

INSPECTION REPORT

ST RICHARDS C of E FIRST SCHOOL

Evesham

LEA area: Worcestershire

Unique reference number: 116810

Headteacher: Mr John B Reay

Reporting inspector: Mrs Christine A Field
9479

Dates of inspection: 23rd to 26th June 2003

Inspection number: 247697

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Community
Age range of pupils:	4 to 10
Gender of pupils:	Mixed
School address:	Four Pools Lane Evesham Worcestershire
Postcode:	WR11 1DU
Telephone number:	01386 446416
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Appropriate authority:	The governing body
Name of chair of governors:	Miss Lucy Vincent-Daviss
Date of previous inspection:	3 rd to 7 th November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
9479	C A Field	Registered inspector	Educational Inclusion	Information about the school The school's results and achievements Pupils' attitudes, values and personal development How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
31754	C Roberson	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
4099	R Braithwaite	Team inspector	Mathematics Design and technology Physical education	
18709	N Bee	Team Inspector	Provision for pupils with special educational needs Science Music	
15414	D Carrington	Team inspector	Information and communication technology	
2911	E Steed	Team Inspector	Provision for pupils with English as an additional language English Art and design History	How good are the curricular and other opportunities offered to pupils?
20645	R Webber	Team Inspector	Provision for children in the Foundation Stage Geography Religious education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school, which is much bigger than average, is situated south of Evesham town centre and serves a local community that comprises a mixture of private and social housing. A small number of pupils are from traveller backgrounds. A very few pupils are in public care. Most pupils are from white European families, however a few have a different heritage including Black, Asian and Chinese. A very small proportion of pupils are learning English as an additional language. There are 494 pupils on roll: 249 boys and 245 girls aged between four and ten years. Children's attainment on entry into reception is broadly as expected for their age. About three per cent of pupils take up free school meals, which is well below average. However, the school suspects that far more pupils than this are eligible. Some eleven per cent of pupils have special educational needs that cover a wide range of difficulties; four of these pupils have a statement of special educational needs. The proportion of pupils with special educational needs is average when compared to primary schools nationally.

HOW GOOD THE SCHOOL IS

The school provides a warm and friendly welcome and promotes very well the all round development of its pupils. Parents are very pleased that their children attend St Richards Church of England First School. The aims are very well reflected in the school's daily life and there are shared approaches and a strong staff team spirit towards the mission of "Aiming High". Teaching is good overall and presents an improving picture as shown up in pupils' work since September. Standards are broadly as expected in most subjects and pupils generally achieve appropriately. The headteacher provides very clear educational direction and is keen for all stakeholders to be a part of school improvement. Governors are well involved as *critical friends* of the school and are very proud of the rounded education provided. There is promise for a bright future as well-chosen improvement strategies begin to show impact and standards of achievement are raised. The school provides sound value for money.

What the school does well

- The school is well led by the headteacher, with all staff and the governors joining him as a united partnership to bring improvement.
- Standards are above expectations in art and design throughout the school and above the level expected in religious education, geography and history by the end of Year 5.
- There is very good provision in the Foundation Stage which enables the youngest children in school to get off to a flying start in their education.
- Teaching is good overall and pupils have very good attitudes, relationships, behaviour, values and enthusiasm for their studies.
- There is very good overall provision made for pupils' personal, including spiritual, moral, social and cultural development and this assists pupils to become responsible future citizens.
- The provision for extra curricular activities is very good as is the attention paid to promoting pupils' welfare, social and health education. These add significant enrichment to the opportunities available.
- The procedures in place for monitoring and promoting good behaviour and eliminating oppressive actions are highly effective.
- The school has very good links with parents who contribute well to their children's learning.

What could be improved

- Standards in information and communication technology (ICT) should be higher across the school.
- Standards in mathematics by the end of Year 5, particularly for high attaining pupils, should be higher.
- The systems in place to assist teachers in planning well matched work for pupils of different ability and for assessing progress are not rigorous enough.
- The role of subject leaders and senior managers in monitoring, evaluating and target setting is not yet fully effective.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been sound improvement to the key issues raised in the 1997 inspection report. However, aspects of leadership and management and assessment still require enhancement. The school has improved teaching and learning to a good level overall but more work needs to be done to raise standards in ICT. The increase in pupil numbers and the organisational issues attached to this impedes managers to some extent in their pursuit for raised standards.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests (known as SATs).

Performance in:	compared with				Key
	all schools			Similar schools	
	2000	2001	2002	2002	
Reading	E	E	D	E	well above average A above average B average C below average D well below average E
Writing	E	C	C	D	
Mathematics	E	D	D	E	

NB Similar schools are those with up to 8% of pupils eligible for free school meals. Caution is required when interpreting the results due to the fact that there has been no free school meals service in Worcestershire for over twenty years.

The above table shows that Year 2 pupils attained broadly average standards in writing but below average in reading and mathematics in the 2002 SATs. The percentage of pupils attaining at the average level 2 or above, was broadly in line with that seen nationally. The situation is little changed from the time of the previous inspection in this respect. When the results are compared with those found in similar schools they are well below average in reading and mathematics and below average in writing. Boys' attainment is much below that of the girls, especially reading. Baseline assessment in reception shows that boys start school with fewer skills than girls and both make equally very good progress overall. Inspectors found no significant variation between the achievement of boys and girls throughout the school, though higher attaining pupils are not being given consistent challenge in their studies and this group should be doing better, especially in mathematics. The school's SATs results for 2003 show improvement on those in 2002 across the board and this is a promising sign that the school's improvement strategies are having good impact.

Standards are judged to be as expected by inspectors in English, science, design and technology, music and physical education at the end of Years 2 and 5. Standards are as expected in religious education, geography and history at Year 2 and above expected levels by Year 5. Standards are as expected in mathematics by the end of Year 2 and below expectations by Year 5. Standards are below expected in ICT. Standards are above expected in art and design. Pupils make very good progress in reception and better progress in the junior than infants because of more consistently good teaching. Standards have improved to those seen in the 2002 SATs because of the school's effective improvement strategies.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to come to school and have very positive attitudes to their studies.
Behaviour, in and out of classrooms	Good behaviour is a feature in and out of classrooms. A fixed term exclusion for five days made last year, was fully justified.
Personal development and relationships	Very good relationships are successfully underpinning pupils' very good personal development.

Attendance	Attendance is average and pupils are very punctual to school.
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TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 5
Quality of teaching	Very 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.

Teaching is good overall but varies from year to year. Teaching is more satisfactory than good in the infants because it does not always move pupils' learning forward at a good pace. There is room for more pace and challenge in lessons with higher expectations of what pupils of different capabilities need to do to achieve as much as they can. The very good team-work and high expectations in the Foundation Stage enables the youngest children in school to get off to a flying start in their education. Teaching in Year 5 has been particularly effective this year in enabling pupils of different abilities to learn well because of the high expectations held for the quality, standard and amount of work completed. The school's strategies provide a good focus on developing pupils' literacy skills, and to a lesser extent numeracy, but ICT skills are not promoted consistently well. The teaching of pupils with special educational needs is sound across the school and enables these pupils to make similar progress to their peers, however the work they are given to do in lessons is not always well matched to their needs. The school has yet to give attention to identifying and consistently meeting the needs of higher attainers, including those with gifts and talents and this requires review. Teachers mark work conscientiously and write supportive comments; they do not always show clearly the next steps for improvement. The use of targets in school is at a very embryonic stage of development. Homework is supporting learning soundly but could be boosted in junior years. Classrooms are happy and stimulating places of learning in which pupils show very good levels of interest and concentration. Pupils are keen learners and show very good levels of independence when provided with opportunities to find out things for themselves.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is planned to cover the required elements of all subjects and meets statutory requirements. The provision for extra-curricular opportunities, including visits and visitors, is a strength. The delivery of the ICT curriculum is made difficult by limited resources and this impedes pupils' skills development. However, better use could be made of ICT to support pupils' learning across subjects. There are very good systems in place within the curriculum that enhance pupils' opportunities to show initiative and develop personal and social skills very well. There are missed opportunities to promote the capabilities of the highest attaining pupils including those with gifts and talents.
Provision for pupils with special educational needs	Satisfactory provision overall, with some good features, enables pupils with special educational needs to work well towards their individual targets. The quality of individual plans is good but they are not used consistently to support these pupils in class lessons, and the work provided is sometimes not suitable. Particularly good support is given to pupils with specific difficulties, for example those with hearing or visual impairment.
Provision for pupils with English as an additional language	Good. Pupils' English language needs are assessed at an early stage and additional support given as required. Only a very few pupils are currently receiving specific support and they are making good progress in learning to speak English.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school has a happy, caring, family ethos that places children at its centre and nurtures and develops their personal, including spiritual, moral, social and cultural development very well.
How well the school cares for its pupils	Very good. There are highly effective procedures for child protection and for ensuring pupils' welfare. Pupils in public care are well looked after. Very good procedures ensure good standards of behaviour. Assessment procedures are satisfactory but the use of assessment is unsatisfactory and this is reflected in lesson planning for example, that does not take sufficient account of pupils' different needs and capabilities and is limiting higher achievement.
How well the school works in partnership with parents	Very good. The school has built a very good partnership with parents and seeks their views to support school improvement on a regular basis.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The headteacher provides very clear educational direction and ensures that the schools' aims are well promoted. The new senior management team show good commitment and are working towards developing their leadership role more effectively. Subject leaders are sound managers and have sound capacity for widening their leadership roles.
How well the governors fulfil their responsibilities	Good. All legal responsibilities are met and governors have good involvement in school decisions. They apply the principles of best value with more confidence to monitoring finances than to the oversight of the curriculum or in monitoring standards.
The school's evaluation of its performance	Satisfactory overall as reflected in the improving standards in SATs. The school is highly successful in helping develop pupils' personal development and is now focussing on raising academic achievements. However the systems in place for assessing and evaluating how well different pupils are achieving lack rigour and not enough people are drawn into the process of self-critical review. Target setting in school is a weakness.
The strategic use of resources	There is a good level of staffing and good resources, except for ICT. Staff work extremely hard to overcome the worst limitations of cramped accommodation which is too small for the number of pupils but is very well maintained, bright and stimulating. Effective use is made of all additional finance and there is very good day-to-day administration. The school clearly gives sound value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school and are keen to attend. • Teachers have high expectations and enable pupils to learn well. • Behaviour is good and the school helps pupils to become mature and responsible. • Parents feel comfortable to approach the school and say the school works closely with them. • The school is well led and managed. 	<ul style="list-style-type: none"> • More information about progress so that they can better support their children's education. • The setting of homework is inconsistent. • The range of activities outside lessons is too narrow.

