

INSPECTION REPORT

PERDISWELL PRIMARY SCHOOL

Worcester

LEA area: Worcestershire

Unique reference number: 116755

Headteacher: Mr D J Murphy

Reporting inspector: Sean O'Toole
20891

Dates of inspection: 7th – 10th October 2002

Inspection number: 274683

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:	4 – 11 years
Gender of pupils:	Mixed
School address:	Perdiswell Primary School Bilford Road Worcester
Postcode:	WR3 8QA
Telephone number:	01905 453348
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr R A Kington
Date of previous inspection:	November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20891	Sean O'Toole	Registered inspector	English as an additional language; Design and technology; History.	The school's results and pupils' achievements; How well are pupils taught; How well is the school led and managed; What should the school do to improve further.
14178	Patricia Willman	Lay inspector	Educational inclusion.	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.
17454	Brian Aldridge	Team inspector	Special educational needs; Science; Physical education.	
2818	Graham Warner	Team inspector	Foundation Stage; Music; Religious education.	
20350	Vivien Davies	Team inspector	English; Geography.	How good are the curricular and other opportunities offered to pupils.
23566	John Iles	Team inspector	Mathematics. Information and communication technology (ICT); Art and design.	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Perdiswell Primary School is located on the outer edge of Worcester. It is a larger than average primary school. About half the pupils live near the school, an area that is socio-economically above average. A total of 403 pupils (205 boys and 198 girls) aged between four and eleven attend the school. Almost all of the pupils are of white British origin and none is at an early stage of English language acquisition. Only one in twenty pupils are eligible for free school meals, which is below average. There are 58 pupils with special educational needs, three of whom have statements; both figures are below average. Most pupils who start in the reception classes have benefited from some pre-school educational experience and, consequently, attainment on admission is average. However, the school intake has changed since the previous inspection; there is a higher percentage of pupils with special educational needs and more pupils (about a fifth) now join the school at a time other than the normal age of admission. Almost a third of the teaching staff has changed within the last two years.

HOW GOOD THE SCHOOL IS

This is an effective school because of mostly well-focused and effective teaching and the positive attitudes and good behaviour of the pupils. Standards in most subjects are at least at expected levels and pupils generally achieve well, although the more able could do better. Leadership and management are satisfactory and the school provides satisfactory value for money.

What the school does well

- Provision and progress in the Foundation Stage.
- Standards in English at the end of Year 6 and in design and technology, ICT, history and physical education throughout the school.
- Pupils' behaviour and attitudes are good.
- The quality of teaching is good and often very good in the reception classes and Year 4.
- Parents make a substantial contribution to the school and their children's learning.

What could be improved

- Some aspects of leadership and management.
- Standards in writing in Year 2.
- Challenge for more able pupils through using assessment effectively and evaluating progress and improvement.
- The management of time and the curriculum.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvement since the previous inspection in November 1997. However, despite an improvement in standards in English more remains to be done to accelerate more able pupils' progress in mathematics and science as standards have fallen in these subjects. The teaching has improved and is good. Aspects of leadership and management relating to development planning and the effectiveness of the governing body have improved but there is some way to go in evaluating the school's successes and areas for development. The school is in a secure position to build upon its achievements.

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
	1999	2000	2001	2001
English	A	C	A	B
Mathematics	C	C	D	D
Science	B	C	C	C

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

* Similar school comparisons have been altered to take account of the pupils' socio-economic backgrounds

Performance in national tests at the end of Years 2 and 6 fluctuates from year to year. Results of national tests at the end of Year 2 in 2001 showed standards were average in reading, writing and mathematics and average when compared with all school nationally. Preliminary results in 2002 show that standards are average in reading and mathematics but below average in writing. Standards at the end of Year 2 have fallen since the previous inspection and standards in writing are not high enough. In the Year 6 national tests in 2001 and 2002, standards in science and mathematics are not as high as those in English at the end of Year 6 because the school has not done enough to raise the attainment of the more able pupils in these subjects. Boys and girls attain similar standards overall. The significant changes to the make up of the cohort of pupils taking the national tests in Year 2 in 1998 and Year 6 in 2002 make direct comparisons unreliable but the good quality of teaching in the juniors indicates that pupils make sufficient progress.

Inspection evidence found that standards in the main are sufficiently high and pupils achieve well, attaining above average standards at the end of Years 2 and 6 in reading, speaking and listening, history, ICT, physical education and design and technology. Standards in English are above average at the end of Year 6, and in mathematics and science they are average at the end of Years 2 and 6. There are weaknesses in writing, particularly in Year 2 where standards are not high enough, as the teaching does not focus strongly enough on improving pupils' writing skills. Children in the reception classes make good progress and attain the early learning goals in all of the areas of learning. They are prepared very well for the next stage of their education. Overall, progress throughout the school has been satisfactory and pupils in some year groups make good progress. In the lessons seen, progress in the infants was satisfactory, and it was good in the juniors being very good in Year 4 due to highly effective teaching. Pupils with special educational needs make good progress because the support they receive is well focused.

The school sets suitable targets for pupils' performance in national tests, and meets them but does not focus sufficiently on setting challenges for the more able and there is some measure of underachievement among these pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The pupils are keen to learn and try hard in all their work. Children in the reception classes have very positive attitudes and apply themselves well.

Behaviour, in and out of classrooms	Good. The pupils help to create an orderly and caring community. There is little bullying or rough play and pupils are polite. They have a clear understanding of the impact of their actions on others. There have been no exclusions.
Personal development and relationships	Good. Pupils work well independently and also co-operate effectively. They keenly contribute to fund-raising for good causes.
Attendance	Good. Attendance is above average; the pupils enjoy school. Punctuality is good.

TEACHING AND LEARNING

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

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

The teaching is good overall and is at its best in the reception classes and Year 4. Strengths in the teaching include planning, the way teachers control behaviour and motivate the pupils, effective use of homework and good use of resources. Support staff are usually very well involved in lessons and have a clear understanding of how to help the pupils. The school has satisfactory strategies for the teaching of literacy and good ways of teaching numeracy but in Year 2 there is insufficient consistency in using guidance from the National Literacy Strategy, particularly in developing pupils' writing. The teaching of some aspects of English and mathematics is good but overall these subjects are taught satisfactorily. Teaching meets the needs of most pupils. Pupils with special educational needs are taught well and they have individual education plans which match their needs but more able pupils are not always challenged sufficiently. Other subjects which benefit from good or better teaching are design and technology, music, ICT, history, physical education and religious education. There is good teaching of children in the reception classes where thorough planning and effective organisation contribute much to the children's progress. Learning is good; pupils work hard and show, interest, concentration and independence. Areas for development in teaching include more effective use of marking and accelerating the pace of some lessons. Some lessons are too long and pupils lose concentration.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum includes all subjects but the development of skills lacks pace because too much time is wasted. Children in the reception classes have a good curriculum. The school provides good extra-curricular activities.
Provision for pupils with special educational needs	Good. Pupils are supported effectively and individual education plans are well focused. Support staff contribute much to the pupils' progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory. The school works successfully to promote the pupils' understanding of right and wrong and to extend their social skills. Assemblies contribute satisfactorily to spiritual development. The school prepares pupils for life in a culturally diverse society satisfactorily.

How well the school cares for its pupils	Effectively. The staff show care for the pupils and have supportive systems to promote their attendance, good behaviour and well-being. The procedures for assessment are satisfactory but insufficient use is made of the information to plan work which challenges the more able.
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The school works very well with parents. Parents contribute very effectively to the quality of education through fundraising and supporting their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher takes a good lead in pastoral care but senior staff now need to be more focused on raising attainment for the more able. Staff work well together.
How well the governors fulfil their responsibilities	Effectively. The governors have a clear understanding of the school's strengths and are involved fully in managing finance. They keep a check on how well the school is doing.
The school's evaluation of its performance	The school has made a start on using data to analyse performance of staff and pupils but is not rigorous enough in setting sharp targets for further improvement and this is unsatisfactory. The governors set and monitor targets for the performance of the staff.
The strategic use of resources	Good. Financial control and planning are good. The school robustly seeks tenders for supplies and services and applies the principles of best value. There are secure long-term plans linked to finance. More needs to be done to analyse the school's use of time.

The school has spacious accommodation, although it is in need of refurbishment and more effective cleaning. Apart from the library, resources are adequate. Staff are suitably qualified and sufficient in number although there are few teaching assistants.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The school is a caring place in which children are helped to mature, develop positive attitudes and good behaviour. The teaching is good and helps their children to make good progress. The children really enjoy school. The staff are very approachable and write good reports about the children's progress. 	<ul style="list-style-type: none"> Challenge for the more able. Extra-curricular activities for younger pupils.

The inspection team agrees with the views expressed by parents. There are good extra-curricular activities for older pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS

The school's results and pupils' achievements.

