materials, and know that some can be reversed while others cannot. However, as nearly all their science is based on worksheets, older pupils in particular have too few opportunities to write at any length about their discoveries.

103. Pupils in Years 3 and 4 study food and diet. They understand that food as such is neither healthy nor unhealthy, but that the balance between different types is important. Most can decide whether animals are carnivores, omnivores or herbivores, leading to good discussion about pets such as cats that are fed on biscuits. Pupils in Years 5 and 6 study root systems in plants, and how these vary and have different purposes. They are helped by the good resources that teachers provide, and by the introduction, which reviews previous learning, but sometimes there is too much teacher-led discussion at the expense of pupils' involvement in activities.

104. In conversation pupils demonstrate a generally sound grasp of the different aspects of science, and this is confirmed by the work in their books. There is consistent progress across the key stage, although there is some discrepancy in the amount of work produced by different classes. Pupils record their experiments accurately, using and understanding terms such as '*hypothesis*' and '*prediction*'. While they describe experiments they have carried out and know both the purpose and the result, there is very little evidence of older pupils being challenged to choose their own resources and set up their own experiments to answer a question posed by the teacher. This is a missed opportunity to encourage enquiry skills and develop real scientific thinking.

105. Pupils with special educational needs, as well as lower attaining pupils, make good progress overall. The work they are asked to do usually offers a suitable challenge and they are well supported by both teaching and non-teaching staff. There is evidence of very effective targeted support, as when pupils with cerebral palsy use a laptop computer with a pre-installed worksheet.

106. The teaching of science is always sound and often good. This represents good improvement since the previous inspection, when some of the science teaching was judged to be poor. Teachers plan well and thoroughly and have a sound grasp of scientific concepts. They use scientific vocabulary and encourage pupils to do the same. Relationships are good and teachers manage pupils well, having high expectations of behaviour. Questions are used effectively to encourage pupils to think for themselves, but more opportunities could be provided for pupils to discuss posed problems in pairs or small groups, so that all pupils are involved. Teachers are aware of individual progress, both through talking to pupils and marking their work. There are also newly introduced written assessments following each unit of work, but it is too early to say how useful these will be in judging progress or what use will be made of them to improve future teaching and learning.

107. Pupils are positive about science and enjoy the subject. They behave well, pay attention and carry out tasks sensibly, although some are slow to settle to written work and produce relatively little in the time available. There was no evidence during the inspection of the enthusiasm and excitement that pupils feel when they make genuine discoveries for themselves, and they can't wait to tell you what they have found out.

108. The co-ordinator has only been responsible for the subject for a year, and is relatively new to the school. He has revised the curriculum, which should now ensure coverage of all aspects of science as well as revisiting them at regular intervals, so that pupils can build on prior knowledge and understanding. He has begun to monitor the quality of pupils' experiences, both through looking at books and observing lessons, and this should improve provision. The weekly planning in teams, which includes non-teaching staff, ensures that all pupils have the same opportunities. Display in science is generally disappointing, with little evidence of pupils' work or challenges to find out for themselves.

ART AND DESIGN

109. By the end of both key stages, standards of attainment are at expected levels for pupils of this age. Pupils make satisfactory progress in all aspects of the subject. Standards have been maintained since the time of the last inspection. As only one lesson was observed during the inspection no overall judgement can be made of the quality of teaching. However, from a scrutiny of pupils' previously completed work on display on classroom walls and teachers' planning, provision for the subject is satisfactory.

110. Pupils in Years 1 and 2 develop their drawing and painting skills appropriately as they make bold use of colour, and good detailed sketching in their pictures of different months and seasons. They demonstrate careful observation in their drawings of people and buildings and make sound use of their developing drafting skills. Recent work involving using the computer program 'Dazzle Plus', shows good development of the use of colour and line as pupils completed their Dazzling Dazzle pictures. Good quality work collected, over the last year, by the co-ordinator makes clear that pupils have appropriate opportunities to paint, draw, print and use collage in responding to a variety of stimuli.

