

INSPECTION REPORT

BENGWORTH C of E FIRST SCHOOL

EVESHAM

LEA area: WORCESTERSHIRE

Unique reference number: 116809

Headteacher: Mr D Braham

Reporting inspector: Jennie Willcock-Bates 1967

Dates of inspection: 25-28 February 2002

Inspection number: 243991

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Voluntary Controlled
Age range of pupils:	4-10 years
Gender of pupils:	Mixed
School address:	Bengeworth C of E First School Burford Road Evesham Worcestershire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Janet Osborne
Date of previous inspection:	15 September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1967	Jennie Willcock-Bates	Registered Inspector	English as an additional language. Music. Physical Education.	What sort of school is it? Results and achievements. How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
11575	Catherine Fish	Lay Inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
10028	Jane Spouse	Team Inspector	The Foundation Stage curriculum. Mathematics. Art. History.	How good are curricular and other opportunities?
30864	Corinne Boyce	Team Inspector	English. Geography. Religious Education.	
26961	Michael Taylor	Team Inspector	Special Educational Needs. Equality of opportunity. Science. Design and Technology. Information and Communication Technology.	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bengeworth First School is a large Voluntary Controlled school with 353 pupils from four to ten years old. Pupils enter one of the two Reception classes in the September of the year in which they are five. Attainment on entry is below average, and several children have difficulties with speech and language. The school takes pupils from the immediate area, which contains housing association homes, and from large new estates with both housing association and private housing. There is no school meal service and only 13 pupils claim free school meals. This is not a true picture because, while unemployment is low, many families are in receipt of income supplement. The vast majority of pupils are from white United Kingdom heritage, black Caribbean heritage and Bangladesh. Ten pupils speak English as an additional language; they are supported through a local authority grant. Most are now at an average stage of acquisition of English. The main language, other than English, is Bengali. The local authority is looking after a small minority of pupils. Seventeen per cent of pupils are on the special educational needs register and a very small number has statements. The school received Achievement Awards in 2001 and 2002 and has the Investors in People Award.

HOW GOOD THE SCHOOL IS

This is a very good school. From a below average start, the pupils achieve well and by the end of Year 5, when they leave the school attainment is above average particularly in English and mathematics. All groups of pupils, whatever their social backgrounds, levels of acquisition of English, special educational needs or levels of attainment, are very effectively included in every aspect of school life. The pupils thoroughly enjoy their work and their behaviour is very good because it is a happy school where relationships are very good. Teaching is successful in providing a good quality of education overall. Leadership and management are very good and the headteacher ensures a clear educational direction. The school provides very good value for money.

What the school does well

- Standards in English, mathematics, information and communication technology, physical education and swimming are above average.
- Pupils' achievement, including those with special educational needs and those who speak English as an additional language, is good. Gifted and talented pupils achieve very well because the teaching is good.
- Teaching is very good in Reception, Year 1 and Year 5 and accelerates pupils' achievement.
- The pupils' behaviour and relationships are very good because teachers respect them and manage them very effectively.
- The very good management of the headteacher and senior management team together with the very effective governing body ensure that the aims are met and promote raising standards.

What could be improved

- Reports are barely satisfactory in quality and do not provide enough detail about what pupils know understand and can do in each subject.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the inspection in 1997 and, while responding to major changes in education, has maintained and extended the strengths previously identified. Improvements have been made in each key issue. Formal monitoring procedures are carefully linked to teachers' performance management. Results are rigorously analysed and targets are set for pupils and teachers leading to action such as improving the results of the high-attaining pupils. Test results have improved and teaching is now at least satisfactory. Information and communication technology is well established to support pupils' learning in all

subjects. More investment in computers is required to enable pupils to have easy access to machines to practise their skills.

STANDARDS

The table shows the standards attained by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			Similar schools
	1999	2000	2001	2001
Reading	C	B	C	C
Writing	D	C	B	B
Mathematics	D	A	B	B

Key

well above average A

above average B

average C

below average D

well below average E

The school performed well in the national tests for pupils in Year 2 in 2001 in writing and mathematics. Results compared favourably with results in similar schools. The pupils' performance in writing shows year on year improvement and is largely due to the work undertaken to boost attainment. The results of the teachers' assessment in science were in line with the national average but the proportion reaching the higher than average Level 3 was well above the average of similar schools. The school stretches the high-attaining pupils. Girls performed well in the tests. The school is successfully boosting the boys' attainment and there is very little difference between boys' and girls' attainment. The school met its challenging targets in writing and mathematics. Results are rising at the same rate as the national trend.

Attainment on entry is generally below average. The children are on course to reach the nationally recommended Early Learning Goals at the end of the Reception Year. All groups of pupils, including those with special educational needs and those who speak English as an additional language, achieve well throughout the school. Standards of speaking and listening are above average at the end of Year 2 and well above average at the end of Year 5. Pupils' achievement is very good. Reading is average at the end of Year 2 and pupils achieve well to reach above average standards at the end of Year 5. In mathematics, standards are above average at the end of Years 2 and 5 and pupils' achievement is good and very good in numeracy. Standards in science are average at the end of both Year 2 and 5. The achievement of some pupils slows because they do not have enough opportunities to devise their own experiments and apply what they have learned. By the end of Year 2 pupils attain average standards in information and communication technology and physical education. They attain well and standards are above average by the end of Year 5. Achievement in swimming is rapid and pupils achieve well in singing. They attain average standards in art and design, design and technology, history, geography, and religious education at the end of Years 2 and 5 and their achievement is sound.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good: pupils thoroughly enjoy coming to school and are enthusiastic learners in lessons.
Behaviour, in and out of classrooms	Very good: pupils are very courteous and helpful to each other and the adults who work with them in lessons and the playground.
Personal development and	Good: relationships at all levels are very good but pupils do not have a full

relationships	range of responsibilities to help their personal development.
Attendance	Satisfactory and improving. However, despite every effort made by the school some pupils do not attend as much as they should.

The pupils' behaviour and attitudes to school are considerable strengths and mean that teachers can get on with the job of teaching.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 –5
Quality of teaching	Very good	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 and pupils learn effectively. It was satisfactory or better in all the lessons observed and good or better in nearly eight out of ten lessons. Teaching is very good in the Reception Year and Years 1 and 5 and motivates the children to want to learn. Teaching is good overall in English, mathematics, science, information and communication technology and physical education. It helps the pupils to learn new things quickly and apply their skills, knowledge and understanding to other situations and subjects. Literacy and numeracy are taught well and the teachers' knowledge and understanding of how to teach literacy and numeracy are very good. The teachers' enthusiasm for English and mathematics captures the pupils' interest and they work hard. Teaching is satisfactory in geography, history and religious education. Too few lessons were seen to make a firm judgement on design and technology, and music and art and design in Years 1 and 2.

Teaching meets the needs of all pupils, whatever their level of attainment, special needs, heritage, background, gender and level of acquisition of English. This has a positive impact on pupils' learning and they show interest in their work. Pupils are managed very well and it is based on high expectations that pupils will listen and behave well. As a result, pupils put in a great deal of creative, physical and intellectual effort to work very hard to produce a very good amount of work. The school is a calm and quiet place in which to work, and this has a significant impact on achievement. Sometimes too much control from the teacher leads to pupils not being as independent in their learning as they could be. Resources are used very well and one of the school's strengths is the way information and communication technology is used to support pupils' learning. At times teaching is less successful because pupils do not have enough time to evaluate their work, using the targets that have been set for them. Teaching assistants are very effective in their support of pupils and teachers and work well as a team with the teachers. They are experienced and use their many skills to the full.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good: the school provides a broad range of successful learning opportunities. The range of extra-curricular activities is very good.
Provision for pupils with special educational needs	Good: pupils are well supported in their lessons and work is effectively planned for them.
Provision for pupils with English as an additional language	Good: pupils are given sensitive and effective help that enables them to take a full part in all lessons.
Provision for pupils' personal, including spiritual,	Good: provision for spiritual and social development is good and the school makes very good provision for moral development. Provision for spiritual

moral, social and cultural development	development is satisfactory and the school is helping pupils to appreciate and value the richness and diversity of our society.
How well the school cares for its pupils	Good: child protection procedures are very good. Targets set are not yet consistently used.

The school has successfully implemented the National Strategies for Literacy and Numeracy and strategies for teaching literacy and numeracy in other subjects are good. Very good links are maintained with the local community and other schools to enrich the pupils' experiences. The school works well with parents, who feel it is a very good school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good: the leadership of the headteacher and his senior management team create a strong sense of purpose, high morale and a shared commitment to enabling pupils to achieve well.
How well the governors fulfil their responsibilities	Very good: the governing body fulfils its responsibilities very well and governors are fully involved in school development.
The school's evaluation of its performance	Good: a good range of monitoring of teaching and learning and evaluation and analysis of results inform school improvement.
The strategic use of resources	Very good: the school is effective and efficient in using the budget to raise standards and enhance the learning of all groups of pupils.

The school has a good number of well-trained and qualified teachers and teaching assistants. Accommodation is good and resources are very good. The school is applying principles to get the best out of its resources, but does not regularly consult with parents and pupils. Organisation and administration are efficient and financial planning is sound.

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 like school. • Their children make progress because the teaching is good. • The school sets high expectations for its pupils. • The leadership and management are good. • The behaviour is good and the school helps their children become mature and responsible. 	<ul style="list-style-type: none"> • There were no areas for improvement identified by parents.

The inspectors support the parents' positive views about the school. The pupils thoroughly enjoy school and achieve well because teaching is good. Expectations of behaviour and work are high and pupils rise to the challenge by working hard and behaving very well. The management and leadership are very good and the school's leadership, and staff value the contribution made by all its pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. By the time the pupils leave the school in Year 5, they attain standards that are generally above average. Overall, pupils' achievement is generally good from a below average start in all subjects and very good in English and mathematics. The pupils perform well in the tests overall and results compare favourably with the results of schools with similar pupils. This marks an improvement since the previous inspection. Attainment on entry to school is below average particularly in relation to language and communication. Some pupils find it hard to work and play with other children. They do not score well in the tests undertaken during the first few weeks of school. With very good teaching and high quality activities, they quickly settle into the routines of school. Their achievement is good and they are on course to reach the nationally recommended Early Learning Goals at the end of their Reception Year in their personal, social and emotional development, communication, language and literacy, mathematical development, their understanding and knowledge of the world and their physical and creative development.

2. Results in the 2001 tests for pupils in Year 2 in reading were in line with the national average when compared to similar schools. The school has already introduced more practice in reading and is broadening the range of books that interest the boys. In writing and mathematics, results were above the national average and average when compared to similar schools reflecting the work undertaken by the school to boost standards of writing. The results of the teachers' assessments in science were in line with the national average and well above the average of similar schools in relation to the proportion of pupils reaching the higher than average Level 3. The school stretches the high-attaining pupils, and this is reflected in the above average proportion of pupils reaching the higher than average Level 3 in both writing and mathematics. Results are rising at the same rate as the national trend. Girls performed well in the tests. There are more boys than girls in the school and a higher proportion of boys is receiving support for special educational needs. The school is successfully boosting the boys' attainment and there is very little difference between boys' and girls' attainment in their work. The school received an achievement award in 2001 and 2002 for improving their test results. The inspection findings generally match the test results.

3. The school has worked hard to improve programmes of work in English, particularly writing and reading. For example, following an analysis of test results, the school discovered that the dip in attainment in 2001 was mainly due to a larger than average proportion of pupils, mainly boys, having special educational needs. Intensive programmes of training of teachers and effective attempts to boost the attainment of boys and higher-attaining pupils is paying off. Good achievement is the direct result of good teaching and the effective use teachers make of information from tests and assessments to set achievable, yet challenging targets, for year groups and classes of pupils. More use could be made of the pupils' individual targets to help them to be aware of what they need to do to improve.

4. Standards in English are above average overall by the end of Year 5, when pupils leave the school, and their achievement is rapid. In speaking and listening, standards are above average by the end of Year 2 and well above by the end of Year 5. Pupils use adjectives when they describe the view from a window and confidently enter into discussion, listening to other pupils' points of view. They listen attentively. By the end of Year 5, pupils enjoy a broader vocabulary and the skill of creating mood, captivates their audience. A good example of this was in pupils' evocative description of the stillness of Gloucester Cathedral. By the end of Year 2, reading is at least average and for a significant proportion of pupils it is above expected standards, including the

high-attaining pupils. Pupils use a range of strategies to read unknown words, such as the sounds letters make, and by the end of Year 5 pupils are reading fluently, correcting any mistakes they make automatically. They know how to find information and use the contents and index of a book with ease. Writing is above expected standards at the end of both Years 2 and 5, with particular strengths in poetry. Some high quality imaginative poetry in Year 5 revealed how pupils could apply their literacy skills to poems about winter. The standard of handwriting and spelling is above average.

