

INSPECTION REPORT

LEDBURY PRIMARY SCHOOL

Ledbury

LEA area: Hereford

Unique reference number: 116702

Headteacher: Mrs C. Naylor

Reporting inspector: Mr D. Shepherd
2905

Dates of inspection: 17-20 March 2003

Inspection number: 247669

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|---------------------------------|
| Type of school: | Infant and junior |
| School category: | Community |
| Age range of pupils: | 3-11 years |
| Gender of pupils: | Mixed |
| School address: | Longacres Ledbury HR8 2BE |
| Telephone number: | 01531 632940 |
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| Appropriate authority: | The governing body |
| Name of chair of governors: | Mr P. Harling |
| Date of previous inspection: | 17-20 November 1997 |

INFORMATION ABOUT THE INSPECTION TEAM

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|------------------------------|-------------------------|---|---|
| David Shepherd 2905 | Registered inspector | | What sort of school is it? The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further? |
| Catherine Stormonth 16472 | 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? |
| Susan O'Sullivan 31525 | Team inspector | Science Design and technology Music | How well is the school led and managed? English as an additional language |
| Beryl Richmond 32142 | Team inspector | Mathematics Information and communication technology Physical education | |
| Gail Robertson 24137 | Team inspector | Geography History Foundation stage | How good are the curricular and other opportunities offered to pupils? |
| Carol Gibbard 32182 | Team inspector | English Art and design Religious education | Special educational needs |
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ledbury is a large primary school catering for 473 pupils aged 3-11 years. One hundred and five pupils are on the school's register for special educational needs. This proportion is similar to schools nationally. These needs include specific learning difficulties, moderate learning difficulties, mild learning difficulties and emotional and behavioural difficulties. The school has a 12-place unit, the Special Education Centre, for pupils with moderate learning difficulties. Six pupils attend this unit at present. Because of the local education authority's reorganisation of provision for pupils in this unit, it is due to close down at the end of the summer term. Three pupils speak English as an additional language. Of these, two speak English fluently and one is at the early stages of English language acquisition. This is lower than schools nationally. Most pupils are white British. Seventeen pupils from travelling families attend the school as do three of Asian, two of African, two of Caribbean and two of Chinese backgrounds. The number of pupils leaving and joining the school during the school year is average. The attainment of pupils on entry to the nursery is below average. Ninety-six pupils (21 per cent) are entitled to free school meals. This is similar to other schools. During the past two years, 13 teachers have left the school and 17 joined. This is partly because of fluctuating numbers at the school.

HOW GOOD THE SCHOOL IS

Ledbury is a very effective school that provides good value for money. Teaching and learning are very good overall. During the past year, most pupils, including those with special educational needs, made good progress in all subjects. The six pupils in the Special Education Centre also make good progress. Standards are rising, and pupils' achievement over time is good. When compared with schools in similar contexts, standards in Year 6 are above average in English and science. However, they remain below average in mathematics. Pupils' attitudes to school are excellent and their behaviour is very good. The leadership and management by the headteacher and senior staff are very good.

What the school does well

- Ensures most pupils make good progress and achieve good standards in relation to their abilities.
- Promotes pupils' excellent attitudes to school and secures their good behaviour
- Provides very good teaching and learning throughout the school, especially in Years 3 to 6.
- Promotes excellent relationships throughout school.
- Provides excellent opportunities to help pupils in their personal development.
- Provides very good care for pupils.
- Provides very good leadership and management by the headteacher and senior staff.
- Provides an excellent range of out-of-school activities and clubs.

What could be improved

- Standards in mathematics throughout the school
- Higher standards in boys' writing.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1997. Since that time, improvement is judged to be very good. The school has corrected nearly all the main weaknesses that were identified at that time. The one issue that still remains to be implemented consistently in all classes is that marking does not always identify what pupils need to do to improve. The school is, quite rightly, continuing to work on this issue.

The leadership and management of the school have improved considerably since the last inspection. The appointment of a new headteacher and other staff has been the main reason for the improvements in teaching, learning and overall standards, including those of pupils' personal development, at the school.

STANDARDS

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

| Performance in: | compared with | | | |
|-----------------|---------------|------|------|-----------------|
| | all schools | | | similar schools |
| | 2000 | 2001 | 2002 | 2002 |
| English | E | E | D | B |
| Mathematics | E | D | E | D |
| Science | D | D | C | B |

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

The inspectors have made judgements about the category for schools in similar contexts based on the evidence provided to them from the school. This was gathered from a questionnaire sent to parents in January 2002.

The trend of improvement in the school's National Curriculum tests at the end of Year 6 is similar to the national trend. During the past three years, girls have outperformed boys in English and science. They achieved similar levels in mathematics. Compared with their prior attainment, the proportion of pupils attaining the higher levels is well above average in English and science, and average in mathematics. When the pupils with statements of special educational needs attending the Special Education Centre are taken out of the school's results for 2002, standards were well above average in English and science and average in mathematics. In 2002, the school exceeded its targets in English and science, but did not reach them in mathematics. The school has set realistic targets for 2003 in English, mathematics and science.

In 2002, when compared with all schools, pupils in Year 2 attained standards in reading and writing that were below average, and in mathematics the standards were well below average. When compared with similar schools, standards in reading were above average, in writing standards were average and in mathematics below average. Since the last inspection, standards in writing have improved, but standards have remained similar in reading and have declined in mathematics. During the past three years, girls have outperformed boys in all these subjects. The proportion of pupils reaching the higher levels was average in reading and writing, and below average in mathematics. Children enter the Nursery with standards that are below average. In spite of making good progress in Nursery and Reception, their attainment in literacy and mathematics is below average on entry into Year 1. Their attainment in other areas of learning is average.

Inspection evidence indicates that standards are rising throughout the school. Most pupils, including those with special educational needs, are making good progress and the present Year 6 pupils should achieve above average standards in science and average standards in English and mathematics by the end of the year. A significant proportion of pupils will achieve higher standards than this. Standards in music are well above average at the end of Years 2 and 6 and standards in history and information and communication technology are above average. Standards in all other subjects are in line with what is expected nationally at the end of Years 2 and 6. The few pupils with English as an additional language are making good progress. Higher attaining pupils, including the gifted and talented, also make good progress overall. In spite of this positive picture, overall, boys do not make the progress they should in writing. Pupils in the Special Education Centre make good progress.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Excellent. Most pupils tackle learning enthusiastically. They work hard, do their best and take pride in their work. They feel valued and happy in school. |
| Behaviour, in and out of classrooms | Very good. Pupils are helpful, thoughtful and very well behaved in classrooms and around the school. |
| Personal development and relationships | Very good. Pupils have very good social skills and show increasing maturity, independence and ability to take on responsibility. Relationships are excellent. |
| Attendance | Satisfactory. Attendance is average. Punctuality is good. |

TEACHING AND LEARNING

| Teaching of pupils in: | Nursery and Reception | Years 1 – 2 | Years 3 – 6 |
|------------------------|-----------------------|-------------|-------------|
| Quality of teaching | Good | Good | Very 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.

Teaching and learning are very good overall. They are much better than they were at the last inspection. They are consistently good in the Nursery and Reception classes and in Years 1, 4, 5 and 6. They are consistently good in the Special Education Centre. In Years 4, 5 and 6, they are sometimes outstanding. A strength of the teaching is that a number of teachers have good subject expertise in a range of subjects. Teachers plan their lessons well using national guidance. Teachers ask probing questions of pupils that identify how much they already know and extend their learning further. The pace of learning is brisk, but gives enough time for pupils to consolidate what they know. Relationships are excellent and pupils respond very positively to this and co-operate with their teachers. These strengths help pupils to learn effectively and make good progress. The skills of literacy and English are taught well and pupils make good progress. The skills of numeracy and mathematics are taught satisfactorily overall and pupils are now making steady progress in these areas. Teaching and learning are often good in literacy, numeracy, science, information and communication technology, history, music and physical education, and in the Nursery and Reception classes. They are satisfactory in all other subjects. The teaching of higher attaining pupils, pupils with special educational needs and those with English as an additional language is good overall. However, the marking of pupils' work does not always indicate what pupils need to do to improve. This weakness though affects only a few lessons and should be seen within that context.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | Good. The school teaches the National Curriculum and religious education. Good provision is made for the teaching of sex education and drugs education. The school provides an excellent range of extra-curricular activities. |
| Provision for pupils with special educational needs | Good. Pupils' needs are identified early. The school provides suitable programmes of work to meet these needs. The teaching is good. |
| Provision for pupils with English as an additional language | Good. Pupils' skills in speaking English are identified early and suitable programmes of work set for them. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Outstanding. Provision for pupils' moral and social development is excellent. Provision for spiritual and cultural development is very good. |
| How well the school cares for its pupils | Very good. The school has very good procedures for pupils' welfare, child protection and health and safety. Procedures for assessing pupils' work are good and contribute to rising standards in most subjects. |

Overall, the school works in partnership with parents well. Parents make a good contribution to the life and work of the 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 and management by the headteacher and senior staff are very good. They have led the school very well in achieving very good improvement in many aspects of the school. |
| How well the governors fulfil their responsibilities | Very well. Governors are strongly committed to the work of the school. They use their expertise very effectively to help the school. |
| The school's evaluation of its performance | Very good. The school evaluates its performance very thoroughly in terms of standards and the quality of education provided. |
| The strategic use of resources | Very good. Money is spent wisely to help raise standards. Grants are spent for the intended purposes. The principles of best value are applied very well. . |

There are enough teachers to teach the National Curriculum and the early stages of learning effectively. A number of teachers have very good expertise in a number of subjects, such as literacy, numeracy, information and communication technology, music and physical education. Teaching assistants make a valuable contribution to learning. More teaching assistance is needed in the reception classes during the afternoons. The accommodation is good overall. The accommodation for the large Year 5 classes is too small, especially for practical activities. The quality and range of learning resources are good in most subjects. More outdoor equipment is needed for the reception classes.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|--|
| <ul style="list-style-type: none"> • Teaching is good. • The school has high expectations of pupils. • Their children like school • The school is helping children to become mature and responsible • Their children make good progress at school. • Parents feel comfortable at approaching the school with questions and problems. | <ul style="list-style-type: none"> • Information about their children's progress. • The school's working relationship with parents. • The leadership and management of the school. • The right amount of homework. • A greater range of activities outside lessons. |

Inspectors agree with parents positive views about the school. They disagree with parents' criticisms of the school. Information provided by the school about pupils' progress is good as is the amount of homework provided by the school. The school works closely with the majority of parents. The leadership and management of the school are very good. The school provides an excellent range of activities outside lessons.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

Years 3-6

- The following table summarises the standards reached by pupils who were in Year 6 in 2002 and those who are in Year 6 now.

| Subject | Standard at the previous inspection | Standards in 2002 tests compared with all schools | Standards in 2002 tests compared with schools in similar contexts | Notes |
|-------------|-------------------------------------|---|---|---|
| English | Average | Below average | Above average | The proportion of pupils reaching the higher level in 2002 was above average. The girls achieved better than the boys. Inspection evidence indicates standards in the current Year 6 are average. |
| Mathematics | Average | Well below average | Below average | The proportion of pupils reaching the higher level in 2002 was average. The boys achieved similar to the girls. Inspection evidence indicates standards in the current Year 6 are average. |
| Science | Average | Average | Above average | The proportion of pupils reaching the higher level in 2002 was above average. The girls achieved better than the boys. Inspection evidence indicates standards in the current Year 6 are average. |

| Subject | Standards at the previous inspection | Inspection findings | Notes |
|-----------------------|--------------------------------------|-----------------------|--|
| Art and design | Below expected levels | At expected levels | Standards have improved since the last inspection. |
| Design and technology | At expected levels | At expected levels | Most pupils make good progress. Designing is better than making. |
| Geography | At expected levels | At expected levels | Standards have improved since the last inspection. Pupils' research skills are good. |
| History | At expected levels | Above expected levels | Pupils are developing sound research and enquiry skills. |

| | | | |
|--|----------------------------|----------------------------|---|
| Information and communication technology | Below expected levels | Above expected levels | Standards have improved since the last inspection. A number of staff have considerable expertise in the subject. |
| Music | Well above expected levels | Well above expected levels | There is considerable expertise among the staff. Pupils' singing and playing of instruments are very good. |
| Physical education | At expected levels | At expected levels | Standards in swimming are above average. Good provision is made for outdoor and adventurous activities. |
| Religious education | At expected levels | At expected levels | Some good work was seen about major world religions. Pupils do not learn enough from other religions to apply to their own lives. |