111. Between the ages of seven and eleven, pupils are given appropriate opportunities to develop their skills of draughtsmanship and the use of colour in their paintings. As was seen in a Year 3 and 4 class, pupils demonstrated good drafting skills as they developed repeated patterns using a variety of techniques, such as rotation, half-drop and reflection. Using the computer, pupils produced some good quality Christmas wrapping paper designs. By the age of 11, pupils' printing skills are developing well as they use a range of shapes to print and overprint in a variety of colours to demonstrate, for example, a sunset. Their collage work shows a wide variety of materials used to successfully represent movements of the hand or a dolphin jumping in the water. Good use has been made of the patterns of different cultures to reproduce Mehindi hand patterns and Islamic isometric work. Textile pictures of the beach or a seascape show sound use of different materials. By the end of the key stage pupils, including those with special educational needs, have made satisfactory progress in all aspects of the subject.

112. Co-ordination of the subject is satisfactory. Some non-contact time is allowed to enable the co-ordinator to monitor her colleagues teaching and to oversee their planning. However, she has a clearer picture of the provision for the subject and the standards pupils attain in her own key stage than at Key Stage 2. Resources for the subject are satisfactory.

DESIGN AND TECHNOLOGY

113. Only four lessons devoted specifically to this subject could be observed during the inspection. Further evidence was obtained by discussion with pupils and teachers and looking at pupils' work. Standards are judged to be satisfactory in both key stages. This is an improvement on the standards judged at the last inspection.

114. The quality of work achieved by pupils aged five to seven is satisfactory. They can select tools and materials for basic joining techniques for three-dimensional modeling, as they did when attaching noses and limbs to their Humpty Dumpty templates. This was in preparation for the work they are starting on buildings. When making a fruit salad, pupils learn first to design then to select appropriate materials and tools and communicate their intentions. They discuss and assess their final product.

115. Pupils in Years 3 and 4 give very explicit instructions as to how they build their interesting models of pneumatic monsters and very proudly demonstrate their effects. These include crocodiles that open their mouths, a toilet seat that lifts up, eyes that pop out, a hearts that beats and the top of a head that raises revealing a brain. Pupils could explain their systems and the necessity for initial designing. As one pupil pointed out, 'If you do not design your model first, you do not know what materials and tools you need'. They are very enthusiastic about the subject.

116. Older pupils investigate the properties of materials and use their findings to make different sounds. They understand how the working characteristics of materials relate to how they are used and how two materials can be combined to make more useful properties. Pupils use their knowledge to create interesting musical instruments and explain their findings and reasoning to the class. One-to-one support for a pupil with special educational needs ensured that she took a full part in the lesson and made good progress. Older pupils also investigate the appearance, taste and texture of bread and then design bread for a particular occasion, adapting and changing ingredients and shape to fit a particular design.

117. The quality of teaching is satisfactory, with no unsatisfactory teaching seen. Teachers carefully question their pupils to establish understanding. They explain the pupils' tasks well and have a good relationship with them. Teachers manage the pupils well and there is no inappropriate behaviour although some of the younger pupils are noisy at times. These good practices encourage a good learning atmosphere so that pupils make satisfactory progress. Most work is marked satisfactorily with some very effective marking, using comments that direct learning, seen in Years 3 and 4. Pupils are encouraged to explain their thoughts and ideas to the rest of the class at the end of the lesson which helps to develop good speaking and listening skills and build self-confidence. Pupils with special educational needs make good progress.

118. The subject is managed satisfactorily by an enthusiastic co-ordinator. Schemes of work and planning are satisfactory. There are as yet, no clear assessment procedures, but the co-ordinator has made a start in monitoring and evaluating the subject. Resources are adequate, centrally located and accessible.

GEOGRAPHY

119. Standards in geography are in line with those expected for pupils' ages. This is similar to the findings from the last inspection.

120. There is not much recorded work to provide evidence of pupils' attainment and progress as little time is allocated to the subject in the term prior to the inspection. The topic work this term has a far greater emphasis on geography. Although the limited amount of recorded work appears below the standard expected for the age, work in lessons is at a satisfactory level and pupils make reasonable progress.

121. By the age of seven, pupils are developing good map skills. They are able to draw a picture map of their way to school and recognise features from an aerial plan of a room. Some good work was seen when pupils used a plan of the school to identify areas as they walked around the site. In this activity, pupils demonstrated that they are beginning to understand position and direction and can use a key to designate different areas. Pupils are also developing knowledge of world maps and becoming aware of different countries and areas of the world.