5. The pupils achieve very well in English because of the good teaching and the impact of the new programmes of work, particularly in writing. The above average number of pupils with special educational needs achieve well, enabling them to read and write confidently, many already beginning to reach levels expected for pupils in Year 5 in reading and writing. One of the reasons that pupils reach their potential is because they are systematically taught skills and strategies to help them read and write. For example, they are taught to write story-boards and newspapers and high attainers are successfully taught how to use subordinate clauses. In Year 5, the teachers' enthusiasm for English is infectious and pupils work hard to improve their skills. Attempts to boost the boys' achievements are having a positive impact on their achievement. Pupils who speak English as an additional language are well taught and are learning English, often at a rapid rate. They are provided with sensitive and experienced support in lessons and that helps them to try new text and writing. Pupils successfully apply their reading and writing skills in other subjects such as accounts of life in the times of the Aztecs in history and records of their scientific investigations.

6. It is a similar picture in mathematics and pupils are attaining above expected standards by the end of Year 5 because the teaching is challenging and boosts pupils' attainment. From a below average start, achievement is good in Years 1 and 2, enabling pupils to attain standards that are above average. This is also because of challenging teaching and activities that successfully boost the attainment of high-attaining pupils. They apply the strategies they have been taught to help them calculate quickly. Achievement slows slightly in Year 3, where teaching is sound. Pupils' achievement accelerates in Years 4 and 5 and standards are above average by the end of Year 5. Boys and girls achieve equally well because work is carefully planned to extend their thinking, whatever their level of attainment or acquisition of English. Standards in numeracy are above average in Year 2 and pupils add and subtract using money, classify shapes accurately and plot data onto a simple graph. They achieve well and by the end of Year 5 pupils calculate accurately in their heads and have confidently mastered strategies to help them calculate quickly and efficiently. They accurately convert numbers and fractions to fractions and add up to two decimal places. Pupils use the skills they have learned in other subjects, such as measurement in design and technology and science, and use information and communication technology to produce graphs from the data they have collected.

7. Standards in science are average by the end of both Years 2 and 5 and an increasing proportion of pupils is attaining above expected standards as they progress through the school. This is mainly the result of the school's aim to raise the profile of science. The achievement of all groups of pupils is good in relation to their attainment because pupils throughout the school benefit from a wide range of practical activities. By the end of Year 2, pupils have a good knowledge of scientific facts and are developing skills necessary for scientific enquiry. In Year 5, pupils understand the importance of a fair test and how to alter one variable without affecting the others. The achievement of some pupils slows because they do not have enough opportunities to devise their own experiments or to determine variables that are to be changed as they develop their tests.

8. The school has undertaken a great deal of work in information and communication technology to improve teachers' subject knowledge and upgrade resources. By the end of Year 2, pupils attain average standards. Because teachers are carefully planning work to develop their

skills, achievement is good. Pupils cut and paste text, making labels for displays in the classroom. They control the movements of programmable toys making them move through a challenging route around the classroom towards a target. As pupils gain confidence, achievement becomes rapid and by the end of Year 5 pupils are attaining above expected standards. They confidently use CD ROMs to research information from Websites and use information to create a presentation explaining the game of football, using *PowerPoint* software. They use *Logo* to move a screen turtle and they apply a range of information technology skills in their investigations.

9. Standards in physical education are average by the end of Year 2 and above average by the end of Year 5. Teaching is good in physical education and pupils' achievement in swimming is rapid because they are very well taught, enabling them to gain confidence and speed in water. The high-attaining swimmers are being pushed to their physical limits as they master the butterfly stroke and how to keep afloat without using their legs. In music, standards are average overall and pupils achieve particularly well in singing. The school successfully boosts the attainment of high-attaining pupils and gifted and talented pupils make very good progress. Pupils attain average standards in art and design, design and technology, history, geography, and religious education at the end of Years 2 and 5 and their achievement is sound.

10. Teachers work hard to fully include all groups of pupils in the life of the school, including pupils with special educational needs, those who are looked after by the local authority, and those who speak English as an additional language and high-attaining pupils. This enables them to achieve well and in some instances, very well. For example, several pupils on the special educational needs register are removed from it as they move through the school. They have gained confidence and begun to attain standards that are about average for their year group. Effective strategies help pupils to achieve as well as they are able. High-attaining pupils are accelerated out of their year group and some take their national tests a year early. From a below average start, all groups of pupils' benefit from carefully planned work. The strong commitment to raising standards by improving teaching and learning is paying dividends. Teachers know what pupils are capable of and challenge them effectively. As a result, pupils successfully build upon what they already know and can do, often at a fast rate.

Pupils' attitudes, values and personal development

11. The pupils' attitudes, values and personal development are very good and are significant strengths of the school. They have been well maintained since the previous inspection and enable the school to be a calm and happy place. Almost all parents feel that they enjoy school. Pupils are eager to be involved in everything that school has to offer to them and this contributes to the very positive attitudes they have to their learning.

12. Pupils' attitudes to their lessons are very good. Where pupils' attitudes are particularly good they are very interested in what is going on in class and are very keen and eager to make a contribution. For example, in a Year 5 mathematics lesson, they were engrossed because the teacher had made its content very interesting. They could complete the work with confidence and enjoyed the thrill of being fully involved and successful. Similarly, in a Year 1 science lesson, pupils were very interested in the activity and watched intently as their classmates filled flowerpots and planted the cress seeds. These very positive attitudes also pervade the rest of the life of the school. Pupils come into school very eagerly each morning, they settle quickly at the start of the day and enjoy the activities outside the classrooms, at playtimes and in the after school clubs and activities offered to them, where they enthusiastically take part. Very good numbers attend these clubs and pupils show very high levels of commitment.

13. Pupils' behaviour is very good and this makes a significant contribution to their achievement. Nearly all parents feel that behaviour is good, not only while pupils are in and

around the school, but also when they are on visits. This is fully endorsed by inspection findings. Pupils are very well behaved throughout the school day, and when they went to the swimming pool their behaviour was outstanding. The school has high expectations of pupils' behaviour and they respond by being quiet and courteous, enabling teachers to concentrate on teaching. On the very rare occasions when behaviour slips from the very high levels, pupils very quickly respond to correction from the teacher and show remorse for what they have done. Older pupils act as very good role models for younger children when they first start school and when they move up at the start of a new school year. Pupils learn exactly what is expected of them and rise to that very high expectation. A small number experience problems with their behaviour and co-operation; they are well supported to improve. Pupils are unanimous in their very positive comments that bullying, if it happens, is very quickly dealt with. They understand that they must speak up about it. Staff are very fair and listen to all sides. The school is very careful to ensure that all groups of pupils are fully included, including those who are looked after by the local authority and pupils from ethnic minority backgrounds. This is another outstanding strength and means that there are very few social problems between pupils. The school makes every effort to develop pupils' sense of tolerance and understanding as part of its approach to teaching about race and national differences. It takes great care to reinforce its values at every opportunity. Pupils are very courteous and willingly help each other and the adults in school. There have been no exclusions in the last year.

14. Pupils' personal development is good overall. Most parents feel the school helps their children to become mature and responsible, which is borne out by inspection findings. Pupils from an early age in the Reception Year are expected to take responsibility for their own belongings and to have respect and regard for other's property. From the time they start, they hang up their coats and put their lunch boxes away. They really enjoy being part of the day-to-day routines of the school, returning registers and holding doors open for adults and children. Older pupils take on extra responsibilities such as keeping the library tidy and changing reading books. However, they are not given enough opportunities to develop their responsibility fully. Teaching and non-teaching staff take time when dealing with injuries to talk to pupils about their responsibility to play safely and to try to avoid accidents. On these occasions, pupils talk confidently about what has happened and can see where they might be able to prevent the same accident again. Pupils are very respectful of property and the feelings of others. They are very supportive of any pupil experiencing specific difficulties and express their need to remember their friends, even when they have died. They show great respect for the school grounds and building and are very careful with resources in school, such as the chalices used in an art lesson.

15. Relationships across the whole school community are very good. Teachers are very good role models and, because they respect every pupil and their views, pupils quickly learn that this is the correct way to act. They generally work well together and co-operate and collaborate when they need to. Older pupils act as reading partners for younger pupils; this helps to promote good relationships across the age range. Pupils begin to show some initiative, for example suggesting they turn off the lights to see the overhead projector better. They enjoy playing together outside and taking part in activities out of school such as singing in the choir and taking part in team games. Generally, pupils are able to organise themselves well, such as when going swimming. There are rare occasions when pupils find it hard to share equipment and taking turns. Teachers, however, make considerable efforts to help pupils share. For example, one class music lesson in Year 4 was skilfully organised by the teacher to help the class learn to share ideas as well as instruments. Such care and sensitivity helps pupils to develop their personal skills. The school consults with pupils informally about, for example, activities to raise money for charity or a memorial for a friend, but does not yet have any formal forum to take pupils' views into account.

16. While the level of attendance for last year was unsatisfactory, the position is now considerably improved. Last year's figures reflect errors in the data collected for the Department for Education (and Skills) and in registers. Data for this academic year produced by the

educational officer, who is working with the school, is accurate and shows that the levels of both authorised and unauthorised absences have fallen considerably. They now compare very favourably with national levels of the previous year. There are a few pupils who do not attend as regularly as they should, despite the best efforts of the school. Most pupils arrive in school on time and the day starts promptly.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. The quality of teaching is good and there are considerable strengths in the teaching in the Reception Year, Year 1 and Year 5, where teaching was very good. This is one of the school's strengths and as a result pupils learn effectively. There are no significant weaknesses. Teaching was never less than satisfactory and good in nearly eight out of ten lessons. In two out of ten lessons, it was very good and one outstanding lesson was observed in mathematics. This marks a good improvement since the previous inspection because no unsatisfactory teaching was observed.

18. Teaching is very good in the Reception Year and consequently the children get a very good start to their formal schooling. Activities are well planned and often challenging and this results in rapid achievement. This motivates the children to want to learn. High expectations of children's academic achievement and behaviour help the children acquire new skills and knowledge that they use in all their work. Routines are well established and this gives the children confidence to try to get things right. Resources are of very good quality and are used in lively creative ways. Plastic numbers hidden in the sand tray caused great delight as children hunted for enough to make a number line. The provision for these children is an important strength of the school.

19. Teaching is very good in Years 1 and 5, good in Years 2 and 4 and satisfactory in Year 3. Teaching is good overall in English, mathematics, science, information and communication technology and physical education and art and design in Years 3 to 5. It helps the pupils to learn new things quickly and apply their skills, knowledge and understanding to other situations and subjects. Literacy and numeracy lessons are well established and successful. Basic skills of reading, writing and number are taught very well, enabling pupils to practise what they have learned on a regular basis. This contributes to the steady rise in standards because teachers' knowledge and understanding of how to teach literacy and numeracy is very good. Basic skills are well developed in other subjects. For example, research and report writing about the Tudor period in history, locations and grid references in geography and the measurement required when exploring forces in science. High-attaining pupils were challenged and encouraged to check results by taking an average from repeated tests. The teachers' enthusiasm for English and mathematics captures the pupils' interest and they work hard in lessons. Teaching is satisfactory in geography, history and religious education. There was not enough evidence in art and design in Years 1 and 2, design and technology, and music to grade the teaching.

20. Teaching meets the needs of all pupils whatever their level of attainment, special educational needs, heritage, background, gender and level of acquisition of English. This has a positive impact on pupils' learning and they show interest in their work. The good teaching of pupils with special educational needs is an improvement on the last inspection, when the majority of teaching was satisfactory. The best lessons are well planned to provide tasks that meet the individual needs of the pupils well and targets from Individual Education Plans are considered in planning. However, this is not a consistent feature of all lessons and sometimes tasks are not as carefully matched to pupils' attainment as they could be. Individual Education Plans are generally satisfactory and some are very good. Very effective use is made of teaching assistants, who regularly discuss the targets in the Individual Education Plans. They regularly sit beside groups of pupils during the oral part of literacy and numeracy sessions to help them understand what is being taught. For example, they effectively use a small whiteboard to explain difficulties and

enable pupils to try out their own ideas. Where teaching is at its best, objectives are clear and pupils have a good understanding about what they are going to learn and they know the teachers' expectations of their learning and behaviour. Good use is also made of information technology to provide suitable learning opportunities for pupils who have special educational needs. They are often paired with more able pupils and this results in a sustained pace in their work.