The inspection team agrees with parents' positive views and would reassure them that the quality of extra curricular provision is very good, information is good and that homework is satisfactory, though could be more regular and challenging in top juniors.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards show a rising trend in school and are broadly in line with average expectations overall. There is a picture of steady improvement since the time of the previous inspection. The achievement of most average attaining pupils is satisfactory, however the highest attainers are not given consistent challenge in their studies and sometimes work is too hard for those with learning difficulties. This is because the school has not yet established a tight system of planning lessons that identify precisely what pupils of different abilities need to learn. From a fairly typical starting point, the youngest children in school make very good progress in the Foundation Stage to reach the level expected across all of the areas they learn. Pupils make sound progress in the infants and good progress in the juniors. The progress being made has a direct link to the impact of teaching. The systems in place to plan, assess and review how well pupils of different ability are achieving year-on-year lack rigour. This means that senior managers are not in a secure position to set targets geared towards improving the achievement of groups of pupils or individuals, and raising academic standards at a more brisk pace. Senior managers are alert to these shortcomings and have already begun to look more critically at both teaching and learning and to refining the systems in place to ensure that all pupils, irrespective of their age, background or ability are enabled consistent opportunities to fulfil their capabilities.
2. In the 2002 National Curriculum tests, Year 2 pupils attained broadly average standards in writing but below average in reading and mathematics. The percentage of pupils attaining at the average level 2 or above, was broadly in line with that seen nationally. When the results are compared with those found in similar schools they are well below average in reading and mathematics and below average in writing. Teachers' assessed standards in science to be broadly average. Boys' attainment is much below that of the girls, especially reading. Baseline assessment in reception shows that overall it is fairly representative of that found in most schools but that boys start school with fewer skills than girls. Both make equally very good progress. Inspectors found no significant variation between the achievement of boys and girls throughout the school. The school's SATs results for 2003 indicate improvement by about ten per cent on those in 2002 across the board and this is a promising sign that the school's improvement strategies are having a positive impact.
3. Standards are judged to be as expected by inspectors in English, science, design and technology, music and physical education at the end of Years 2 and 5. Standards are above those expected in art and design in all years. Standards are as expected in religious education, geography and history at Year 2 and above those expected by Year 5. Standards are average in mathematics by the end of Year 2 and below average by Year 5. Standards are below those expected in ICT across the school. Standards in ICT, and mathematics by the end of Year 5, particularly for high attaining pupils, should be better and are a key issue raised by this inspection.
4. Standards in art and design are above expectations and are a strength. Pupils are provided with very worthwhile experiences that enable them to develop good creative and aesthetic awareness. The study of famous artists has been expanded since the previous inspection and now includes the works of artists other than painters.
5. The school has a good strategy for promoting pupils' literacy skills. Children make very good progress in the Foundation Stage in language development. For example, *the Lads and Dads* project has led to greater involvement by fathers in supporting their sons' learning and records show significant improvement in the attainment of boys. In the infants and juniors, the introduction of the *Better Reading Partnership* aimed at boosting reading skills and self-esteem is having good impact. A large number of pupils read to inspectors and showed great enthusiasm for so doing. The oldest pupils in Year 5 are reading above average for their age. These pupils enjoy

reading a wide range of texts, and have weekly opportunities for changing their books and using the library for research. The better readers are able to skim and scan text for key points to use in discussions about the books they read together as a group, and some are able to dip below the surface of the text to gain greater understanding of both storyline and plot. The school is making good use of additional literacy strategies to help those pupils in Years 1, 3, 4 and 5 who are achieving just behind others of the same age to catch up well on their studies and attain a better standard of reading and writing. The school has very comprehensive strategies for teaching spelling and practising handwriting that are well reflected in the good standards of presentation in pupils' books. Pupils have speaking and listening skills that are above those expected. They put forward views openly and without fear of ridicule. Pupils listen respectfully to one another and respond very quickly to the teachers' instructions and commands.

6. The proportion of pupils achieving higher levels is below that found in similar schools and this depresses the standards overall. Good attention is being paid in planning to investigative elements of pupils' learning that is supporting improved standards in mathematics and science but practice is inconsistent. Boys, in particular, were observed to enjoy the practical aspects of lessons and make good progress in acquiring key knowledge and extending key skills as a result. Inspectors found that pupils of all ages made the best rates of progress in lessons that engaged them in *learning by doing* as soon as possible.
7. The school has tried hard since the previous inspection to improve the standards in ICT, but with limited success. There is a sound level of confidence in the school, with most staff alert to the potential of ICT, however, a shortage of both space and resources are hampering reasonable standards being achieved. This was typified in a lesson in Year 3 planned to promote pupils' ICT skills. The teacher showed pupils how to access a database that had been set up that linked to their science work on mini beasts. She gave a very clear explanation about the task and asked key questions to ensure that everyone understood what to do. She was aware that those at the back of the group could not clearly see the writing on the computer screen and were, therefore, disadvantaged. After reinforcing the key points and explaining the task to the whole class only eight pupils (working in pairs) were able to access four computers for hands-on experiences (one was out of action), and the rest had a paper-based activity about databases. This approach was effective in enabling the pupils to gain knowledge and understanding about data handling but limited their practical skills development.
8. Pupils with special educational needs make good progress overall in relation to their prior attainment. However, progress is typically satisfactory when pupils work in their classrooms and better when withdrawn for more specific one-to-one work. This is because work in lessons is not always accurately matched to their individual needs and this adversely affects pupils' learning and their overall achievement. The very highest attainers make satisfactory progress overall. However, the school has not identified them as a group in the same way that it does with pupils at the other end of the ability spectrum, there is no whole-school approach to tracking or targeting performance. They are not consistently provided for as individual teachers meet their needs and some do this better than others. Some of the highest attaining pupils, especially in mathematics could achieve higher standards if the level of challenge provided was more even across years. The few pupils from minority ethnic backgrounds are very well integrated into school and are represented in all ability groups. They make similar progress to that of their peers.
9. The school agrees realistic targets at the end of Year 4, with the Local Education Authority (LEA), even though this is not a statutory requirement. However, the target setting systems in years, classes and at the individual pupil level are not yet rigorous enough to support fully the drive for improvement.