122. The oldest pupils in Year 6 can identify the main features on a world map and apply that knowledge in other subjects, such as tracking sea routes and voyages of exploration in Tudor times. They are able to identify, collect and record evidence, using graphs and illustrations, and to analyse information. There are good links to other subjects of the curriculum and ICT is used well to access information. Most of pupils' recorded work in geography in the previous term was linked to history topic units. For example, in their work on the Egyptians, the older pupils looked at modern day tourism in Egypt and the importance of the River Nile. In their current work on India, pupils are developing appropriate understanding of the difference between physical and human features.

123. In Years 3 and 4, pupils' understanding is not helped by the way their work is recorded on paper and worksheets and stored in a general topic file, rather than recorded in a book. This limits pupils' sense of continuity and progression in the subject.

124. The quality of teaching is satisfactory in Key Stage 2 and occasionally good in Key Stage 1. As at the time of the last inspection, teachers do not always target the different levels of ability and year groups within each class when planning their work. There is evidence in the school subject portfolio of a good range of practical investigative project work. However, the teaching in lessons often lacks excitement and interest, particularly at Key Stage 2. Teachers talk at length and do not give pupils enough opportunities to ask questions or to think independently in response to questions. In the work on India, the clear learning objective was effectively addressed by the teachers but at the expense of opportunities to stimulate empathy and understanding of a village and its people living a very different life from our own.

125. The better teaching and learning seen with six- and seven-year-olds results from encouraging pupils to develop independence in their thinking through practical activities and the quality of the teacher's questioning. A particular feature of the lesson observed was the opportunity for the older pupils in the class to support the younger ones. Each pair worked very well together and the older ones took on the role of mentor teacher to the younger with great maturity and responsibility. The support given to pupils with special needs to ensure their full participation in lessons is very good.

126. The organisation of the school day results in long geography lessons. These are often split by the afternoon break. The teaching time in the upper part of the school is not always planned sufficiently well to make the most of learning opportunities, resulting in a loss of pace and interest before the end of the lesson.

127. Subject leadership is better than at the time of the last inspection. There is now a co-ordinator who provides good direction for the subject. She has developed an appropriate scheme of work that is extended by a very good range of activities and visits using the local

environment. The extensive links with schools in other parts of the world makes a significant contribution to the quality of the curriculum. The co-ordinator has introduced a useful booklet for pupils' self evaluation at the end of a study unit but a coherent system of teacher assessments has yet to be developed. The monitoring and support for teaching that is already in place needs to be further developed to ensure that the high expectations of the subject leader are understood and implemented by all the class teachers.

HISTORY

128. Timetabling arrangements meant that no history lessons were observed during the inspection, so no overall judgement can be made of the quality of teaching. Judgements are based on an examination of pupils' work, teachers' planning and discussions with pupils and staff. Younger pupils achieve good standards, an improvement on the last inspection, while older pupils also achieve good standards, maintaining the position at the previous inspection.

129. Younger pupils acquire a good body of knowledge as they learn the origins of festivals. They know the story of Guy Fawkes and how people lived during that time. They talk enthusiastically about clothes that the Sealed Knot Society brought into school and that they were allowed to wear. They understand the reasons for Festivals of Remembrance, have seen artefacts from world wars and can give a reasonable account of why poppies are worn. Pupils know several ways of obtaining information about the past, such as grandparents' memories, museums and artefacts such as mangles and washing tubs. They take great delight in describing pisspots and outside toilets that were not emptied very often and how apple juice used to be made by trampling the apples. Pupils investigate similarities between old and new buildings in their locality, using direct and photographic evidence.

130. Older pupils in Years 3 to 6 study a suitable range of historical topics and in discussion show a sound understanding of the work they have covered. The work in Years 3 and 4 indicates good teaching and good progress. Pupils have study the Tudor period and know about the monarchs, particularly, Henry VIII. They explain that he was so heavy he had to be hoisted upstairs and know a rhyme that helps them remember the fates of his six wives. Pupils have a satisfactory understanding of homes and clothes in Tudor times. They can also discuss the Queen Elizabeth I period, The Spanish Armada and Sir Francis Drake's voyage around the world. They produce good written work extending their literacy skills and their work is well presented.