21. The steps taken in identifying and providing for the specific needs of gifted and talented pupils have made good headway towards overcoming a difficulty identified during the last inspection. The good variety of activities provided motivates and excites the pupils to want to learn. A good example of this was in the swimming lessons observed. Pupils were carefully grouped to enable the teachers and instructor to target the specific skills and levels of confidence of the pupils. A range of activities for the high-attaining swimmers included speed tasks, safety in water and direct teaching of how to improve the butterfly stroke. High expectations of what the pupils could achieve pushed them to their physical limits and as a result the strokes improved and became very good quality. Quick fire challenging questions in mathematics makes the high attaining pupils think hard and they really enjoy the fun of the work getting harder and harder.

22. Pupils who speak English as an additional language are well taught by teachers, supported by a specialist language teacher, in the classroom. A sensitive and positive approach enables the pupils to gain confidence in their English. Activities are relevant for their level of English and the teacher carefully monitors their progress. The close relationship between the class teacher and the specialist teacher means that the pupils' needs are well known. This results in increasing confidence in English and pupils becoming increasingly bilingual.

23. Pupils are managed very well and there is a firm and positive discipline in the school based on high expectations that pupils will listen and behave well. This means that teachers concentrate their efforts on teaching and learning. As a result, pupils put in a great deal of creative, physical and intellectual effort. They work very hard to produce a very good amount of work. For example, in one lesson in science in Year 5 pupils recorded the number of bounces they could make with a basketball, arranged their results on a spreadsheet and created a simple graph to show their findings. Relationships are very good and inspire confidence and respect and this enhances the effort and interest the pupils have in learning and the confidence to try new things. Classrooms and all areas around the school are calm and quiet places in which to work. This has a significant impact on pupils' achievement. Sometimes too much control from the teacher leads to pupils not being as independent in their learning as they could be. For example, in design technology there are only a few opportunities for pupils to make choices about what materials they would like to use. Sometimes in physical education pupils are directed too much and follow instructions rather than make up sequences of their own. Very good use is made of pupils sharing equipment and ideas in groups of different sizes.

24. Lessons are conducted at a lively pace and resources are used very well. In the Reception Year, resources are used very effectively to motivate pupils' understanding of the world around them. Children were captivated by frogspawn and eagerly awaited signs of life to match where, on a large display about the cycle, the young frogs will emerge. One of the school's strengths is the way information and communication technology is used to support pupils' learning. For example, in Year 4, a computer program was skilfully used to support the pupils' learning of two-dimensional shapes. In Year 2, pupils match labels to body parts and in Year 5 pupils organise text on the screen when they are writing poetry. Where teaching is very good, skilful questioning probes the pupils understanding. Sometimes this results in lessons being adapted to ensure that the pupils fully understand what is being taught. However, at times teaching is less successful because too little time is spent helping pupils to evaluate their work, using the targets that have been set for them. In one physical education lesson for example, the teacher praised the pupils' work, but did not give them an opportunity to evaluate their own and others' sequences to help them modify and improve what they had created.

25. Assessment in lessons is satisfactory. There are good examples of on-going assessment, but sometimes opportunities for assessing pupils progress is missed and information does not inform planning. There are inconsistencies in how the pupils' individual targets are used and discussed in lessons. Homework is appropriate and successfully supports pupils' work in lessons. Some good examples of homework in Year 5 led pupils to produce individual studies in history following independent research at home.

26. Teaching assistants are very effective in their support of pupils and teachers. They fulfil a range of functions and are well respected by the pupils. They are sensitive to the needs of pupils and interact with them well to capture their interest in groups. They plan with teachers and are intuitive in their support of pupils with special educational needs. They work well as a team with the teachers, and the special needs co-ordinator, and with the deputy headteacher, who directs their work. They are experienced and use their many skills to the full, interacting successfully with all groups of pupils.

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

27. The quality of the curricular and other learning opportunities is very good and prepares the pupils well for the next stage of their education. This is because an appropriate curriculum is in place that is broad and balanced across all subjects. This marks an improvement since the previous inspection. Information and communication technology is now given sufficient emphasis through the school, and religious education is allocated defined teaching time in all classes. Policies for personal and sex education have been successfully implemented. The school fully meets the requirements of the National Curriculum. The quality and range of learning opportunities in the Reception Year are very good and fully meet the recommended curriculum for the Foundation Stage. The learning opportunities are exciting and engage the children's interest, promoting achievement.

28. In order to raise the standards in English, more time is spent on that subject and there have been clear gains in pupils' achievement. This, and the strong emphasis on mathematics, means that the learning needs of all pupils including those with special educational needs or who speak English as an additional language are met well. The provision for pupils with special educational needs is good and, although there is some inconsistency in the extent to which clear and specific targets are set, most Individual Education Plans are regularly reviewed, identifying activities that will help pupils to achieve. Teachers plan to ensure that pupils are able to work at their own level in most lessons and, when pupils are withdrawn from the class, they are provided with well targeted activities that move their learning forward at a good pace. The Code of Practice is followed and the school is in a good position to implement the changes in procedure that are now being made nationally. Those pupils who speak English as an additional language are effectively supported and enabled to participate fully in lessons. Provision is good and pupils achieve well in all subjects as they develop their skills in spoken and written English. They are fully included in all aspects of the curriculum.

29. All pupils enjoy equal access to the curriculum and to all other activities that the school provides. There is a clearly set out equal opportunities policy that is working effectively ensuring that the potential for discrimination is diminished. Intentional or unintentional exclusion is not tolerated. Teaching and non-teaching staff work hard to help pupils understand the implications of unwitting racism and procedures for combating racial harassment are rigorously followed.

30. The school has adapted the nationally recommended schemes of work to meet its specific needs and they are supplemented in mathematics, by other commercially published schemes. Pupils are organised into two classes for each year group and teachers work

effectively in their year group pairs to plan the curriculum. Planning is detailed and takes into account the needs of pupils and the importance of access for all pupils. The provision for the high-attaining pupils is very good and specific work is planned to boost their attainment. Some children are moved into year groups ahead of their actual age, or join an older class for subjects such as literacy and numeracy to ensure that their work is challenging and appropriate, meeting their needs very well. The school has fully implemented the literacy and numeracy strategies. Pupils are successfully taught in ability groups within classes for these subjects. Combined, these measures have contributed very effectively to the raised standards in English and mathematics, particularly for those of high attainment and those with additional needs.

31. The curriculum is appropriately planned on an annual programme, with some geography and history units blocked together during each term and the full range of work is covered over the year. Very good opportunities are made to extend pupils' experiences, such as through sporting clubs, links with a theatre group and a singing club in Evesham. A range of peripatetic teachers comes into school to teach instruments such as the violin and trumpet. The richness in the extra-curricular opportunities is available to all children from Year 3 onwards. The school orchestra is open to all. Lunchtime and after-school clubs include netball, football and rugby, recorder and country dancing. Staff and sometimes parents run these. Sports teams compete regularly with other local schools and there are opportunities for joint working in music within the local schools cluster. As a result of the staff's initiative in securing this imaginative range of opportunities, the curriculum is enriched and enjoyed. Children develop high levels of confidence in personal skills, such as performing in public or mixing socially with new people.

32. Links with the community make a very good contribution to pupils' learning. Teachers enliven the curriculum through inviting guests into the school to work with classes, such as the visit from a grandfather to talk about life in the world war and the local vicar to talk about Christian symbols and vestments and their significance. The community also contributes to the school: adults who are not connected to the school through their own families volunteer help in classes. Coaches from Evesham United Football Club and from Worcester Cricket Club work with boys and girls on a regular basis to improve pupils' sporting skills. The school has established very good links with playgroups and relationships with the middle school are positive. Local schools also group together for sharing and developing ideas for teachers and for children's development. Student teachers and nursery nurses gain experience at the school because of the very good relationships with partner institutions.

33. Overall the provision for the spiritual, moral, social and cultural development of pupils is good and this has been maintained since the last inspection. The ethos of the school is one that promotes a feeling of being outward-looking, valued, secure and supported. The school gives considerable attention to the personal development of its pupils within the context of an orderly and caring community and this makes a significant contribution to its meeting its stated aims. Pupils could be given more opportunities to take responsibility in the day-to-day running of the school and this is an area for development.

34. Provision for pupils' spiritual development is good. A good range of opportunities is provided to develop a sense of empathy with others. For example, pupils are praised for the recognition gained from winning national awards for achievement. In swimming lessons, pupils with special educational needs are recognised for their determined efforts and achievement. Teachers throughout the school value pupils' opinions, ideas and effort. This allows pupils to be confident and articulate and to be respectful of the contributions of others. Pupils in Year 2 express views about what they like and dislike about the school environment in a discussion in geography and in Year 1, pupils talk confidently about what giving up things in Lent signifies. Moments of reflection are encouraged throughout the school. In a Reception class, when a teacher gathered frogspawn in her hand, the whole class was held in captivated silence observing the eggs being gently lowered into the fish tank. In a Year 5 religious education lesson, pupils

described the wonderful effect of light streaming in through a window of Gloucester Cathedral. Pupils are encouraged to respect the faiths and beliefs of others through discussion and joint celebration. In Year 2, pupils enjoyed listening to pupils talk about how, they as Muslims, celebrate the festival of Eid. When reflecting on what is special to them the teacher helped pupils in Year 1 to think quietly by letting them pass around and hold a palm cross. These experiences are carefully planned to provide good opportunities for reflecting upon and appreciating the importance of faith in human lives.

35. The provision for pupils' moral development is very good. The school helps pupils to understand the difference between right and wrong through discussion and debate. There is a very positive approach to behaviour, which makes an effective contribution to pupils' moral development. All adults in the school provide good role models and help pupils understand the consequences of unkind deeds and inappropriate behaviour. All pupils are valued equally and this helps them to show respect and consideration for different groups and cultures represented in the school. Assemblies are used to promote pupils' achievements. This reinforces the school's values. In religious education lessons, the theme of 'fairness' is explored and pupils in Years 1 and 2 are helped to understand the concepts of caring, sharing and loving one's neighbour. In a swimming lesson, one pupil, in spite of being frightened of an activity, persevered with the support of the class and teacher. In an assembly, pupils are awarded certificates for their understanding of the importance of taking part in local sports' tournament if they win or lose. These opportunities contribute to a happy atmosphere, in which pupils' successes are recognised and which reinforces good behaviour. The school's provision for moral development is having a significant impact on pupils' learning.

36. Provision for pupils' social development is good. Adults in the school are courteous and respectful to pupils. As a result, pupils respond respectfully to each other and their teachers. Playtimes are sociable occasions, when all pupils play together amicably. The school is at the heart of its community and certificates in the foyer testify to the involvement of pupils in a range of local events, such as participating in the *Schools in Bloom Award*, the *Vale Wildlife Competition* and links with the local church. Pupils make collections, which contribute to their understanding of those less fortunate than themselves, for *Dr. Barnados* children's charity and other charities. They work together co-operatively. For example, in a Year 3 English lesson, pupils worked as a group on poetry reading to produce a performance for the whole class and in a music lesson in Year 4, pupils were challenged to share and make corporate decisions. School visits to such places as Gloucester Cathedral and Drayton Manor Park and a residential visit to the Isle of Wight provide opportunities for pupils to develop social skills and independence. All year groups take responsibility for routine matters in their classrooms, such as tidying tables, but pupils do not have enough opportunities to take an active part in the running of the school. While pupils help in the library other opportunities are limited, particularly for pupils in to make decisions or to take responsibility by, for example, manning the telephones in the lunch hour, or helping with the needs of the younger pupils in the dining room. This is an area for development.

37. Provision for pupils' cultural development is satisfactory. Visits are made to places of local interest such as Gloucester Cathedral, the theatre and Drayton Manor Park as well as further afield to the National Portrait Gallery and the Isle of Wight. A classroom display showing where *Barnaby Bear* has been for his holidays helps pupils in Years 1 and 2 to develop a greater awareness of the wider world. Visitors to school include puppeteers, poets and theatre groups. These opportunities introduce pupils to a range of customs, traditions and styles of life and expression. Through lessons such as geography and religious education, pupils learn a little about other cultures such as the Aborigines, Muslims and traditions from Bangladesh. While the provision for helping pupils' understand the richness and diversity of cultures within British society today is sound, it could be a more prominent feature of the school. This is an area for improvement. There is an adequate supply of multicultural books in the library and classrooms and a satisfactory range of musical instruments from other cultures. However, there are few

examples of artists or mathematicians from around the world being used to reinforce pupils' understanding of cultural diversity.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The pastoral care and support for pupils are good and the strengths have been maintained since the previous inspection. While assessment procedures remain comprehensive and targets are set for individuals and groups of pupils, targets are not always used appropriately in lessons to help pupils improve. Teaching and non-teaching staff know the pupils well and they all work very hard to create a welcoming and warm atmosphere in which pupils feel safe and valued. This helps all groups of pupils to develop their self-confidence and very good attitudes.