Pupils' attitudes, values and personal development

10. The school's aims are very well reflected in its daily life and there are shared approaches and a strong staff team spirit towards the mission of *Aiming High*. The school is highly successful at supporting pupils' personal development. The strengths reported in pupils' attitudes, values and personal development by the previous inspection have been built from a good, to a very good standard. Parents hold very positive views about this aspect of provision and their confidence is well placed. The level of pupils' attendance is average and pupils are very punctual to school.
11. Through its caring Christian mission, the school shows very high levels of care for individuals. Staff are very good role models for pupils and this has a very positive impact on the respectful and tolerant relationships so very evident at all levels. St Richards Church of England First School is a happy community and one that gives equal value to all who work and learn there. Both boys and girls of all backgrounds and abilities are keen to come to school and have very positive attitudes to their studies. The school is racially harmonious.
12. The relationships amongst pupils are very good and there is respect, tolerance and co-operation shown in equal measure. Recently, three pupils were awarded *Good Citizen* awards by West Mercia Police. One boy was singled out for hard work in overcoming sight problems, another for showing great courage in coping with painful treatment following an accident and the third honoured for her efforts in helping one of the boys without being asked.
13. Children entering the reception classes enjoy being at school and their enthusiasm helps to create a lively and vibrant atmosphere. Older pupils enjoy the many extra-curricular activities that are held during lunchtime and after school; the music and gardening clubs are particularly popular. Although the school does not specifically plan the way in which it promotes pupils' spiritual, moral, social and cultural development, these elements form an integral part of school life. Pupils' social, moral and cultural awareness is very good. For example, in the reception class there are *Friendly Flowers* on display that highlight the nice things that the children have said about one another such as being helpful, kind and sharing. Over time, pupils form their own set of moral values and beliefs and increasingly appreciate how their actions impact upon others. As they move through the school, they learn to understand intangible concepts such as the value of friendship and how particular situations make them feel happy or sad. In response to a concerted effort by their teachers, pupils' self-esteem and confidence steadily grow.
14. Pupils usually behave very well during lessons and they are friendly and hospitable towards visitors. During lessons, pupils of all ages, including the youngest children in the Foundation Stage, settle down quickly and do their best. Outside lessons, they also behave responsibly. This is particularly important as the school is very short of accommodation and space is at a premium. The agreed code of conduct is a strong feature in behaviour management that encourages pupils to show self-discipline and take responsibility for their own actions. House points are given high profile in all classes, as are class rules. In assemblies special awards are made for thoughtfulness and other caring attributes and this is a positive feature. Bullying is said to be very rare but pupils feel confident that any instances would be dealt with swiftly. One fixed term exclusion for five days made this year, was fully justified.
15. Pupils have very good personal development. Many do jobs about school, for example as light or water monitors, some take registers back to the school office after they have been marked. A democratically elected Eco committee takes the lead on raising awareness about environmental matters, for example recycling paper and checking that the school is free from litter. Very good relationships are successfully underpinning pupils' very good personal development. In discussion with inspectors, Year 5 pupils said that they feel valued and well supported in school and believe strongly that they are getting a good education.

HOW WELL ARE PUPILS TAUGHT?

16. There has been significant improvement in the quality of teaching since the previous inspection and particularly in the Foundation Stage where shortcomings flagged up last time have been totally eradicated. Teaching in the Foundation Stage is now very good. The improved teaching across the school is down to a unified approach to managing behaviour positively, a good programme of induction and staff training, the positive introduction of performance management and the very good team spirit that shows itself in the very good relationships so evident around the school. Some staff are new to the school since the start of the year, and have brought with them a freshness of approach and a range of skills that complement those of longer serving members. There are many strengths amongst the staff team. These strengths can be harnessed still more as the school presses ahead with raising standards to become the best they can be, for all pupils. Morale is high and teachers are reflective about their work and willing to strive for improvement.
17. The quality of teaching is good overall and pupils of all ages and from different ethnic groups share in this good teaching. Teaching was satisfactory or better in 97 per cent of all lessons observed. Of the 89 lessons observed during this inspection, two thirds were of good or better quality and resulted in pupils making good progress. Very occasionally, teaching is less than satisfactory in some lower infants classes because the lesson content and teaching methods fail to engage pupils and they become restless and distracted. Additionally, here the management of behaviour does not always promote the positive ethos found elsewhere in school. In the few ICT lessons observed, teaching was found to be often satisfactory than good. However, teaching in ICT is judged to be unsatisfactory over time because the impact is not sufficient to enable pupils to build their knowledge, understanding and skills in ICT at a reasonable pace. This is largely due to the restricted range and quantity of resources and poor accommodation that have an adverse impact on pupils' learning. There are strengths in teaching and learning in art and design that are leading to above expected standards in pupils' work at all stages. Good teaching in the juniors in geography, history and religious education assists pupils in reaching high standards by the end of Year 5 in these subjects.
18. Very consistent high quality teaching across all areas of learning in reception classes ensures that the youngest children in school get off to a flying start in their education. For example, they already see themselves as effective learners and are taking full advantage of the exciting learning opportunities being provided because of the staff emphasis on promoting confidence and self-esteem. Activities are well chosen to make learning fun as well as productive.
19. Classrooms are typically lively and purposeful places where the pupils benefit from a good range of exciting experiences that capture their effective learning. For example, during a religious education lesson, pupils in Year 5 concentrated really hard when learning about the Muslim pilgrimage known as the *Hajj*. Their teacher's infectious enthusiasm spurred her pupils on when they were discussing what worldly goods they might give up such as sweets and favourite toys, to be able to live a simple life in preparation for a journey of faith. Support staff who work in class and specifically in helping those pupils with special educational needs are effective in role. In some instances their input is pivotal to enabling these pupils to make the progress of which they are capable. However, class teachers do not consistently match work accurately to pupils' differing abilities and this hinders learning within some lessons. Most adults develop very good relationships with the pupils they work with which results in pupils developing positive attitudes to lessons, and this impacts on learning in all areas of the curriculum.
20. There are strengths in teaching amongst staff that include: generally good behaviour management, good subject knowledge, good teaching of basic skills, a wide range of methods, effective use of time and good use of resources. From the scrutiny of a large sample of pupils' work saved from both last year, and this term, it is evident that these strengths are used to good effect throughout the year in most classes, but not all. Teaching is satisfactory with examples of good in the infants, though some very good teaching that was driving forward learning at a good pace was observed in two out of the six classes and was evident in pupils' work from last September. There are however, shortcomings in pace, expectation and challenge in teaching in Year 1, and to some

extent Year 2, to fully ensure that standards are boosted to the full following the very good start that children have in the Foundation Stage. In one Year 3 class the picture is not as positive as elsewhere in the juniors and pupils here have not made the progress of which they are capable over the last three terms. During the inspection, these pupils were observed to make reasonable gains in their learning across different subjects due to sound teaching by a temporary teacher, but lacked the necessary application and concentration due to weak self-discipline that reflects weaknesses in the approach to their personal and academic development previously. Managers are alert to the situation and already have embarked on strategies to make improvement with support from the LEA.

21. There is good teaching of basic skills that enables pupils to make good progress overall. Teachers are very alert to taking full opportunity to promote literacy and numeracy across subjects. For example, in a Year 2 music lesson focussing on composition, pupils made good use of number skills to help keep a check on the rhythm and beat in the various kinds of music they listened to before composing their own pieces and recording the notation. Teachers ensure that pupils' have good command of subject-specific vocabulary and this is reinforced through question and answer sessions and by highlighting key words on class whiteboards which pupils are expected to use in their oral and written work. The practical aspects of some subjects are being well promoted, and as a result pupils are confident to *have a go* at solving problems. This focus is supporting some good teaching and learning in art and design for example.
22. Planning across all lessons is satisfactory. It is best in literacy and numeracy in all years where teachers identify what they expect different groups of pupils to achieve by the end of the lesson. In general, there is potential for lesson planning in other subjects to be better focused on identifying exactly what pupils of different abilities will know, understand and be able to do by the end of the lesson. Additionally, planning is not identifying how ICT is to be used to support pupils' learning across the curriculum and this is a shortcoming that requires attention. Teachers' marking of work is satisfactory. It is useful in providing encouragement but does not often identify how pupils may improve. Homework is used satisfactorily to support learning but could be strengthened in upper junior classes to help pupils better prepare for transfer to middle school.
23. The school has useful policy and systems in place to evaluate the impact of teaching on pupils' learning but is not using tracking and target setting devices rigorously enough to assist in the raising of standards across subjects and years. The school's assessment procedures focus more on what happens at the end of a year than during each term. This means that the assessment information to aid the planning of lessons that are geared towards enabling pupils of different abilities sufficient challenge in their studies to help them achieve well, is restricted. The school has just started to set individual pupil targets which can be seen on class walls or hanging from class ceilings, though the quality of these is variable. The next step is to share these with pupils to enable them to have better knowledge about how to improve their work. A sharper focus on monitoring and evaluation would enable strengths and weaknesses in teaching to be detected early and the best practice shared more widely.

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

24. The quality of the curriculum and the range of learning opportunities are good for pupils of all ages and are especially rich in art and design. The curriculum offered to pupils between the ages of 4 and 10 meets statutory requirements. The curriculum is not fully balanced because provision for ICT is not yet completely in place. The time currently allocated to the teaching and learning of individual subjects is sufficient for adequate coverage because there are good links between subjects across the curriculum. For example, teachers accept opportunities in all subjects to enrich pupils' speaking and listening skills and to enrich their vocabulary. The curriculum promotes pupils' intellectual, personal and physical development effectively. This represents an overall maintenance

of the standards that were reported to have been in place at the time of the last inspection, but also includes some significant improvements that have strengthened provision. The statutory requirements of the National Curriculum are met in all subjects and the school fully meets the requirements for religious education. The curriculum provided for children in the Foundation Stage is very relevant, well balanced and covers all of the areas they are required to experience.