1. Results in national tests at the end of Year 2 have fallen since 1999 and although they are average overall they are not high enough in writing. Preliminary results for 2002 show that there has been some slight improvement but standards in writing are not high enough and have continued to fall because the school does not make sufficient use of the National Literacy Strategy. Standards are lower when compared with results at the time of the previous inspection. Standards in reading have dipped, as have those in writing, although the school has arrested the decline in reading through a successful programme of parental involvement. Preliminary results for 2002 show that there has been a slight improvement in pupils' results in mathematics due to the implementation of the National Numeracy Strategy. Teacher assessments show that standards in science are below average. When compared with schools with similar intakes standards in the national tests were below average in reading and writing and average in mathematics after adjustments to take account of the school's socio-economic circumstances.
2. Performance in national tests at the end of Year 6 fluctuates from year to year with most consistency in science due to the teachers' good subject knowledge and some specialist teaching. Preliminary results for 2002 show that standards in mathematics are now average, with pupils achieving good success in number work due to the successful use of the National Numeracy Strategy and setting by ability. Standards in English have shown the most improvement over time and are above the national average. After a decline in standards in the 2000 tests in English, mathematics and science the school has gradually improved its performance but more remains to be done to raise standards in science and mathematics to the level of those achieved in English. In the last two years, the school has generally kept pace with the national trend in improvement and consolidated its performance in the 2002 tests. When compared with schools with similar intakes standards in the national tests were above average in English, average in science but below average in mathematics after adjustments to take account of the school's socio-economic circumstances. There are two key areas for improvement which include, increasing the percentage of pupils achieving well in writing by the end of Year 2 and increasing the percentage of pupils attaining above average levels in mathematics and science in national tests by the end of Year 6.
3. Inspection evidence shows that pupils are successful in several other areas of the curriculum. By the end of the reception year almost all children attain the early learning goals in personal, social and emotional, physical and creative development, communication, language and literacy, mathematical development and knowledge and understanding of the world. By the end of Years 2 and 6, standards are above average in design and technology, ICT, history, physical education. By the end of Year 6 standards in English are above average. Pupils throughout the school are particularly successful in reading and speaking and listening. Pupils are very successful in practical work and also make good use of their skills in ICT to research information in most subjects. They use their numeracy skills well in design and technology, art and design and geography. Literacy skills are used effectively to present work in science, history and religious education but this could be improved in Year 2 where the teaching is not effective enough in developing writing skills across the curriculum.

4. Most pupils make good progress. The school's setting arrangements for English and mathematics work well. They are partially successful in science; however, pupils moving around the school for science lessons waste too much time.

Strengths	Areas for development
<ul style="list-style-type: none"> Boys and girls make similar good progress in most subjects. It is at its best in the reception classes and Year 4 due to highly effective teaching. Good in the junior classes and in the reception classes in all areas of learning. Good in design and technology, history, ICT and physical education. Pupils with special educational needs make good progress and achieve well. They receive good support and individual education plans and targets are sharply focused. Progress in reading is good as parents play a pivotal role in helping their children. 	<ul style="list-style-type: none"> The progress of more able pupils is not good enough in science and mathematics. Progress in music, religious education and geography is satisfactory but could be improved if the curriculum was better organised. Progress in writing in Year 2 is unsatisfactory because of gaps in the teaching.

5. Factors that have had an effect on standards at the school since the previous inspection.

The circumstantial elements include:	Those within the school's power to influence:
<ul style="list-style-type: none"> Average attainment on admission to the school. Similar school comparisons do not take into account of the fact that the school does not have a meal service. Over a fifth of pupils who took the tests at the end of Year 6 in 2001 and 2002 were recent admissions. There has been a large increase in the percentage of pupils with special educational needs. Almost a third of the teaching staff has changed within the last two years. 	<ul style="list-style-type: none"> There has been consistently good teaching of most year groups. Limited effectiveness of assessment due to weaknesses in target setting. The management of curriculum time.

6. In summary, most pupils achieve well and benefit from the effective teaching of skills, knowledge and understanding in the subjects. Progress is good although there is some uneven development of pupils' literacy skills as the school makes insufficient use of guidance from the National Literacy Strategy. The standards are rising after a fall and are now sufficiently high. More needs to be done to stretch the more able. Overall the pupils achieve well and make good progress in most aspects of their work because of effective teaching and the pupils' enthusiasm for learning. The school sets appropriate targets for achievement in national tests and meets them. Overall these targets are sufficiently demanding although they could be more challenging for the brighter pupils. Parents are pleased with the progress made by their children and feel that standards are high enough although some say that the more able could be given more challenging work.

Pupils' attitudes, values and personal development

7. This aspect of the school's work is a strength. The pupils' attitudes and behaviour are good. There is a good spirit of co-operation and respect between the staff and pupils which helps to create a purposeful and well-ordered school in which all are valued. This quality of this aspect of the school's work has been maintained well since the last inspection.

The contribution made by pupils.	How the staff promote success.
<ul style="list-style-type: none"> • The pupils say they enjoy coming to school and are fully involved in the life of the school. • Junior pupils take part in the after school clubs with enthusiasm. They particularly enjoy the sporting activities. • The children in the reception class arrive happily each morning and quickly become involved in their activities. They try hard to please their teachers. • Most pupils work hard in their lessons and want to do well. They enjoy the practical aspects of their lessons. • Pupils with special educational needs behave very well and respond enthusiastically to the positive encouragement given by their teachers. • Standards of behaviour are generally good and often very good especially when lessons are interesting and challenging. • Pupils are polite and helpful. They tidy up carefully and take care of the school's resources and each other's belongings. • There have been no exclusions. • Attendance is good and there has been no unauthorised absence in the last year. • Pupils are mostly punctual, although some infant pupils are late to classes in the afternoon because they are slow to finish their sandwiches. 	<ul style="list-style-type: none"> • Staff value the attributes that each individual brings to the school community. • The school provides a good range of extra-curricular activities for the juniors, well supported by staff and parents. • Learning experiences in the reception class are interesting, challenging and exciting. • Staff expect pupils to work hard in their lessons. In some lessons, because the work that is set for the more able pupils is not challenging enough, they do not always work as hard as they could. • Staff encourage pupils to behave well by the consistent, kind and firm application of the school's procedures. Pupils who behave well are rewarded. • Staff treat each other and pupils with courtesy and respect and are good role models.

8. Occasionally, particularly after playtimes, pupils are restless and do not listen carefully to their teachers. In a Year 1 science lesson, for example, despite the interest and excitement generated by the arrival of a hamster, pupils did not settle quickly to their tasks did not learn as much as they should have. There are good relationships between staff and pupils.

The contribution made by pupils.	How the staff promote success.
<ul style="list-style-type: none"> • Pupils take care of each other and are eager to help if a friend is hurt or unhappy. • Reception children have a very good relationship with their teachers and feel secure and happy in their new environment. • Pupils say that there are disputes on the playground from time to time, but they have no serious concerns about bullying. 	<ul style="list-style-type: none"> • Staff encourage pupils to be kind to each other. • Incidents of conflict are dealt with consistently and pupils and parents trust the school to deal effectively with any bullying. • Boys and girls are encouraged to work constructively together and to

<ul style="list-style-type: none"> • They have a good understanding of how what they do or say affects their friends. • Pupils work constructively together in groups and pairs. They listen well to each other's ideas in lessons and, as they get older, they understand that, although they may not agree, other viewpoints can be valid. • Pupils are very keen to taken on responsibility and they show good initiative and common sense in the performance of their duties. 	<p>respect each other's ideas.</p> <ul style="list-style-type: none"> • In some lessons pupils have the opportunity to investigate and evaluate other peoples lifestyles and beliefs. • The school provides many opportunities for pupils in Years 5 and 6 to take on important responsibilities in the school community. All pupils have classroom jobs.
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9. Pupils respond well to the good moral and social values promoted by the school. They get on well with each other and older pupils have a strong sense of responsibility towards the younger children. For example, two boys felt that it was important to keep the younger pupils away from the remains of a dead bird on the path in case it would upset them. They remained on guard until all the infant pupils were in school.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT

10. Teaching is good overall. Teaching in the reception classes and Years 3 to 6 is good. Pupils in Year 4 benefit from often very good and sometimes excellent teaching because the staff inspire and enthuse the pupils and expect much from them. Teaching in the infants is satisfactory and often good in Year 1. The teaching of pupils with special educational needs is good. Most pupils have their needs met through effective teaching. The more able are challenged sufficiently in English lessons in the juniors but they could do better in mathematics and science if the teachers made better use of assessment to set targets for the pupils.

11. Teaching and learning are good.

Strengths of teaching: (general points.)	Features of effective learning:
<ul style="list-style-type: none"> • The teachers have good knowledge of pupils and of most subjects. • Lesson planning includes good reference to objectives so that the pupils know what is expected of them. • Staff manage the pupils' behaviour well and use praise and encouragement effectively. • There is good teaching of practical subjects. • The teachers and support staff work together well to meet the needs of the pupils, particularly those with special educational needs. • There is good teaching of subject vocabulary. • Most lessons are interesting and include the effective use of resources which help pupils to understand what is being taught. • All staff work well with the pupils and 	<ul style="list-style-type: none"> • The pupils respond with interest, for example, in history lessons they are keen to follow up what has been taught in their own research. • They are attentive listeners and behave well, showing respect for their teachers. • Pupils with special educational needs respond enthusiastically and work hard. • They concentrate well and persevere with tasks, trying to find ways of improving as in evaluating their models in design and technology. • They have a good understanding of subject specific vocabulary and use it well. • Pupils usually give of their best. • They enjoy working in small

form good relationships. <ul style="list-style-type: none"> • In most lessons the staff use questions very well. This is particularly so with pupils with special educational needs. • Teachers make good use of homework. 	groups and collaborate well.
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12. Enthusiasm bubbles over in the reception classes as the staff provide interesting and stimulating activities which offer much challenge to the children. The staff have very good knowledge of how young children learn and use the information from assessments to match the work effectively to the children's needs. There is a good balance of adult led tasks and opportunities for the children to investigate for themselves. Occasionally introductions to lessons go on too long and the children become restless, but, in the main, sessions have good pace and the teachers' clear explanations leave the children in no doubt about what is expected. The teaching of communication, language and literacy is good. The staff use many methods to help the children to grow in their knowledge of language including reading to the children, providing opportunities for homework, regular teaching of the sounds that letters make and good involvement of the children in daily story sessions. There are good opportunities for the children to "write" and to take part in drama and role-play. Mathematical development is also taught well as there are plenty of resources for the children to use and the staff extend the children's interest in numbers through teaching a wide range of number rhymes and games.