39. The school's policies and procedures to ensure pupils' welfare are very good. If pupils suffer an injury, they are very well cared for and parents are kept informed of any bumps on the head or serious accidents. All details are well recorded and they are monitored well by the headteacher. Regular inspections of the school building and grounds take place and any safety issues are dealt with promptly. Very good attention is paid to safety within lessons, such as swimming and physical education where pupils are taught how to move apparatus correctly. Routine checks are made on equipment, alarms and apparatus and fire drills are held regularly. Child protection issues are taken very seriously; staff are reminded regularly of the need for vigilance in this area. There are very good systems to ensure that any concerns are well recorded and action is discussed and taken as appropriate. The school is fully involved in case conferences where necessary. It takes appropriate action to support pupils looked after by the local authority in the community.

40. Procedures for assessing pupils' attainment and for monitoring achievement throughout the school are comprehensive. Significant improvements have been made in English, mathematics, science and information and communication technology. Improvements have been made in some areas since the previous inspection, but assessment does not always inform planning as effectively as it could. Pupils' attainment on entry to the school is carefully assessed and then they are re-assessed at the end of the Reception Year to help the school ascertain how well they are achieving. This contributes effectively to predictions about how the pupils will achieve in the national tests at the end of Year 2. Pupils with special educational needs and English as an additional language are carefully assessed and their progress monitored to inform Individual Education Plans and the work of the specialist language teacher. As pupils move through the school, they are assessed annually in the core subjects, using national and non-statutory tests for pupils in Years 3 to 5. These tests provide detailed comparative information about the individual achievement of each pupil, groups of pupils and the overall achievement of each year group. As a result of careful analysis of these tests, looking at data and trends, the school has identified the attainment of boys as an area for improvement and has put in place successful strategies to raise the standards of reading and writing for boys. Higher-attaining pupils have also been identified and activities have been provided, which challenge pupils' thinking and extend their learning.

41. Assessment in the non-core foundation subjects is satisfactory. It is informal and based on teachers' on-going assessment of what pupils have covered in history, geography and physical education for example. Collections of work showing each level of achievement have been introduced, but they are not always annotated. The school has not yet devised a systematic way of ensuring that pupils' knowledge and skills in subject other than English, mathematics, science and information and communication technology are being developed and extended from year to year. As a result of the end of year tests and the tracking of pupils' achievement, targets are set for pupils in each core subject. Parents and pupils agree them annually. Curriculum targets for individual pupils are recorded in a personal target booklet, but most pupils are uncertain about how the targets work and how they need to improve their work. Not all teachers consistently

remind pupils of their targets, or plan work that helps pupils achieve their targets. Effective opportunities have been developed for teachers to share their judgements to ensure consistency in the core subjects. There is a good marking policy, but it is applied inconsistently across the school and marking in books does not always help pupils to understand how they might improve their work. The school has already recognised the need to be more precise in its use of assessment information, particularly in the non-core foundation subjects.

42. The school has very good and effective procedures and policies for promoting very good behaviour and for tackling any form of bullying or harassment. These are very effectively promoted through the ethos of the school that sets very high standards. As they join the school, each group of pupils learns how they should behave from the older pupils and then follows their example. The school is active in providing activities and games at lunchtimes and midday supervisors have received training in games' leadership. This means that pupils always have something to do and this promotes good behaviour. There are very few problems that need to be recorded, but when they do occur, there is effective provision to do so.

43. The school's support for pupils' personal development is very good. In conversations with pupils, they commented that teachers are fun and work for them and that the teachers know that they are responsible for the pupils; this makes pupils feel very secure. There is no formal way of monitoring pupils' personal development, but it is evident from the annual reports that teachers know them very well. In discussion with all staff, it is clear that there is a clear determination to do the best for the pupils. Pupils are very confident to approach any staff with concerns, knowing they will listen, support and guide them.

44. There have recently been improvements in attendance following a decline over recent years. The educational welfare officer is now tackling this very well with support from the school. Each week he checks every register and draws attention to any absence for which an acceptable reason has not been given. The staff then pursue absences and if they do not receive a reason then the officer is involved further. He enjoys a measure of success with those families in which most of the unauthorised absences are vested. Identified clerical errors have been attended to. The levels of both authorised and unauthorised absences have been considerably reduced. Authorised absences contain a number of absences due to very serious medical problems.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. The school's partnership with parents is good and has been maintained since the previous inspection. Parents expressed very positive views of the school and there was no significant dissatisfaction with any of the areas raised. Parents are particularly pleased that their children like school. They feel that their children make good progress because the teaching is good and they are expected to work hard and do their best. They also feel that the school helps their children to develop as people who become mature and responsible. Parents feel that the school is well led and managed. The inspection findings support these positive views.

46. Nearly all parents feel that they are kept well informed and that much of the information they receive is now of a good quality. The overall quality of information is satisfactory. The general information received by parents is very good. Weekly newsletters are readable and help to keep parents informed about what is going on in school, while other letters contain more targeted information, for example about trips. However, while parents are happy with reports and find them clear and free of jargon, they are too variable in quality and barely satisfactory overall. The details given in all subjects are too brief. They do not give a clear picture of what pupils know can do and understand. Too often in subjects other than English, mathematics and sometimes science, reports are merely a list of what pupils have experienced or covered. Although targets and areas for improvement are indicated indirectly in some reports, they are not set out clearly. The school includes the results of the optional tests for pupils in Years 3 to 5, but these do not tell parents

clearly enough how their child is doing. Parents do not have an overall picture of what their children are learning because the school does not provide information about what is going to be taught.

47. Parents feel that the school works closely with them and they are comfortable in approaching the school about anything. This was found to be the case. Parents have the opportunities each term to discuss formally how their children are doing. However, teachers are always willing to make other arrangements to see parents if necessary. Informal discussions with teachers, other staff and the headteacher about concerns or problems take place at the start and the end of the day. All parents were made to feel welcome and they appreciate this. The school seeks the help of parents in the classroom and parents feel that their offers of support are appreciated. A good number help with hearing readers, changing reading books, running after-school clubs and helping with swimming. Parent helpers feel appreciated and well supported. The school is well supported by an active parent and teacher association. Events are well attended. Money raised by the parents has been used to further facilities, resources and equipment for the pupils and support the work of the school.

48. As yet there is no formal mechanism for consulting parents about the work of the school. However, the parents do show their support through the attention they pay to requests and details in the newsletters, and the high uptake of school uniform. The parents' comments in reading books and homework diaries show a good level of support for their children's learning at home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The leadership and management are very good and contribute significantly to the improved teaching, rising standards and pupils' good achievement. The strengths identified by the previous inspection have been successfully maintained and improvements made to the systems for monitoring and evaluation. In addition, the school has the Investors in People Award and national initiatives such as the National Strategies for Literacy and Numeracy and performance management have been successfully implemented.

50. The headteacher is a very effective leader and his successful management is instrumental in the strength of the staff team and their shared commitment to enabling pupils to achieve well. To this end, the school received an Achievement Award in 2001. The senior management team supports the headteacher very well in promoting the school's aims and policies. The school knows where it is going because the leadership at all levels ensures a clear educational direction. Consequently, the teaching team is effective and works hard to improve the pupils' personal, academic and physical development. The strong sense of teamwork from teaching and non-teaching staff creates high morale. This means that a strong and positive ethos permeates the school and has a significant impact on pupils' behaviour. The contribution of all pupils whatever their attainment, background, gender or special needs is valued and their achievements are celebrated. The aims are strongly reflected in all aspects of school life.

51. The governing body fulfils its responsibilities very well. The governors work as a cohesive team, with a properly critical, yet supportive view of the school and its work. The governors are aware of the strengths and weaknesses of the school and also have an appropriate long-term view of the school. They know where they want the school to be in the future and recognise the challenges that face them. They are enthusiastic about the school's successes and are very supportive of the headteacher and the staff. They have a regular timetable of well focused visits that keep them informed, covering aspects such as the curriculum and special educational needs. Governors provide helpful feedback about these activities to the full governing body. The recently-formed monitoring committee is effective in ensuring that all policies are working effectively, because they ask for evidence and do not just accept what they are told. Targets set for the headteacher are evaluated and statutory requirements are met. Governors are fully

involved in school development and play a significant role in helping to provide a clear strategy for its future development. They rigorously investigate the reasons for changes in spending patterns and require explanations for any apparent overspends. They discuss and evaluate the school improvement plan with staff at the annual school review and are supportive in drawing up the new plan.

52. Nearly all the teaching staff have appropriate areas of responsibility. The key roles for the Foundation Stage, English and science are very well developed. Information and communication technology, mathematics, art and design, music and English as an additional language are well managed. The school has rightly concentrated its efforts on implementing the National Strategies for Literacy and Numeracy and information and communication technology. Other subjects have been appropriately maintained, and work is analysed and planning monitored. Appropriate plans are in place to extend the roles of co-ordinators to include classroom observation.

53. The provision for special educational needs is well managed. The co-ordinator is enthusiastic and committed and ensures that teachers are alert to the criteria for identification of pupils who need specific support. Teaching assistants are well trained and this is a strength of the school that directly results in good levels of achievement. A satisfactory range of resources is well used to help pupils to participate in lessons and also when engaged upon specific learning programmes. The governor responsible for special educational needs maintains regular contact and provides a written report on the school's progress in this area of its work at least once each term. As a result of the good management by the co-ordinator, provision is effectively targeted and the achievement of pupils is good.

54. Monitoring and evaluation are good overall. Teaching and learning are carefully monitored by the headteacher and senior management team through the national Performance Management scheme, who observe lessons and provide feedback to teachers and help them to set targets to improve their skills. Policies and procedures are in place and the agreed recording sheet for monitoring teaching and learning provides good feedback for teachers on the effectiveness of their lessons as well as assisting in the overall development of the curriculum. Appropriate systems are used for reviewing the objectives of individual teachers, while it is also clear that the school's professional development co-ordinator is addressing training and career needs within the school improvement plan. Results and other performance data are carefully analysed by gender and level of attainment and this provides helpful information to help formulate the school improvement plan. For example, following analysis of the 2000 results, it became clear that writing needed to improve. This became an important priority during the improvement cycle of the previous year's development plan. Teachers and teaching assistants received training, quantitative targets were set for each teacher and criteria were devised that helped evaluate how effectively the work had been undertaken. Results and the work seen show that positive improvement is being made. Current key priorities provide well targeted areas for development and change.

55. The good number of well trained and qualified teaching staff, together with adequate provision of teaching assistants and midday supervisory staff benefit from regular meetings to clarify the school's policy for inclusion and procedures for behaviour. An effective match between the skills of teachers and support staff makes the school very well organised. All personnel, including a very efficient school administrator, are committed to working well together, responding to the very good collegiate environment established by the headteacher. This positive ethos is acknowledged in the *Investors In People* award held by the school. Teaching assistants, in particular, are very well trained and, as a result, provide high quality support for all pupils, especially those who have special educational needs or English as an additional language. An experienced teacher provides very good support for a newly qualified colleague, who has further benefited from a series of training courses delivered by the local authority. During the time provided for release from the classroom, the newly qualified teacher works well with the mentor to address such issues as planning and the acquisition of experience in moderating children's work.

Induction procedures are fully implemented and follow on from a thorough analysis of the Career Entry Profile.

56. The accommodation is good and provides a pleasant environment for the staff to teach and pupils to learn. Classrooms for pupils in the Reception Year are spacious and a flexible work area securely supports children's work and play. The attractive outside play area provides an additional classroom and a safe activity place where pupils experience adventurous play. The school has a large field, a level tarmac play area, well marked with educational games and many interesting shrubs and trees. Four mobile classrooms sited at a distance from the main school, mean a degree of isolation for the classes based in them. While they are large, double-glazed and well appointed, with toilet facilities in each block, they are not the very good quality of the rest of the main building. Classrooms in the main school are of a good size to meet the requirements of the curriculum. The attractive and welcoming foyer houses the school library, which is well stocked and attractively laid out with displays and tables and chairs. The premises are decorated and maintained to a high standard. Displays throughout the school in classrooms and in corridor areas are attractive and celebrate the work of pupils as well as providing a stimulus for learning.