2. The proportion of pupils who have special educational needs is similar to other schools. However, the proportion of these pupils with statements is above average. This is because the school has a unit for pupils with moderate learning difficulties, the Special Education Centre, for pupils in Years 3 to 6. Some of these pupils attend from outside the catchment area of the school. In spite of these pupils making good progress in their work, a reason for the school's results being lower is that these pupils are included in the school's figures. When pupils attending the Special Education Centre are excluded from the 2002 test results, standards last year were well above average in English and science and average in mathematics.
3. Inspection evidence indicates that, now, standards in Year 6 in science are above average and those in English and mathematics average. Standards in music are well above what is expected and those in information and communication technology and history are above what is expected. Standards in all other subjects are in line with what is expected nationally. Most pupils, including those with English as an additional language, in Years 3 to 6 are now making good progress because of the good teaching they are receiving. This is reflected in the data that indicates over the past four years pupils in Years 3 to 6 have made very good progress in science and English and sound progress in mathematics. This is especially the case for high attaining pupils, including those who are gifted and talented because teachers are much better now at targeting work at pupils' individual needs. The targets the school set for 2002 were exceeded in English and science, but were not met in mathematics. Targets set for 2003 are realistic for English, mathematics and science.
4. During the past two years, three teachers have left the school in Years 3 to 6 and six have been appointed. Governors have successfully recruited teachers of high quality to replace those who left. This has resulted in pupils now making better progress than used to be the case, especially in English and science. Standards in mathematics have yet to improve significantly. A further reason for pupils making good progress in literacy in Years 3 to 6 is that the school is implementing conscientiously the National Literacy Strategy. The school is also teaching other national initiatives in literacy: the Additional Learning Strategy in Year 3 and the Further Literacy Strategy in Year 5. The implementation of the National Numeracy Strategy has enabled pupils to make sound progress in numeracy from years 3 to 6. However, standards have been inconsistent in mathematics for several years and this remains an issue for the school. The school has identified that it should give pupils further opportunities to consolidate their understanding of calculation methods and their application in solving problems.
5. Other national initiatives are being used by the school to raise standards in Years 3 to 6. The use of national funding and training for teachers in information and communication technology have played a major part in improving teaching so that pupils make good

progress in this subject. National guidance for teaching in all other subjects is being adapted well and being used as a basis for devising interesting activities for teaching.

6. Over the past three years, girls have outperformed boys in English and science. They have performed at similar levels to boys in mathematics. The gap between their attainment is significant in English, but not in science.

Years 1–2

| Subject | Standards at the previous inspection | Standards in 2002 tests compared with all schools | Standards in 2002 test when compared with schools in similar contexts | Notes |
|-------------|--------------------------------------|---|---|--|
| Reading | Average | Below average | Above average | The proportion of pupils attaining the higher than expected level was above average. The girls achieved much better than the boys. Inspection findings indicate that the current Year 2 pupils attain average standards. |
| Writing | Average | Below average | Average | The proportion of pupils attaining the higher level was above average. The girls achieved much better than the boys. Inspection findings indicate that the current Year 2 pupils attain average standards. |
| Mathematics | Average | Well below average | Below average | The proportion of pupils attaining the higher level was below average. Girls achieved better than boys. Inspection findings indicate that the current Year 2 pupils attain below average standards. |
| Science | Average | Well below average | Average | These results were assessed by teachers. The proportion of pupils reaching the higher level was well below average. |

| Subject | Standards at the previous inspection | Inspection findings | Notes |
|--|--------------------------------------|----------------------------|--|
| Art and design | Below expected levels | At expected levels | Art work is presented well around school. |
| Design and technology | At expected levels | At expected levels | Design work is better than the products. |
| Geography | Below expected levels | At expected levels | Pupils are developing sound research skills. |
| History | At expected levels | Above expected levels | Pupils' research skills are developing well. |
| Information and communication technology | At expected levels | Above expected levels | Pupils are making good progress due to good teaching. |
| Music | At expected levels | Well above expected levels | Good teaching is ensuring pupils make good progress. Pupils sing well. |
| Physical education | At expected levels | At expected levels | |
| Religious education | At expected levels | At expected levels | The school teaches the local education authority's agreed syllabus. |

7. The proportion of pupils reaching the higher levels¹ in the 2002 National Curriculum tests was average in reading and writing, but below average in mathematics and science. Inspection evidence found that the attainment of high attaining pupils, including the gifted and talented, was satisfactory. Different tasks are set for these pupils in many lessons and teachers expect them to achieve more than other pupils.
8. Standards in writing in 2002 were higher than they were at the last inspection. They were similar in reading and mathematics. This group of pupils entered school at levels that were below average in their initial assessments. They made steady progress, but their attainment remained below average in reading and writing and well below average in mathematics in Year 2. This is because this year group was not as capable as that of the previous year. In addition, during the last two years five teachers joined the Year 2 classes and five left. These staff were already known to the school and were familiar with the school's programmes of work. This minimised the adverse effect that changes of staff had on pupils' progress. Standards in art and design, geography, history, information and communication technology and music are higher than they were at the last inspection. In all other subjects, standards are the same now as they were at that time. Boys do not achieve as much as girls.

Nursery and Reception

9. Initial assessment data indicates that children enter the nursery and reception classes with levels of attainment in English and mathematics that are below average. This is lower than it was at the last inspection. Children receive a good curriculum in the Nursery and Reception classes that is based on national guidance and make good progress in all aspects of their learning. They achieve well, but their attainment in literacy and

¹ The basis of the National Curriculum is that pupils, by the end of Year 2, should reach Level 2. If a pupil is attaining Level 3 then he or she is reaching standards above that expected for a child of his or her age.

mathematics remains below expected levels when they enter Year 1. Their attainment in other aspects of their learning is at the levels expected nationally.

Whole school

10. Provision for pupils with special educational needs is good. Their needs are identified early and suitable programmes of work are prepared for them. Overall, pupils with special educational needs make good progress. They are helped effectively, including those in the Special Education Centre, by their teachers and teaching assistants and reach the targets that have been set for them. Pupils with English as an additional language make good progress also. Their levels of English are identified early and suitable provision is set for them.
11. The level of attainment of pupils with special educational needs is well below the national average. However, these pupils make good progress overall and achieve well. This is because the school provides an appropriate curriculum adapted to their needs through individual programmes of work, and ensures that they receive the extra help they need in lessons.

Pupils' attitudes, values and personal development

12. Pupils' attitudes to school are excellent and their behaviour both inside the classroom and around the school is very good and has improved since the last inspection. Relationships are excellent. Pupils enjoy their lessons and all the interesting activities the school provides.
13. Pupils have excellent attitudes to learning especially in lessons when the teaching inspires very good work and teachers hold high expectations of their work. The pupils settle to work quickly and are keen to learn. They have good concentration levels and answer questions eagerly. They follow instructions well, work hard and respond positively to praise and encouragement. They are keen to discuss their work and take pride in its presentation. Pupils feel that their lessons are fun, interesting and offer challenge. This was seen in an outstanding Year 5 physical education lesson when pupils were able to produce some complex jump and roll sequences at a fast pace of which they were proud.
14. Behaviour in the classroom and around the school is very good overall. Lunchtimes are pleasant occasions with most pupils behaving with maturity. Behaviour in the playground is very good and pupils play well with the equipment provided. Some younger boys occasionally tear around the playground to escape their friends who chase them, but it is good-natured and pupils have fun during playtimes. Pupils show due reverence during assemblies especially during the reflection and prayer times and sing with gusto. Pupils confirmed strongly that bullying and racism seldom occur and when reported are dealt with very effectively. Two pupils have been excluded during the past year.
15. Relationships throughout the school are excellent and are based on mutual respect for all in a caring school community. 'We're like a big family', one pupil said. Teachers and other staff speak positively to pupils and value the contributions they make. This builds pupils' confidence and self-esteem and helps them tackle new learning and do their best. Boys and girls and the small number of pupils from ethnic minorities mix freely and happily. Pupils have a very good understanding of the impact of their actions on others and great respect for each other's feelings and values. They work well together, sharing equipment and taking turns.
16. The personal development of pupils is very good. Pupils are polite, helpful, friendly and have good social skills. They take on responsibility readily. They really enjoy and appreciate the wide range of extra-curricular activities they take part in. The recent

'Pyramid Prom' was highly successful and pupils from the school made a significant contribution to its success. Pupils are proud of the high number of school productions they take part in. They speak highly of how they lead assemblies, other services, poetry readings and the very many musical and sporting activities in which they regularly engaged. Pupils are becoming more independent when they carry out research. They enjoy choosing their own resources and taking responsibility for their own learning. The recently formed school council has given pupils 'a voice' in the school and pupils are keen to use it as a channel for making suggestions about the school.

17. Attendance is satisfactory and is broadly at the national level. Authorised absence is mainly attributable to genuine illness, holiday taking and some special extenuating circumstances. Unauthorised absence levels are above the national average. Punctuality on arrival at school is generally good.

HOW WELL ARE PUPILS TAUGHT?

18. Teaching and learning are very good overall. They are strengths of the school. Teaching and learning are much better than they were at the last inspection. They are consistently good, and, at times, very good in the Nursery and Reception classes, and in Years 1, 4, 5 and 6. In Years 4 and 5, they are sometimes outstanding. Teaching and learning are satisfactory in Years 2 and 3. There is no unsatisfactory teaching. Most good teaching was observed in literacy, numeracy, science, information and communication technology, history, music and physical education, and in the Nursery and Reception classes. As a result of the consistently good teaching, most pupils of all abilities make good progress.
19. Teaching and learning have a number of good features, particularly where they are very good and excellent. Teachers have good subject expertise and teach with enthusiasm. Some teaching is inspirational. For example, in a Year 5 numeracy lesson, the teacher asked pupils to identify acute, obtuse and reflex angles on a drawing of a car. Pupils responded enthusiastically to this idea and eagerly offered answers to the questions posed. The pace of learning is brisk and this helps to maintain pupils' interest and concentration in lessons. The basic skills of addition, subtraction, multiplication and division are taught well in a variety of well-thought-out ways. For example, two pupils stood back-to-back in a Year 5 lesson in a mathematics 'shoot-out' where the last one to answer the question had to sit down because he had lost the 'shooting duel'. Lessons are very well planned and equipment and materials for the lessons are prepared carefully. Teachers ask searching questions of pupils that identify what they already know and lead them on to further learning. Relationships are excellent and pupils respond very positively to this by settling down to work quickly and co-operating fully with their teachers.
20. There are two aspects of the teaching that are not consistently good in some classes. The marking of pupils' work does not always identify what pupils should do to improve. When this occurs, pupils do not make the progress they should. Sometimes, teachers do not pitch tasks at the correct levels of pupils' prior attainment. For example, sometimes the work set for high attaining pupils and pupils with special educational needs is too easy for them. In addition, teaching assistants are not always used to best effect in some whole-class teaching sessions.
21. The teaching of literacy is good overall. The teaching of reading is effective throughout the school and most pupils make very good progress, especially in Years 3 to 6. The teaching of writing is good and pupils make good progress in relation to their abilities. The teaching of speaking and listening is sound. The teaching of reading and writing receives more emphasis than the teaching of speaking and listening skills. Good opportunities are provided for pupils to consolidate their reading and writing skills in other subjects, such as science, geography and history.