13. The teaching of English and mathematics is satisfactory with some good aspects although writing skills are not taught well enough in Year 2, as there is insufficient attention to using the National Literacy Strategy. Parental support for reading makes a significant contribution to the effectiveness of the teaching of reading and to pupils' progress. The staff make good use of the National Numeracy Strategy and plan mathematics lessons well. The use of setting by ability in these subjects works well as it enables teachers to plan their teaching to meet the needs of pupils of different abilities although the work set for the most able could be more challenging. In most subjects the teachers encourage the pupils to use their literacy and numeracy skills well. Good use is made of ICT to support the teaching. Teaching of history, music, physical education, design and technology, ICT and religious education is good.

14. The quality of teaching for pupils with special educational needs is good.

<ul style="list-style-type: none"> • Teachers, learning support assistants and specialist teaching assistants work very well together and have good subject knowledge. • They are very effective in developing pupils' basic skills. • Planning is good and is based on pupils' individual education plans. • The targets from individual education plans are used in classes and sets and ensure pupils receive consistently good teaching aimed at meeting their needs. • Teachers and specialist teaching assistants assess pupils' learning frequently. This information is then used to good effect to record how well pupils are doing. • The special education needs coordinator uses the national literacy strategy well to support pupils' learning and good use is made of the class books.

15. There are some areas for development.

Areas to develop	How this affects learning
Throughout the school, some lessons are too long.	Pupils become restless and in some lessons a few boys are disruptive.

In Year 2, insufficient attention is given to developing pupils' writing.	Pupils lack confidence in writing and very few achieve well enough.
There is insufficient challenge for the more able in some lessons	The more able do not achieve their potential in mathematics and science.
Marking lacks incisiveness and there is little guidance for pupils on what to do to improve their work.	Pupils are unsure how to improve their work.
There is an overuse of undemanding worksheets.	Pupils of different abilities sometimes complete the same tasks.
Assessment information is not used well enough to set personal targets for pupils.	Pupils do not know their precise learning targets or the timescales for their achievement.

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

16. The overall quality of the curriculum is satisfactory. The school has maintained its curricular provision since the previous inspection.

The breadth, balance and relevance of the curriculum	Areas to develop
<ul style="list-style-type: none"> • For children in the reception classes the curriculum is broad and balanced and the range and quality of learning opportunities are good. • Pupils in Years 1 to 6 are taught all of the subjects of the National Curriculum and religious education. • The breadth of the curriculum is maintained and learning experiences are relevant to pupils' ages. • There is good use of setting by ability in the juniors for English, mathematics and science. • Boys and girls have similar opportunities to learn. • Some specialist teaching of science and design and technology contributes well to pupils' progress. • The National Literacy Strategy is used well as a teaching approach in the junior part of the school; as a result pupils are confident users of English. • The National Numeracy Strategy is well established in the school and as a result pupils calculate accurately and use their skills in other subjects. • Pupils have lots of opportunities to use computers and other ICT skills throughout the curriculum. 	<ul style="list-style-type: none"> • Timetable arrangements which lead to lengthy sessions and overlong lessons. • There is a lack of balance within some subjects. This contributes, in the case of writing in Year 1 and 2 and science in Years 3 to 6, to underachievement for some groups of pupils. • Opportunities to use written English across the curriculum are limited, especially in Year 2.

17. The provision for pupils with special needs is good.

Particular successes in the provision for pupils with special educational needs
<ul style="list-style-type: none"> • They are well taught and well supported when withdrawn for specialist teaching. • Working in class groups is carefully balanced with class work and helps pupils acquire the skills in reading, writing and mathematics they need to use in other subjects. • The movement skills programme is very beneficial in improving a wide range of skills. This high quality provision results in improvements to handwriting, pupils' overall co-ordination and general dexterity. • The staff target specific groups of pupils for short and effective bursts of help and this works very well particularly with Years 3 and 4.

18. The school makes good provision for pupils' personal, social and emotional development. The school's provision for spiritual, moral, social and cultural development is satisfactory overall.

Learning opportunities in personal development	Areas to develop
<ul style="list-style-type: none"> • Provision for the pupils' spiritual development is satisfactory. It is increasingly being addressed across the curriculum areas when opportunities arise to promote awe and wonder and a sense of life beyond the purely material. • Moral development is good. School rules are negotiated with pupils and parents and reinforced positively with reward systems. This aspect is an important part of school assemblies. • Social development is good and well linked to day-to-day work in the classroom including working with partners and responsibility for tidiness. • Cultural development is satisfactory and occurs when opportunities arise in the subjects of the curriculum. There are good opportunities to work with a local performing arts school. • Pupils are prepared appropriately for life in a culturally diverse society. 	<ul style="list-style-type: none"> • Opportunities for pupils to develop an appreciation of our multicultural society are at present mainly limited to celebrating festivals. • Planning for assemblies does not focus sufficiently on the inclusion of spiritual elements.

19. Opportunities for cultural development are satisfactory. They ensure that the pupils develop a sense of their own local identity through local studies which are used as the basis for comparison with different geographical and historical situations. Younger pupils reflect on their own lives and make comparisons with life on a Scottish Island. The arrangement for developing pupils' awareness of other cultures is also satisfactory and is illustrated by displays around the school. These relate principally to geography and include African studies. The school also enjoyed the celebration of world music in Birmingham. The school has a good policy for race equality and staff and pupils do not tolerate racist or sexist attitudes.
20. The provision for the pupils' social and moral development is good. The pupils are encouraged to work and learn together amicably. They respond well when given opportunities to undertake responsibilities. Adults consistently promote sound moral principles. They deal fairly when difficulties arise and consistently apply the agreed rules. This creates a climate where pupils are honest and open in dealing with each other in spite of the fact that a few pupils are emotionally immature in their relationships and require sensitive support. There is a good range of opportunities for pupils to acquire social skills to prepare them for the next stage of learning and for adult life. In Year 6 pupils offer supportive criticism of a performance yet they are

sensitive to the performers' feelings. Visits and visitors provide further useful opportunities for developing effective social skills.

21. Spiritual development is addressed satisfactorily. The staff provide appropriate opportunities to promote awe and wonder and a sense of life beyond the purely material. The following aspects showed good practice:

- Genuine gasps of delight as a teacher gently showed a hamster to a year 1 class as part of a science lesson.
- A cathedral visit which added an important extra dimension to a history topic.
- The quality of religious education lesson in which the story of Zaccheus was brought to life by skilled teaching.
- Observation of the work of artists, principally the Impressionists, generate moods which inspire reflection.

22. Other aspects of the curriculum enrich pupils' experiences.

Other contributions to the curriculum	Areas to develop
<ul style="list-style-type: none"> • Extra-curricular provision is good, although there are few activities available for infants. • The school makes good use of visits and visitors to enhance the curriculum particularly in history and the performing arts. • The provision for personal, social and health education is good. The co-ordinator has produced a good quality programme of learning opportunities. • Community links are effective, for example, the school has formed good links with pre-school groups including one with premises on the grounds. • Links with the local secondary school are very good. This school also offers some curriculum support to other educational establishments. There are various schemes to ensure a smooth transfer for the pupils at the age of eleven. 	<ul style="list-style-type: none"> • The school is aware of the need to develop a school council.

23. The school provides well for the pupils' health education, which includes sex education and information about the misuse of drugs. The school nurse supports the teachers in this work, which is integrated into the science topics throughout the school. The teachers run various extra-curricular activities after school, including dance, drama and sports clubs. These activities make a positive contribution to the breadth of the curriculum and the pupils' development. In addition, class groups make visits to museums and other places of interest to support specific curriculum work. The pupils in Year 6 have the opportunity to participate in a residential visit, which also enhances their learning and personal development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS

24. This is a caring school.

Strengths in the provision	Areas for development
<ul style="list-style-type: none"> • Good procedures ensure that the school is a safe and healthy environment. • The school follows recognised 	<ul style="list-style-type: none"> • More stringent application of the procedures to ensure that safety is a high priority for all staff and that standards of cleanliness around the school are

<p>guidelines for child protection and staff have a good awareness of this aspect of care.</p> <ul style="list-style-type: none"> • Pupils learn about personal safety and hygiene through their personal, social and health education lessons as well as in science, design and technology and physical education. They are taught how to use resources safely 	<p>improved.</p> <ul style="list-style-type: none"> • More specific risk assessments of the management of physical hazards around the school should be recorded. • Supervision by staff at playtimes is not monitored and the organisation of morning and afternoon playtimes should be reviewed. • The time allowed for Year 5 pupils to eat their sandwiches is insufficient. Pupils report that they often do not have enough time to finish their lunch.
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25. The headteacher carries out a basic risk assessment of the school and procedures twice a year and reports his findings to the governing body. He has received appropriate training in child protection. The supervision over the mid-day break is generally good. There are a sufficient number of trained first aid personnel and a good awareness of those pupils with known allergies or conditions. Fire drill is carried out twice a term, but there is no secure system for checking pupils' names against the registers should the teacher be out of class at the time and unable to collect the registration sheet. Staff manage the road safety concerns at the beginning and end of the day well, minimising the hazards as much as they can in the circumstances. Pupils are allowed to play football on the grassy area adjacent to the road during morning and afternoon playtimes. Balls inevitably fly over the hedge and one pupil was observed going into the road to fetch it. This should be reviewed as a matter of urgency.

26. The school monitors and supports pupils' behaviour, personal, social and emotional development effectively.

Strengths in the provision	Areas for development
<ul style="list-style-type: none"> • Systems for monitoring attendance and tracking absence are good. • Registration complies with legal requirements. • There are good procedures for promoting good behaviour and staff apply these consistently. Pupils understand what is expected of them. • Formal records are maintained of persistent poor behaviour and serious incidents. • Pupils' achievements are celebrated in assemblies. • Overall personal development is monitored effectively through the structured personal, social and health education lessons. 	<ul style="list-style-type: none"> • Improve the attendance of those pupils who are missing in excess of ten per cent of their lessons.