57. The school has a very good range of resources for teaching and learning. Co-ordinators do not hold their own budgets but request resources to meet the needs of development or maintenance of the teaching programmes. The conscious effort to provide good quality resources for pupils means that subjects are well catered for. The very broad range of fiction and non-fiction books in the classroom collections and the library promotes pupils' interest in reading and research. Resources in mathematics are very good and have been carefully selected to support the numeracy programme. Art and design lessons are very well resourced and pupils have a broad range of media and equipment to use. Resources in science, religious education and history are good and complemented by the use of the Internet and collections belonging to teachers and parents. A broad range of good quality musical instruments, including African drums, creates much delight and all pupils have the opportunity to play a musical instrument. Physical education equipment is good and the range covers appropriately challenging large apparatus for the different age groups in the school. Resources for information and communication technology are satisfactory, but sometimes pupils' achievement is slowed because they have to wait to use the computer. Appropriate plans are in place to purchase more computers, providing easier access for the pupils.

58. Very good use is made of strategic resources and the school is effective and efficient in using the budget to raise standards and enhance the learning of all groups of pupils. Specific grants are used very well to raise levels of achievement and improve the quality of education for all pupils concerned. For example, the budget for pupils with special educational needs is very successfully targeted at their complex needs. The governors have supplemented the grant from the budget to employ more teaching assistants to support work within classrooms ensuring that pupils are fully included in all lessons. Local authority funds for pupils who speak English as an additional language are very effectively used to provide part-time specialist language support in and out of lessons. The grant to boost pupils' attainment in English and mathematics and the attainment of the high-attaining pupils has been put to very good use and has contributed to the continued rise in standards. The grant for purchasing hardware and improving teachers' subject knowledge in information and communication technology has been used well and further investment is planned.

59. Education priorities are effectively supported through sound financial planning and carefully linked to spending in the school improvement plan. Financial planning and budgetary controls are effective and based on accurate and up to date information. New systems are continuing to improve the help available to the governors to plan strategically.

60. The headteacher and governors are applying principles in management and use of resources to get best value. The headteacher and senior management team analyse school performance data and track pupils' progress in comparison with previous performance and results of similar first schools locally and nationally. Governors carefully seek ways of obtaining best value to improvements to the school site. However, they do not have a regular mechanism for consulting parents and pupils and getting their views about the work of the school. Administrative procedures are efficient and minimise bureaucracy. The school is very well organised to enable the teachers to concentrate their efforts on the pupils. The quality of education is very good and results are continuing to rise. Behaviour is very good and pupils thoroughly enjoy their lessons. Bengeworth First School is a very good school and provides very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. There are no major weaknesses in the school, but to improve the effectiveness of the school further the governors, headteacher and staff should improve the quality of reports to parents by ensuring that:

- i) they are sufficiently detailed to evaluate pupils' progress in their skills, knowledge and understanding in each subjects;
- ii) they make clear what pupils need to do next to improve;
- iii) they are consistent in quality in each class and individual to the child concerned.
- iv) parents understand what any performance data included in the report says about pupils' progress;

(Paragraph: 46)

The following minor weaknesses should be considered for inclusion in the governors' action plan:

- improve the use of marking, assessment and pupils' individual targets in lessons to ensure that all groups of pupils know what they have to do to improve;
(Paragraphs: 41,93)
- devise a system for regularly consulting with parents about the work of the school as part of the principles for ensuring that the best use is made of resources;
(Paragraph:48)
- ensure that pupils have opportunities to exercise responsibility and that they are consulted about the running of the school;
(Paragraph 36)
- ensure that enough opportunities are provided in lessons for pupils to evaluate their learning and as a consequence improve and modify their work.
(Paragraphs: 24,101,102,127)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	54
Number of discussions with staff, governors, other adults and pupils	33

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	12	28	13	0	0	0
Percentage	2	22	52	24	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. [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-Y5
Number of pupils on the school's roll (FTE for part-time pupils)	0	353
Number of full-time pupils known to be eligible for free school meals	0	13*

FTE means full-time equivalent.

*Please note that there is no school meals service and the number eligible for free school meals is not a realistic figure.

Special educational needs

	Nursery	YR – Y5
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	68

English as an additional language

	No of pupils
Number of pupils with English as an additional language	8

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	22

Attendance

Authorised absence

	%
School data	6.3
National comparative data	5.6

Unauthorised absence

	%
School data	1.1
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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	31	21	52

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	26	27	30
	Girls	17	18	20
	Total	43	45	50
Percentage of pupils at NC level 2 or above	School	83 (83)	87(86)	96 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	26	28	29
	Girls	17	17	18
	Total	43	45	47
Percentage of pupils at NC level 2 or above	School	83 (83)	87 (84)	90 (88)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	8
Chinese	0
White	283
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes: YR – Y5**

Total number of qualified teachers (FTE)	13.6
Number of pupils per qualified teacher	28.1
Average class size	29

Education support staff: YR – Y5

Total number of education support staff	10
Total aggregate hours worked per week	130

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

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	4

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

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	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.

Financial information

Financial year	2001
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	£
Total income	666180
Total expenditure	664976
Expenditure per pupil	1785
Balance brought forward from previous year	21452
Balance carried forward to next year	22656

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	353
Number of questionnaires returned	202

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	26	1	1	0
My child is making good progress in school.	64	34	2	0	0
Behaviour in the school is good.	64	31	2	1	1
My child gets the right amount of work to do at home.	45	47	7	1	0
The teaching is good.	74	24	1	1	0
I am kept well informed about how my child is getting on.	49	44	6	1	1
I would feel comfortable about approaching the school with questions or a problem.	72	22	3	1	1
The school expects my child to work hard and achieve his or her best.	79	19	1	1	0
The school works closely with parents.	55	37	5	1	1
The school is well led and managed.	72	26	1	1	1
The school is helping my child become mature and responsible.	64	32	2	1	1
The school provides an interesting range of activities outside lessons.	57	35	3	1	4

At the generally positive parents' meeting a small minority of parents felt that their children were not being stretched enough. The school is working hard to boost the pupils' attainment. The way bullying was handled worried some parents but procedures are effective and those pupils, who spoke to inspectors, felt the school dealt fairly with instances of bullying.

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

62. Provision for children in the Foundation Stage in the Reception classes is very good and marks an improvement since the previous inspection. Teachers plan learning experiences of a high quality to help children achieve well in all the required areas of learning. Parents are very supportive of the school, and help their children through the activities that teachers suggest can be done at home. Attainment on entry to the school is below average in all areas of learning. However, children join the school with a wide range of skills, which is confirmed by the early assessments made during the first half of the term they start school. Teaching is very good and by the time they leave the Reception Year, children have reached the nationally recommended Early Learning Goals in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development. They are very well prepared for the Programmes of Study of the National Curriculum for pupils in Year 1.

63. This rapid achievement is a consequence of the very good teaching. Well planned, often challenging activities are organised within a carefully managed routine, which allows children to be supported by adults, and work either on their own or in small groups. Resources are of very good quality and are used in lively and creative ways. Children with special educational needs achieve very well. Teaching assistants support children and teachers effectively. However, their skills in assessment are not always used as systematically as they could be.

64. At the time of the previous inspection, the provision for outside play was constrained by a lack of equipment and areas for sand, water and play. This provision is now one of the school's strengths. A dedicated and attractive area outside the classrooms has been very well designed and equipped to facilitate a broad range of learning activities. These facilities are very well used in all areas of the foundation curriculum throughout the year.

Personal, social and emotional development

65. Children learn to work and play together very well and they happily share resources with others. This ability to work co-operatively springs from the positive ethos and very good relationships, which inspire confidence and enjoyment. Well-directed praise and encouragement let children know when they are behaving and playing well together and foster positive attitudes to work and each other. Children are given responsibilities, which they relish. For instance, the special child of the week leads the class outside or to assembly and takes the class register to the secretary. This promotes a sense of importance and further develops self-confidence.

66. Children have a broad range of opportunities to contribute to lessons; for instance through showing a personal toy or talking about the work they have done. Other children listen well and respond with interest and appreciation. They choose a song or a story for the rest of the class and enjoy each other's selections. A class assembly on 'People who help us' gave opportunities for children to reflect on how they are helped by their family and by people such as nurses and police, while at the same time thinking about how they too can be helpful.

67. Children become very involved in their activities, such as in the role-play areas. They take turns and listen to each other as they plan the painting of a house or the cooking of a meal, helping each other choose brushes or pans, and then carefully tidying away. They talk confidently with the adults who are there to support them.

Communication, language and literacy

68. This area is recognised by the school as underpinning other areas of learning and is therefore considered in most of the activities. As a result achievement is good. Children enjoy listening to the stories told by their teachers, joining in songs and favourite rhymes. They develop and practise their speaking and reading through sharing books as a class and joining in with the story. When reading individually with their teacher, they build on their early reading skills. High-quality questioning skills from adults support the ability to link pictures to text, some early understandings about characters in a story and what might happen next. They learn how to handle books carefully and begin to use the school library with the help of the adults. The environment is rich with the written word. Displays and signs are of high quality and help the children to learn about printed language. They are given imaginative opportunities to engage in role-play, such as in *Bengeworth Hospital*. Adults provide very good role models for spoken language. The day is organised to enable children to have opportunities to listen to adults and to engage in discussions about their work and play. Careful intervention by adults helps children to use new words and to give explanations about what they are doing. Children's listening skills are well developed and they listen to each other when they are talking about who helps them and how.

Mathematical development

69. This area of learning is taught very well. Children enthusiastically join in number songs and rhymes. Many count to ten and some to twenty. They write their numbers reasonably accurately. They order numbers and find patterns on a class number square. Children enjoy their mathematical work. Their interest is caught by both familiar and new activities, such as when a puppet is used by the teacher to focus children on thinking and talking about how to make connections between numbers. They are enthusiastic about their work, which is well matched to their needs. For instance, while one group was recording in workbooks, another group hunted for plastic numbers in the sandpit and water tray, matching those they found to a number line or number mat with glee. Mathematical vocabulary is very carefully introduced, used and reinforced. In a lesson to introduce subtraction, children quickly picked up the use of the sign, the concept of less than and the process of taking away. The very good levels of questioning and discussion led by teachers supported this achievement. When they talk about shapes, most recognise squares, triangles and rectangles and sort these into groups. A few know three-dimensional shapes such as cube and cuboid. They use different shapes to fit together to build models, learning about their properties.

Knowledge and understanding of the world

70. Children gain very good understandings through the range of well-planned and interesting topics, including religious education. In the topic on lifecycles, their interest is high, because teachers have thoughtfully planned the introduction and development of their knowledge and skills. The topic started with taking the children on a walk and then developing their learning through very effective classroom work. The selection of a book with moving parts to show the life cycle of a frog led to children's interest being captivated. They responded with awe at the sight of frogspawn and sensitive questioning from their teacher helped them to observe the details carefully. The class environment plays a major part in promoting children's knowledge and understanding of the world. They work with a range of materials, for instance sand and water, computers, books and artefacts, and are given a very good range of opport

Physical development

71. Children achieve well in this area. At the start of one physical education lesson children learned the importance of warming up and of behaving sensibly and carefully with apparatus. They know where to jump and climb so that they and others are safe. They balance as they move on benches and pull themselves along a metal beam above the ground. Most are sufficiently confident to jump off a high table with support and a few jump and land with good control. The language of movement is carefully extended to help them explain what they are doing. Children develop their skills of handling small objects in other lessons, such as threading beads or cutting and sticking pictures into sequences. They use good quality construction sets, playing with others and learning about working together. The provision of a large selection of mobile toys for use in the outdoor play area supports the opportunities for their physical development very well.

Creative development

72. A stimulating and rich range of experiences underpins the children's very good achievement in creative aspects of their work. They are given opportunities to mix paint and colour and to work with large brushes. They use different materials such as wool, paper, tissue and cellophane to make collages. Children's finished work is carefully displayed to provide a lively learning environment, showing how their pictures are valued, for instance through the use of their pictures to make a class collage on *Ten In The Bed*, and their cut out shapes of tadpoles to hang in the class *pond*. From memory, they sing songs linked to other areas of learning such as *Five Little Speckled Frogs* when they are learning about taking away. They use their imagination well when playing together, such as sustaining their characters when working in *Bengeworth Removals*. Adults support children very well, allowing time for them to develop their own ideas, but building their skills and their confidence to try something new.