131. Pupils in Years 5 and 6 have studied the Egyptians. Discussions with pupils reveal a sound understanding of the work they have covered, and the written work produced in beautifully annotated files is a further indication that teaching and learning are good. Pupils can give a good account of mummification, the journey to the afterlife, hieroglyphics, the opening of the tomb of Tutankhamun and the importance of the River Nile. It is particularly pleasing to see files from pupils with special educational need and lower attainment, that are equally as good as those from pupils of higher attainment because their teachers encourage the use of ICT.

132. The co-ordinator is very knowledgeable about history and manages the subject well. There is a satisfactory scheme of work that ensures pupils acquire the skills needed to make progress. Some monitoring of teaching and learning has taken place and this has been effective in raising standards. Work is well planned and there are some good assessments made at end of units. However, assessment procedures are not yet consistent across all stages.

133. Resources are adequate, include artefacts and are centrally located. Pupils visit local museums and historical buildings and have had visits from The History People. Pupils have taken part in the Worcester City Council Time Tunnel and produced a mural.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

134. Information and communication technology (ICT) has had considerable recent development, both in greatly improved resources and in the training for teachers to use them. While standards remain similar to those found by the previous inspection, being at the expected level at the end of both key stages, demands are much greater than they were four years ago, and the school has made good progress in this area.

135. The school has adopted government guidelines for the teaching of ICT, and as a result pupils cover all the different areas of the curriculum, with greater demands being made on their skills as they move through the school. By the time they are in the older classes pupils are mostly confident users of both hardware and software, using the mouse and keyboard efficiently and knowing their way round the screen and command icons. Some take a lot of time to input information, however, having to search for letters one at a time, and this restricts their learning. It would be worth investigating the use of programs that help pupils to become better typists.

136. Younger pupils learn to use appropriate language to control both the direction and distance of movement in preparation for entering instructions into a '*floor turtle*'. In Years 3 and 4 they put information about themselves into a database and begin to see how this can then be accessed in different ways. The older pupils enter labels and numbers into a spreadsheet and then use formulae to calculate values. They are also beginning to compile '*multi-media*' presentations. The networking of the computers in the suite allows the teacher to show pupils the process quickly before they try for themselves. The use of computers to send e-mails is tied in to the school's links with other schools abroad, and pupils use this to compare their lives with those of children in Finland, for example. Throughout the school, pupils use a '*paint*' program and as they become more skilled produce increasingly complex pictures. The pupils' ICT books contain a record of their work that shows the progress they are making.

137. Each class also has two stand-alone computers. Their use is not as well planned, and not all staff keep a careful record of who has done what, and with what level of success. Improvements here, as well as the careful planning of ICT into other subjects, would give pupils more opportunities to use ICT in a realistic and interesting context.

138. Pupils with special educational needs, as well as lower attaining pupils, receive good quality support from both teachers and learning assistants, who are well aware of their needs.

139. The quality of teaching is good and varies from good to satisfactory. It was good in half the lessons observed. Teachers plan well, making good use of the computer suite. In the most successful lessons pupils are prepared beforehand, so that as much time as possible is spent 'hands on'. Pupils are well managed and pupil-teacher relationships are good. As a result, pupils work well and with good concentration, following instructions and using the equipment sensibly. They are enthusiastic and keen to share their understanding. Two pupils sharing one computer often has advantages, as they discuss the process and help each other with difficulties. Teachers show sound understanding of the progress of individual pupils, but have as yet no way of recording this formally, although an assessment record is planned for.

140. The co-ordinator is new, both to the school and leading the subject. She is enthusiastic and leads by example, and has organised a recent teacher education day for the staff which has helped to increase their confidence.

MUSIC

141. Standards in music are similar to those at the time of the last inspection. Pupils attain the standards that are expected for their age and perform well in singing.

142. A limited number of lessons were observed. There is little recorded evidence of pupils' individual work but the school portfolio of evidence indicates coverage of all aspects of the music curriculum. The school provides good opportunities for pupils to perform. By the age of seven, pupils are developing aural memory skills through a range of listening activities. They can follow a rhythm by clapping in time and sing simple songs from memory, keeping in time with each other. The older pupils are developing appropriate knowledge of standard notation. They are able to sequence given parts of a musical score to produce a line of music. Some pupils are able to use chime bars to play a given tune following the notation. Pupils are given opportunities to listen and respond to a range of music. Information and communication technology (ICT) is not yet used as a tool for developing music skills and is an area for development.