22. The teaching of numeracy is satisfactory overall. Their understanding of number, shape and data handling is better than their ability to solve problems. A greater emphasis is given to teaching number than other aspects of mathematics. Opportunities are taken in other subjects to consolidate pupils' understanding of number. For example, in a Year 1 religious education lesson on the feeding of the five thousand, pupils were asked how many pieces would five loaves of bread have to be cut into to give each of the twenty pupils in the class a piece each. The teaching of computer skills is good. Computers are used effectively to promote learning in other subjects, such as mathematics and history
23. The teaching and learning of pupils with special educational needs is good overall. This is because their needs are identified well and appropriate work is set for them, and teachers and teaching assistants make sure they help them to achieve the targets that have been set for them in their programmes. Careful records of the progress made by these pupils are kept and new learning targets set when others have been achieved. In good lessons, appropriate tasks are set for them in their class work. Structures for their writing are provided along with the spelling of key words for that lesson. Teachers ensure that these pupils experience success in front of their peers, and encourage them at times to take a lead in parts of the lesson. In a very small minority of cases, these pupils do not achieve all they could, because tasks lack sufficient challenge and teachers' expectations are too low.
24. The teaching of high attaining pupils, including the gifted and talented, is good overall. In good lessons, tasks are set that encourage them to think about their work and solve problems. For example, in a Year 6 numeracy lesson, high attaining pupils, including the gifted and talented, were asked to solve complex division problems that challenged their thinking. However, in a few lessons, high attaining pupils sometimes finish their work early and wait for others to complete their tasks. They are not set further work to encourage them to think further.
25. The teaching of boys is satisfactory. Boys read books, comics and catalogues that interest them. They are also interested by the wide range of non-fiction books that are available in guided reading lessons. Many lessons in mathematics, science and information and communication technology are practical and encourage participation in learning. This makes the teaching more appealing to boys and helps them make progress. However, they are not yet making the progress they should in writing.

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

26. The school teaches all subjects of the National Curriculum and religious education. It uses national and local guidance and meets statutory requirements. Sex education, drugs education and citizenship education are taught appropriately. The school makes good provision for pupils' personal, social and health education. The quality of the curriculum is good. It ensures equal opportunities and prepares pupils well for the next stage in their education.
27. The curriculum has improved since the last inspection. The weaknesses identified at that time have now been corrected. Design and technology, geography and art and design are now taught appropriately
28. The curriculum offers equality of access and opportunity for all pupils. The school carefully analyses results of national tests and looks at the current progress pupils are making to identify any issues that affect particular groups of pupils. For instance, the school analyses the performance of high-attaining pupils and those with special educational needs to see if they are making as much progress as they should. Two pupils have been identified by the school as gifted and talented because of their skills in mathematics. The

school is meeting these needs appropriately by teaching these pupils with older pupils. However, the underperformance of boys in their writing is an issue. The few pupils with English as an additional language receive an appropriate curriculum. Their skills in the English language are identified early and appropriate provision is provided for them. Pupils from minority ethnic groups, including the travellers, are included in the curriculum very effectively. Classes study the culture of travellers and of other countries, such as the Caribbean.

29. The curriculum for pupils with special educational needs is satisfactory. All these pupils have detailed programmes of work that outline what they need to learn next and how teachers should plan to ensure that they make progress. The teachers and special needs co-ordinator review these programmes regularly, at least twice a year, and use these reviews to identify the next learning targets for these pupils. Pupils with special educational needs are taught the full curriculum. This is because teachers adapt their teaching methods to include these pupils. In a small minority of cases, pupils with special educational needs are unable to make the same good progress in lessons as their peers because the work set for them is too easy.
30. Curriculum planning is now good overall. It is adapted from national guidance and includes a range of interesting activities and projects. The National Literacy Strategy is being taught successfully and is having a positive effect on improving standards. The National Numeracy Strategy is being taught satisfactorily overall. However, more opportunities should be given for pupils to consolidate their understanding of calculation methods and their application in solving problems. Standards in mathematics are not as high because of these weaknesses. The curriculum in the reception classes is based too much on the National Strategies for Literacy and Numeracy and not enough on national guidance for children of this age. Regular planning meetings between teachers in different year groups help to provide progression in learning between year groups. Subject co-ordinators monitor learning of the subject throughout the school in a systematic way.
31. Pupils are keen to attend the wide range of extra-curricular activities provided by the school. The school has an excellent choir and orchestra, both of which are very well led by the music co-ordinator. Several specialist music teachers provide pupils with specific tuition on a number of instruments. Other clubs include football, netball, hockey, athletics, gymnastics, orienteering, library, board games, French and art. A number of day and residential visits to places of interest, such as Eastnor Park, take place throughout the school.
32. There are excellent links with the community. Representatives from the police and other agencies visit the school to alert pupils to the difficulties and dangers that exist outside the school. Links are also established with some local businesses. Some pupils visit the local library regularly and also the local church. There are good links with other primary and secondary schools and this ensures pupils with a smooth transfer when the time comes. Pupils take part in local events, such as the music festival and sporting competitions.
33. The school's overall provision for pupils' personal development is excellent and has improved markedly since the last inspection. Within this, provision for pupils' moral and social development is outstanding and for spiritual and cultural development, very good.
34. Provision for pupils' moral development is excellent. The principles of right and wrong are taught very well and pupils debate some of the moral dilemmas of the day. Staff constantly remind pupils about moral issues in their teaching. For example, Year 6 pupils considered the benefits of fair trade and the moral dilemma of going to war with Iraq. Year 5 pupils reflected on a range of emotions like love, war, joy, temptation and anger. Assemblies promote reflection about moral messages relating to the life of Jesus.

35. Provision for pupils' social development is also excellent. The many charitable activities in which pupils are engaged extend their social awareness well. Pupils appreciate the plight of others and begin to assume a social responsibility for them by raising money. Pupils develop their social responsibilities by following school routines and by taking part in assemblies, school productions, sporting activities, musical concerts and other clubs. Some pupils develop their social awareness by taking part in the school council.
36. Provision for pupils' spiritual development is very good. High quality assemblies fully comply with statutory requirements for collective worship and encourage pupils to consider different issues that affect their lives. For example, pupils are encouraged to reflect on the beliefs and values of others and understand their feelings and emotions. These elements also feature lessons in religious education and personal, social and health education.
37. Provision for pupils' cultural development is also very good. Local cultural traditions are promoted very well, and lessons in history and geography are used to compare life in Ledbury with that on the remote Scottish Isle of Struay. Pupils' own cultures are used to create a better understanding of each other's ways of life. For example, the school held a travellers' assembly and one on India following a visit made by a teacher. In religious education, pupils gain knowledge of the major world religions of Judaism, Sikhism, Islam, Hinduism as well as Christianity. Good use is made of stories, music and artwork to inspire projects such as the arts days, jazz and blues work in Year 6, and the landscapes in Year 2 in the style of David Prentice.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school takes very good care of its pupils. This is a major improvement since the last inspection. Staff know their pupils very well and pupils place high levels of trust in their teachers and other adults in the school. This helps pupils to feel happy, safe and secure. When pupils are sick or injured they receive a high level of care and attention and all pupils' medical conditions and other disabilities are catered for very well.
39. Procedures for monitoring and improving attendance are very good. Registers are consistently maintained and absences are rigorously followed up to encourage good attendance and minimise unauthorised absence. Nevertheless, this is above the national average. The taking of family holidays is actively discouraged to reduce the disruption this causes to learning.
40. Procedures for monitoring and promoting behaviour are outstanding. There is an effective positive approach to managing behaviour that is consistently reinforced by staff. Pupils are familiar with the staff's high expectations for behaviour and they behave very well. Rewards and sanctions are used very effectively to encourage better behaviour. Procedures for eliminating any oppressive behaviour are excellent. Bullying and racism are not tolerated and dealt with firmly and effectively.
41. Arrangements for child protection are excellent and fully meet requirements. The school is vigilant and carefully monitors any suspicious circumstances that may arise. Pupils in foster care are also monitored very sensitively. The management of health and safety is very good and the routine checking of systems take place regularly. Despite the school's best efforts to deter, parents park on the double yellow lines on the school road causing a serious danger to pupils and their younger siblings at the beginning and the end of the school day. The school needs to take further immediate action to avert this danger.
42. The school monitors pupils' personal development very well. Teachers know their pupils very well and keep detailed records about their personal development. Teachers show a high level of commitment to pupils and give them good advice for improving their attitudes, social skills and work habits. More vulnerable pupils are helped well by staff who give

them help and advice for coping with any difficulties. Some classes have a very useful anonymous 'worry box' to alert staff to concerns. The induction arrangements for new pupils are very good and enable them to settle and feel part of the school community quickly.

43. The school identifies pupils who have special educational needs at an early stage in the nursery and reception classes. From this point on, their needs are reviewed and monitored regularly and individual programmes developed to meet their needs. The school has very good links with specialist support agencies, such as the West Midlands Consortium for Traveller Education, and draws on their expertise effectively to the benefit of traveller pupils.
44. Assessment procedures have improved since the last inspection and are now satisfactory. Most teachers apply them consistently throughout the school. They are beginning to make a significant contribution to the progress pupils are now making. Teachers record pupils' progress against their prior attainment and predicted levels of attainment well to ensure that pupils are progressing at an appropriate rate. In some subjects, for instance, information and communication technology, pupils record their own progress themselves. In some lessons, for instance, in a Year 4 mathematics lesson, teachers ensure that pupils are clear about the objectives for the lesson. Pupils are then given the opportunity in the summing-up part of the lesson to reflect on whether they have achieved the objective. Procedures for assessment in English and mathematics are good, but they are not always used as effectively as they should be to raise standards. In English, termly assessments are not used to identify targets for groups of pupils. In mathematics, assessments are not used effectively enough to plan activities for pupils in a few classes. Assessments in science are carried out at the end of each unit of work, normally half-termly. Teachers agree individual targets with pupils for mathematics and English and make these targets part of pupils' everyday work by ensuring that the targets are stuck into the front of their books. However, in some cases teachers have not worded these targets precisely enough to ensure that pupils know exactly what they are to learn. Teachers mark pupils' work regularly. In many cases, teachers indicate to pupils how they may improve in their work. However, this does not happen in all cases.
45. The school carries out a very thorough analysis of English and mathematics test results and ensures that all staff know what they need to concentrate on in order to improve standards. Consequently adjustments are made in the curriculum to correct weaknesses in standards that have been identified. However, using information from ongoing assessments of pupils' work is a weakness in writing and mathematics.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. The partnership with parents is stronger than it was at the last inspection. Nearly all the parents who contributed their views to the inspection feel that the teaching and the progress children make is good, expectations are high and they are particularly pleased that their children like school so much.
47. However, the pre-inspection questionnaires indicated high levels of disagreement about the quality of information parents receive from the school. Some parents felt that the school does not work closely enough with parents and that the amount of homework is not correct. Other parents felt that the school was not led and managed appropriately and that there was not a wide enough range of extra-curricular activities. These were thoroughly investigated and inspectors disagree with parents' negative views of the school. Extra-curricular provision is outstanding. Parents' expectations are too high in this respect. The school provides a wide range of sporting, music and other clubs for pupils. In addition, a wide range of day and residential visits is also provided. The leadership and management of the school are very good. Arrangements for homework are good right across the