25. The school has been successful in its implementation of the national literacy and numeracy strategies and this is reflected in the improvements in the standard of both teaching and learning seen over recent years. All pupils are provided with equal access to the various learning opportunities and are equally encouraged to access the range of enrichment activities that is provided. During the previous inspection it was noted that pupils' knowledge, skills and understanding was inadequate in some subjects because there was a lack of effective schemes of work to guide planning. This is no longer the case; since that time the school has adopted nationally available guidelines for all subjects except music - where a separate, appropriate scheme has been introduced. These schemes have sensibly been augmented by the retention of those elements of the former schemes that had proved to be successful. During the previous inspection all subjects, apart from English and Mathematics, were taught within general topics; the decision has since been taken to present subject led topics and this has resulted in more focused attention to subject-specific skills and understanding whilst still retaining cross-subject links, for example in art, geography and history. Policies are also usefully in place for all subjects and members of staff review these regularly.
26. The provision made for pupils with special educational needs is satisfactory. All pupils have full access to the curriculum and the school has responded positively to the recent national changes. The special educational needs co-ordinator keeps good quality documentation on all pupils. Individual education plans have clear targets and these plans are reviewed regularly. Parents are involved appropriately in this process.
27. The provision for pupils for whom English is an additional language is good. Their needs are assessed at an early stage and support is given as required. Currently, there are only a very few pupils receiving specific support with learning English and they are making good progress. The school's provision for gifted and talented pupils is at a very early stage of development as a register is being compiled.
28. Since the previous inspection the coverage of personal, social and health education (PHSE) has expanded to give discrete timetabled time for the subject, for example, during *circle time*. The policy also enables the teaching of PHSE within other subjects as opportunities arise during the school day; this is good practice and helps pupils to understand that PHSE is equally important in all aspects of the curriculum. Education for citizenship is now planned as an integral element of PHSE. In response to the Macpherson Report, the school has written a policy aimed at helping pupils to understand the need for good interracial relations. Policies for other areas of non-subject curriculum provision are appropriately in place and are effective.
29. The governors have appropriate policies in place for sex education and for education to cover the safe and sensible use of drugs. Both are taught as an integral part of the science programme of study. The school nurse also has an input into the sex education programme at the end of Year 5; reinforcement of the anti-harmful drugs message is carried out by the use of carefully selected shared reading texts during the literacy hour.
30. Long and medium-term plans for all subjects are securely in place and ensure that the programmes of study are covered, although attention in this respect is still required for ICT. Year-group teachers undertake short-term planning collaboratively and this practice ensures that all pupils in the group have access to the same coverage of subject information. There is good liaison with the adjoining Middle School whereby an agreement has been reached regarding which aspects of the individual programmes of study will be covered in that school. Whilst planning is

appropriate for the learning of average attaining pupils, planning does not always address the needs of the high and lower attaining pupils. This is an area of planning that requires attention. Teachers know their pupils well and this often results in the planned learning being adjusted during lessons to accommodate the needs of the full range of abilities. Whilst this is good practice it does not compensate for the lack of initial focused planning to enable all pupils to make progress in accordance with their capabilities.

31. The strategies used by the school for the teaching of both literacy and numeracy are satisfactory and are responsible for the good progress made in these areas by the time pupils leave the school. In all subjects cross-curricular links afford pupils good opportunities to practise their speaking and listening skills. The previous report was critical of the lack of use made of the school's library by pupils. This apparent weakness has been resolved and all pupils now use the library regularly, and this has resulted in generally good book reference skills.
32. There has been good progress in the expansion of provision for extra-curricular activities. Provision is now clearly a very good feature of school life and includes both boys and girls of all ages. Good provision for a wider range of activities has come about because teachers are willing to give generously of their own time. Clubs and activities include seasonal sports (each open to boys and girls), gardening, musical activities, technology and engineering, drama, country dancing, art and a computer club. Pupils take part in the Evesham Dance Festival and the school choir performs in the local church. A range of visits and visitors also enrich the curriculum. All classes undertake at least one educational visit each year that is directly linked to a topic that is being studied. In Years 4 and 5 pupils have the opportunity to take part in a worthwhile residential visit. Each visit is planned to enhance pupils' social development and their understanding of the world beyond the immediate environment.
33. Links with the community including with the church and several schools and colleges are good. Together these links and partnerships contribute to a widening of opportunities for all pupils, which promotes their learning and especially their personal development. Links are well established with the church, which is regularly used for services and visits. Unlike the school hall it is big enough to accommodate all pupils and parents in shared and corporate celebrations.
34. There is a good range of sporting links, which many pupils participate in within the community, some of which also involve nearby schools. Resources including teachers are shared. Sponsorship from businesses and industry within the community is regularly received and many visits are arranged for pupils of all ages. For example, older pupils from the engineering club enjoy an annual visit to a local engineering firm. There are very good links with pre-school providers and these partnerships enable staff to get to know young children before they start in reception. In addition the school has made links with other primary schools in England and abroad and pupils correspond with letters. Many students complete work experience and teaching placements in the school. Overall these links are good and a growing feature of the school.
35. The school has a happy, caring, family ethos that places children at its centre and nurtures and develops their personal, including spiritual, moral, social and cultural development very well. The school holds a very strong set of values and these permeate everyday school life. Pupils respond to this environment and learn how to become good citizens.
36. Pupils' spiritual development is effectively promoted through art, music and religious education. Pupils learn about Christianity, Hinduism, Sikhism and Judaism and this gives them a good appreciation of the spiritual values and beliefs of other world faiths. Pupils are given regular opportunities for reflection and are encouraged to develop a sense of wonder. This work is reinforced during lessons; for example, pupils in a Year 3 religious education lesson were asked to imagine what Abraham and Sarah must have felt like when leaving family and friends and putting their faith in God. Pupils are involved in many charitable endeavours that enable them to gain useful insights into the lives of those less fortunate than themselves.

37. Provision for moral development is very good. The school has a very clear set of personal values that focus upon honesty and respect for others. The school code of conduct is prominently displayed in each classroom and is fundamental to the way in which the school promotes moral development. Especially noticeable is the consistency with which all the adults in the school community promote high moral values and the consistent and sensitive way in which pupils are managed. Pupils have a clear understanding of the difference between right and wrong. They are well aware of the system of rewards and sanctions and readily accept the school's code of values. Teachers are very consistent in their expectations of behaviour and pupils understand exactly what is, and what is not, acceptable. Members of staff also provide very good examples of how to behave and always praise pupils if they have done particularly good work or have put in exceptional effort.
38. Pupils' social development is promoted very well. Pupils are encouraged to undertake various responsibilities within their classroom and a school council is in the process of being established. Pupils are regularly able to work together in lessons co-operatively and collaboratively and this is positive feature. All members of staff work hard to foster pupils' self esteem and teachers and pupils hold each other in mutually high regard.
39. Pupils' cultural development is promoted very well. Pupils are made aware of their own culture and celebrate the main Christian festivals. Links such as that with St Peters Church at Bengeworth are useful in widening pupils' experiences and many have a strong sense of their own heritage. Pupils enjoy listening to a variety of recorded music and learn about different cultures and faiths. Year 4 pupils have visited a Sikh Gurdwara and Hindu temple in Coventry and written some super accounts of the visit and what they learnt. Teachers, to deepen pupils' understanding about cultures past, and present, use a key questioning approach, very effectively. For example, Year 1 pupils have explored the lifestyle of children in the Victorian period, whilst Year 2 pupils have found out many things about the festival of *Kodomono-hi*, the Children's Day focal point that forms part of the family celebrations in Japan.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. High standards of care and welfare in many areas have been sustained well and improved in some areas, since the previous inspection. Under the watchful eye of the headteacher pupils are very relaxed and happy in the school where relationships are very good at all levels and parents rightly believe that their children are very well supported and cared for. There are highly effective procedures for child protection and for ensuring pupils' welfare, social and health education. Overall, the use of assessment to guide lesson planning in particular, has not been given sufficient attention for improvement since the previous inspection and this is limiting the quality of some pupils' academic development.
41. Many very clearly written policies guide practice in the school. An experienced member of staff, who together with the governing body regularly reviews all arrangements and activities in the school, including the buildings and the site, oversees health and safety aspects. First aid is appropriately covered and medicines administered when necessary according to policy. Record keeping is satisfactory. The first aid room itself is a little small and can get busy during lunch breaks but is adequate overall. Currently the disabled toilet is used for storage and would be difficult for pupils in wheel chairs to access it. The school has plans for its refurbishment as part of future building work.
42. Several senior members of staff, including the headteacher, oversee the needs of more vulnerable pupils. Two have been trained in child protection and procedures in the school are very good and understood by all adults. Another has had training in ensuring that the few pupils currently in public care are well supported. Those with specific medical and health needs are likewise very well

supported and in some instances care and health plans are shared with families. The school has good links with external agencies and uses them well to support pupils with special educational needs and those who learn to speak English as an additional language. Links and liaison with outside agencies are effective in ensuring that the wide range of needs within the school including, for example, those with visual and hearing impairment are met. Pupils are well supervised throughout the day and the team of midday supervisors has benefited from training in some areas of behaviour management including how to promote racial awareness in children. Infant pupils enjoy free fruit every day and all pupils are being taught how to keep safe and healthy.