143. Most pupils work well together, in both large group and small groups. They take turns and listen to each other but the opportunities to evaluate each other's work are limited.

144. Teaching is satisfactory. A number of pupils in both key stages find it difficult to sustain concentration during musical activities and the teachers' management of the behaviour of these pupils is the critical factor in determining the effectiveness of the lesson. Pupils are enthusiastic but many find it difficult to stop their musical activity when requested and do not listen carefully to instructions. The teaching in the mixed age classes of six and seven year olds is pitched towards the younger pupils and needs to be more challenging for those at the end of Key Stage 1. Teachers use the correct musical vocabulary and older pupils recognised *quavers*, *crotchets* and *minims* and the *treble clef*. The co-ordinator recognises that consistent assessment procedures need to be developed for the subject.

145. The recently appointed music co-ordinator is providing good subject leadership. Her own expertise makes a significant contribution to the quality of teaching in the upper part of the school and provides support for other less confident teachers. She has developed an appropriate scheme of work and has improved resources. The action plan for the subject is a useful document that clearly indicates the priorities for improvement. The establishment of a school choir and introduction of peripatetic instrumental tuition is enhancing the learning opportunities for pupils. Pupils also participate in a very good range of special musical events within and outside of school and enjoy the expertise of visiting musicians and ensembles from local schools.

PHYSICAL EDUCATION

146. Standards are in line with national expectations for pupils aged seven and eleven in the dance aspect of National Curriculum. At present dance is the focus of work within the school, except for swimming in a Year 3 and 4 class. There is no difference in standards between boys and girls. Good support is given to pupils with physical disabilities which enables them to take a full part in the taught curriculum. No gymnastic or games lessons were observed during the inspection.

147. Pupils in Years 1 and 2 work enthusiastically in dance lessons. They follow their teachers' instructions and commands and work safely and with control in the school hall. By the age of seven, pupils show appropriate movements in response to a musical stimulus and use their imaginations effectively to build up a short dance tableau. Higher-attaining pupils demonstrate grace and agility in their work. They show good extension of their limbs, including arms and fingers, as they work at different levels and combine movements in a short, flowing sequence. All pupils are beginning to show confidence in twisting and turning, moving in a variety of ways and in holding a balance. Clear instructions ensure that pupils know what to do and although sometimes self-conscious, they are able to perform in front of others when asked to do so.

148. Pupils in Years 3, 4, 5 and 6, demonstrate good co-ordination and agility as they successfully link a number of robotic type movements into a sequence of dance. Older pupils, although at first very self-conscious, begin to spin and turn confidently copying the movements of their partners. Through continual encouragement of their teachers they begin to think about the lightness or heaviness of their movements and expand the height levels at which they work. Through discussion, they build up their own sequences successfully, taking turns to lead and to follow. Through practice they improve the quality of their movements and most pupils confidently demonstrate their work to the rest of the class. Pupils work well together and enjoy taking part in physical activities.

149. Pupils in Years 3 and 4 learn to swim and standards are average for their ages. By the time they leave the school the majority of pupils can swim a minimum of 25 metres.

150. The quality of teaching is satisfactory in Years 1 and 2 and good in Years 3, 4, 5 and 6. Teachers are well prepared and generally use resources well. Pupils enjoy watching each other's performances and opportunities for pupils to comment on and evaluate their own and others' performance are more often exploited with older pupils than younger ones. A general weakness in the work seen in dance lessons was teachers' expectations that pupils would understand what they had to do as a whole sequence rather than breaking it down into separate movements. This made pupils tentative at first and lacking in confidence. However, most teachers realised that the pupils were having problems and began to make good use of demonstration by pupils to help those experiencing the most difficulty. In the better quality teaching, staff successfully communicated their own enthusiasm for the subject and motivated the pupils to give of their best.

151. The established co-ordinator is fully aware of the provision made for the subject across the school and has had a number of opportunities to monitor her colleagues' teaching. She is aware that staff new to the school have yet to be monitored. Resources are satisfactory and the accommodation good. Pupils take part in area sporting events and some sports fixtures with other schools.