- school. The school tries hard to work closely with parents and involve them in their children's education. The quality of information parents receive is generally good.
48. The effectiveness of the school's links with parents is good. Parents of nursery children are given information about learning each week and come into the classroom to help settle their children on admission to the nursery and this continues into reception classes. Parents are welcome to come into school and have good working relationships with staff in joint approaches to improving standards and ensuring their children's happiness.
 49. The impact of parents' involvement on the work of the school is good. Some parents are governors who are actively helping to move the school forward. Many parents regularly volunteer to help in school - especially in the daily reading sessions each morning and whenever other needs arise. Many parents come to school whenever they are invited, especially when they are supporting their children in church services, assemblies, sports activities and in school concerts and productions. The Parents' Teachers Association is very active and helps create a good community spirit.
 50. The quality of information provided for parents is good overall. The regular friendly school letters and newsletters keep parents in touch with news and information, dates for the diary and details about any special activities and trips. Newsletters also let parents know what is being taught and offers good advice on how parents can support their children's learning. Occasionally, when last minute extra-curricular activities or difficulties occur, letters telling parents about these go out with little notice and this causes some annoyance to some parents. The information parents receive about their children's progress is generally good. Staff make themselves available each day to discuss informally any issues with parents. Many parents take advantage of these opportunities. The arrangements for formal consultation evenings are satisfactory. The first real opportunity to share information on their children's progress is in February. Some parents feel that this is too long to wait and expressed a wish to have more news about their children's progress sooner, especially for younger pupils. Inspectors agree with parents in this respect. Parents are provided with very good information about their children's performance over the past year, especially in English, mathematics and science, in the detailed annual reports. The prospectus and the governors' annual report to parents are well-written and informative documents. The home-school books are used well to record reading.
 51. The school has good links with the parents of pupils with special educational needs. The co-ordinator knows many of the families well, and has built a relationship of trust with them over time. Parents attend the reviews of the individual work programmes and their views are taken into account. Where parents are unable to be involved in these procedures, the co-ordinator keeps them informed by letter or telephone.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The leadership and management of the school, especially of the headteacher, are very good. They are the key factors driving up the improvements in standards and the quality of education evident since the previous inspection when compared with pupils' previous attainment. Overall, the leadership and management of the school are excellent in ensuring that its aims and values permeate the life of the school.
53. The headteacher has a very clear vision of the aims and values of the school. Her inclusive style of management creates a strong community spirit among staff and governors. By delegating responsibilities to senior managers and subject co-ordinators, the headteacher and governors provide a wide range of opportunities for further training and professional development to staff. The commitment to the work of the school of all its members, including non-teaching staff, is outstanding.
54. Senior managers ably support their teams, although they have a heavy workload. For example, the Key Stage 1 co-ordinator monitors the work of the nursery and reception classes, Years 1 and 2 and is one of the numeracy co-ordinators. Teams work closely together in developing ideas for improvement and carrying out agreed decisions. Subject co-ordinators monitor teachers' planning, pupils' work and to some extent the teaching, in their subjects. Responsibility for improving standards is very effectively shared between staff and this leads to confident teaching. This contributes significantly to pupils' enjoyment of their life in school and to the good progress most pupils are now making.
55. The governing body is strongly committed to working closely with the headteacher and staff. Governors ensure that all statutory responsibilities are met. Together, governors draw on an impressive range of experience and expertise and use these ably in their differing roles. Governors' committees meet regularly to deal with current issues and the outcomes of actions taken are reported back to the full governing body. As a result, governors have a good understanding of the strengths of the school and of those areas that still need to be improved. Their effectiveness as a body is very good.
56. The governors, headteacher and senior managers are well informed about the standards pupils achieve. They know that further work is needed to raise standards, particularly in mathematics. The analysis of data about pupils' attainment in national tests and other assessments is used well to guide curriculum planning.
57. A new system of ongoing assessment has recently been introduced and monitored by the deputy head teacher. This is beginning to result in improved practice by teachers and is an example of the effective action taken by the school to raise standards. The provision for pupils with individual needs is good, for instance, in ensuring that the small number of pupils for whom English is an additional language make as good progress as other pupils. Where assessment of their language skills is needed, this is carried out and appropriate action taken.
58. The management of special educational needs is good. The school has an experienced co-ordinator who works closely with pupils, the headteacher, the teaching and support staff and parents to ensure that pupils' needs are met. The co-ordinator identifies and runs training for staff, for example, in the use of new resources, and responds to the school's particular resourcing needs by writing her own materials for use in classrooms.
59. Financial management is very good and expenditure is closely linked to the identified priorities of the school in the school improvement plan. Day-to-day financial control is expertly overseen by the finance assistant who makes full use of available technology to ensure that finance is used for its intended purposes. Monthly printouts of expenditure are available to the headteacher and the governors' finance committee that meets regularly, to

keep a close watch on spending. The school receives an average amount of money in national terms and spends it wisely. The reserve funds however, are higher than average because the school has had to cope with fluctuating numbers of pupils. This makes budgeting difficult and the school is taking a cautionary stance until numbers for next year are confirmed. The funds specifically allocated for pupils with special educational needs and staff development are properly used for their intended purpose. The school applies the principles of best value well when purchasing resources. Given that most pupils are now making good progress against their prior attainment at the school, teaching and learning are very good as are leadership and management, the school is judged to be providing good value for money.

60. There are sufficient suitably qualified staff employed in the school and they form a strong and enthusiastic team. There is a good match of expertise and personal interest to the subject responsibilities teachers manage. The arrangements for induction are very good and new staff confirmed how well supported they felt as they settled into their new jobs. Performance management arrangements are very good and fully meet national requirements. Staff are undertaking training appropriate to the needs of the school. The benefits of this are evident in areas like excellent behaviour management and improved standards of information and communication technology.
61. Levels of non-teaching staff are low but are sufficient for helping pupils with special education needs effectively. Reception classes have insufficient support staff for the afternoons when there are only two support assistants for three classes. Teaching assistants are well trained, committed to their work, and make a valuable contribution to pupils' learning. The school secretary and the administrative assistant handle all the administrative and secretarial demands placed on them very well. This enables the headteacher to focus on managing the school. The administrative assistant provides a particularly high standard of work, for example in compiling the school prospectus.
62. The accommodation is good, especially for physical education, information and communication technology, special educational needs and music. Classrooms are a satisfactory size for most lessons and practical areas outside classrooms provide very useful spaces for small group and practical work. The accommodation in the Year 5 portable classrooms is cramped for such large classes and this restricts practical work for some group activities in art and design, science and design and technology. The classrooms and hall for reception children are good but their outside area is not equipped with apparatus and equipment to promote their physical development. Good wall displays are a strong feature of the school. They show examples of pupils' work well and provide an attractive and colourful learning environment. The premises are clean and well maintained and are a credit to the hardworking caretaker and cleaning staff.
63. Resources are good overall. The school is particularly well equipped for music and special educational needs. The school carried out an audit of resources for each subject and identified shortages. Additional purchases have corrected these weaknesses. The school is acutely aware of the weaknesses in outdoor play equipment for reception children and is seeking to remedy this when the new plans for the joint reception and nursery class outdoor areas are completed later this year.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. In order to raise standards further, the headteacher, staff and governors, as appropriate, should

- (1) continue to improve standards in mathematics by:
 - systematically teaching methods of calculation and their recording
 - using pupils' assessments to plan work that builds on prior attainment
 - planning more opportunities for pupils to solve problems and apply their mathematical knowledge*[see paragraphs 30, 44, 94-99]*
- (2) raise standards of writing, especially of boys, by
 - using termly assessments to identify group targets
 - using group targets to plan guided writing.*[see paragraphs 44, 83, 87-88, 92]*

In addition, the following minor issues should be included in the school's improvement plan.

- [3] achieve greater consistency in marking to help pupils improve their work in all classes
[see paragraphs 20, 44]
- [4] take steps to change the negative perceptions of some parents about aspects of the school
[see paragraphs 46-51]
- [5] assure pupils' safety outside school at the beginning and end of the school day
[see paragraph 41]

The school has included improving standards in mathematics and writing as priorities in its school development plan for 2002-2003. It has also included a priority for marking in this plan.

SPECIAL EDUCATION CENTRE

65. The local education authority maintains a Special Education Centre at the school for up to 12 places for pupils who have a statement of special educational needs for moderate learning difficulties. At the time of the inspection, there were six pupils attending the centre. They are joined by other pupils from the school for certain lessons. By the end of the academic year there will be only three pupils remaining and the Centre will close and alternate arrangements will be made to teach these pupils within the school. Despite this, the good standards of teaching and provision have been maintained since the last inspection.
66. The pupils attending the Special Education Centre make good progress overall. Their progress in personal and social development is very good. They learn how to be independent learners, concentrate over long periods and to manage themselves in a mature way. Relationships are very good and they look after their classroom well. Their progress in literacy is good overall and, considering their learning difficulties, they make very good progress with their writing. They read as a class from a big book and show confidence in learning how to tackle unfamiliar words. Their written work is neat and well organised and they show a pride in their work. In numeracy, they use mathematical language to discuss their work and, using coins and toys from a shop, they turn their practical shopping into a sum and state what coins they want to receive as change.
67. Teaching and learning are consistently good. Lessons are well planned with a clear structure. The teacher has high expectations of work and behaviour. This means that the pupils are clear about what they should be doing and how to behave and this leaves them free to concentrate on their learning. The teacher has very good subject knowledge in teaching basic skills and provides clear explanations so that all pupils can understand. Relationships are good. This means pupils are confident that if they become confused they will be given individual help so they quickly feel they can manage their work. For example, in a science lesson on electricity, the pupils were challenged to think about, discuss, and make a switch for a circuit. They became excited by their ideas and tested them out. They then explained what they were doing to the class. In all lessons observed the pupils' attitudes, behaviour and personal development were consistently very good. They listened well and followed instructions. They glow with pleasure at how well they are doing and are eager to show their work to visitors. Pupils who have difficulty in managing their frustrations are sensitively handled and show they are developing good strategies to overcome their difficulties.
68. The curriculum for the pupils at the Special Education Centre is good. There is a balance between individualised work and topics from the mainstream school. For example, the work on electricity was used to fit in with the Year 4 science work. The Numeracy and Literacy Strategies are suitably adapted for the pupils. Interesting methods and approaches are used for all lessons. The pupils are integrated into religious education lessons with other classes and some physical education and games lessons. The inclusion of other pupils with special educational needs in the main school from time to time is an effective way to provide additional support for these pupils and add an increased stimulus to the lessons within the Centre.
69. Assessment procedures are satisfactory. It is possible to see what pupils know, understand and can do from their work and this shows that they are making good progress. However, individual programmes of work do not always provide clear, measurable targets and, as a result, it is not easy to judge progress from them. Marking of work is good and shows pupils how they could make more progress.
70. Leadership and management of the Special Education Centre are good. There are no support staff for the Centre which makes the management of pupils with behaviour

difficulties a hard task. Despite this, the teacher-in-charge runs the Centre effectively and efficiently whilst also carrying out management duties for the school. She is sensitively managing future planning in the knowledge that the Centre will be closing. The Centre is based in a light, spacious, room that has good displays and a lively, industrious atmosphere that is well resourced.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 91 |
| Number of discussions with staff, governors, other adults and pupils | 42 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 7 | 28 | 37 | 19 | 0 | 0 | 0 |
| Percentage | 8 | 31 | 41 | 20 | 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.

Information about the school's pupils

Pupils on the school's roll

| | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 30 | 443 |
| Number of full-time pupils known to be eligible for free school meals | | 96 |

FTE means full-time equivalent.

Special educational needs

| | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | 0 | 8 |
| Number of pupils on the school's special educational needs register | 4 | 105 |

English as an additional language

| | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 2 |

Pupil mobility in the last school year

| | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 22 |
| Pupils who left the school other than at the usual time of leaving | 33 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 4.8 |
| National comparative data | 5.4 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.8 |
| National comparative data | 0.5 |

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

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

| | | | | |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
| | 2002 | 27 | 39 | 66 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 21 | 21 | 22 |
| | Girls | 35 | 36 | 35 |
| | Total | 56 | 57 | 57 |
| Percentage of pupils at NC level 2 or above | School | 85 (80) | 86 (76) | 86 (93) |
| | National | 84 (84) | 86 (86) | 90 (91) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 20 | 20 | 22 |
| | Girls | 33 | 34 | 34 |
| | Total | 53 | 54 | 56 |
| Percentage of pupils at NC level 2 or above | School | 80 (82) | 82 (86) | 85 (83) |
| | National | 85 (85) | 89 (89) | 89 (89) |

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

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

| | | | | |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
| | 2002 | 36 | 43 | 79 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 24 | 22 | 28 |
| | Girls | 32 | 29 | 38 |
| | Total | 56 | 51 | 66 |
| Percentage of pupils at NC level 4 or above | School | 71 (60) | 65 (67) | 84 (85) |
| | National | 75 (75) | 73 (71) | 86 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 18 | 24 | 25 |
| | Girls | 33 | 32 | 33 |
| | Total | 51 | 56 | 58 |
| Percentage of pupils at NC level 4 or above | School | 65 (59) | 71 (73) | 73 (77) |
| | National | 73 (72) | 74 (74) | 82 (82) |

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

Ethnic background of pupils**Exclusions in the last school year**

| Categories used in the Annual School Census | No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|---|----------------------|-----------------------------------|--------------------------------|
| White – British | 359 | 2 | 0 |
| White – Irish | 0 | 0 | 0 |
| White – any other White background | 4 | 0 | 0 |
| Mixed – White and Black Caribbean | 2 | 0 | 0 |
| Mixed – White and Black African | 2 | 0 | 0 |
| Mixed – White and Asian | 3 | 0 | 0 |
| Mixed – any other mixed background | 4 | 0 | 0 |
| Asian or Asian British – Indian | 0 | 0 | 0 |
| Asian or Asian British – Pakistani | 0 | 0 | 0 |
| Asian or Asian British – Bangladeshi | 0 | 0 | 0 |
| Asian or Asian British – any other Asian background | 0 | 0 | 0 |
| Black or Black British – Caribbean | 1 | 0 | 0 |
| Black or Black British – African | 0 | 0 | 0 |
| Black or Black British – any other Black background | 0 | 0 | 0 |
| Chinese | 2 | 0 | 0 |
| Any other ethnic group | 0 | 0 | 0 |
| No ethnic group recorded | 96 | 0 | 0 |

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

| | |
|--|------|
| Total number of qualified teachers (FTE) | 19 |
| Number of pupils per qualified teacher | 23.3 |
| Average class size | 27.7 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 17 |
| Total aggregate hours worked per week | 184 |

Qualified teachers and support staff: nursery

| | |
|--|----|
| Total number of qualified teachers (FTE) | 1 |
| Number of pupils per qualified teacher | 30 |
| Total number of education support staff | 3 |
| Total aggregate hours worked per week | 60 |
| Number of pupils per FTE adult | 15 |

FTE means full-time equivalent.