27. The school provides a good level of personal support and guidance for pupils, based on the generally good relationships between the pupils and their teachers. Almost 20 per cent of pupils missed a significant amount of their schooling last year and this has an adverse impact on the progress they make and the standards they achieve.

28. Procedures for assessment are satisfactory. The use of assessment to improve curricular planning is unsatisfactory.

Assessment and its use	Areas for development
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<ul style="list-style-type: none"> • Children in the reception classes are assessed very well according to the early learning goals and the information is used to plan well-focused work. • Reception teachers keep detailed records of the children's progress. • Assessment of pupils with special educational needs is good and the information is used very well to plan individual education plans and to determine the level of support pupils need. • The school complies with all requirements for national testing and also uses several other tests to keep a check on how well the pupils are making progress. • Teachers are accurate in assessing pupils' performance in national tests. • Teachers in Years 1 to 6 keep records of pupils' coverage of topics and include brief comments about their progress. • Teachers know the pupils well. 	<ul style="list-style-type: none"> • All teachers set targets for pupils but the targets are not always as sharp as they should be to provide guidance for pupils on the next step in their learning. • Targets are not linked to marking. • Assessment is not used sufficiently to inform the development of the curriculum and this has been particularly the case in raising standards in writing. • The analysis of data is developing and the headteacher uses it to study trends in attainment but targets are not sufficiently demanding for the more able.
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HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS

29. The school has a very good relationship with parents and the quality of the partnership contributes well to the life of the school and the progress the children make. Parents have very positive views of the school. They support the values promoted by the school and feel welcome and valued by the school. They consider that their children are happy and are confident that the school takes good care of them. They are pleased with the good standards of behaviour in the school. Prior to the inspection, parents expressed some concern about the lack of after-school activities. There is a good range of clubs for the older children, but very little for the younger ones. This situation is the norm in most primary schools.

Strengths in the provision	Areas for improvement
<ul style="list-style-type: none"> • The quality of the information provided for parents about the school is very good. It is comprehensive and practical. • The pupils' annual progress reports are very good. They give a clear indication of how well the children are doing. Consultation evenings are well attended and provide good information for parents about their children's strengths and weaknesses. • Parents of pupils with special educational needs are invited to be fully involved in the decision making process. • There are very good induction procedures for parents and children joining the reception classes. • Regular, very well presented newsletters are provided and curriculum information is sent to parents at the beginning of each term. 	<ul style="list-style-type: none"> • No significant areas for improvement.

<ul style="list-style-type: none"> • The school provides very good opportunities for parents to be involved in pupils' learning. • Parents are consulted about developments in the school and the contribution of the parent governors to the decision making process is valued. 	
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30. Because of the very good quality of information provided, there is a very effective level of communication between the school and parents. A few parents felt that they would like more information about their children's progress. Parents do have the opportunity to seek further information from their child's class teacher at any time. Because parents receive curriculum information they are able to help their children at home more effectively. A particular strength of parents' involvement is the opportunity provided for parents of pupils in Years 1 and 2 to read with their children in class once a week. A very large number of parents take advantage of this opportunity. As well as being beneficial for their child, they are also able to see what is being done in class and to exchange informal information with the class teacher. The majority of parents also help their children with reading and spelling homework and this makes a very significant contribution to the good standards of reading in the school. The social and fund raising events organised by the parents' association are very well supported and the substantial funds raised are used to supplement resources. This contribution is valued highly by the school

HOW WELL IS THE SCHOOL LED AND MANAGED

31. Leadership and management are satisfactory. The school has improved some aspects of leadership and managements since the previous inspection including more effective involvement by the governors, developing robust systems for monitoring finance and making suitable use of strategies to ensure best value in purchasing supplies and services. Other areas still require further development including managing curriculum time more effectively and ensuring that there are robust and effective systems to accelerate and improve the progress made, particularly by the more able. There has been too much fluctuation in pupils' performance in national tests and some decline in standards, particularly at the end of Year 2, the school has now arrested this decline and standards are beginning to improve.

32. The leadership and management of the headteacher and key staff are satisfactory.

Successes in leadership and management	Areas for development
<ul style="list-style-type: none"> • The school's aims and values are reflected in its work. • There are good systems to manage behaviour. • Staff work together well and show have a shared commitment to school improvement. • Subject leaders take their responsibilities seriously and are involved in monitoring teaching and reviewing planning. • There is a good balance of responsibilities between staff. • There is an appropriate system of performance management. 	<ul style="list-style-type: none"> • Targets are not sufficiently challenging of the more able. • Although there are good opportunities for staff to monitor the curriculum insufficient use is made of the information to evaluate the school's overall performance and this results in slippage of time and some overlong lessons. • The analyses of test results are not used rigorously enough to improve standards. • The issue of standards in writing

<ul style="list-style-type: none"> • Most priorities are identified in the school improvement plan. • Staff development is well organised. • The management of the provision for special educational needs is good. • The school has begun to track pupils' performance and use the information to set targets. 	is not currently included in the school's priorities for improvement.
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33. The governors give good support and fulfil their statutory duties effectively. They are suitably involved in development planning and several are regular visitors to the school. They keep a suitable check on the work done in literacy and numeracy and have a thorough understanding of the work with pupils with special educational needs.

34. Finances are in good order. Spending is linked to priorities in the school improvement plan and monitored effectively. Financial controls and systems are robust. Money for specific purposes is clearly identified and used appropriately. Governors make a good contribution in overseeing the school's finances.

35. The school's staffing, accommodation and resources are satisfactory.

Strengths in the provision.	Areas for improvement
<ul style="list-style-type: none"> • There is a good number of well-qualified teaching staff. • Newly qualified teachers and staff recently appointed to the school receive good support and guidance. • There has been good training, particularly in ICT. • Support staff, particularly those working with pupils with special educational needs, make a good contribution to learning. • The accommodation is spacious and the outdoor play area is interesting and stimulating to pupils. • Resources are satisfactory, with the exception of ICT which are good. 	<ul style="list-style-type: none"> • More training is needed for some staff in developing strategies to teach writing. • The building is in need of refurbishment and more effective cleaning. • The library needs further development.

36. In summary, the headteacher and senior staff need to be more rigorous in managing curriculum time and in ensuring that targets are sufficiently focused and challenging. There is a good sense of co-operation and collaboration between staff and a desire to see the school build upon its successes. The school benefits much from good teaching, support from parents and governors and the enthusiasm of the pupils. Given that standards are about average on admission to the school, the costs of educating the pupils are average and standards are generally above average by the time the pupils leave, the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER

37. **In order to build upon the school's successes, the leadership and management of the school should evaluate the cost effectiveness and outcomes of its monitoring systems to accelerate the pupils' progress and raise standards further.** The particular areas for improvement include:

- Raising standards and improving the teaching of writing, particularly in Year 2. (Paragraphs 1 - 4, 13, 16, 32, 35, 49 – 52, 63, 75)

- Ensuring consistency in meeting the needs of all pupils, particularly the more able, by making more effective use of assessment and target setting, improving marking and relying less on undemanding worksheets. (Paragraphs 5, 6, 13,15, 28, 32, 51, 53, 57, 63, 71, 72, 88, 91, 92)
- Reviewing timetabling arrangements to ensure lessons are not too long and have good pace. (Paragraphs 5, 16, 36, 51, 55, 59, 72, 80)

OTHER ISSUES TO BE CONSIDERED BY THE SCHOOL

- Attending to health and safety issues including supervision at playtimes and school cleaning. (Paragraphs 24, 25, 35, 88)
- Improving the library. (Paragraph 35, 51)
- Extending opportunities for spiritual and cultural development (Paragraphs 18,19, 21)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	81
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	27	34	15	0	0	0
Percentage	3	35	44	19	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	403
Number of full-time pupils known to be eligible for free school meals	0	20

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	58

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	24

Attendance

Authorised absence

	%
School data	4.8

Unauthorised absence

	%
School data	0.2

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	29	31	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	23	26
	Girls	27	29	28
	Total	47	52	54
Percentage of pupils at NC level 2 or above	School	78 (78)	87 (79)	90 (93)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	25	26
	Girls	26	26	27
	Total	45	51	53
Percentage of pupils at NC level 2 or above	School	75 (79)	85 (88)	88 (93)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	23	30	53

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	13	19
	Girls	27	25	28
	Total	41	38	47
Percentage of pupils at NC level 4 or above	School	77 (80)	72 (76)	89 (87)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	14	9
	Girls	26	25	9
	Total	41	39	18
Percentage of pupils at NC level 4 or above	School	77 (80)	74 (78)	82 (91)
	National	72 (70)	74 (72)	82 (79)

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	396	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	1	0	0
Asian or Asian British – Bangladeshi	2	0	0
Asian or Asian British – any other Asian background	2	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	1	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	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	23.7
Average class size	28.8

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	131

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	799,750
Total expenditure	803,020
Expenditure per pupil	1,954
Balance brought forward from previous year	32,050
Balance carried forward to next year	28,780

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4.5
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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

Number of questionnaires sent out	403
Number of questionnaires returned	251

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	30	2	0	1
My child is making good progress in school.	57	39	2	0	2
Behaviour in the school is good.	47	48	1	0	3
My child gets the right amount of work to do at home.	28	50	12	2	8
The teaching is good.	57	38	1	0	3
I am kept well informed about how my child is getting on.	34	47	13	3	3
I would feel comfortable about approaching the school with questions or a problem.	62	34	3	1	0
The school expects my child to work hard and achieve his or her best.	57	35	2	0	5
The school works closely with parents.	34	48	13	2	3
The school is well led and managed.	52	43	2	0	3
The school is helping my child become mature and responsible.	50	45	2	0	3
The school provides an interesting range of activities outside lessons.	24	40	17	6	13

Other issues raised by parents

Parents expressed much satisfaction with the school's work. They are very pleased with work done in the reception classes. Some parents want more information about the children's work, timetable and how it is structured. Some parents feel that the more able pupils are not challenged sufficiently.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

38. Good teaching enhances the very good provision for the 59 children in the two reception classes. All children attend full-time in the year in which they become five. Strong induction programmes help to ensure that parents and children are well prepared for admission to school. Provision has been sustained at a high level since the previous inspection. The teachers plan together well and make good use of the national guidance for the Foundation Stage. The curriculum is good and prepares the children well for the next stage of their education. Effective attention is given to developing the children’s skills, knowledge and understanding in all of the areas of learning. The children receive first class support from the two teaching assistants. Both classes are well-organised places of learning with a good range of imaginative activities. The activities have a positive impact upon the children’s learning. Most of the children have had some form of pre-school experience but this can often be in as many as fifteen different settings.
39. Attainment on admission is about that expected for the age of the children although their knowledge and understanding of the world is slightly below average. By the end of the reception year, almost all of the children attain the early learning goals in personal, social and emotional development, communication, language and literacy, mathematical, creative and physical development and knowledge and understanding of the world. Pupils of all abilities make good progress.
40. The teaching is good and there are some very good features which contribute to the children’s success.