43. The procedures in place for monitoring and promoting good behaviour and eliminating oppressive actions are very good. Good and positive behaviour and attitudes are very successfully promoted within the school. Expectations are clearly conveyed and pupils understand the rules and the systems in place, which promote harmonious and non-confrontational relationships. Pupils can self refer or be referred by mid day supervisors to the *Sanctuary Room* during dinner break if they need a little time out to calm down, and are sensitively counselled by in some instances the headteacher himself. Once a week merit certificates are awarded to pupils not only for good work but also for sensible actions and kindnesses they show towards each other. Very occasional incidents of bullying or aggressive behaviour are handled well and promptly, involving parents and outside agencies as appropriate.
44. Older pupils help look after and play with younger ones on the infant playground and they demonstrate many very positive and developing social skills. Many arrangements and systems in the school consistently promote personal qualities in individual pupils such as independence and care for others. Pupils are also encouraged to look after their environment and proudly show off their work in the gardens to visitors. Because pupils feel valued within the school's very caring atmosphere they grow in confidence which is what the school aims to do. Arrangements to monitor and track personal development are generally informal within the school although staff can keep written records within their red files which follow pupils from class to class. In addition to class teachers, a senior member of staff in each department is central in overseeing the personal needs of pupils. Some pupils have personal targets, which staff and pupils themselves know about but practice within the school is inconsistent in displaying these prominently to remind pupils of the goals they are striving towards.
45. Procedures to record attendance are very good and thoroughly overseen by office staff. The computer programme, which is used to collate attendance data, is well used and understood. Monitoring is good and there is good follow up of the very few individuals who cause concern.
46. The school's arrangements for assessing pupils' attainment and progress are satisfactory overall. Sound use is made of baseline data in the Foundation Stage to plan for individuals in their first year of schooling but insufficient use is made of it to predict the likely future achievement of the children by the end of Year 2. Assessment procedures in English and mathematics are good; in all other subjects they are satisfactory, with the exception of design and technology, music and physical education where they are unsatisfactory. The school has recently been reviewing its assessment policy and this has led to improved systems in English and mathematics, particularly. However, the use of assessment in order to track pupils' progress over time, and to help the school to set learning targets for groups and individual pupils and inform teachers curriculum planning is unsatisfactory. For example, lesson planning does not take sufficient account of pupils' different needs and capabilities, and is limiting higher achievement. Individual learning targets set in English and mathematics are far too general and are not specific enough in terms of small step learning targets. The school recognises this and is beginning to develop effective strategies that will address this weakness in the use of assessments to inform planning and future target setting. The recent development of subject profiles of assessed work against the National Curriculum levels in most subjects and pupils Records of Achievement are positive features.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. The school provides a warm and friendly welcome and promotes very well the all round development of its pupils. Parents are very pleased that their children come to St Richards Church of England First School. The school has established some very good links with parents who contribute well to their children's learning. Partnerships and communication have improved since the time of the previous inspection. Written reports, which did not include targets then, now share brief information with parents about the next step forward in supporting their children's learning. A very good feature is the open and proactive dialogue which is promoted by the headteacher, and the well established ways in which the school seeks parents' views to support school improvement, and also the positive way it then reacts and responds to these views.
48. Parents' views of the school, on balance, are now very good. Nearly 200 families responded to the questionnaire and many attended a meeting but in addition several more spoke to inspectors during the week of inspection. There is an overwhelming appreciation of the friendly and approachable staff and especially of the accessibility of the headteacher. Views presented in the questionnaire were much more positive this time than during the previous inspection. Many speak of the welcome and encouragement given to parents to get involved in helping voluntarily, which they do, especially with younger pupils. Many parents really believe their children do well and are happy and settled in the school. They know it is a little overcrowded and that space is at a premium but they believe teaching is good and those who come from out of catchment are very pleased to have a place. A new parent who chatted with inspectors whilst in school said that, '*she never thought a school could be this good*'. A small minority of parents are not convinced that homework is always set at the right level or that a good enough range of out of school activities are arranged, but on the whole the many very positive views outweigh any concerns.
49. Information overall is of good quality and is always well presented. The Home-school agreement is seen as a positive link between teachers and parents. The detail in the prospectus is very good and parents are well informed of many extra aspects of school life. Good communication is firmly established with reception parents who have ample opportunity to speak to staff at the beginning and end of the school day to share any information. Written information as in the "Bell Tower" is interesting and fun to read. Many newsletters are also sent to parents written by the PTA, Governors, as well as teachers and the headteacher, and on the whole, parents are given a wide range of information. Reports at the end of the summer term now include targets, but there is still scope to cover a little more detail on achievements throughout the year across all subjects.
50. The school has a genuine open-door policy. Parents feel comfortable about approaching staff and many do so on a daily or weekly basis. The parents of pupils with special educational needs are very supportive and there is 100 per cent turnout for the regular review meetings. The headteacher's habit of mingling with parents at drop-off and pick-up times, not necessarily every day but certainly regularly, is appreciated. Parents' suggestions are taken on board and through, for example, regularly seeking their views via a well-focussed questionnaire, he has effectively promoted partnerships in the last few years. Many parents are generally keen to get involved in the school either as a governor, as a voluntary helper within classes, or on the Parents' Teacher Association (PTA).
51. Recent initiatives such as a *Lad's and Dad's* project have been very successful in promoting learning at home with a view to raising attainment among boys. A father told inspectors that he was very enthusiastic about the many benefits of participating in this project for him and his young son. *Story Sacks*, which have been sponsored by the community and put together by parents, are another example of their purposeful involvement. Many parents are supportive of learning at home and help with homework tasks and reading. For parents for whom English is not a fluent language, translators including members of the family are used to help them have full access to meetings. Overall, parental involvement is good and a positive feature of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. There has been sound improvement to the school since the 1997 inspection overall but aspects of leadership and management still require enhancement. A very good programme of induction and staff training, the positive introduction of performance management and the very good team spirit that shows itself in the very good relationships so evident around the school are all the result of the headteacher's good leadership. The school's success in being accredited with *Investors in People* in 2001, reflects well the strong, shared commitment for improvement. The mission of *Aiming High* is being well advanced by all stakeholders, whose views are regularly consulted upon and which feed forward into the school's improvement plan. The next stage in the school's well-documented cycle of planned improvement activities is to inject more rigour into management systems that are focussed on enabling all pupils to reach the highest standard of work of which they are capable.
53. The headteacher provides very clear educational direction. He knows well the strengths and weaknesses in school and works hard to support and challenge people in equal measure. His approaches win the confidence of staff, parents and governors alike, and the very positive ethos in school is much to do with the high level of sensitivity and integrity he shows when dealing with people. For quite a few years the school has been growing rapidly and this has caused problems with accommodation and school organisation in particular. This has meant the headteacher's time has been diverted towards managing change and he has done this well. However, the time spent in so doing has impeded his work in developing rigorous management tools, for example tracking and target setting systems. He is realistic about this and has set in motion a plan to bring in additional expertise to complement those amongst senior managers and is working to enhance the key management team.
54. The new senior management team which includes the deputy headteacher, key stage managers for infants and juniors and the Foundation Stage manager, demonstrates effective management, for example in co-ordinating key aspects of provision, such as pupils' pastoral education and staff performance management. They are working towards developing their collective leadership role more effectively than in the past, and have embarked on a planned programme of self-critical review. However, job descriptions though satisfactory in other respects do not give sufficient focus to individual and corporate leadership responsibilities. A new post of assistant headteacher is scheduled for next term and governors are advertising for a post-holder with expertise in the use of data and assessment.
55. As the next tier of management, subject leaders are doing an effective job and most are ready for the challenge of exercising their leadership roles in the bid to raise standards. Most have made good improvement to writing policies and schemes of work which have been implemented to positive effect. Subject leaders have ensured that their subjects are well resourced and that displays of high quality demonstrate the pupils' achievements very well. Subject leaders are judged to have good capacity on the whole to lead the drive towards better effectiveness.
56. The special educational needs co-ordinator liaises well with all adults who work with identified pupils and has developed good relationships with them all. Management is satisfactory and this results in the day-to-day systems in the school running smoothly. During regular reviews the co-ordinator monitors the provision, which the pupils receive. However she is aware of the need to monitor the provision the pupils receive in the classrooms more rigorously, to ensure that in lessons, work is accurately matched to the needs of all pupils.
57. In some ways, the evaluation of school performance has been a victim of the school's rapid expansion. The school development plan is a good model, is well-conceived and its impact is tangible in guiding the school's steady improvement. However, some of the priorities do not have explicit criteria on which to base success and this is a shortcoming. Systems to collect the

necessary data have gaps, for example, there are weaknesses in assessment in a number of subjects so the progress made by pupils throughout the school is known only imperfectly. Similarly, the school's target setting and tracking process is at a very early stage of development. At present it tends to be retrospective in its evaluation of performance rather than anticipatory in terms of detecting trends early on and putting in place the means to boost progress. Managers work hard to make things better, but gaps in knowledge and under-use of what data is available is dissipating some of the effort.