Financial information

| | |
|--|---------|
| Financial year | 2001-2 |
| | £ |
| Total income | 964,236 |
| Total expenditure | 961,866 |
| Expenditure per pupil | 1,975 |
| Balance brought forward from previous year | 70,890 |
| Balance carried forward to next year | 73,260 |

Recruitment of teachers

| | |
|--|------|
| Number of teachers who left the school during the last two years | 17 |
| Number of teachers appointed to the school during the last two years | 12.5 |
| 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 |

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 35.4%

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 503 |
| Number of questionnaires returned | 178 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 56 | 40 | 3 | 1 | 0 |
| My child is making good progress in school. | 51 | 39 | 7 | 1 | 2 |
| Behaviour in the school is good. | 31 | 52 | 10 | 1 | 6 |
| My child gets the right amount of work to do at home. | 35 | 48 | 14 | 1 | 2 |
| The teaching is good. | 49 | 47 | 2 | 1 | 1 |
| I am kept well informed about how my child is getting on. | 27 | 42 | 26 | 4 | 1 |
| I would feel comfortable about approaching the school with questions or a problem. | 57 | 33 | 6 | 3 | 1 |
| The school expects my child to work hard and achieve his or her best. | 50 | 43 | 2 | 1 | 4 |
| The school works closely with parents. | 25 | 42 | 21 | 5 | 7 |
| The school is well led and managed. | 37 | 40 | 10 | 6 | 7 |
| The school is helping my child become mature and responsible. | 37 | 54 | 5 | 0 | 4 |
| The school provides an interesting range of activities outside lessons. | 28 | 45 | 12 | 3 | 12 |

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE [NURSERY AND RECEPTION CLASSES

71. The quality of provision for the Foundation Stage is good. At the time of inspection there were 60 children attending part-time in the nursery and 62 full-time in the three reception classes. Nearly all the children in the reception classes have received the nursery education. The school makes good provision for ensuring the transition from home to school is smooth. Children and their parents visit the school on a number of occasions before children start school and staff from the nursery visit the children at home.
72. When children start at the nursery, their attainment is below average. Children make sound progress in their learning in the nursery but, nevertheless, enter the reception classes with attainment that is generally below that expected for children of this age. Staff use this assessment to help them identify children who may require additional support. Further assessments are carried out during the reception classes and these are systematically recorded by the staff. The curriculum planned for children in the nursery is lively, imaginative and is based upon national guidance for children of this age. In the reception classes, the curriculum is based too much on national guidance for literacy and numeracy for older children and not enough on national guidance for children of this age.
73. By the end of the reception year, the majority of children should achieve the national standards set for children of this age in all areas of learning. However, a significant number of children do not achieve these standards in communication, language and literacy and mathematics. Few children exceed the national standards. Children achieve well in their personal, social and emotional learning. This is because the school has made this a priority area.
74. Staff work well together on curriculum planning to ensure that children do not carry out the same activities in the reception year as they have in the nursery. The accommodation and resources are good. Outdoor provision in the nursery is good, but the reception classes do not make good use of their own outside area. Some staff have had the opportunity to monitor each other's teaching and to share each other's good teaching practice.
75. The teaching of the children in the foundation stage is good overall. All staff work very well as an effective, efficient teaching team. They are enthusiastic, fun promoting and vibrant and they help the children to make good progress. Relationships between staff and children are excellent. Staff provide very good role models for children and have high expectations for their work and behaviour. The teacher's plans show clear learning intentions and build on what children can do and already know.

Personal, social and emotional development

76. Children's personal, social and emotional skills are well below those expected when they enter the nursery. They make good progress in this area and the majority are likely to achieve the national standards by the time they leave the reception classes. Children enjoy coming to school and happily leave their parents and carers. They settle into nursery and reception class routines well because teachers are very well organised and are well supported by the nursery nurses and classroom assistants. Children's skills of co-operation are developing well, but some are still learning how to share equipment appropriately with each other. Teachers plan activities that encourage children to develop responsibility for their classroom and learn to care for things. Most children show excellent levels of responsibility when they clear up their toys and tidy up the book corner by placing

books in the appropriate place. Children show responsibility in selecting their chosen activity and their concentration on these tasks is excellent. Teachers establish clear routines for children and they, in their turn, know that they must listen to their teacher and each other.

77. Teaching is good. A strength of the teaching is when teachers question children to help them understand what is being taught. Many good opportunities are planned for children to talk to others and this helps them get along with their class friends. This contributes significantly to their growing levels of confidence and the development of their language. Children learn to respect and take care of each other. Their ideas and work are valued by staff and each other. Celebrations such as Chinese New Year develop the children's awareness of different cultural practices.

Communication, language and literacy

78. Children enter the reception classes with attainment that is below that expected for their age, particularly in conversational skills, the range and depth of their vocabulary and hand control for writing. The planned range of activities in the nursery and reception classes promotes children's language and literacy skills well. All children make good progress. However, by the time they enter Year 1, overall attainment in literacy is below that expected of pupils of this age. Few exceed and a significant number do not reach the standards expected. Most children listen well and follow instructions. Children in the nursery use only a limited range of vocabulary. For example, when describing what they see in preparation for acting out 'Jack and the Beanstalk' they shout out 'hen' and 'eggs'. Nursery children are taught in small groups to help encourage their use of language. Children in the reception classes listen well in small groups and as a whole class. They are beginning to use an increasing vocabulary. For example, in a lesson on growing seeds, one child said, 'The sunflower seed has a big shoot because I have given the shoot water and light'. Children recognise and write their names in the reception classes. Reception children use pictures, symbols and familiar words to explain what they mean. The majority tell a simple story using picture clues. Some can read a simple text. Children in the reception take home books and there is a home-school diary to tell parents how to help their children with early reading skills.

Mathematical development

79. Children's knowledge of mathematics on entry is below that expected for their age, particularly their lack of mathematical vocabulary. Children are provided with a wide variety of resources and activities to help them with their number work. Most children make sound progress in this area because of the sound teaching. They are given practical activities to help them understand mathematical ideas. For example, they act out the story Jack and the Beanstalk and understand what is meant by large and small. Children in the reception classes count in twos, using the humps on camel's back to help them. They make good progress in counting skills, their recognition of number and mathematics language. Most are able to count well beyond ten. Children in the reception classes know the names of common shapes, for example 'triangle', 'square', 'circle' and 'rectangle'. They learn to recognise coins, compare lengths and know about weight and time. When helped by an adult they play simple number games appropriately. They learn to add and subtract mentally and to try and explain how they arrived at the answer. Computers are used effectively in the nursery and reception classes to help children understand numbers. However, overall, attainment on entry into Year 1 is below the standards expected for pupils of this age.

Knowledge and understanding of the world

80. Children's attainment in this area of learning on entry to the nursery is low. Teachers provide many very good opportunities for children's development in this area. For example, they use early morning and afternoon snack times well as opportunities to talk about families, homes and past and present activities in their lives. Children know about features of their environment and talk about the shops, trees and the church. Reception classes visit the local supermarket and draw a map of the route they took. Staff make good use of the school environment and of visits and visitors to school to improve children's knowledge and understanding of the world around them. In the nursery, good opportunities are provided for children to find out about floating and sinking. They learn how to grow sunflower seeds successfully in the reception classes. In the nursery, children use the computer well and show how they use a mouse to create a picture. Children make good progress in this area and most attain the expected standards by the end of the reception year.

Physical development

81. Most children are appropriately co-ordinated for their age on entry to the nursery. Through sound teaching, most children make steady progress in most aspects of this area. Children in the nursery have immediate access to an enclosed play area that is imaginatively set out to encourage them to explore. Children in the reception classes do not fully use the outside area as an outdoor learning environment because it is still not fully developed. Both nursery and reception classes use the spacious foundation stage hall for physical activities. Children's ability to control their limbs and movements is well developed and teachers provide good opportunities for them to develop further by encouraging them to climb, jump and run. By the time they enter Year 1, most children can hop, jump, climb and control balls and hoops appropriately. They are fully aware of space around them and do not bump into each other during lessons. Children achieve reasonable control of small equipment and carefully use scissors, pencils, crayons and paintbrushes effectively; most do so with confidence. Their hand and eye co-ordination is developing appropriately through matching and positioning shapes, and decorating and sticking. In these activities, most children achieve average levels for their age. However, their hand control for writing and for intricate creative activities is not as good and is below average.

Creative development

82. Children's attainment on entry to the nursery is similar to that expected nationally. Teachers provide a range of interesting activities that are directed appropriately to extending the children's creative development. All children have good opportunities to develop their use of colour through painting, collage and modelling. Children in the reception classes look carefully at mixing colours and produce interesting paintings. They are provided with a wide range of materials, for example sand, paint, crayons, fabric and glue, to help them develop their imaginative play. Children use their imaginations and colour their pictures boldly. There are many opportunities for children to carry out role-play and they do so imaginatively reflecting the stories they have heard. They dress up in bright, clean and colourful clothes when acting out roles. Children listen to and make sounds. They love singing and joining in with appropriate actions. Children in the nursery make shakers using different sized beans to create different sounds. In a good, wide range of creative activities, children develop skills in their responses to what they see, hear, touch and feel. Nearly all children are on target to achieve the nationally expected levels by the time they enter Year 1.