Key successes in the teaching and learning	Areas for development.
<ul style="list-style-type: none"> • Sessions are very carefully planned jointly by both reception class teachers so that all children receive appropriate experiences. • Support staff are fully aware of their roles and play an important part in the quality of provision made for the children. • Teachers use a wide range of stimulating activities with imagination. • There is a good balance between direct teaching and opportunities for the children to explore and investigate. • Staff know the children well and assess their progress thoroughly making use of the information to plan the next step in learning. • Learning is good with some very good features in both classes. • Children make very positive responses to the adults who work with them. • The children are often enthralled by the opportunities that are offered to them. They work hard and maintain good levels of concentration. • Most of the children remember what they have already learnt and build upon this to further their knowledge and understanding. • Children with special educational needs have these 	<ul style="list-style-type: none"> • Making more effective use of questions to stimulate more complex responses from the children.

<p>needs recognised at an early stage and are given extra support to help them make similar progress to all other children.</p> <ul style="list-style-type: none"> • Staff are aware of the needs of the more able and set sufficiently challenging work so that these children make good progress. 	
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41. **Personal and social development.** The children benefit from sensitive and effective teaching of this area of learning.

Children's successes	Areas for development
<ul style="list-style-type: none"> • Children are confident and secure. • Most children are able to undress and dress themselves effectively. • They co-operate well with one another in imaginative play; they share toys and equipment willingly. • They relate well to the adults who work with them when they talk and answer questions readily. • They benefit from the way that parents and carers enter school with them and give their support to them. • They take responsibility to self-register themselves and for moving around the school in pairs for example when they return the register to the central office. 	<ul style="list-style-type: none"> • Ensuring that parental and carers do not stay too long during sessions. • Providing more opportunities for the children to take responsibility.

42. **Language and literacy.** Children achieve well and attain the early learning goals by the end of reception. The teaching is good.

Children's successes	Areas for development
<ul style="list-style-type: none"> • Children already know the way that letters blend together to make appropriate sounds at the beginnings of words. • They are interested in doing this because the illustrations supporting the sounds are imaginative and within their area of understanding. • Children with speech difficulties contribute because of the good support that they receive. • Children happily share books with one another. • Children make perceptive answers to adults as they begin the formal process of finding out about the words meanings and how pictures can help them to understand what the words mean. • Small groups of children work with support staff as they listen to sounds in the listening corner and begin to build words. They record their findings about sounds accurately. • The children successfully build words from letter sounds. • They use imaginative vocabulary well as they enact such stories as <i>Goldilocks and the three bears</i>. 	<ul style="list-style-type: none"> • Providing more opportunities for independent writing.

43. **Mathematical development.** The children achieve the early learning goals and make good progress because of good teaching.

Children's successes	Areas for development
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<ul style="list-style-type: none"> • Pupils talk about numbers with confidence. • They sort odd and even numbers and are aware of when numbers are in the wrong order. They count accurately up to 10. • They use numbers in their imaginative play and know the names and values of some coins. • The children work co-operatively in solving problems in length as they construct different forms of transport such as cars and tanks. • The children make good progress in finding out about capacity as they fill containers in the sand tray. 	<ul style="list-style-type: none"> • There are no areas for development.
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44. **Knowledge and understanding of the world.** The children attain the early learning goals and make good progress. Teaching is good and is based soundly on practical experiences.

Children's successes	Areas for development
<ul style="list-style-type: none"> • Children are skilful in their use of computers. They move the mouse accurately so that they form pictures correctly. They use their computer skills well to practise writing. • They know about the passage of time and use words such as long ago, short, old and new with accuracy. Their understanding of time is helped through activities such as growing bulbs and studying toys from the past. • Experiences such as baking and cooking porridge help them to understand how materials change. • The children use construction toys well and carefully follow instructions. • They have a good understanding of direction and routes and competently find their way around the school. They also accurately describe their route to school. 	<ul style="list-style-type: none"> • The children would benefit from more recording of their work.

45. **Physical development.** By the end of the reception year almost all children attain the early learning goals. They are taught well and make good progress.

Children's successes	Areas for development
<ul style="list-style-type: none"> • The children have good opportunity to develop their physical skills in classrooms and outdoors. • Their finer skills are well developed as they use materials, construct objects and carefully use jumbo pencils to form letters accurately. • They make good use of toy cars, bicycles and push chairs to move around a restricted outdoor area carefully. • The children make safe use of the indoor halls as they move imaginatively and effectively to music and as they spread out to move around objects such as felt feet and hands and rubber circles. 	<ul style="list-style-type: none"> • The provision of an outdoor area that gives the children more opportunity to extend their physical skills more creatively.

46. **Creative development.** The children attain the early learning goals in their creative development by the end of reception. This aspect is taught well and the children make

good progress. The activities help the children to communicate their feelings expressively.

Children's successes	Areas for development
<ul style="list-style-type: none"> • Children paint in strong and vibrant colours as they create imaginative caterpillars to follow up their language work. • Children finger print delicately as they paint recognisable dinosaurs. • They work co-operatively and have good interaction with adults listening carefully to advice and using paintbrushes and other tools with care and precision. • They make good models with lots of different materials in order to express their creative ideas. • In music, they play instruments with patience and skill and join in with other children in singing joyfully and tunefully. 	<ul style="list-style-type: none"> • None.

47. The Foundation Stage has very effective leadership. The teachers and support staff work as a team. They interact well with one another as well as with the children. Good levels of support are given to all children by all staff. All staff make effective contributions to the tracking of progress and use the information well to plan the curriculum. The very good records ensure that the children's progress is monitored thoroughly.

ENGLISH

48. The quality of provision for English is good. Standards in English are average at the end of Year 2 and at the end of Year 6 they are above average. Over the past three years test results for Year 2 show reading as average and writing below average. At the end of Year 6 results are better with pupils reaching above average standards in writing and well above average levels in reading and speaking and listening.
49. By the end of Year 2, pupils discuss their favourite books effectively with many enjoying traditional fairy tales or humorous stories. More able pupils write independently and understand how to form sentences but most struggle to do this effectively. By the end of Year 6 pupils use all their English skills well. They research topics effectively using a wide range of reference skills including ICT. Using this information pupils write a script presenting their material in an imaginative way so that an audience remains interested. Pupils answer questions and use a wide range of vocabulary to evaluate ideas and each other's work. In the privacy of their home they can review a video of their presentation and consider recorded comments of their classmates alongside their own evaluation. Many Year 6 pupils achieve a high standard but in Year 2 the number of pupils achieving the higher level in writing is too low.

The main reasons why standards are not high enough in writing at the end of Year 2
<ul style="list-style-type: none"> • Teachers do not use the National Literacy Strategy well enough. • There is a lack of challenge for the more able. • Opportunities to use writing skills in other subjects are too limited.

50. Progress is satisfactory overall but could be better. Progress in writing is good in the juniors, because of effective guidance on writing in a variety of styles and clear

instruction about how to combine sentences into a coherent passage. Progress is unsatisfactory in Year 2 where teaching is too focused on improving pupils' knowledge of the sounds that letters make, an overuse of undemanding worksheets and lack of opportunity to explore ideas and themes in creative writing. Pupils of all abilities make good progress in speaking and listening. Reading is taught well and parents make a significant contribution to their children's good progress in reading by supporting them at home and in school. Boys and girls make similar progress. The gifted and talented pupils in Years 3 to 6 are challenged sufficiently because the school organises pupils into ability groups (sets). More able pupils in Year 2 are not challenged sufficiently and they make unsatisfactory progress. There is good support for pupils with special educational needs and they benefit from small groups and individual help. These pupils make good progress.

51. Overall, the teaching of basic skills is good. Teaching is satisfactory in Year 2.

Strengths in teaching and learning	Areas to develop
<ul style="list-style-type: none"> • Most staff have good subject knowledge which they use to plan imaginative lessons making effective use of stories and poetry. • Pupils are taught to read well using a wide variety of methods and especially involving parents. • Pupils' behaviour is managed well and the pupils are attentive and effective listeners who support each other's learning. • Pupils work hard and produce good quantities of work, which usually includes correct spelling, grammar and punctuation. • In most lessons, teachers make good use of resources to capture the pupils' attention. • They insist on good use of vocabulary in most subjects to enrich the pupils' work. • Teachers use computers well to develop pupils' writing, presentation and research skills. 	<ul style="list-style-type: none"> • Some lessons are too long and pupils lose concentration; sometimes, more able pupils spend far too long consolidating work. • In some lessons, the teaching is uninspiring as there is too little variation in the methods used. • Some teachers do not make sufficient use of a range of visual aids. • Assessment and marking are weak and are not used to guide pupils on how they might improve. • The library is not good enough to promote pupils' research skills.