58. Governors have good insights into the school's strengths and weaknesses, their business is conducted efficiently and effectively. Governors are well involved as *critical friends* of the school and are very proud of the rounded education provided. All legal responsibilities are met and governors have good involvement in school decisions. They apply the principles of best value with confidence to monitoring finances, and slightly less confidently to the oversight of the curriculum or in monitoring standards. The school's educational priorities are well supported by the school's financial planning, and it makes good use of its financial and other resources. The governing body and finance committee always retain the school improvement plan as the core of their financial priorities, and work closely with the headteacher who keeps a very firm control on the school budget. The most recent financial audit was carried out in July 2001 and the LEA officers found the school's financial procedures to be sound in the main and well managed.
59. Although the school has carried forward some 8 per cent of its budget (£78,000) in the current year, it has clear priorities for this including the appointment of a new member of the senior management team. The school is confident that this commitment and other priorities can be financially maintained over the long term, because its pupil numbers continue to rise due to its success and reputation in the area. The use of specific grants, for example, for the provision made for pupils with special educational needs is used well, in particular, to give additional support to pupils to help them develop basic skills in the areas of literacy and numeracy and develop resources where necessary. The impact of additional income to support those pupils with particular needs, for example hearing and visual impairment is very well targeted.
60. There is a good level of staffing and good resources, with the exception of ICT where resources are unsatisfactory and this restricts the rate of progress pupils make and hinders them achieving appropriate standards in the subject. The school administrators make a very good contribution to day-to-day financial control and administration in spite of their unsatisfactorily small office. New technology is used very effectively by them, and is also used well by most teachers in their planning. The use of new technology by the pupils, although still unsatisfactory as it was at the time of the previous inspection, is earmarked for improvement through the increasing contribution of the new subject leader. The school buildings and grounds are well maintained and in many ways provide a very attractive learning environment. Many of the walls and corridors are covered with colourful displays, which celebrate the works of pupils and events in the school. Photographs are particularly well used in displays to promote the shared ethos of the school. However, the school has grown in numbers and any extra space has long been utilised sometimes for extra storage. While the library is well stocked it is not over large for a school this size. Some areas are cramped and classrooms get very hot when it is sunny and this is despite the use of extra fans. The hall is not big enough to hold the whole school. However within these constraints, staff remain cheerful and overcome as best they can, the inevitable difficulties. The outside playgrounds and gardens are very pleasing for pupils who take a great pride in helping tend vegetables and watering the flowers.
61. The school receives slightly less income than that of similar schools to spend on pupils' education. The good quality of the learning environment is testament to the hard work and commitment of all staff. Academic standards have yet to be raised to optimum levels and because of this the school is judged to currently give sound, as opposed to good value, for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. The school is providing a sound education for pupils. To make it even better the headteacher, staff and governors should seek to:

1. *Raise standards in ICT across the school by:*

- Ensuring full curricular entitlement and coverage of all elements of ICT.
 - Paying more attention to enabling pupils' time and opportunity to build their research and enquiry skills systematically.
 - Extending the use of ICT across the curriculum and extending the software available for children from age five upwards.
 - Reviewing the location and timetabled use of the mini ICT suites.
 - Establishing a programme of staff training in order to build on the good start made and further boost confidence.
 - Establishing a rigorous action plan that looks creatively at making best use of limited hardware and one that will guide improvement in the subject at a brisk pace.
- Paragraphs 3, 7, 17, 22, 30, 60, 92, 115, 118, 119, 120, 121, 123.

2. *Raise standards in mathematics at the end of Year 5 by:*

- Identifying the expectations in the planning of mathematics to ensure that it is specific enough to provide consistent levels of challenge for pupils of different capabilities, especially high attainers.
 - Ensuring regular assessments of pupils' progress.
 - Establishing targets for raising achievements that are reviewed at regular intervals and are shared with pupils and parents.
 - Continuing to build on the recently improved teaching and learning in Year 5 classes.
- Paragraphs 3, 8, 46, 81.

3. *Make more rigorous teachers' lesson planning and use of assessment in all subjects by:*

- Insisting that planning identifies precisely what pupils of different capabilities need to know, understand and be able to do by the end of each lesson as specific learning outcomes.
 - Undertaking evaluations of how well pupils have learnt in lesson and feeding this information forward to the planning of future lessons.
 - Promoting the targets set in the individual education plans of pupils with special educational needs more consistently in lesson planning and in the work set for these pupils.
 - Setting targets that identify the proportion of pupils that should reach higher-level attainment in each class.
 - Ensuring that the marking of pupils' work not only rewards effort but points clearly the next step for improvement and makes full use of individual targets in reviewing progress.
 - Ensuring that teachers assess pupils' progress against National Curriculum levels and keep track of individual progress and that of their class.
- Paragraphs 1, 23, 46, 57, 81, 91, 99, 103, 104, 117, 128.

4. *Extending the role of subject leaders and senior managers in monitoring, evaluation, and target setting that will drive forward school improvement by:*

- Establishing a target setting and tracking system that pinpoints promptly the rate of progress, any under-achievement, learning spurts and gaps in learning in equal measure.
- Extending the use of data to track the progress of different groups of pupils in school.
- Identifying the highest attainers, and those with gifts and talents in every year, and establishing rigorous systems to check up on their progress.
- Bringing tighter focus in lesson observations and when sampling pupils' work on those things that will help the school move forward in the raising achievement of boys and girls.
- Focussing evaluation on learning outcomes rather than teaching intentions.

- Finding time to share the features of the very best teaching and learning in school with all staff.

Paragraphs 1, 9, 17, 23, 46, 52, 53, 54, 56, 57, 85, 93, 99, 111, 117, 128, 139.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

89

Number of discussions with staff, governors, other adults and pupils

28

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	15	43	27	3	0	0
Percentage	1	17	48	30	3	0	0

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

Information about the school's pupils

Pupils on the school's roll

YR – Y5

Number of pupils on the school's roll (FTE for part-time pupils)	494
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494

Number of full-time pupils known to be eligible for free school meals	13
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13

Special educational needs

YR – Y5

Number of pupils with statements of special educational needs	4
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4

Number of pupils on the school's special educational needs register	58
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58

English as an additional language

No of pupils

Number of pupils with English as an additional language	7
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7

Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	10
--	----

10

Pupils who left the school other than at the usual time of leaving	13
--	----

13

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.6

Unauthorised absence

	%
School data	0.5
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	39	44	83

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	33	34
	Girls	41	43	41
	Total	68	76	75
Percentage of pupils at NC level 2 or above	School	82 (77)	92 (90)	90 (92)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	29	33	32
	Girls	40	41	42
	Total	69	74	74
Percentage of pupils at NC level 2 or above	School	83 (84)	89 (92)	89 (89)
	National	85 (85)	89 (89)	89 (89)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
478	1	0
0	0	0
1	0	0
2	0	0
1	0	0
0	0	0
3	0	0
0	0	0
0	0	0
2	0	0
0	0	0
0	0	0
0	0	0
3	0	0
4	0	0
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 – Y5

Total number of qualified teachers (FTE)	19
Number of pupils per qualified teacher	26:1
Average class size	29

Education support staff: YR – Y5

Total number of education support staff	16
Total aggregate hours worked per week	357

FTE means full-time equivalent.

Financial information

Financial year	2002/2003
	£
Total income	936,998
Total expenditure	858,509
Expenditure per pupil	1717

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	5

Total number of vacant teaching posts (FTE)	3
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3
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	494
Number of questionnaires returned	198

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	32	3	1	1
My child is making good progress in school.	55	43	1	0	1
Behaviour in the school is good.	47	49	3	0	2
My child gets the right amount of work to do at home.	34	51	13	1	1
The teaching is good.	57	39	3	1	0
I am kept well informed about how my child is getting on.	39	48	10	3	0
I would feel comfortable about approaching the school with questions or a problem.	65	33	2	0	0
The school expects my child to work hard and achieve his or her best.	59	39	1	0	1
The school works closely with parents.	33	57	8	1	1
The school is well led and managed.	55	41	2	0	2
The school is helping my child become mature and responsible.	53	44	2	0	1
The school provides an interesting range of activities outside lessons.	30	40	13	4	13

NB Rows may not total 100% due to rounding.