ENGLISH

83. In the 2002 National Curriculum tests, standards in reading and writing in Year 2 and in English in Year 6 were below average. When compared with schools in similar contexts, the results in reading in Year 2 were above average and in writing average. In Year 6, standards in English were above average. When pupils from the Special Education Centre are excluded from the results, standards against pupils' prior attainment in Year 6 were well above average. Standards in English rose sharply in Year 6 last year because of the good teaching these pupils received. Although standards in writing in Year 2 have been rising steadily during the past four years, they are still below the national average. In Year 2, standards in reading fell last year. This was because this year group was not as capable as that of the previous year.
84. Evidence from the inspection indicates that standards in speaking and listening, reading and writing are average at the end of Years 2 and 6. This was the case during the last inspection for reading, writing and listening, but not for speaking, which was judged to be below average. Inspection evidence indicates that standards in this year's national test results may be higher than they were last year. This is a consequence of the school's commitment to raising attainment in literacy, and of the good and very good teaching pupils are now receiving, especially in Years 1, 4, 5 and 6. Pupils are now making good progress this year in English throughout the school, especially in reading. This is because teachers know what their pupils can do and plan for the next steps in their learning. Although girls outperform boys in reading and writing, especially by the end of Year 6, most boys make good progress. Higher-attaining pupils make very good progress in English because they are suitably challenged by the tasks they are set. Pupils with special educational needs achieve well and their progress is good. They are supported well in lessons and the teaching of reading and writing is carefully matched to their individual needs through the targets in their individual programmes of work. Pupils with English as an additional language make good progress because their needs are identified early and appropriate teaching provided for them.
85. The inspection judgement is that standards in reading are average at the end of Years 2 and 6. This is because the emphasis given to reading at the beginning of each day is helping pupils to make good progress throughout the school. Results in Year 2 were below average last year because this year group included a high number of pupils with special educational needs compared with the present Year 2 classes. By the end of Year 6, pupils know about a range of literature and can talk in detail about the books and authors they enjoy. For example, one pupil outlined what he liked and disliked about fantasy books and could discuss the challenges of reading Tolkien's 'Lord of the Rings' in terms of its content and language. Confident readers show fluency and expression and tackle the more sophisticated language of formal texts, in letters of complaint, for example. They explain words such as 'witheringly' and appreciate the subtleties of humour and wordplay. Most pupils use good techniques for reading unfamiliar words. They make good use of the school's new library to help their wider reading and their developing research skills. They use its catalogue and classification systems efficiently to locate the texts they need.
86. By the end of Year 2, the majority of pupils have developed appropriate techniques for tackling new words. This is because of the good teaching of reading in Years 1 and 2. The majority of pupils are beginning to work on more sophisticated skills, such as inference and deduction and can discuss why characters act in the way they do. High-attaining pupils read complicated texts accurately and are encouraged to choose challenging books through access to books read by older pupils. Lower-attaining pupils lack confidence in their independent reading skills. They are developing the ability to use their knowledge of letters, sounds and common words to read unfamiliar texts. They receive good help from their teachers and volunteer helpers during the school's structured daily reading

programme. Pupils are encouraged to take books home and many parents make a useful contribution to their children's reading at home through the use of home-school diaries.

87. The inspection judgement is that standards in writing are average by the end of Years 2 and 6. Results in last year's national tests indicate that standards in writing were below average. The good teaching, especially in Years 1, 4, 5 and 6, is now ensuring that many pupils are making good progress in writing. However, boys are not yet achieving as well as girls in writing. Not enough use is being made of termly assessments to identify group targets to provide a focus for guided writing. This will help boys improve at a faster rate than at present. By the end of Year 6, most pupils can write in a range of styles. This is because the school's planning for writing is now good. It includes the systematic teaching of basic skills and offers good opportunities for pupils to write in other subjects, such as in history, religious education and art. Most pupils know how to structure and organise their writing for different audiences and select their vocabulary to achieve desired effects. For example, in preparing a discussion on fox hunting, pupils planned by considering ideas for, and then against, the argument. Pupils select words precisely for their impact on the reader. In a rewrite of *Oliver Twist* one pupil wrote, 'Their footsteps echo on the cold, damp flagstones' and 'candles flickered in the gloomy atmosphere'. Pupils know how to vary their sentences appropriately, for example, by using verbs at the beginning of instructions, and by using a range of punctuation, including the apostrophe, accurately. By Year 6, standards in spelling and handwriting are average. Pupils spell most common words accurately and write in a joined hand with some fluency. The school has placed an emphasis on raising standards in handwriting through regular direct teaching of handwriting skills. This is helping to improve handwriting. It is now better than it was at the last inspection.
88. By the end of Year 2, the majority of pupils have reached a standard where they write simple stories using appropriate language. High-attaining pupils understand how to communicate directly with the reader through the use of punctuation and are already beginning to use more complicated sentences within their writing. Less able writers are unable to sustain their ideas in stories as yet. The school is aware of the needs of these pupils and helps them well through the use of structured writing tasks. Boys do not achieve as much as girls in writing. The same suggestion as indicated for boys in Year 6 applies for pupils in Year 2 also. Standards in spelling and handwriting in Year 2 are average. The majority of pupils use their knowledge of sounds to spell common words accurately. They form their letters correctly and many are already beginning to write using a joined script.
89. Standards in speaking and listening are average in Years 2 and 6. They have improved in speaking since the last inspection, when they were judged to be below average. This is because teachers now include opportunities for speaking during lessons. By the end of Year 6 pupils listen to others with concentration and discuss topics thoughtfully, responding well to questioning. They discuss aspects of their work in detail, using subject specific vocabulary, and are able to offer firm opinions. For example, in a discussion on friendship, pupils explained their points well using their own experiences of trust.
90. By the end of Year 2, most pupils listen carefully and explain their ideas clearly, providing greater detail when prompted. They describe, for example, how to achieve variations of colour by mixing paint, and the process they use to complete observational sketches in art. Although standards in this aspect of English are now satisfactory, the school does not currently have a programme to ensure the systematic teaching of speaking and listening.
91. The quality of teaching is good overall. In the best teaching, teachers have good subject knowledge and the teaching of basic skills is good. For example, in Year 1, the teacher helped pupils identify sounds in speech, taught them the correct letter for that sound, ensured that pupils could form the letter correctly and then encouraged pupils to spell and

read words using the sound of letters. The pace of teaching was brisk and pupils made very good progress in their basic skills as a result. Lessons are carefully planned to ensure that pupils use their speaking and listening, reading and writing skills simultaneously. For example, in Year 5, pupils analysed contrasting versions of 'Beauty and the Beast', talked with partners to generate their own ideas and then proceeded to record their ideas. Because the teacher had demonstrated the task first, pupils were clear about her expectations of them and their learning was very good. In other very good lessons, pupils of all abilities progress well because of the close match of the tasks to the needs of pupils. For example, in a Year 6 writing lesson, the teacher planned carefully to ensure that all pupils could complete the task by arranging appropriate help for those that needed it. She developed an outline model of the writing task with all pupils during the first part of the lesson and introduced examples of suitable language for pupils to use. Then she allowed pupils to work together, while she taught pupils with special educational needs further how to complete a simplified version of the same task. In this case, pupils of all abilities made very good progress. Pupils' attitudes to English are good and sometimes very good. This is because teachers plan lively lessons and encourage pupils to value the progress they make.

92. Teaching is less effective when pupils are not given enough time to think through their ideas before they settle down to their tasks. In one example in Year 3, the teacher asked pupils to write questions to put to the wolf in the story of Red Riding Hood, but did not give pupils ideas of the types of questions to use. In this case, pupils did not learn as much as they should and their progress was too slow. A further weakness in teaching is where insufficient thought is given to the needs of lower-attaining pupils. For example, in one lesson in Year 2, the teacher concentrated on a group of higher-attaining pupils and had not planned enough guidance for less able pupils, who did not have the skills to complete their task independently. These pupils soon lost concentration and made very little progress during this lesson. Overall, teachers assess pupils' learning well during lessons and adjust their teaching appropriately as a result. However, the comments written in pupils' books, although positive, do not always offer pupils enough guidance on what they need to do to improve.
93. The two co-ordinators for English analyse test data and uses this information to set priorities for improvement. These priorities include reading and improving the attainment of boys. Although very little use of computers was seen in lessons during the inspection, computers are used to promote pupils' writing, especially in Years 3 to 6. In order to improve standards in writing further, the school should use its termly assessments of pupils' attainment to provide targets for improvement for guided writing.

MATHEMATICS

94. In the 2002 National Curriculum tests, standards in mathematics were well below average. When compared with similar schools, standards are below average. Standards are average when judged against prior attainment when these pupils were in Year 2. Although Year 2 progress was in line with their baseline scores, standards in Years 2 and 6 fell last year. This is because many of these pupils had received a significant proportion of unsatisfactory teaching as noted in the last inspection report and aspects of their knowledge and understanding of mathematics were below average. In addition, in a few classes the school is not providing pupils with enough opportunities to practise the methods of calculation that are being taught. The school does not provide enough opportunities for pupils to apply mathematical skills when solving problems.
95. The inspection judges that by the end of Years 2 and 6, standards of attainment in mathematics are now average. This is because of the good teaching pupils are now receiving, especially in Years 1, 4, 5 and 6. This is similar to the findings at the time of the last inspection. As pupils enter Year 1 with below average attainment, they now make

good progress through the school. However, test results indicate that progress to date over time has been satisfactory only. Inspectors expect that test results will improve with sustained good teaching as is now in evidence and good leadership of the subject throughout the school. There is no significant difference in the attainment of boys and girls.

96. By the end of Year 2, most pupils solve simple word problems. However, they do not have enough opportunities in this area of mathematics. By the end of Year 6, most pupils solve complex word problems involving several steps. By the end of Year 2, most pupils add and subtract single- and two-digit numbers, they know the combinations of numbers to 10 and are beginning to know those to 20. By the end of Year 6, they work out simple fractions, percentages and decimal fractions and calculate confidently using a range of methods, including using a calculator. By the end of Year 2, most pupils measure accurately in centimetres, know the names of common two- and three-dimensional shapes and tell the time on an analogue clock in quarters of an hour. By the end of Year 6, they know the properties of quadrilaterals and calculate the area and perimeter of simple and complex shapes. By the end of Year 2, most pupils can draw and interpret block graphs. By the end of Year 6, they draw and interpret a range of graphs, including a pie chart, and know the mean, mode and median of a set of data.
97. The quality of teaching and learning are good overall. In the best examples, teachers are very enthusiastic and their teaching is effective, particularly for pupils in Years 4 to 6. Consequently, pupils enjoy the subject and work hard. Most teachers have a good understanding of the National Numeracy Strategy and plan work well together in year groups to ensure that pupils have work that is sufficiently challenging for them. Teachers make clear what they want pupils to learn by discussing it with them at the start of lessons and checking their understanding at the end. At the end of lessons, some teachers encourage pupils to think about whether they have understood or whether they need further practice in what they have been learning. All teachers teach mathematical vocabulary effectively and encourage pupils to use the correct words when talking about mathematical problems. They ask a range of questions that may require a quick answer of a number fact or may require an explanation of how to work something out. Teachers ensure that all pupils take part in lessons by giving them an individual white board on which to record and show their answers to problems. They also encourage pupils to discuss problems in pairs and target questions of different difficulty to specific pupils. Teachers use a good range of mathematical resources, such as class and individual number lines for counting work, hundred squares for number pattern work and information and communication technology, including computers. This is used very well in lessons. For example, in Year 2, pupils played games as a class using number programs on the computer for adding numbers that make 10 and 20. In Year 5, pupils reinforced their knowledge of the values of digits by playing a target game as a class. They were also given the opportunity to work in pairs in the computer suite using a program that gave them the opportunity to place a protractor correctly on an angle in order to measure it accurately. The teacher planned this lesson well to take account of all pupils' prior attainment. In Year 4, the teacher gave higher-attaining pupils a good challenging activity on the computer that enabled them to be able to estimate the size of angles more accurately. In the other Year 4 class, pupils with special educational needs used a program to help them with their work on co-ordinates. Classroom assistants help pupils appropriately but the school recognises that they need mathematics specific training in order to work even more effectively with pupils.
98. There are some weaknesses in the quality of teaching. In Year 2, teachers do not always pace the lessons appropriately. For example, higher-attaining pupils sat through long introductions to lessons that were pitched at too low a level for them. In individual lessons in Years 2 and 6, teachers had planned work for the pupils with special educational needs that was too easy for them. Sometimes, teachers do not encourage pupils to write down

how they have worked out a problem in their heads. This was the case during the introductions to lessons in Year 2. Some teachers do not ensure that mathematical targets are always written very specifically so that pupils are clear about the next step in their learning.

99. Leadership and management of the subject are good overall. Both co-ordinators have a strong commitment to improvement and have good subject knowledge. The two subject leaders have monitored teaching and learning, planning and pupils' work. They have given good quality feedback to teachers as a result of this. Test results have been analysed and targets set for the whole school, year groups and individual pupils. The school considers that it has now taken steps to correct weaknesses in the teaching of mathematics, and that the subject is being taught better than it was. Inspectors agree with the steps the school has taken so far, but suggests further improvements that would raise standards of calculations and problem solving. Each teacher records how pupils are progressing in mathematics but subject leaders do not monitor this enough in order to have a clear idea of standards in all year groups throughout the year.