52. Subject leadership is satisfactory. The subject leader does not have sufficient impact on improving standards and teaching in Year 2. The school has not identified writing as an area for development in its current improvement plan and this is a weakness. Although there is regular monitoring by the subject leader this is not focused rigorously enough on improving standards, particularly at the end of Year 2. The school analyses test results but has not used the information to tackle the variation in performance between aspects of English within the school.

MATHEMATICS

53. The overall quality of provision for mathematics is satisfactory. Standards are average at the end of Years 2 and 6. Standards in mathematics since the previous inspection have generally been maintained at average levels although in 2001 they fell to below average mainly because of lack of challenge for the more able. The percentage of pupils achieving the higher levels has declined and is at its lowest level for past five years. Preliminary results of tests in 2002 show that the school has increased the percentage of pupils attaining average standards and there are signs that standards are rising due to the effective use of the National Numeracy Strategy. There is no significant difference in the performance of boys and girls. The trend in attainment has kept pace with the national improving trend although there are some variations from year to year due to staff changes, variations in the cohorts and the percentage of pupils with special educational needs in each year group.

The main reasons why more able pupils are not achieving well enough

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| <ul style="list-style-type: none"> • Assessment is not used effectively to identify targets for improvement and to set sufficiently demanding work. • Marking is weak and does not guide pupils on how to improve. |
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54. Progress is satisfactory overall and good in developing pupils' number skills. Boys and girls make similar progress. The school's setting arrangements work well in grouping pupils by ability as this enables teachers to plan work which is generally matched suitably to pupils' needs. Pupils with special educational needs make good progress because they have individual education plans which are followed effectively by support staff and which build on previous learning in small steps. More able and gifted and talented pupils make satisfactory progress but could be challenged more. Progress is at its best in Year 4 because of exceptionally good teaching where expectations are high.

Pupils' successes	Areas for development
<ul style="list-style-type: none"> • Throughout the school, standards in number are above average and pupils have a good grasp of calculating using a variety of methods. • Pupils use computers well to enhance their understanding of mathematical processes. • They use mathematical vocabulary correctly. • Pupils make good progress in learning new words and in successfully using mathematical signs and symbols. • By the end of Year 6, pupils carry out mental calculations quickly and accurately. • Pupils have appropriate understanding of graphs and how to interpret data. • Pupils make good use of their numeracy skills in designing and measuring in design and technology and science. 	<ul style="list-style-type: none"> • Pupils' skills in using calculators. • Extending pupils' skills in using measures in a variety of contexts and their knowledge of three-dimensional shape. • Progress is satisfactory in using and applying mathematics but most pupils struggle to solve complex problems involving several operations.

55. Teaching and learning are now good although in the past there have been inconsistencies. Support for pupils with special education needs is good.

Strengths in teaching and learning	Areas to develop
<ul style="list-style-type: none"> • Lessons are well planned and setting arrangements work effectively. • Teachers often make good use of ICT to support learning. • Teachers' subject knowledge has been enhanced through the good use of the National Numeracy Strategy. • Staff make good use of resources to help pupils to grasp new ideas. They emphasise mathematical vocabulary well. • Most lessons have good pace and pupils are set challenging time limits in which to complete their work. Mental arithmetic sessions are particularly effective. • Homework is used regularly, and the pupils' behaviour and the pupils work hard, listen attentively and are very co-operative. • Teachers foster good attitudes to learning by skilful and well-focused questions and the use of rewards and praise. 	<ul style="list-style-type: none"> • Some lessons are too long and pupils lose interest. • Brighter pupils need more challenging activities to fulfil their potential and achieve higher standards. • Pupils do not have targets to help them understand what to improve in their work. • Assessment systems, such as marking, do not result in specific targets being set which challenge pupils sufficiently.

56. Subject leadership is satisfactory. The school has sufficiently good resources to support the teaching of mathematics. There has been a consistent approach to monitoring lessons but little analysis of pupils' work to gain an understanding of progress in the different aspects of mathematics throughout the school. Test results are analysed and this information is now being used to set targets. This is beginning to have an impact of raising standards.

SCIENCE

57. The overall quality of the provision for science is satisfactory. Standards in Year 2 and Year 6 are average but there are variations between the year groups and this shows itself in the test results over the past three years which have declined. By the end of Year 2, pupils know how to use books to research and observe what is happening in investigations. They have an appropriate knowledge of how plants and animals live and grow, how materials can be grouped together and how forces push and pull objects. By the end of Year 6 pupils have an above average understanding of how to conduct investigations and use scientific vocabulary effectively. In the other aspects of science their work is at the expected levels. Too few pupils achieve the higher standards and this means that results could be higher by the time pupils leave the school. Since the last inspection standards have declined and the progress of brighter pupils has slowed. However, there are now more pupils with special educational needs in each year group. In addition, the majority of pupils who enter the school after the age of five have lower than average attainment in this aspect of their development.

The main reasons why standards have declined at the end of Year 6
<ul style="list-style-type: none"> • Teaching in science is not consistently good between classes. • In Year 6, the curriculum for science has not been clearly separated from design and technology and this means less time was available for scientific learning. • Test results are analysed but the information is not used sufficiently to set targets for pupils, particularly the more able, so that they can improve at a brisk pace.

58. Progress is satisfactory overall but could be better. Throughout the school, progress in how to conduct experiments and investigations is good. Pupils know that they have to separate their area of investigations and make sure that their experiments concentrate on one aspect. For example, in a very good lesson in Year 4, pupils used the same number of drops of water and similar sized paper to test absorbency. When asked whether the results would be different if the pipette were held 30cm above the paper, pupils thought that this might be the case but they would need to run a test before they could be sure. Pupils make satisfactory progress in the other aspects of scientific learning but brighter pupils are not pushed enough to learn as much or as quickly as they can. Pupils with special educational needs make good progress because they received well-focused and effective support.
59. The teaching of science is satisfactory overall but varies from satisfactory in Years 1 and 2 to very good teaching in Year 4. Variations in the quality of teaching between classes are due mainly to insufficient pace and limited challenge for brighter pupils.

Strengths in teaching and learning	Areas to develop
<ul style="list-style-type: none"> • Some teachers have very good subject knowledge. • Planning is satisfactory and lessons are prepared well and make good use of resources. • Teachers expect pupils to investigate thoroughly and guide them successfully in understanding fair testing. • Pupils are taught to use their literacy, numeracy and computing skills well; they enjoy research. • The teachers manage behaviour well and pupils are attentive and work hard in lessons. • Pupils are given interesting homework. • Pupils are interested in science and enjoy their work, which they present effectively using charts and diagrams. 	<ul style="list-style-type: none"> • Some lessons are too long. • Brighter pupils need more challenging activities. • Pupils do not have targets to help them understand what to improve in their work. • Assessment information is not used to identify pupils or the targets they should be set.

60. Subject leadership is satisfactory. The subject leader is knowledgeable and analyses test results well to show which aspects of science need to be improved. Although there is some monitoring of teaching, not enough is done to raise the overall quality of teaching. Although pupils benefit in some ways from the setting arrangements and some specialist teaching, the time lost in moving pupils around the school to different locations reduces time for effective teaching and learning.

ART AND DESIGN

61. Provision in art and design is satisfactory. Standards are average by the end of Years 2 and 6 and pupils' progress is satisfactory overall. Progress is good in Year 5 because of very good teaching. Pupils with special educational needs make good progress as staff have a good awareness of their needs. The more able are given

appropriate opportunities to express their ideas creatively. Boys and girls co-operate well during lessons and achieve similar standards. When discussing their work the pupils show much respect and admiration for other's achievement. The school has maintained standards since the previous inspection.

62. Progress is satisfactory and standards are appropriate for the pupils' ages.

Pupils' successes	Areas for development
<ul style="list-style-type: none"> • Pupils work successfully in the style of famous artists to create exciting pictures. For example Paul Klee, Gustav Klimt and Henry Moore. • By the end of Year 2 pupils paint and draw recognisable self-portraits using fine detail. • Pupils in Year 5 make good progress in observational work because of opportunities to experiment with a variety of styles and techniques when composing still life drawings. • By the end of Year 6 pupils discuss their work and make good suggestions on how to improve it. • Pupils have appropriate skills in painting and printing which they apply well to designing patterns. • Pupils of all abilities and ages work well together to produce large friezes including attractive designs using fabrics. 	<ul style="list-style-type: none"> • Pupils have insufficient opportunity to work in mouldable materials and to create three-dimensional models.

63. The teaching and learning of art and design are satisfactory with good teaching in Years 4 and 5. Pupils are well motivated and keen to improve their skills.

Strengths in teaching and learning	Areas to develop
<ul style="list-style-type: none"> • The teachers have secure subject knowledge and understand the National Curriculum programmes of study. They use their knowledge to plan appropriate tasks which develop pupils' skills, knowledge and understanding consistently. • Planning is satisfactory and lessons are prepared well and make good use of resources. Sometimes pupils are involved in preparing lessons and this promotes their social skills well. • Teachers give suitable opportunities to the pupils to experiment with a variety of skills and techniques. • They are positive when talking about the pupils' work and this encourages the pupils' to experiment. This technique works very well with pupils with special educational needs. • There are suitable links with numeracy as pupils explore pattern and shape creatively. • The teachers manage behaviour well and pupils are attentive and work hard in lessons; they persevere with tasks and discuss ways in which they might improve their work. 	<ul style="list-style-type: none"> • Increasing opportunities for pupils to work in three-dimensions. • Encouraging pupils to use literacy skills more widely in finding out about famous pictures and artists and to record their work. • Increasing opportunities for the pupils to use computers in their artwork. • Sharpening up on assessment.

64. Subject leadership is good. There are suitable and sufficient resources for art and design although a limited range of materials for three-dimensional work. The development plan for the subject is clear and well focused and the staff follow

guidance consistently. There has been appropriate monitoring of teaching but insufficient analysis of pupil's work.