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

63. There has been very significant improvement in curriculum planning, teaching and provision since the 1997 inspection. The provision for children in the Foundation Stage is now very good, it is well led and managed and is a strength of the school. The 85 children who are in the Foundation Stage all started school in the September in which they became four years old and are taught in three reception classes. The quality of teaching for children in these classes is very good and this ensures that children of this age acquire a very good start to their education. There is a strong sense of team work across classes and joint detailed curriculum planning ensures that all areas of learning for children of this age is effectively delivered and matches very well the needs of all, including those children with special educational needs and the very few who are learning to speak English. The profile of attainment of children on entry to reception is at the level expected. By the time they enter Year 1 their attainment in personal, social and emotional development is above that expected for their age and meets the expected level in communication, language, literacy, mathematics, knowledge and understanding of the world, creative and physical development. The accommodation for the Foundation Stage is lively and bright and is well resourced though rather cramped. Good arrangements and organisation ensure that the children have sufficient space to develop well in all the areas they experience. The outdoor environment includes gardens as well as hard surfaced areas. There are benches in strategic spots that encourage the children to take time to reflect on the plants and vegetables they grow with such care.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

64. Children make very good progress to exceed the goals in this area of learning because of very good teaching. All adults provide positive role models for children. Staff make learning fun for children through well planned tasks and they use praise effectively in order to build children's confidence and self esteem. Because of very good pre-school links with parents and highly effective induction strategies implemented by the school, children soon settle quickly into school life and routines. They happily come to school and take part in a range of activities with obvious enjoyment, enthusiasm and interest. Both girls and boys interact very well with each other socially and when engaged in role play and group activities. They know how to take turns when playing games and handle equipment with due care and respect. Moral development is well promoted by staff and consequently children soon learn how to behave appropriately and their behaviour is consistently very good. They respond very promptly to instruction from adults and show they are able to take part in a range of activities sensibly and with confidence. By the time they enter Year 1 their attainment in personal, social and emotional development is above the level expected for their age.

COMMUNICATION, LANGUAGE AND LITERACY

65. Children make good progress in communication, language and literacy to reach the goals set because of very good teaching. In many respects the teaching has to be very good to ensure that the children retain what they learn and through very good attention to specific needs and the effective focus on reinforcing learning, make good gains in knowledge and understanding. Basic literacy skills are very well promoted by teachers in the literacy hour, and through a range of other well-planned activities. For example, children's speaking and listening skills are very effectively developed through role-play and theme corner activities. Early reading and writing skills are well promoted within the literacy hour and by the age of five children speak confidently in front of others and are keen to answer questions. Children make good progress in acquiring early reading and writing skills and by the age of five pupils know most initial letter sounds and can read simple words and sentences. In writing, children can write some simple words independently and begin to

recognise basic punctuation such as a full stop at the end of a sentence. They make good progress in handwriting and many of the letters of the alphabet are reasonably accurate and well formed.

MATHEMATICAL DEVELOPMENT

66. Because of very good teaching in mathematics children make very good gains in their learning and by the age of five children have met the goals set. By the time they leave reception, children can count, and recognise numbers to ten and beyond and can write numbers from zero to nine with reasonable accuracy. Teachers promote mathematical vocabulary well in lessons and as a result children soon develop a sound knowledge and understanding of basic mathematical language. For example, children understand the terms; *more than*, *less than* and *between* when identifying a sequence of numbers up to twenty. A good range of well-planned practical activities that make learning fun for children ensures they stay focussed and well motivated to learn in lessons. For example, familiar songs with a mathematical theme and practical shopping activities that require children to make up different amounts of money with real coins to buy a toy ensures children soon recognise the value of different coins. In learning about measure, shape and space, children can follow a repeated simple pattern and can recognise and name 2D shapes such as a *circle and triangle*. These good quality early experiences prepare them well for the next stage of their mathematical development.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

67. The quality of teaching is good and as a result children make secure gains in their knowledge and understanding about the world. Teachers provide children with a very wide range of well-planned activities that capture their interest and extend their thinking. For example, the outdoor courtyard is used very effectively to promote children's understanding of the natural world and what plants need in order to grow well. Children sow and care for sunflowers, potatoes and pumpkins from seed and observe carefully their different stages of growth. They can draw and label accurately the different parts of a plant and know that plants need sunlight and water in order to grow well. A range of visits to local places of interest such as a local quarry are used very effectively by teachers to develop children's understanding of their environment. The different jobs that people in society are responsible for doing, such as Firemen provide a good role model. Children begin to understand basic scientific concepts, for example that materials have different properties as they investigate which materials soak up water and record on simple charts. Children gain an understanding of the different characteristics and changes in the seasons as they investigate in the outdoor area how water has changed into ice on a very cold winters day and as they change the daily weather chart. In ICT children can manipulate the mouse accurately in order to click on icons and move items around the screen; although the school has very limited suitable software in order to support children's learning in different areas of the ICT curriculum for children under five.

CREATIVE DEVELOPMENT

68. The quality of teaching is good in this area of learning and teachers plan a range of activities that are well supported in their delivery by teaching assistants. For example, children working with a teaching assistant are given good guidance and help through demonstration when using a roller to cover a given area with paint in order to make prints and designs. Children are encouraged to work and paint in a range of sizes. For example, from small detailed observational drawings of plants they have grown to large collaged pictures. Children make good progress in construction skills and can balance and join together both small and large construction kits skilfully in order to build walls and construct model vehicles. Children understand that things can be joined in different ways and use glue and sellotape effectively to join junk materials such as cardboard boxes together when making models. In music children sing familiar songs well and with enjoyment. They begin to explore the different sounds that instruments make and when listening to music can move appropriately to its rhythm and show an awareness of its varying speeds and tempo. Children make good progress in their creative development to reach the goals set for them.

PHYSICAL DEVELOPMENT

69. Children benefit from a good range of experiences to enable them to practice, refine and extend their physical skills. In gymnastic lessons teachers promote the importance of exercise to keep fit and healthy effectively and, as a result, children soon learn the importance of warm up activities before rigorous exercise. Through various activities that require children to balance, throw, catch and kick beanbags and balls children soon acquire a sense of balance and control. They have good spatial awareness and move about the school's small sized hall with care and attention for others. Children show satisfactory hand and eye co-ordination as they attempt to throw a large ball into a net. The use of large outdoor apparatus such as climbing frames and three wheeled bikes vehicles supports the development of children's gross motor skills well. Through a range of activities that require children to use scissors to cut out shapes, manipulate plasticine and clay, apply paint and glue with brushes and write and draw using crayons, chalk and pencils effectively develops children's fine motor skills and control. As a result of effective teaching children make good gains in their learning and by the age of five most reach the goals that have been set and some exceed them.

ENGLISH

70. Standards at the end of Year 2 are average in both reading and writing. The achievement of both boys and girls seen in lessons and in past work in books shows the progress for this group of pupils has been satisfactory. The picture in standards has been maintained since the previous inspection. By the end of Year 5 standards overall are average; this represents at least good progress over time because at the end of Year 2 this group was overall well below average in both reading and writing. Despite the fact that a number of lower attaining pupils have transferred to other schools, both teachers and pupils have worked consistently hard to attain the current standards at the end of school. Standards in speaking and listening are at expected levels throughout the school.
71. Pupils' attainment on entry to Year 1 is broadly as expected. Pupils make good progress in their learning and by the age of ten years most are overall at, and in some instances a few are above, the national average. Those pupils with special educational needs generally make progress in line with their classmates; good progress is made when pupils receive help from specialist teachers and from well-informed teaching assistants in accordance with their individual education plans. Pupils for whom English is an additional language are assessed at an early stage; very few pupils are receiving specific support to learn English but they are making good progress.
72. Speaking skills of the greater majority of pupils are average. The school has recognised the need for children to have opportunities to practise speaking skills in order to raise standards further and plan accordingly. A feature of lessons in all subjects is that teachers accept opportunities to help pupils to broaden their vocabulary, to speak in answer to questions or to offer their own comments. Single word answers are not accepted when a whole sentence is required. A range of planned speaking inputs, other than in lessons, includes assemblies, the ECO Committee and post attendance registration news sessions. In class, teachers make good use of open-ended questions to give pupils the chance to answer at length. The effectiveness of the school's strategies is reaped in Year 5 as average and higher attaining pupils speak confidently during discussions and in conversations with visitors. By this time these pupils have developed the use of dictionaries and thesauri during their writing and the words investigated begin to be used in their speech. All pupils are afforded opportunities to talk to adults in the school, especially during break and lunchtime periods when supervising non-teaching members of staff are frequently seen in conversation with a group of children. Pupils' listening skills develop quickly and to good effect; teachers rarely have to repeat instructions and this enables the majority of lessons to proceed smoothly with very few repeats because pupils have drifted off task. Pupils are active in their listening and show respect and tolerance when listening to the views of others. There are good opportunities provided through

the choice of discussion material in these situations that supports positively, pupils' spiritual; moral, social and cultural development