SCIENCE

100. Results in the National Curriculum tests in 2002 indicate that standards in Year 6 are average. When compared with standards in similar schools, standards in Year 6 are above average and the proportion of pupils reaching the higher level in the 2002 tests was well above average. The evidence of the inspection confirms these judgements. The published statistics show that pupils make very good progress between Years 3 and 6. This is good improvement since the previous inspection and is the result of very good teaching in science, and the commitment of all teachers to improvement. Standards in the teacher assessments at the end of Year 2 in 2002 indicate that standards are well below average. Standards at the higher level are below average. This is because this group of pupils was not as capable as that of previous years. Inspection evidence indicates that standards in science are average by the end of Year 2 and above average by the end of Year 6.
101. Standards by Year 6 are well above average in pupils' ability to carry out scientific investigations. Pupils have a good understanding of what makes a fair test. They make predictions based on previous learning, plan and carry out investigations systematically, draw conclusions and explain their reasoning clearly, and use the correct scientific vocabulary to do so. They record their results neatly and accurately. The opportunities for pupils to discuss ideas and to use scientific language in speaking and writing make a good contribution to pupils' literacy skills.
102. Pupils make satisfactory progress in learning about life processes and living things. In Years 3 to 6, pupils know that different foods are needed for healthy eating and name the necessary elements of a balanced diet. They understand well the function of teeth and how to care for them. They know the principle stages in the life cycle of humans, animals and plants. In Year 3, pupils are enjoying learning about this through watching eggs in an incubator and observing the changes when the chicks hatch out.
103. Pupils are making very good progress in Years 3 to 6 in learning about materials and their properties and about physical processes. In a Year 5 lesson, pupils carried out an experiment on condensation. Pupils at all levels of ability showed how well they had understood the key elements of the process by solving real-life problems in pairs. They then had to present their findings to a judge and jury (their teacher and the rest of the class) and explain their reasoning. Pupils listened very well to each other and asked pertinent questions of their classmates. Their judgements were well founded on very good understanding of condensation. In Year 4, pupils are learning very well about electrical circuits and how to build them. All pupils show keen enjoyment of practical investigations,

such as making switches, and higher-attaining pupils show considerable ingenuity in their solutions.

104. In Years 1 and 2 pupils make good progress in learning about how plants and humans grow. They have learned about what happens to some materials when heated, such as chocolate, and what happens when it is subsequently cooled. From conversation, pupils had evidently enjoyed this experiment. They are learning to think hard and in scientific terms about sound and sources of light and to carry out investigations systematically.
105. The teaching of science in Years 1 to 6 is very good and pupils make good progress as a result, especially in Years 4 to 6. Teachers have very good subject knowledge and use it well in adapting national guidance for the teaching of science to the needs of their pupils. They use a wide range of methods to teach and consolidate learning for pupils of all abilities. Teaching assistants make a valuable contribution to pupils' learning by working closely with class teachers. All pupils, including those with special educational needs, make good progress. The very good teaching of skills of enquiry through practical investigation teaches pupils to think, collect evidence and test hypotheses. Pupils respond with considerable enjoyment and work hard. They draw on their numeracy skills well to interpret graphs and charts. Pupils' excellent attitudes and generally good behaviour in science lessons contribute importantly to the quality of their learning. Presentation of work is usually good but is occasionally marred by careless spelling, especially when copying words. Pupils have opportunities to use computers in recording work and in finding relevant topics on the Internet. Planned use of computers in science is satisfactory.
106. The recently appointed co-ordinator for science has made a good start in giving guidance to other staff. Teachers work very well as a team and their work together on curriculum planning is very effective. The plans to develop part of the school grounds as a resource for science is imaginative and shows good strategic thinking. Arrangements for assessing pupils' standards and progress are due to be implemented by the autumn term.

ART AND DESIGN

107. Standards in art and design at the end of Years 2 and 6 match what is expected nationally. This is a significant improvement on the findings of the previous inspection, when standards were judged to be below average. This improvement has occurred because of the good and very good teaching in this subject. It is also as a result of the work the school has undertaken since its last inspection to improve the weak aspects of the subject. For example, the development of skills and techniques of art and design and of observational work, that were weaknesses before, are now strengths. The school uses a programme of work to ensure that pupils are taught all aspects of the National Curriculum. Pupils, including those with special educational needs, make good progress in art and design across the school.
108. Standards in Year 6 are average. Pupils show a sound knowledge of a range of materials and techniques used in art and design. For example, they know how to mould and pattern clay. Pupils in Year 6 talk in detail about how to achieve contrasts in tone and colour when producing pencil sketches of baskets or using pastels to sketch containers. They evaluate their own work critically in the light of what they intended. However, they are unable to discuss the work of significant artists in any detail, or to explain how their ideas have been influenced by such study. Standards in Year 2 are average. Pupils in Year 2 use terms such as 'smudging' and 'sketching' accurately when describing their observational work and can achieve different tones in colour when mixing paint.
109. The quality of teaching in art and design is very good overall, especially in Years 3 to 6. The best teaching was seen in Year 5, where it was consistently very good. A feature of the very good teaching is the high quality of planning. In Year 5 the teachers plan exciting

projects that capture pupils' interests and require them to learn their art and design skills at the same time. They plan to use information and communication technology in these lessons, in this case, a digital camera. Teachers assess pupils' work effectively during lessons to help pupils improve the accuracy of their pencil skills, questioning them well to promote useful discussion about how they can improve their work as it develops. Where teaching is less good, lessons lack variety and appropriate pace and pupils lose concentration. In one lesson in Year 3, for example, pupils were given too long to produce sketches of Roman artefacts and some lost interest as a result.

110. Pupils' attitudes to art and design are very good, and, sometimes, excellent. This is because teachers plan exciting lessons and pupils enjoy their learning, taking a real pride in their artistic achievements. Because of this, the subject makes a good contribution to pupils' spiritual development.
111. Pupils with special educational needs make good progress in art and design because teachers recognise their individual needs and know when they need extra guidance. For example, in Year 1, the teacher repeated the instructions for weaving individually so that pupils with special educational needs were able to complete their task successfully. However, planning for higher-attaining pupils does not always allow them to make the progress of which they are capable. For example, in Year 1, higher-attaining pupils completed the weaving task quickly but were not provided with additional work.
112. The co-ordinator provides good leadership and this has helped the school improve its teaching. An audit of staff skills has been carried out and training to improve teachers' subject knowledge has been provided. Currently, the co-ordinator is working on procedures for assessing pupils' skills in art and design.

DESIGN AND TECHNOLOGY

113. Standards in design and technology match what is expected nationally by the end of Years 2 and 6. This is similar to those noted at the previous inspection. Most pupils make good progress, especially in developing ideas and using different materials and techniques to construct them. Their skills in making products and finishing them to a high standard are less good. Older pupils are better at evaluating their work than are pupils in Years 1 to 3 but all pupils need more practice at thinking how to improve designs and make them more effective.
114. In Years 1 to 6 pupils work with a range of materials and tools. In Year 1, they learn how to make a picture with one moving part, using a slider. Examples seen were colourful and worked effectively. In Year 2, pupils make a winding mechanism and are beginning to learn how to plan work in a sequence of actions. They are aware of the purpose of their design as illustrated by the hand puppets they made.
115. In Year 3 pupils examine packaging and design boxes for presents. They measured the size of the boxes and painted them colourfully. They produce planned diets as part of their science work on healthy foods. In Year 4 pupils learn how to use different types of lever and to apply this in making pop-up books using several methods. Their books show good understanding of the techniques used in this task. In Year 5 pupils make puppets from plastic bottles and textiles. The finished puppets showed that they needed to spend more time on their designs and on evaluating how to improve the effectiveness of these puppets. Pupils in Year 5 are learning about bread making. This work links closely to that in science.
116. In Year 6 pupils work with control mechanisms. Their current work links closely to their history topic on World War II. Pupils have studied the design of different shelters, made models from art straws including models of an igloo, a tent and an Andersen shelter. They

have tested and evaluated the strength of the constructions they have made. In carrying out this task, they tested four different types of material for their waterproofing properties. Pupils enjoyed the practical work involved and are learning to use equipment and materials safely, to achieve products that are fit for their purpose.

117. The teaching of the design process is good in Years 4 to 6 and satisfactory in other groups. Teachers draw on the national scheme of work to help them plan their work. This provides a useful structure for the school's work. In some classes teaching is particularly effective in developing pupils' understanding of mechanisms and materials. Pupils respond to good teaching with greater attention to the design purpose and to its effectiveness. The links that teachers make to other subjects such as science, mathematics, history and art help pupils to see the uses that are made of their work. The assessment of pupils' work focuses on the achievement of tasks and not on the need to focus on its standards or on how to improve it. The co-ordinator has worked hard to improve planning to match pupils' needs and has given them useful guidance in this respect. Planning is now better than it was. Overall, not enough use is made of computers in design and technology.

GEOGRAPHY

118. Overall, standards are at nationally expected levels by the end of Years 2 and 6. This represents considerable improvement since the last inspection. Pupils make sound progress in geography.
119. By the end of Year 2, most pupils develop a sound understanding of their local surroundings. They study some facts and figures about other places, such as Tocuaro in Mexico. They make simple drawings of their locality, including features such as their homes and school. They learn about far away places through discussions about the travels of 'Barnaby Bear'. They walked around a farm at Shortwood, drew a map of the farm and identified where the animals are kept and the crops grown.
120. By the end of Year 6, most pupils identify some basic characteristics of different countries, such as variations in temperature or rainfall in St Lucia. They learn about ways of life in these countries. Pupils produce some interesting work on the Caribbean, including graphs of rainfall and writing about the crops grown there. Pupils' map drawing skills are sound. Pupils in Year 6 study the European Union. They understand the need for boundaries. For example, they explained about boundaries by writing, 'boundaries keep people together and help to define language types'. In debates about the advantages and disadvantages of tourism, pupils develop convincing arguments to support their point of view. They emphasise the good that tourist money brings to St Lucia and try to explain the effects that the large amount of tourism have on the environment, bringing pollution to the countryside. Displays of work on classroom walls show pupils have made detailed studies of these areas.
121. Teaching is good overall. Teachers encourage pupils to look carefully at maps and observe all the details included on them. They improve pupils' knowledge of more distant places and cultures through studies of a range of countries around the world. Introductions to lessons are clear and teachers make good use of maps and wall displays to provide pupils with points of reference. Teachers ask questions effectively to help pupils to clarify their understanding. They reinforce key words to help pupils understand the subject better. Staff are enthusiastic about teaching geography and teach the subject with good humour. In their turn, pupils enjoy lessons and respond well to the lessons.
122. Geography is well co-ordinated and managed. Teachers' planning is good and is based on the national programme of work. Information and communication technology is well used in geography. Teachers identify pupils' strengths and weaknesses in the subject.

They are beginning to use this information to set pupils learning targets for geography. This is helping to raise standards.

HISTORY

123. By the end of Years 2 and 6, standards in history are above nationally expected levels. Standards are high because of good teaching in this subject. Teachers use historical artefacts, books and photographs well to help teach pupils about the past. All pupils, including those with special educational needs, make good progress in their learning about the past. Boys and girls achieve similar standards.
124. By the end of Year 2, the majority of pupils begin to place events and historical objects in order of time. They show a growing understanding of how things have changed during the last century. Pupils in Year 2 add events and historical periods accurately to a time line, for example, the Great Fire of London and the Vikings. Pupils identify correctly telephones of today and compare them with those of the past. They write well about famous people from the past. One pupil wrote, 'a famous person is someone that everyone knows. The Queen is famous for keeping the countryside safe. Neil Armstrong is famous when he walked on the moon'. Pupils use their writing skills appropriately in history, for instance, when writing about the Vikings.
125. By the end of Year 6, most pupils describe periods of history clearly. They have a good understanding of life during World War II. They write appropriately about the evacuees in England during World War II. Higher-attaining pupils show their thoughtful understanding of the conditions suffered by the evacuees. Good links with literacy are made in history. For example, in Year 5, pupils wrote accounts of the lives of Ancient Egyptians. They also wrote newspaper articles about Howard Carter's discovery.
126. Teaching is good. Teachers have good subject knowledge that enables pupils to learn as much detail as possible about past events. The best teaching is characterised by effective learning methods where real life objects are studied, good use of resources, including books and photographs, and good questioning of pupils that extends their knowledge and understanding of history. For example, in one lesson, the teacher asked open-ended questions very effectively when thinking about the evacuees of World War II and this helped the pupils to understand what evacuees felt. Lessons are planned very well and the purposes of lessons are discussed with pupils. The positive use of praise about behaviour means that pupils behave well and concentrate on the tasks set. Teachers' interest in history helps to interest the pupils in the lessons. This, in turn, encourages pupils' interests and positive attitudes to learning. All pupils, including those with special educational needs, are included appropriately in lessons because of effective teaching methods used by teachers.
127. The co-ordinator has worked hard since the last inspection to improve the subject. An action plan has been prepared to develop history throughout the school. Teachers have now started to use guidance on standards to assess pupils' attainment in the work they produce. Several non-fiction books on history topics are used in literacy lessons. These allow pupils to use literacy skills while developing an understanding of history. Numeracy skills are satisfactorily developed, for instance, when pupils place historical events on a time line. The use of information and communication technology is good. Pupils use computers effectively to research on the Internet. Pupils learn about the Tudors, Vikings and Celts and this promotes their cultural development. There are good opportunities for spiritual development in history. There are many topics that allow pupils to reflect and develop an understanding of how people felt in the past. For example, pupils reflected about living in the past when they spent a day as a 'Victorian pupil'.