ENGLISH

73. Overall standards in English are above the average for pupils at the end of Year 2 and Year 5. Pupils' achievement is good. The results of national tests for reading for pupils at the end of Year 2 were in line with national average and the average of similar schools. The school has already implemented strategies to improve the dip in reading from the last year. Results in writing were above both the national average and the average of similar schools. This shows an improvement, and is the result of intensive work to raise standards in writing. One of the results of this improvement was the rise in the proportion of pupils reaching the higher than average Level 3. Girls performed better than boys in the national tests and this mirrors the national trend. The school has identified this in its improvement plan and has put in place strategies to boost boys' attainment in reading and writing, that are beginning to have an impact on their achievement.

74. Standards in class indicate that the work seen in last year's tests has been maintained and pupils achieve well and remain above average by the time they reach the end of Year 5. This is a significant improvement on the findings of the previous inspection. Pupils with special educational needs and those who speak English as an additional language achieve well. Pupils in Years 1 and 5 achieve particularly well where teaching is very good.

75. By the end of Year 2, pupils achieve well in both speaking and listening. This has improved since the previous inspection. The pupils have well-developed listening skills and listen carefully to their teachers and each other. They join in discussions and to make suggestions. For example, in one Year 1 lesson, pupils offered a variety of adjectives to describe the giant in the story *Jack and the Beanstalk*, and in a geography lesson in Year 2, pupils used appropriate language to describe the view through a window. Teachers provide good role models in the way they use their voices and vary the expression when reading aloud to pupils, to add impact to the chosen story or poem. At the end of Year 5, more challenging texts and tasks that require pupils to think, are used

to extend pupils' skills in speaking and listening. When discussing myths in a Year 5 class, pupils had to make up names and describe the characters. One pupil suggested *Anabird* as the name of a god of animals, combining the words animal and bird to convey the attributes of the god. In a religious education lesson, pupils in Year 5 discussed the effect that their visit to Gloucester Cathedral had on them, describing the stillness and majesty of the surroundings. Teachers allow pupils time to formulate their ideas for spoken contributions and challenge them to extend and improve. This has a significant impact on the standards achieved.

76. By the end Year 2 and 5, standards in reading are above average. Reading is well planned in literacy lessons and most pupils read confidently and enthusiastically both individually and with a group. This helps them to achieve well. Throughout the school, teachers sustain an enthusiasm for reading and help pupils recognise its importance in learning. This is evident in the opportunities provided for pupils to take part in, for example the *Harry Potter* week, *World Book Day* events and performances by the West Midlands Children's Theatre. The curriculum is carefully planned to ensure that pupils encounter a full range of genres and styles. Particular emphasis has been placed recently on boys' reading in Years 3 to 5 to ensure their achievement is in line with girls. The purchase of new books to target boys' interests has been highly popular. Most pupils try hard to incorporate expression when reading in order to make their reading interesting. Most read fluently and use a range of strategies to read unfamiliar words. For example, by the end of Year 2, pupils know the sounds letters and groups of letters make and they use this knowledge to sound out unknown words. Throughout the school, pupils understand the meaning of words and most accurately summarise what they have read. They understand how to find information using contents and index pages and most pupils locate a book in the library using the library cataloguing system. In Year 5, pupils identify biographies and autobiographies and use dictionaries and thesauruses confidently.

77. By the end of both Year 2 and Year 5, standards in writing are above average with pupils in Year 5 achieving particularly well. Pupils write in a variety of styles and for a range of purposes. Most pupils in Years 1 and 2 have a clear understanding of how to use capital letters and full stops and some pupils use commas and question marks successfully. In Year 1, pupils accurately wrote instructions on how to make porridge, based on *Goldilocks and the Three Bears*, and made up their own fairy stories. In Year 2, pupils change the tenses in their work from present to past, showing a developing awareness of the complexities of grammar. In Years 3 to 5, pupils write more comprehensively, and by the end of Year 5, they use a variety of formal and informal writing styles well. Most pupils understand the use of speech marks, but there is some confusion about the use of the apostrophe. In one Year 4 class, the teacher did not pick up on misconceptions between the apostrophe in 'boy's and boys' and the pupils were given misleading information. In Year 5, pupils increasingly write more complex sentences. They are introduced to subordinate clauses and use idioms and more interesting adjectival phrases and adverbs. They write accounts of their visits to places drafting and improving both the content and accuracy of their work on white boards. They wrote interesting letters of application to Santa Claus for a job as a helper, using specific language to promote themselves as candidates. In the last two years, special emphasis has been put on writing and it remains an area for continued improvement in the School Improvement Plan. The results have been impressive with some high quality, imaginative poetry writing particularly in Year 5. Poems written by pupils about *What I Will Put in a Box* and *I Saw a Peacock*, as well as poems about winter and the frost, explore feelings and ideas and focus on the creative use of language and how to interest the reader.

78. Spelling is reasonably accurate. Handwriting is practised regularly, but the presentation in books is variable in both key stages, suggesting the skills being practised are not always being transferred into everyday writing effectively.

79. The overall quality of teaching and learning is good. There were examples of very good teaching throughout the school and no unsatisfactory lessons were seen. The National Literacy

Strategy has been successfully implemented. Teachers know their pupils very well and adapt the strategy to suit their needs. Most have good subject knowledge, exemplified in the confident way they teach lessons, which are consistently very well planned. Teachers' expectations are high and pupils respond very positively, settling to their work, sustaining concentration and encouraging each other. Lessons are brisk and pupils' interest maintained. Work is marked regularly and teachers encourage pupils, praising them for their effort. However, pupils are not always given clear and precise ways to show how they might improve their performance. Procedures for target setting and tracking pupils' achievement are both good. Assessment and recording procedures involve a range of standardised tests, work sampling and moderating pieces of work. Information from day-to-day assessment is not always used to plan what pupils should learn next. Teaching assistants are very skilful and are used very effectively, particularly to support lower-attaining pupils and those pupils who speak English as an additional language. Information and communication technology is successfully used to support pupils' learning in English. Pupils in each year group confidently use word-processing skills to improve their writing.

80. There is a good range of reading books, textbooks and teachers' reference material and equipment for the implementation of the literacy strategy. Pupils practise their reading and writing skills well in other subjects. For example, pupils wrote good descriptions of Henry VIII in history and accounts of their investigations in science. A variety of visits and visitors to school, such as book fairs, book weeks, theatre visits, puppeteers in Years 1 and 2 and a poet performer are used to enhance the curriculum. This ensures that English maintains a high profile within the school and that pupils are provided with many opportunities to enhance their learning.

81. The subject is well led and managed by a co-ordinator with good subject knowledge and expertise. Support co-ordinators in Years 1 and 2 and the Foundation Stage ably assist him. This ensures a good overview of the subject throughout the school.

MATHEMATICS

82. Standards in mathematics by the end of Year 2 and Year 5 are above average because teaching is good and interesting and challenging tasks motivate the pupils to learn quickly. The results of national tests for pupils in Year 2 in 2001 exceeded the national average and the average of similar schools. Boys and girls performed equally well. The number of pupils who gained the higher Level 3 was well above the national average. The school very successfully boosts the attainment of high attaining pupils and this is a particular strength.

83. The work seen and the school's assessment show achievement to be good in Year 1 and leads to the good test results for pupils in Year 2. Achievement levels out in Year 3, but pupils achieve better in Year 4. There is rapid achievement in Year 5 and pupils' exceeds the standards found in this age group. Pupils who do not speak English as their first language and those with special educational needs achieve well because work is carefully planned to meet their needs, helping them to gain confidence in their mathematical skills.

84. By the end of Year 2, pupils can subtract to ten, add in pence, and work out more complex written calculations. They find a number halfway between others and round given numbers with reasonable accuracy. They classify shapes accurately and identify half of a two-dimensional shape. Pupils record measurement accurately in centimetres and convert data into a simple graph. They are on track to achieve equally high standards to those achieved last year in their end of key stage tests. In Year 5, pupils use mental calculations with speed and accuracy to solve problems, convert numbers and fractions to fractions and add to two decimal places. They identify parallel and perpendicular lines and calculate areas of shapes. They record their work neatly and accurately. They too are on track to achieve well in their end of key stage tests. This marks an improvement since the previous inspection and the school has worked hard to raise

pupils' levels of attainment. Opportunities for pupils to create databases and graphs have now been extended and standards in these aspects are above average.

85. The quality of teaching is good. It is never less than satisfactory and some is excellent. There is very good teaching in each year group. Teachers plan thoroughly. Those working with parallel year groups plan together for three different levels of attainment in each class. This ensures that there is consistency between classes and that the work is suitably challenging for all. Teacher's expertise in numeracy is good. Objectives for lessons are made clear at the start of sessions, this helps pupils know what they are expected to learn and often why. The oral start of lessons is often used well to help pupils explore number and to develop their use of mathematical vocabulary, such as working with multiples of ten and rounding to the nearest ten in Year 2. Quick fire questions in oral sessions are often challenging, keeping pupils on their toes. Many pupils relish the teachers' readiness to inject fun and humour into the lesson, as in Year 4 when pupils were working with an inflatable number ball was rolled around the class helping pupils to calculate quickly.

86. Resources for mathematics are of a high quality and readily available. In the best lessons they are used imaginatively, such as the number flower in Year 1, which, if more than ten petals are put on, will wilt. This reinforces the importance of place value well and, at the same time, captures pupils' interest. In one excellent lesson in Year 5, activities became progressively more difficult enabling pupils to build systematically on what they knew understood and could do. By the end of the lesson, the concept of mode was understood and used by all the class, including those with special needs. Previously learnt skills, such as deciding on an appropriate scale for a graph to present data were incorporated into the challenge. A particular strength throughout the school is the use of information and communication technology to reinforce or extend the learning in mathematics. Less-successful lessons are characterised by a lack of balance between whole-class teaching, group work and individual activities, which sometimes leads to work planned not being covered. Activities are mundane and some pupils lose interest and learning slows.

87. The co-ordinator of mathematics has an infectious enthusiasm for the subject and a good level of expertise, which is shared well with other teachers and teaching assistants. Leadership and management are good. The co-ordinator observes lessons and scrutinises plans each half term. Analysis of tests and assessment has led to the identification of targets for pupils, although the pupils interviewed were not clear how the targets influenced their work.

SCIENCE

88. Standards in science are average by the end of Year 5 and pupils' achievement is reasonable. A significant proportion of pupils achieves well and is reaching above average standards. There have been good improvement since the last inspection: leadership and planning in are now very good; a variety of high-quality teaching skills such as the targeted questioning of pupils for example, results in a structured development for learning that takes place in brisk, lively lessons.

89. By the end of Year 2, the results of the teacher assessments indicate that the majority of pupils are reaching or exceeding the standard expected for their age in all areas of science. These results are above the average of similar schools. By the time they reach Year 5, attainment is also average. The pupils are not yet reaching the same standards in science as in reading writing and mathematics because the school has rightly concentrated its efforts on improving the pupils' literacy and numeracy skills. However improvements in science are beginning to have an impact on standards because the school is successfully meeting its aim to raise the profile of science. There is no significant difference in the in the standards attained by boys and girls. Pupils who have special educational needs achieve well because work is planned and they are very well supported by teaching assistants. The good achievement of pupils who

speak English as an additional language is the result of well-planned and executed support from the specialist language teacher and teaching assistants.

90. By the end of Year 2, pupils have acquired a good knowledge of scientific facts and are developing the skills necessary for scientific enquiry. Many show maturity in their ability to ask pertinent questions and explain their thinking, but because they do not always have sufficient opportunities for exploring ideas using their own initiative, they do not achieve as quickly as they could. For example, in one Year 2 lesson, when investigating forces and the effect of pushes and pulls, pupils benefited from stimulating demonstrations involving everyday objects such as scooters and cycles. However, they did not have the opportunity to go on to conduct their own tests or to suggest further ideas for lines of enquiry. All pupils respond eagerly to instructions and use the correct, scientific vocabulary both orally and in their written accounts. Helpful writing frames or worksheets are provided to assist pupils in sorting information and setting it out clearly, although these sometimes limit opportunities to challenge their ability to reason. Pupils know about the habitats of mini-beasts, parts of the body and the five senses. They create attractive and effective displays showing materials organised into sets and demonstrate their use in building homes in different places or periods of time. Enquiries are made into healthy lifestyles, while practical experiments in making circuits with batteries and bulbs lead to considerations of electricity and safety.