DESIGN AND TECHNOLOGY

65. The quality of provision for design and technology is good and the school has maintained above average standards at the end of Years 2 and 6 since the previous inspection. The pupils make good progress because of effective teaching, very good guidance from the subject leader and well-conceived schemes of work. Pupils with special educational needs are given good support and work successfully alongside their more confident peers and this helps them to achieve well. Boys and girls are equally successful and those with particularly good skills are set more challenging tasks.

The main reasons why standards have maintained successfully
<ul style="list-style-type: none"> • The teachers focus well on extending the pupils' skills and techniques consistently. • Pupils express their ideas creatively, and modify and evaluate their designs critically. • Teachers have high expectations and the pupils rise to the challenges set.

66. Progress is good for pupils of all abilities. Standards are good.

Pupils' successes	Areas for development
<ul style="list-style-type: none"> • Using a variety of tools and techniques to produce robust and functional models. • Their tenacity, perseverance and a willingness to work hard to improve their designs. • Pupils respond well and plan their work carefully, making good use of numeracy skills and applying their knowledge about shape and angles. • Pupils understand about healthy eating and plan menus and recipes accordingly. • They learn to appreciate the way that different cultures make use of technology such as how the Ancient Egyptians drew water and irrigated crops. 	<ul style="list-style-type: none"> • There are no areas for development.

67. From Year 1 pupils are taught to use a variety of tools and techniques with increasing complexity and skill. They successfully produce models of shops using recyclable items and experiment with a variety of methods of joining materials. Year 2 pupils build on these skills and produce attractive and functional designs, using labelled diagrams and clear instructions. They carefully follow instructions and use their literacy skills well to record their plans when making good puppets from fabric. In Years 3 to 6 pupils develop their skills well and often successfully combine their knowledge of science to their model making so that models are realistic, robust and functional; as in the cars made by Year 6. Pupils gain much confidence in using wood and appropriate tools and Year 4 are proficient in sawing, sanding and shaping to produce items such as picture frames which are attractive and well finished. The staff encourage the pupils to use materials sparingly and to find ways such as measuring accurately to ensure the minimum of waste.

68. The teaching is good throughout the school.

Strengths in teaching and learning	Areas to develop
<ul style="list-style-type: none"> • The staff have good subject knowledge. • They make good use of resources and visits to enhance pupils' learning. • Staff have high expectations and the pupils respond enthusiastically, show great interest and are keen to research and try out techniques and skills at home. • Pupils are taught to work independently and use their initiative. They collaborate very well. • Lessons are planned and prepared well and good use is made of support staff, particularly for the less able. • Pupils' behaviour is managed well and the pupils are very well behaved, work hard and are keen to improve. • Teachers set demanding tasks and skilfully foster confidence through effective praise and encouragement. 	<ul style="list-style-type: none"> • Making better use of ICT to extend pupils' skills in designing.

69. Subject leadership is good. There is regular monitoring by the subject leader and good support provided for new staff. The policy and scheme of work are well focused and reviewed appropriately. The school has good resources. The staff plan well to include aspects of design and technology in some other subjects and this is particularly effective in helping the pupils to grasp historical ideas and to improve their understanding of some scientific principles.

GEOGRAPHY

70. The school makes satisfactory provision for geography. The curriculum covers the appropriate aspects including knowledge of places and environments. There is an appropriate emphasis on the development of mapping skills. Pupils are helped to understand environmental issues. The work is based on an appropriate knowledge of their own environment and enhanced by insight into the cultural heritage of the people they study. By the end of Years 2 and 6 standards are average and similar to those reported previously. The school makes appropriate provision for pupils with special educational needs and these pupils make good progress as a result of effective support. The more able pupils could be set more challenging work. Standards have been maintained since the previous inspection.

71. Standards at the end of Years 2 and 6 are average. Progress is satisfactory.

Pupils' successes	Areas for further development
<ul style="list-style-type: none"> • Pupils have a clear understanding of Worcester as a settlement. • Younger pupils use this as a basis for comparing a Scottish Island, older pupils to compare settlements in Kenya. • Pupils are developing appropriate enquiry skills. They know for example that an atlas will help to answer questions about a world route. • Pupils, particularly in Year 6, make good contributions and enhance their understanding of cultural and environmental matters through well- 	<ul style="list-style-type: none"> • Overuse of worksheets which limits opportunities for pupils to develop writing skills, for example, associated with factual description.

considered discussions. • Pupils enjoy the subject and behave well.	
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72. Teaching and learning are satisfactory.

Strengths in teaching and learning	Areas to develop
<ul style="list-style-type: none"> • Teachers have good subject knowledge as they make good use of national guidelines to plan effective lessons. • Teachers make good use of ICT so pupils making a first hand enquiry about traffic in Worcester are enabled to process their data efficiently. • Teachers provide clear explanations and instructions so that pupils are sure about what is to be learned. • Good use is made of the environment and visits abroad. Younger pupils' learning is enhanced because parents on trips abroad send postcards purporting to be from Barnaby the Bear. These postcards are linked to a world map and make a strong contribution to pupils' knowledge of places across the world. • Pupils work hard and are keen to improve; they are effective learners. • Teachers use a good range of techniques including discussion and debate so that pupils are helped to empathise with those from very different cultures. 	<ul style="list-style-type: none"> • Setting more focused targets. • Marking is mainly confined to correction and does not extend the pupils' thinking. • Setting work which is matched better to the needs of different abilities.

73. Subject leadership is effective and the newly appointed co-ordinator has set a realistic set of development targets to improve resources and examine the curriculum. She has identified some areas where science and geography teaching covers the same ground and is aware that there are insufficient resources. More needs to be done to link assessment and planning through effective monitoring.

HISTORY

74. The school makes good provision for history. By the end of Years 2 and 6 standards are above average and similar to those reported previously.

The main reasons why standards have been maintained well
<ul style="list-style-type: none"> • The teachers' interest in and enthusiasm for history helps to inspire the pupils. • Interesting lessons and experiences motivate the pupils to carry out research.

75. Progress and standards are good. Staff expect much of the pupils and also provide additional support for those with special educational needs; these pupils make good progress. More able pupils are set good challenges and respond by engaging in further research. In the juniors the pupils make good use of their skills learned in literacy as they read from a wide range of materials and write interesting, imaginative and historically correct passages that hold the reader's attention. Throughout the school pupils use their numeracy skills well as they develop a good understanding of time and change through the use of a variety of timelines. There is some very good progress made in using computers for research and the pupils' particularly enjoy this

aspect of their work when, for example, they use the Internet to find out about the Tudors.

Pupils' successes	Areas for development
<ul style="list-style-type: none"> • Boys and girls are enthusiastic about history and enjoy research and practical tasks such as, in Year 4, pretending to be archaeologists. • Pupils have a good knowledge of the different periods of history studied through the school. • They correctly recall facts and figures and the older pupils clearly understand how the world has changed and developed and sometimes been shaped by significant events and personalities. • By the end of Year 2, pupils have a good understanding of change over time through their studies of toys through the ages. Their writing shows a sensitive appreciation of the theme of Remembrance Day. • By the end of Year 6, pupils write informed accounts which include anecdotes and illustrations from a variety of sources. • The pupils have a good bank of historical facts and know some key dates in British history. • They clearly explain similarities and differences of a variety of civilisations and know that much can be learned from history about our society. 	<ul style="list-style-type: none"> • In the infants, the pupils mostly record their work on simple worksheets and sometimes this work is not demanding enough.

76. Teaching and learning are good.

Strengths in teaching and learning	Areas to develop
<ul style="list-style-type: none"> • Staff have good subject knowledge and enthuse pupils by making lessons interesting. • Consistent teaching from interested staff means that pupils are often inspired to do well and make good progress. • Pupils work hard, and year by year become more proficient in historical skills, enjoying such activities as being "dinosaur detectives". • Visits, visitors and good resources do much to arouse the pupils' interest in the subject. • Topics are planned well to include a variety of activities and approaches that meet the needs of all pupils. • Staff encourage the pupils to research using books and computers and the pupils often volunteer to work on topics at home. • Pupils are inquisitive and the teachers capitalise on this interest effectively. 	<ul style="list-style-type: none"> • Making less use of undemanding worksheets in Years 1 and 2. • Using marking to guide the pupils on how they might improve.

77. Leadership of the subject is good. There is regular monitoring and a useful collection of pupils' work to illustrate the standards achieved. One of the strengths in the subject is the link made with design and technology and science. Pupils appreciate the richness of their own cultural and historical heritage in their local studies and visits to the Cathedral.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

78. The overall quality of the provision for ICT is good. By the end of Years 2 and 6 standards are above average in most aspects of the subject and ICT is used well to support the work in most subjects. Because of regular opportunities to use computers and effective teaching, the pupils of all abilities make good progress. Boys and girls find the subject challenging and interesting and work equally hard to improve. Support staff working with pupils with special educational needs ensure that these pupils have a clear understanding of the processes and the pupils make good progress. The opportunity to use computers helps pupils with special educational needs to present their work effectively and does much to raise their self-esteem. The more able pupils share their ideas and skills with others. ICT is used well to enhance the pupils' skills in literacy and numeracy. The school has maintained the good standards reported at the time of the previous inspection.