INFORMATION AND COMMUNICATION TECHNOLOGY

128. Standards of attainment by the end of Years 2 and 6 are above nationally expected levels. This is a significant improvement compared with standards at the last inspection. Pupils make good progress in this subject. There is no significant difference in the attainment of boys and girls.
129. By the end of Year 2, most pupils can use a mouse skilfully and follow programs well. They change fonts, colours and know how to set up a text box. They find out information from bar graphs in a data handling program. They research information on the Internet to help them in other subjects. For example, they used the Internet to find out about the Tallit shawl in their work on Judaism. They use painting programs for artwork on self-portraits and they find out about the painter Kandinsky. They word process their stories on the computer and use the skills they have learnt to make the presentation of their work interesting.
130. By the end of Year 6, pupils use the Internet to find out missing information on a database of planets and use sort and filter tools to answer specific questions in a word-processing programme. They use a presentation programme effectively. For example, they have prepared a presentation on their religious education topic of Sikhism. During this, some linked pages and added effects to the text graphics. They inserted appropriate images, background design and research information. They also produced a muffling sound graph and included a procedure for a lighthouse and pelican crossing. Some inserted the control of movement of a vehicle. They investigate how they can invent a new piece of equipment for the home that uses either a timer or a sensor. They have also produced a high quality leaflet on Ledbury that has involved them in selecting different fonts and colours to produce different effects. They have also inserted pictures of the town into their work. The full range of the information and communication technology curriculum is now being taught, including control technology. This represents a significant improvement in provision since the last inspection.
131. Teaching has improved and is now good. In the best examples, teaching is outstanding. For example, in a Year 4 lesson, the teacher was enthusiastic, had planned well and discussed with the pupils what they were going to learn at the beginning of the lesson. The teacher referred to the purpose of the lesson regularly throughout the lesson. Pupils responded positively to knowing what they were learning and this stimulated their interest and involvement in the lesson. The teacher taught pupils logically how to locate and use search engines on the Internet to find out information from websites. Because the introduction to the lesson was thorough, most pupils worked well in pairs. This allowed the teacher to give very good extra teaching to the pupils who were having difficulty. In a very good mathematics lesson for Year 5, the teacher showed pupils how to use a protractor accurately using an overhead projector. This ensured that most pupils were able to get on independently, thereby giving her the opportunity to help pupils who were finding the work difficult. Teaching is not as effective when pupils are not given enough direct teaching at the beginning of lessons. This occurred in a Year 3 lesson when a number of pupils were waiting for help from the teacher because they did not understand what to do. Consequently, the progress they made was much slower. In addition, not all pupils had all the functions on their toolbar and therefore had difficulty in following the instructions relating to the spreadsheet they were using.
132. Leadership and management of this subject are good. The co-ordinator is very enthusiastic and has monitored teaching and learning in lessons, teachers' plans and pupils' work. Information and communication technology is very well resourced. In addition to the suite, there is at least one computer in every classroom. When pupils are working in the suite, there are enough laptop computers to supplement the suite's computers to ensure that pupils have one computer between two. The school's website is currently being set up with help from a parent. The school ensures that pupils have

permission from their parents to access the Internet at school and provides good guidance for pupils in lessons.

MUSIC

133. Standards in music are above nationally expected levels by the end of Year 2 and well above average by Year 6. These standards are similar to those at the previous inspection. Pupils make very good progress by Year 6, particularly in singing and performing in the orchestra.
134. By the end of Year 6, most pupils are very good at controlling sounds through singing and playing untuned and tuned instruments. They show good musical expression when playing, both in the orchestra and in small groups. Pupils have access to a good range of instruments in lessons, and for individual tuition by visiting teachers. Older pupils are allowed to use the music room to practise percussion during the lunch hour. Pupils behave very responsibly when they do so and value the opportunities they are given.
135. Pupils' singing is also of very high quality. They sing confidently in unison, in parts and in rounds. They pay good attention to singing words clearly and tunefully. In assembly and hymn practice they listen well to their teacher and to each other and, by doing so, improve their performance. Across the school pupils sing with enthusiasm and enjoyment. When given opportunities to listen to music they do so attentively. They listen to a wide range of classical music and music from other cultures. For instance, pupils in Year 6 enjoyed listening to and learning about jazz and blues music. Pupils in Year 3 composed a rap on Little Miss Muffet. In Year 3 pupils listened to several excerpts of classical music in order to understand the meaning of the terms 'allegro', 'allegretto', 'andante' and 'adagio'. They then described the differences between these terms. There were no opportunities during the inspection to observe pupils composing and developing their own musical ideas.
136. In Years 1 and 2 pupils learn to clap and play percussion instruments in simple rhythms. By the end of Year 2 they are beginning to understand how notation is used and to follow it. They sing well, with good pitch and expression, accompanying songs with appropriate movements.
137. The quality of teaching across the school is good. The teaching of the music co-ordinator is outstanding. Her subject knowledge and musical skills, combined with very high expectations and great enthusiasm, set a high standard for music across the school and pupils rise to her expectations. The teaching of music in lessons draws effectively on a newly-introduced programme of work supplemented with guidance from the co-ordinator and other teachers with musical expertise. Teachers give pupils a wide range of opportunities to sing, play instruments, and to develop their ideas and feelings through music and movement. Pupils respond to this good level of provision very well. They listen carefully and perform with enthusiasm. Learning music contributes very significantly to pupils' spiritual and cultural development.
138. The extra-curricular opportunities for pupils to perform and enjoy music are excellent. During their time in the school, all pupils take part in school performances, such as a nativity play and 'The Pied Piper', which was performed in the town theatre. They enjoy music days devoted to Indian and African music. The orchestra is a strength of the school. Nearly 60 pupils, boys and girls, are involved and rehearse regularly. It consists of violins, flutes, brass and percussion sections. Pupils who take part show impressive commitment and concentration and achieve high standards. The orchestra recently performed in a very successful concert together with pupils from local schools. Information and communication technology is used effectively in music lessons.

PHYSICAL EDUCATION

139. Standards in physical education are at nationally expected levels by the end of Years 2 and 6. Because of timetabling arrangements no lessons were observed in Years 1 and 2. However, the standards achieved by pupils in Year 3 are average, and from that standards at the end of Year 2 have been judged. Standards are similar to those at the last inspection. There is no significant difference in the attainment of boys and girls in physical education. There is a good programme of work that ensures all aspects of the subject are taught.
140. By the end of Year 3, pupils follow a set of instructions for a country-dance and dance in time to the music. In Year 4, pupils use a range of skipping techniques. In Year 5, pupils know and perform well a variety of rolls and jumps in gymnastics. They control movements and have good co-ordination. In Year 6, pupils stand correctly when playing tennis and return the ball with some control. Pupils co-operate well with one another when playing tennis.
141. Teaching overall is very good in Years 3 to 6. The strengths of the teaching include teachers' good subject knowledge, their enthusiasm for teaching the subject and the clear demonstrations of movements they give to the pupils. Pupils' behaviour is managed very well. Relationships are very good. In addition, teachers identify clear purposes for lessons. They assess pupils' performances and help them to improve. They encourage pupils to evaluate their own and other pupils' work. Teachers plan for the different levels of ability well. For example, in a skipping lesson, the teacher planned different skipping techniques for pupils according to their existing skills and gave good help to pupils who found the task difficult. In a games lesson, the teacher planned different levels of difficulty into the team games according to pupils' skills in order to give all pupils an opportunity to succeed. Where teaching is weaker, the teacher is not insistent enough on pupils' paying attention when instructions are given. Too much is asked of pupils in performing a dance and not enough time allocated to practising the sections of the dance before a fuller performance is expected. Pupils needed to consolidate their learning of each part of the dance before moving on.
142. Leadership and management of physical education are good. The co-ordinator has monitored lessons, teachers' plans and revised the programme of work. From this monitoring, the co-ordinator has identified a weakness in dance and this year will focus her monitoring on this aspect of the subject. Resources are good. Pupils are being given good opportunities to learn to swim. Standards of swimming are above nationally expected levels. Pupils have very good opportunities to take part in hockey, football, orienteering, gymnastics, rugby, cricket, rounders and dance. Teachers provide good opportunities for outdoor and adventurous activities in school and at the residential camp. In addition, pupils take part annually in the World Wildlife Fund sponsored walk and pupils in Year 4 are involved in a sponsored skip for a heart charity.

RELIGIOUS EDUCATION

143. Standards in religious education are in line with those expected at the end of Years 2 and 6 in the agreed syllabus. Pupils in Years 1 and 2 make average progress but many in Years 4 to 6 make good progress in lessons. This is because of the good and sometimes excellent teaching they receive. Pupils with special educational needs do well, because teachers ensure that they receive good help in their work. Pupils' knowledge of the major world faiths is satisfactory throughout the school but their understanding of how religion influences people is not as good as it might be. This is because teachers do not always provide opportunities for pupils to use their knowledge of religion to reflect on their own lives.

144. By the end of Year 6, most pupils outline the key beliefs and teachings of the religions they have studied, and identify significant similarities and differences across the major world faiths, using specific vocabulary. For example, they understand the symbolism of the five 'K's' in Sikhism and recount the events of the Amrit ceremony, drawing parallels with Christian baptism and the symbolism of the cross. Pupils are familiar with customs and stories that characterise other major world faiths, recounting the story of Judas Maccabeus from Judaism, for example.
145. By the end of Year 2, most pupils explain why the Bible is special for Christians and retell the Old Testament story of Jonah and the whale. They explain the significance of the Menorah and the Jewish Shabbath.
146. Teaching is good overall, especially in Years 4 to 6. Teachers plan interesting activities to engage their pupils. In two lessons in Year 6, the use of role-play brought the events of the Amrit ceremony alive for pupils. Similarly, a practical demonstration of the sharing of loaves and fishes helped pupils in Year 1 appreciate the extent of the miracle of the feeding of the five thousand. In a Year 4 lesson, the teaching was excellent. The teacher's planning was detailed and activities inspired and motivated pupils to give of their very best. In this lesson the teacher helped pupils in their rewording of the Lord's Prayer into modern language. Drama was used to help pupils understand complex terms such as 'trespass' and 'temptation'. The teacher questioned pupils carefully to help them make improvements to their initial attempts. The pace of learning was very brisk and pupils' attitudes to their work exemplary because of the good teaching they were receiving.
147. Teachers make effective use of the subject to develop pupils' literacy and computer skills. Pupils record their knowledge and understanding in a variety of ways, drawing on different types of writing. For example, Year 5 pupils used a diary entry to recount an imagined visit to a Hindu temple, whilst Year 1 pupils wrote simple captions and labels to record their work on the theme of new life. In Year 6, pupils used the Internet to research into Sikhism and present their findings using a presentation programme. Good use is made of resources, including visits to local churches as part of the work on Christianity.
148. The co-ordinator leads and manages the subject well. Appropriately, the current focus is on the development of assessment procedures that will provide teachers with clear starting points for planning and guide them to build on what individual pupils already know in the subject. Provision in religious education follows the local education authority's agreed syllabus as required by statute.