91. By the end of Year 5, pupils are beginning to appreciate the idea of fair testing. While teaching is good, too much control by teachers sometimes limits the opportunities for pupils to extend their knowledge by devising their own experiments or determining the variables that are to be changed as they develop their tests. For example, when exploring forces, pupils in Year 4 were given very clear instructions on how to use a Newton meter and good links were made with mathematics as they discussed and practised measurement. However, pupils relied on the teacher for defining their enquiries and this slowed their achievement. High attaining pupils are developing an understanding of the need to check their results of how to take an average from repeated tests. Pupils benefit from a wide range of practical activities. For example, they are involved in experiments to determine the quantity of water held by a sponge, investigating ways in which musical instruments make sounds as a result of vibration and identifying differences in the way solids and liquids behave by observing closely the effect of transferring them from one container to another. As a result, all pupils, including those with special educational needs, gain a sound understanding of the relevance of scientific study and a range of scientific vocabulary is acquired.

92. Teaching is good throughout the school and some is very good. This has a positive impact on pupils' learning. Teachers develop very good relationships with pupils and have high expectations of behaviour. This means that they do not have to waste time on discipline in lessons and the pupils are keen to listen and learn. Planning is thorough so that the good subject knowledge of the teachers is passed on to pupils in the form of stimulating and enjoyable lessons that meet the needs of pupils of all abilities. This motivates pupils enabling them to learn new things at a rapid rate. Good use is made of resources and, in the best lessons observed, clear links are made with other subjects, including the use of mathematical skills. For example, a good link was made with physical education when pupils recorded the number of times they were able to bounce a basketball in one minute and then arranged their results on a spreadsheet and created a simple graph using their skills in information and communication technology. Computer skills are further used to support pupils' work in science by the use of a number of well-researched web-sites to encourage the extension of learning after a practical task is completed.

93. With the support of the knowledgeable co-ordinator, teachers develop effective short-term plans that provide a broad range of activities and clear lesson objectives that are communicated to the children. Teachers make good assessments of pupils' achievement when questioning at the start of lessons and during the plenary session. Their records collate and analyse much

useful information, but this is not yet being translated into conclusions that will inform the next steps for learning. Marking is regularly completed and up to date and provides encouragement as well as communicating to pupils how well they have completed each task. However, there are few examples of comments that explain misconceptions or suggest further development.

94. The enthusiastic subject co-ordinator has a good knowledge of science. Opportunities to enrich the curriculum are regularly sought and the annual organisation of a Science Week contributes towards the motivation of both pupils and teachers. Very good documentation has been provided to support teachers in their planning and this includes particularly useful guidance on constructive methods of recording that teachers now need to implement. The co-ordinator currently monitors science by reviewing teachers' planning, timetables and annual reports, and also by looking at samples of children's work and noting the content of displays. A helpful portfolio of pupils' work across the school has been established, although examples are not yet matched to national curriculum levels.

ART AND DESIGN

95. Standards in art and design are good at the end of Year 2 and in the work seen in Year 5. Pupils' achievement is good in each year group. This is a good improvement since the last inspection. Pupils with special educational needs or for whom English is not a first language achieve similarly to others of their age group, some working quickly and surely, and describing their work lucidly.

96. By Year 2, children have experienced a wide range of media and techniques. They use their skills to draw diagrams for science and to illustrate their work in history; for instance a bold picture of Florence Nightingale supported their investigation of her life in the Crimean War. By the end of Year 5, pupils are developing effective designing skills. For example, they had drawn delightful designs for a chalice in their sketchbooks. Their work showed that they had experimented with incorporating symbols into their work. A particular strength is the use of graphics programs on the computer. These are used well, for example to produce striking work inspired by Matisse's *The Snail*. They use chalks to develop portraits and experiment with fabric and collage to make challahs, a special covering for bread.

97. Overall teaching in art and design is good in Years 3 to 5. While only one lesson was seen in Year 1, which was very good, the standard of work indicates that teaching is at least good. In Years 1 and 2, teachers use their good knowledge of art and design to skilfully incorporate much of the children's own artwork in class collages and displays. This motivates the pupils who have a pride in their achievements. Planning is effective enabling teachers to use a good balance of the direct teaching of skills and time for pupils to explore and investigate designs and the appropriate media and tools to use. Teachers provide a broad range of opportunities for pupils to apply their skills. For example, illustrations for stories such as the gingerbread man and weaving with strips of cloth within a colour spectrum to develop a sense of texture in three dimensions were successfully used to develop children's creative skills and appreciation. In Year 3, pupils applied what they had learned the work of William Morris and were challenged to use their observational skills to extend a pattern. Consequently, they could discuss the shades and tones of colour as they matched crayons to William Morris prints to get the colours as close to the original as they could.

98. The co-ordinator has a high level of expertise and enthusiasm for the subject. The recent introduction of sketchbooks from the end of the Reception year is supporting the development of skills. The portfolio of samples of work from each year group shows that achievement builds as the children move through the school. The co-ordinator has benefited from membership of a professional support group in the county. The policy for art is reviewed annually, although its impact is not evaluated. Resources for the subject are good, well maintained and accessible. No

observation of teaching in art has yet been undertaken, but the co-ordinator intends to use sketchbooks as a basis for monitoring the work. The emphasis currently is on keeping the profile of the subject high at a time when it is in danger of being squeezed out of the curriculum by other pressures. A focus on developing creativity and skills in order to raise standards further is planned.

DESIGN AND TECHNOLOGY

99. During the inspection, only two lessons in design and technology were observed so it is not possible to make a secure judgement about the quality of teaching and learning in the subject. Evidence from display, a photographic record of previous work, analysis of pupils' books and school documentation, together with discussions with teachers and pupils, indicates that standards at the end of both key stages are average and that achievement throughout the school is satisfactory. The school has therefore maintained standards since the last inspection. However, weaknesses still exist in the lack of opportunities for discovering how an artefact works by taking it apart and in the provision of a full range of design and technology activities.

100. By the end of Year 2, pupils are able to join materials effectively in a variety of ways appropriate to their age and ability. They use *Sellotape*, *Blu-Tac*, paper clips, safety pins, glue, string and sewing thread to create a multi-jointed strip to demonstrate their skills. Axles for wheeled vehicles are cut to size with saws as pupils apply basic measuring skills and construction kits are employed to test out design ideas. However, there are few opportunities for pupils to make choices at the design stage about which materials should be used or to work together to evaluate and modify what they have made.

101. By the end of Year 5, pupils are beginning to experience a broader range of activities. They understand the importance of satisfying the needs of consumers by designing chairs suitable for a variety of situations. They identify links with other subjects. A good example of this was in Year 5 when pupils had investigated the countries of origin for samples of bread they are grading and identified them on a world map before they bake their own, innovative recipes. Pupils in Year 4 develop their sewing skills and appreciate the properties of a range of textiles when they design and make purses. Pupils in Year 5 carefully described the construction of musical instruments, such as a working trombone from the end of a plastic bottle and sections of metal tubing. Pupils are proud of their work. There is evidence that the learning of high-attaining pupils is appropriately extended. However, this is often in relation to the development of their recording skills rather than in designing or in making. For example, when pupils have completed their design for a healthy sandwich, they are then required to use a word processing program to sequence the instructions for a recipe. The overall range of activities is limited and pupils do not experience design and making tasks involving practice in the joining and construction of wooden frames, powered vehicles, cogs and gears, levers and hinges or pneumatics and hydraulics.

102. Leadership and management in design and technology are satisfactory. The school has recently begun to follow a new scheme of work based on nationally recommended guidelines that is enabling teachers to be clearer about the range of activities that pupils should be experiencing. Resources are being built up to match the needs of the new scheme. Planning is monitored and the annual *Design and Technology Day* provides the co-ordinator with a good opportunity to evaluate how pupils respond to challenges as well as to observe teaching in the subject. Samples of work completed are also kept but there is no detailed record of pupils' individual achievements. Assessment has rightly been determined to be the next priority.

GEOGRAPHY

103. Standards at the end of Year 2 and Year 5 are about the same as standards expected of pupils in this age range. Pupils' achievement is satisfactory. These standards have been

maintained since the previous inspection. Only two lessons were observed during the inspection and it is not possible to make a secure judgement about teaching. These judgements are based on evidence seen in those lessons, scrutiny of pupils' work and discussions with the co-ordinator and pupils. Pupils with special educational needs and those who speak English as an additional language achieve well.

104. Pupils are appropriately increasing their awareness and understanding of the local environment, reasons for settlement and environmental change. Teaching is satisfactory. In discussion with pupils in Year 2 they expressed clear views about their local environment, and stated what they liked and disliked and how they would improve it. They are beginning to ask appropriate questions and use geographical vocabulary, recognising changes in the landscape, such as the effect of heavy rain flooding the River Avon into their own school field. Pupils in Year 1 know their route to school and identify features of the school environment, but are less sure about how places are linked to other parts of the world. In Year 2, pupils work on aerial views and identify key features of the school and its surrounding area, from aerial photographs; for example the River Avon flowing close by and the roads and significant buildings in the locality.

105. Teaching is satisfactory and by the end of Year 5 pupils are comparing and contrasting Croydon with Evesham. They carefully examine environmental issues, such as whether the High Street should be closed to traffic, and articulately argue the case for and against the proposal. They are using geographical terminology to compare and contrast life in India with their own lives. Their learning is enhanced by visits to places of geographical interest. For example pupils in Year 5 enjoyed their residential visit to the Isle of Wight to study rocks and erosion as well as having opportunities for mapping work.

106. The management and leadership of geography are satisfactory. The co-ordinator has a sound vision for the development of the subject, secure knowledge and understanding and is committed to raising standards. Assessment procedures are under-developed at present and are not as systematic as they could be in tracking pupils' achievement as they move through the school. The range and quality of survey maps, atlases, globes and compasses, together with reference books for pupils and teachers are satisfactory.

HISTORY

107. Standards have remained similar to those at the time of the last inspection and are average at the end of both Year 2 and Year 5. Pupils, including those with special needs and those who speak English as an additional language, achieve well and are able to fully participate in lessons, because of the effective support that they receive. Work is appropriately adapted to ensure that they can achieve. By the end of Year 2, all pupils make comparisons between life now and at other times. They know that at the time of the Crimean war, in the hospital where Florence Nightingale worked that there were rats running about the floor, it was dark and gloomy and the wards were incredibly disgusting. They use some simple sources of evidence to find answers to questions about the past. Interesting teaching supports the development of their understandings about the past, although the level of challenge in the work is often the same for all pupils. Marking, while encouraging, does not show children why their work is good or how it could be made better.

108. By the end of Year 5, pupils have developed factual knowledge of the history of Great Britain and beyond. Their achievement is appropriate and knowledge of peoples studied for instance the Aztecs, is wide. They discuss the different foods, climate and language, and know that the Aztecs were living at the same time as the Tudors. Their spoken accounts are lively, due to the range of opportunities they have had to make the learning come alive for them. Visits to Cadbury World, making cocoa drinks with honey, and attempting to write using hieroglyphics have

all supported the acquisition of learning. They use different sources from which to select and link information, such as the Internet and the library.

109. Although no lessons were observed in Years 1 and 2, the work seen and lessons in Years 3 to 5 indicate that teaching is satisfactory overall and sometimes good. Teachers have satisfactory subject knowledge and plan interesting activities that motivate pupils to want to learn. Pupils work hard in lessons and their learning is often good. The balance between teachers giving information and supporting pupils' enquiry is appropriate. As a result of the research skills they have been taught, several pupils undertake full and interesting research at home to complement their class work. One pupil in Year 4 had compiled a very good study of Tudor housing, using the Internet and downloading pictures of different buildings, annotating and explaining these with his own text. In the best lessons, teacher expertise is high, and a personal interest and enthusiasm for the subject captures the pupils' imagination. Information and communication technology is used effectively as tool for research. Teachers locate resources of good quality to support lessons, and display work, artefacts and pictures very well to foster interest.

110. The co-ordinator is experienced in history and has a good understanding of how to teach the subject effectively. The policy has recently been revised. The nationally recommended guidance and schemes of work provide the backbone to the work. The co-ordinator evaluates medium-term plans for all year groups and, as a result, monitors the continuity of history through the school as well as make helpful suggestions to other teachers. Little other monitoring has taken place. Appropriate plans are in place to monitor work and introducing more rigorous assessment. The subject is well placed for further development. Resources are good, and external sources such as the county museum are used well.

INFORMATION AND COMMUNICATION TECHNOLOGY

111. The provision for information and communication technology is greatly improved since the previous inspection, when the school was not fully meeting the requirements of the National Curriculum. Throughout the school, pupils are working confidently in response to the teachers' good planning and the effective leadership and support of the co-ordinator. As a result, standards have risen in both key stages.