79. Pupils of all abilities make good progress and achieve well.

Pupils' successes	Areas for development
<ul style="list-style-type: none"> • Pupils have good levels of competence in word processing. By the end of Year 2 they competently use a good variety of tools to change fonts, alter the size of text and correct their mistakes. • By the end of Year 6, boys and girls confidently edit and refine their work and use their good skills to create interesting and well-presented stories and poems. • Pupils have a good knowledge of how to give instructions to programmable toys and to find their way on screen through an adventure program. • Most pupils successfully access the Internet and extract information to further their studies and knowledge of historical personalities and events. (The school has a good policy and safe practice when pupils use the Internet). • By the end of Year 2, pupils input data and make simple graphs and charts which help them in their understanding of mathematics. • Good progress in the juniors means that these skills are further improved and pupils competently create spreadsheets and present and analyse data. • There is some good work in science using sensors and computer analysis of the results. 	<ul style="list-style-type: none"> • Increasing the pupils' speed when working on computers. • Developing pupils' expertise in using shortcuts.

80. Teaching and learning are good. Staff confidence and competence has improved since the previous inspection through a successful training programme. The school has greatly improved its resources and the ICT suite is having a beneficial impact on standards and pupils' progress.

Strengths in teaching and learning	Areas to develop
<ul style="list-style-type: none"> • Staff have good subject knowledge and plan lessons well to include step-by-step instructions which help the pupils to follow new procedures effectively. • Good use is made of the expertise of support staff to work alongside the teachers and to provide extra help for pupils with special educational needs. • Good teaching of subject vocabulary ensures that pupils learn correct terminology and use it readily. • Teachers make good use of the ICT suite and suitable software and this engages the pupils' attention and helps to make learning interesting. • Pupils work hard and willingly try out new programs and procedures. They do not worry about making mistakes and are keen to help their friends. • Staff encourage the pupils to use computers at home for further research. • Pupils are inquisitive and the teachers capitalise on this interest effectively. • By the end of Year 6 pupils produce effective book reviews using a presentation package effectively to enhance their work and to meet the needs of the audience. 	<ul style="list-style-type: none"> • Sometimes lessons go on too long and pupils become restless as the pace of lessons slows. • Increasing the use of computers in some subjects such as art and design and design and technology. • Displaying pupils' work more effectively.

81. Leadership of the subject is good. The subject leader has successfully inspired confidence in the staff and this has brought about consistency in teaching and learning. The subject leader satisfactorily monitors pupils' learning through gathering in samples of work. There is good guidance for staff and a simple but useful record of basic achievements. There are good cross-curricular links with several subjects.

MUSIC

82. The overall quality of the provision for music is satisfactory. The school makes appropriate provision for pupils with special educational needs who are given every opportunity to involve themselves in both lessons in music and the extra-curricular musical activities such as the weekly music club. Gifted and talented pupils also have good opportunities to be involved and also benefit from tuition in playing the guitar. Standards are not as high as those reported at the previous inspection. The school has identified the need to raise standards further and has adopted a new scheme of work which is proving supportive in guiding teachers on planning lessons and developing pupils' skills, knowledge and understanding consistently.

83. Standards at the end of Years 2 and 6 are average and progress is good.

Pupils' successes	Areas for development
<ul style="list-style-type: none"> • Pupils work hard and practise well to refine and improve their skills. • They concentrate very well and listen attentively, making suggestions about how to improve their performance. • Pupils in Years 1 and 2 sing well and often add 	<ul style="list-style-type: none"> • Awareness of a variety of musical styles particularly those representing different cultures. • Knowledge of the work of famous composers.

actions such as clapping to the beat. <ul style="list-style-type: none"> • By the end of Year 6 pupils sing tunefully and with expression in two parts. • The pupils are enthusiastic about playing instruments and show good control and expression in their performances. 	
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84. The teaching is good and pupils are enthusiastic learners.

Strengths in teaching and learning	Areas to develop
<ul style="list-style-type: none"> • Planning is good and includes a variety of opportunities for the pupils to listen to and make music. • Teachers make good use of resources to support improvement in knowledge and understanding of composition and performance. • The pupils work hard and focus well on tasks so that they make secure gains in learning. • Pupils are enthusiastic because they are presented with interesting activities. • Teachers emphasise a good range of vocal techniques. • Lessons are carefully structured so that skills and techniques are developed consistently. • There are good warming up exercises at the start of lessons. • Most lessons have good pace. • There is good teaching of musical instruments. 	<ul style="list-style-type: none"> • Provision of a wider variety of instrumental tuition. • Setting clear targets for improvement. • Developing pupils' control of voice and instrumentation. • Extending opportunities for the pupils to listen to appraise a wider variety of music.

85. Subject leadership is satisfactory. All aspects of the subject are covered appropriately but the new scheme of work is not yet in use for all year groups and this results in some uneven progress, particularly when teachers are not as secure in subject knowledge. There has been some monitoring of teaching but more is needed to ensure the consistent implementation of the scheme of work. Teachers keep brief but adequate records of pupils' progress but this information is not used sufficiently to influence the development of the music curriculum.

PHYSICAL EDUCATION

86. The overall quality of the provision for physical education is good. Standards in the subject are at the expected levels in Year 2 and are above average in Year 6. Standards mirror the quality of teaching. The school gives pupils many good quality learning opportunities in gymnastics, games and adventurous activities. This results in standard above the expected levels in these aspects. The standards of swimming are at the expected levels in Year 6 and the school is arranging for Year 5 pupils to attend swimming lessons in order to improve the performance in this aspect. This maintains the standards observed at the last inspection.

The main reasons why standards have been maintained at the end of Year 6
<ul style="list-style-type: none"> • The quality of teaching is good in most instances and occasionally very good. • Pupils are interested and learn well. • There are lots of good quality learning opportunities. • The school has good resources.

- The sports activities, which take place outside of school hours, make a positive contribution to pupils' progress and their personal development.

87. Progress is good. Progress in dance is good. In Year 2 pupils sequence a series of movements and although they find more formal dance sequences difficult to manage, they perform freer movement easily. In Year 4 pupils move towards independence as they set up their apparatus for gymnastics. The teacher's good subject knowledge and careful evaluations helped pupils learn well. As pupils move in to the junior years they develop their skills well and by the time they are in Year 6 they co-operate well, working in pairs and small groups to good effect. Their performance of a dance based on arrival, departure and meeting was of good quality. Boys did as well as girls and pupils worked well in groups. Learning was very good in this lesson because the pupils remembered their sequences and their teacher helped them judge which of their movements worked well. In a Year 4 games lesson learning was very good because teaching was very direct and the organisation and management of the lesson was very adept.
88. The teaching of physical education is good overall and, although there are variations between year groups, generally teachers enthuse pupils and capture their interest in physical education and sport.

Strengths in teaching and learning	Areas to develop
<ul style="list-style-type: none"> • Subject knowledge and planning support effective learning. • Behaviour management is usually good. • Teachers assess pupils' progress in lessons and use this information to plan the next session. • Lessons have a useful structure of warm up, main session and cool down. • Pupils understand how to behave well in lessons and how to improve their work. • Pupils have high levels of interest and enjoy the challenges their teachers set. 	<ul style="list-style-type: none"> • Progress is better where teachers lead the lessons rather than use broadcast tapes. • Assessments and records of progress are not fully developed. • Leaders check on teachers' planning but do not monitor teaching. • The cleanliness of the hall used for dining is unsatisfactory and as such is not suitable to be used for physical education.

89. Subject leadership is good. The school uses a good quality scheme of work that has been adapted skilfully to ensure pupils have lots of good quality learning experiences. The co-ordinator leads the subject well and has good quality plans and ideas for the development of assessments and records.

RELIGIOUS EDUCATION

90. The school makes satisfactory provision for religious education in line with the requirements of the syllabus followed by most schools in Worcestershire. All aspects of the subject are covered appropriately with all major religions being studied and a strong emphasis upon Christianity in Year 1 and 2. Progress for boys and girls is good throughout the school. The school makes appropriate provision for pupils with special educational needs and these pupils make good progress as a result of effective support. The more able pupils could be set more challenging work. Standards have been maintained since the previous inspection.

91. Standards at the end of Years 2 and 6 are average. Progress is mostly good.

Pupils' successes	Areas for development
<ul style="list-style-type: none"> • Pupils have a clear understanding of the world's major religions and show respect for them and other's beliefs. • Pupils know about the main festivals and celebrations of the major faiths. Pupils in Years 1 and 2 have a satisfactory knowledge of events in the life of Jesus. • Work in Years 3 to 6 is well presented and good use is made of literacy skills. Pupils express their feelings and opinions clearly. • Pupils have a secure understanding of religion influences some people's lives. • They recognise the main similarities and differences between the world religions. • Pupils, particularly in Year 6, make good contributions through well-structured discussions. • Pupils have positive attitudes to the subject and are well behaved because they are interested and keen to know more. 	<ul style="list-style-type: none"> • There is an overuse of worksheets, particularly in Years 1 and 2 which limits opportunities for pupils to explore their own thinking about religion.

92. Teaching and learning are good.

Strengths in teaching and learning	Areas to develop
<ul style="list-style-type: none"> • Teachers have good subject knowledge as they make good use of the syllabus to plan effective lessons. • Teachers provide clear explanations and instructions so that pupils are sure about what is to be learned. Good use is made of the community in making visits and receiving visitors from local churches and faiths. • In Years 3 to 6 teachers encourage the pupils well to use their literacy skills through imaginative and creative writing. • Pupils work hard and are keen to improve. • Teachers use a good range of methods to motivate the pupils. There are good examples of effective story telling as in Year 4 and the meeting of Jesus and Zaccheus. • Pupils clearly enjoy acting out stories they have heard and this promotes speaking skills well and enhances understanding. 	<ul style="list-style-type: none"> • Setting more focused targets. • Marking is mainly confined to correction and does not extend the pupils' thinking. • Setting work which is matched better to the needs of different abilities. • Making more use of computers to record work and carry out research.

93. Subject leadership is effective. The subject leader has a clear understanding of what is taught in the classes through monitoring planning and some lessons but there are insufficiently sharp targets set for further improvement. Some specialist teaching by the subject leader contributes to good standards and consistent progress. The subject is well supported by an appropriate range of resources and good use of places of religious significance such as the Cathedral.