112. By the end of Year 2, standards are average and pupils' achievement is now good because teachers are planning thoroughly for both the development of skills in information technology and the application of these skills to support learning in other subjects. By the time they are seven, pupils practise the manipulation of text and, with help, copy, and paste and resize their work. For example, when making labels for objects around the classroom, pupils make decisions about the best font to use and the most appropriate size before independently giving the command to print. They confidently enter a series of commands to control a programmable toy. High attaining pupils make refinements to their programming when challenged to create a route towards a target. Pupils are further provided with opportunities to extend their keyboard skills benefiting from well-prepared support materials and practical activities. For example, when a teaching assistant works with a group of pupils who have special educational needs, pupils match cards displaying initial letter sounds to the keys on a large-scale copy of a computer keyboard. Information technology skills are effectively applied to support other areas of the curriculum, as pupils match labels on screen to parts of the body and produce simple graphs to communicate the results of their surveys. However, achievement is often restricted by the requirement for pupils to share access to a single classroom computer. Some of the direct, whole-class, teaching of skills is carried out using only visual resources, without any opportunity for all pupils to participate in hands on experience during the lesson.

113. By the end of Year 5, pupils' achievements are good because an appropriate range of activities is covered. Teachers set high expectations and ensure that pupils experience opportunities to use their skills to enhance learning across the curriculum. Standards attained are above those expected nationally in many areas of information technology. This represents a considerable improvement since the last inspection, when, despite the provision of a good range of resources, keyboard skills were weak and skills in control, modelling and handling information were under-developed. Pupils research CD ROMs and Websites and successfully edit their work, combining text and graphics in order to improve presentation. For example, when organising text to respond to the challenge of improving a piece of poetry, pupils select a background for effect and insert this behind their work. Pupils collect data on spreadsheets using a data-handling program and select and print out graphs to communicate the information. High attaining pupils demonstrate technical expertise working in pairs on a project to produce a *PowerPoint* presentation explaining the game of football, creating their own screens, making adjustments and evaluating their efforts. Pupils use a Logo programme to direct the movement of a screen turtle, sequencing a number of commands in a short program, and graphical modelling helps them to create fantasy bedrooms, organising images and investigating the effects of different arrangements. Although pupils are not yet using sensors to monitor events such as temperature change, they accurately apply a range of information technology skills in their investigations. Limited access to hardware prevents pupils from immediately reinforcing what they have learned with practical experience. Pupils with special educational needs are well supported by the provision of a range of appropriate software that advances their development of basic skills in literacy and in numeracy.

114. The impact of teaching on standards throughout the school is good and there are considerable strengths in a significant proportion of lessons, particularly in the development of skills in communication and research. Since the last inspection, teachers' subject knowledge has increased with the result that planning is effective with clear, achievable objectives, technical terms are appropriately used and communicated to pupils and teaching assistants are directed to provide valuable support across a full range of activities. Pupils are enthusiastic and they persevere with tasks, responding to the logically sequenced instruction provided in lessons. However, direct teaching methods occasionally limit opportunities for pupils to experiment with trial and improvement in activities and the next step for teachers is to provide challenging, practical tasks to extend independent thinking.

115. The subject is well managed and appropriate plans are in place to extend the number of computers available to the pupils. The proposed new computer suite is imminent, providing a solution to the current limitations of access to hardware. The subject co-ordinator is well qualified and enthusiastic, being eager to extend her own knowledge as well as providing good support for colleagues. There is a good level of awareness of how well pupils are achieving in the subject among all teachers, but the monitoring and recording of attainment requires further development. The very good documentation provided by the co-ordinator addresses this and identifies the actions required to further improve standards.

MUSIC

116. Too few music lessons took place during the inspection to make a secure judgement about standards, teaching and learning. However, from the two lessons observed, talking to pupils, choir practice and an informal performance of pupils' instrumental skills, standards are at least average at the end of Year 2 and by the time pupils leave the school in Year 5. Standards in singing are above average in assemblies and in the choir. Achievement is good because the teaching is often good and pupils benefit from specialist help with singing and instrumental work. They work hard to learn an instrument and enjoy their successes by playing in the orchestra or performing in assembly. The good provision identified in the previous inspection has been maintained.

117. In Year 4, pupils have a satisfactory understanding of the pentatonic scale. Teaching is good and helps the pupils to apply their skills and understanding to composition. They struggled to practise a tune using a series of notes called an ostinato using what they had learnt about the scale. In Year 2, pupils know the names of a good range of different tuned and un-tuned percussion instruments. They sort them into sets to show the types of sound they make. Good links between music and English enable the pupils to extend their vocabulary and use technical language to explain their choices of instrument. For example, in one lesson pupils in Year 2 proudly announced that castanets were 'clackers' and that drums were 'bangers'. They thoroughly enjoyed making up their own names and learning the technical names for each instrument and the sound it made because the teacher skilfully guided their language.

118. In the two lessons observed, teaching was at least satisfactory and in Year 4 it was good because the teacher effectively used her good subject knowledge to challenge the pupils' learning. Consequently, they learned new ideas and struggled to apply what they had learned. In Year 2, an important lesson was rushed because it was too close to the end of the day for the ideas pupils offered to be fully explored. Teaching in music broadens out the pupils' experiences and helps them to understand the works of composers. Consequently, the pupils are interested in what they are learning and work hard. In one class, the pupils found it hard to co-operate in groups and the teacher skilfully challenged their personal development by providing activities in music that enable them to practise sharing ideas and instruments. Three of the four groups reached compromises and managed to compose their music. The fourth group needed more time to sort out their differences.

119. The choir sings challenging songs and is currently preparing for an Easter festival with pupils from other local schools. They enjoy rehearsals because the teachers make it fun as well as making them think and work hard.

120. Music is effectively led and managed by a knowledgeable and enthusiastic co-ordinator. Her role is well established and includes monitoring of planning and some observation and support for teachers. The music curriculum is broad and balanced, but the timing of some lessons needs reviewing. A good range of experiences enhances the curriculum for the pupils. A good range of musical instruments is used to support teaching and learning. Information and communication technology is not yet used to support learning in music. The school effectively includes all pupils who wish to learn an instrument. All pupils have the opportunity to sing in the choir or play in the orchestra and represent the school at performances within the local community and beyond.

PHYSICAL EDUCATION

121. Standards in physical education are average by the end of Year 2 and above average by the end of Year 5. Standards have been maintained since the previous inspection. In swimming, standards are above average at the end of Year 2 and well above at the end of Year 5 when nearly half the pupils are in the advanced swimmers group. High-attaining swimmers are already mastering the butterfly stroke and are proficient in the front crawl and the backstroke, which is well above expected levels for pupils in Year 5.

122. By the end of Year 2, teaching is at least satisfactory and consequently pupils have an above average sense of how to use the space around them as they run and jump. They know how to jump safely and are confident in investigating different ways of moving along benches and over mats. Achievement is satisfactory. Very good teaching in swimming helps non-swimmers quickly gain confidence in a short time and a few swim a width of the pool without the float to support them by the end of a lesson. Achievement is very good and pupils, who can swim but are still refining their strokes and control in water, are encouraged and taught the skills that enable

them to improve. They are stretched and physically challenged by the teacher and they respond by working very hard and successfully to improve. The few high attaining swimmers benefit greatly from the tuition of the specialist instructor who works the pupils hard during the lesson, to help them develop strength and skills to propel themselves through the water forwards or backwards without using their legs.

123. By the end of Year 4, pupils respond creatively with their bodies in dance lessons. Skilful teaching helps the pupils respond to music as they create a dance around the characters from the *Harry Potter* stories. Pupils develop sequences that enable them to move smoothly through different levels and to twist and turn with good control. They understand the importance of warming up their bodies. By the end of Year 5, standards in swimming are above average and the most confident swimmers improve rapidly to attain standards that are well above average. Achievement is very good; all pupils are confident at swimming on their backs, and the vast majority are capable of swimming at least 25 metres. The very challenging teaching helped the pupils understand the importance of holding their heads up when swimming on their backs and this helped them improve their strokes considerably by the end of the lesson. Those who already swim confidently continue to be challenged and they work hard to develop speed and fitness as they master the butterfly stroke.

124. Teaching is good overall and there are considerable strengths in the teachers' understanding of how to extend the pupils physically and intellectually. Teachers successfully include all pupils, whatever their physical skills or special needs, in all lessons. Through sensitive encouragement pupils with physical needs are motivated to excel at swimming. Where teaching was at its best, opportunities were planned for pupils to practise, evaluate and then modify and improve their sequences and skills. However, this is not a feature of all lessons. Some teachers use pupils to demonstrate effectively and elicit responses that evaluate the quality of what they have seen. However, other teachers dominate lessons with too much praise and do not provide evaluative comments that help pupils to improve. In these lessons, pupils are not always given opportunities to reflect and evaluate their own work and then modify and improve their sequences.

125. The co-ordinator is developing the role well, having been in post a short time. The action plan identifies key priorities and there is an appropriate plan for improvement. A good range of resources supports teaching and learning. Information and communication technology is not yet used to support the pupils' work in physical education. The school benefits from a national sporting initiative and extra-curricular sporting clubs and competitions with local schools enhance the curriculum. The girls' football team is popular and they have great enthusiasm for developing their skills under the rigorous coaching of the teacher. Local professional footballers and county cricketers share their expertise with all the pupils.

RELIGIOUS EDUCATION

126. Religious education meets the requirements of the Locally Agreed Syllabus. Standards are the same as those expected by the agreed syllabus for pupils in Years 2 and 5. All pupils, including those with special educational needs and those pupils who speak English as an additional language achieve satisfactorily throughout the school. Parents are informed of their right to withdraw their children from religious education lessons.

127. By the end of Year 2, pupils recall the main Christian festivals and know their significance to Christians. In a Year 1 lesson, pupils learned about Lent and the story of Jesus being tempted in the desert. In spite of the fact that the meaning of Lent is a difficult idea for young pupils to understand, they recognised it as a time of giving things up and as a time for reflection. In Year 2, pupils know about different faiths celebrated. They compare the Muslim festival of Eid, described by a Muslim pupil in the class, with familiar Christian festivals, such as Christmas and Easter. They understand the importance of faith in human lives. Pupils in Years 1 and 2 know that Moses

was important in the Old Testament and was a key figure in helping the Jewish people in slavery in Egypt. They understand the significance of Passover in their study of Judaism and sensitively explore feelings of caring and sharing and the effect of their own actions on others.

128. Pupils in Years 3 to 5 know about aspects of Christianity, Judaism and Islam. They are familiar with the parables and life of Christ. They know about the local church, church furniture and symbols and pupils in Year 5 visited Gloucester Cathedral and could identify, the cathedra, lectern and crosier. Pupils reflected silently on their visit and then described the peace and the light reflecting on the pillars. They compared the cathedral with a mosque and understood the importance of water to both Christians and Muslims. The pupils discussed the Christian concept of cleansing sins with sensitivity and interest. They know why Mohammed is important to Muslims and understand some of the rituals and festivals of Islam. In Year 4, pupils explored the significance of the Last Supper and the concept of Jesus as the servant king and not as ruler. A re-enactment of the Last Supper brought out the many details of the event, all of which had a special significance to Christians and pupils' questions such as, "Why would Judas betray Jesus?" led to discussions about friendship and betrayal. Pupils' work indicates a sound development of skills, knowledge and understanding through Years 1 to 5 and achievement for all groups of pupils is satisfactory.

129. The quality of teaching is good overall and never less than satisfactory. Lessons are carefully planned, with clear objectives based on the agreed syllabus. Consequently, pupils know what is expected of them and what they are going to learn. Teachers have secure subject knowledge and provide effective and stimulating activities, such as drama, visits and discussions, which help pupils develop skills and understanding. They set clear expectations and use time well to achieve the lesson's objectives. They provide many opportunities for reflection and this makes a significant impact on pupils' spiritual development. Teachers often combine religious education with moral, social and personal activities and pupils are encouraged to consider how decisions are made about how we live and act. Pupils behave very well in lessons and respond with interest in discussions. In an art lesson in Year 5, a variety of chalices were presented for the pupils to draw. They looked at the different shapes and designs and showed remarkable respect for the vessels.

130. The co-ordinator provides satisfactory leadership. She has sound subject knowledge and a satisfactory understanding of the issues concerning the teaching of religious education. Assessment procedures are weak at present and system of tracking pupils' skills, knowledge and understanding through the school are not well developed. There is now a good range of artefacts and books to support the subject and this is an improvement since the last inspection.