73. Reading standards are average overall. Pupils' skills display a wide range of ability. Whilst around 80 per cent of pupils in Year 2 reach average standards, there are pupils who are above that level and, equally, those who are below it. The proportion of pupils reaching the higher levels in reading is below that seen in similar schools and this has an adverse impact on standards overall. The reason is that the school has yet to target with sufficient precision higher order reading skills. All pupils are able to use strategies to attempt to pronounce unfamiliar words. At this time the ability to read accurately is generally better developed than the ability to read with expression; this is an aspect of reading that requires additional attention throughout the school. Whilst, when questioned, pupils know the function of punctuation marks they do not always use this knowledge in reading to help them to pause or modulate their voice to add colour and meaning to the spoken words. However, there are in every year group a small number of readers whose reading skills are above average. These pupils read with very good attention to expression and extract additional meaning by their interpretation of the text. Most pupils receive help and encouragement at home as parents and other family members listen to them read as part of their homework. Pupils begin to learn to use book reference skills from Year 1 onwards. By the end of Year 2 pupils can find information through the content and index pages of non-fiction books; the average and above pupils have sound knowledge of how to 'read' the cover of a book, with regard to title, author and illustrator, some also know the position and function of the blurb.
74. By Year 5 higher attaining pupils are able to explain and demonstrate how to retrieve both fiction and non-fiction books from the library. Elsewhere, the retrieval of non-fiction books is not so secure. Pupils are able to gather information from the glossaries and index pages of a range of books and synthesise the knowledge gained into continuous prose. At this time these pupils skim and scan for information and, with help, are developing the ability to infer and deduce underlying meaning from the text. The previous inspection report stated that a weakness in provision was that pupils were not using the library. This is no longer the case; pupils receive regular timetabled library sessions during which they acquire library skills and have opportunities to practise them. There is good practice in providing pupils with reading materials other than books in order to illustrate that writing can be used for different purposes.
75. A feature of pupils' writing is that it is usually presented to a high standard. Pupils are taught to form their letters accurately and to a uniform size from an early age; they take pride in producing good quality second drafts, but more use should be made of word processing programs for this purpose. By the end of Year 2 most pupils are using a capital letter and a full stop in sentences. Average and higher attaining pupils spell commonly used words accurately or have sufficient knowledge of letter sounds to make their meaning clear. There are still a number of pupils whose limited vocabulary and knowledge of the structure of Standard English inhibits their writing. Better writing shows that pupils actively seek to use words and descriptive phrases to interest the reader. The use of punctuation is that which is expected for pupils' age, with a few more advanced writers beginning to use speech, exclamation and question marks.
76. Good progress in writing continues throughout the junior years. At the end of Year 5 a small group of higher attaining pupils are working securely within Level 4. These pupils display good vocabulary, have a good sense of audience for their writing and try very hard to engage and sustain the readers' interest with, for example, the use of adjectives and adverbs to give colour to events and characters. Planning is used to denote the beginning, middle and end of pieces of writing, new dialogue is occasionally placed on a new line and, in better writing, tenses are used correctly to denote shifts in time. In the writing of this quality, punctuation and spelling is generally accurate and features the regular use of dictionaries and thesauri to investigate alternative words and to check spellings. Because the national guidelines for literacy teaching are followed closely, pupils are able to receive a full range of types of writing as they move through the school.

77. Pupils' attitudes to lessons are generally very good. The majority settle very quickly and make themselves ready for work with a minimum loss of time, although there are a few disruptive pupils in a Year 1 class whose teacher has to exert regular behavioural strategies. Pupils listen carefully and politely to their teachers and to classroom assistants, maintaining very good relationships at all times. When opportunities arise they co-operate together, to share materials and equipment, and collaborate to undertake joint tasks.
78. The overall quality of teaching seen during the inspection was good; the more consistently good teaching was in the junior classes; this shows maintenance of the standards reported at the time of the previous inspection. Planning produced for the lessons seen was thorough for coverage of the programme of study and presented the higher attaining and average pupils with suitable challenges to maintain the levels of learning that they achieve. The written planning undertaken does not sufficiently indicate the assessment objectives for separate groups of pupils or the planned assessment opportunities to check that objectives are being met. In some lessons these weaknesses were overcome because teachers know their pupils well and were able to adjust the work to fit more accurately pupils' needs. Some reconsideration of joint planning is needed where the content relates properly to the average and above children but does not always coincide with the capabilities of all pupils in every class. Good opportunities are planned for pupils to read aloud in class and to take part in discussions. There is very good practice in ensuring that lower attaining pupils are given equal chances to speak, a factor that is ensured through the active participation of the well informed classroom assistants who support pupils in class. Pupils, who could be reluctant to speak, do so confidently in the knowledge that all contributions are valued and that they will not be ridiculed for incorrect answers. The marking of work in the books presented for scrutiny was undertaken regularly and offered encouragement and praise for pupils of all abilities. The better marking also gave advice and examples on how current work may be improved to help pupils to make progress. This form of marking was not a regular feature in all classes and is an area for improvement and presents an aspect of monitoring that deserves closer attention. Teachers give satisfactory attention to homework, but it could be more challenging in Year 5.
79. Subject management is satisfactory and there is good capacity for development because of the clear focus on improvement that is having positive impact. Satisfactory procedures are in place for the administration of the statutory and optional tests and their analysis. Areas of weakness are recognised and this has led to a whole school focus on reading that has successfully raised skills to sound level. Resources for the subject are good, especially in forging links with other subjects through, for example, texts used for shared reading. Leadership has been good in ensuring that all curriculum subjects develop aspects of literacy in the planned learning but there are weaknesses that need to be addressed if standards are to be raised. The procedures for the collection of assessment data are good and much useful information on individual pupils is accumulated. However, this recorded information is not being used to inform the planned learning objectives for the known requirements of groups and individual pupils to make progress in line with their capabilities. Individual targets are not sharp enough; they are too general and do not focus down onto the actions that are crucial for improvement. Whilst some predictions are made with regard to pupils' future attainment, there is insufficient focus on tracking pupils' movement towards the predictions by, for example, setting targets at regular intervals in order that progress towards the final target may be monitored.

MATHEMATICS

80. Current standards in mathematics are not as positive as those reported at the time of the 1997 inspection. However, a new curriculum for mathematics, including a national numeracy strategy, has been introduced since then, and this makes direct comparisons difficult.
81. Standards at the end of Year 2 are average but by the end of Year 5 are currently below average. Younger pupils, including those with special educational needs make steady progress in Years 1

and 2, but few of them achieve levels above average. Although the standards in Year 5 are below average, the attainment of these same pupils in their National Curriculum tests in mathematics when in Year 2 was well below average, so they have in fact made good progress overall. In Years 3 and 4, standards are average and progress is satisfactory. As with the younger pupils there are only a small proportion of these year groups achieving higher levels. The relatively low proportion of pupils reaching higher levels in all years is an issue and the overall standards are depressed because of it. Assessment procedures are not being used well enough to identify potential high-flyers and give them consistent challenge to match their abilities and ensure good progress. Pupils who learn English as an additional language are represented across the ability range and they make the same progress as their peers.

82. Teaching is satisfactory in the infant and good in the juniors. The learning of pupils in Years 1 and 2 is satisfactorily across all aspects of the curriculum. Their books show an emphasis on number work, but they also have plenty of opportunities to learn about shape and space and problem solving. Displays in classrooms show their learning is also satisfactory in their knowledge of rotation, 3D models and the use of ICT to make simple graphs. Their attainment and progress in lessons observed varied between below average and average. The difference depended upon whether teaching maintained pace and focus on the lesson objectives; where it faltered, pupils' learning suffered. In all classes, pupils of different abilities received differing levels of task. However, the higher attaining pupils often still do not receive sufficient challenge - in discussions on problem solving for instance, a few pupils could clearly work out answers to much harder problems than they were asked to solve. Analysis of this year's National Curriculum test results at the end of Year 2 confirms that the school falls below its benchmark group in the proportion of pupils reaching higher levels. The generally satisfactory teaching is beneficial more to lower and middle ability pupils and there are far less pupils at lower levels than in the past. Oddly, significantly more boys than girls achieved the higher levels; but also nearly twice as many boys as girls were at the lowest levels. Pupils' work in Years 1 and 2 is generally well presented and marked conscientiously and with much encouragement to pupils. As a consequence pupils usually look forward to mathematics and try hard to improve in their lessons, although their pace of working could be quicker, with more direction from teachers.
83. Older pupils in Years 3, 4 and 5 also receive a suitably balanced and broad mathematics curriculum. This is shown through classroom displays, especially of links to ICT in Year 3, where pupils show good learning in databases and data handling, and interactive capacity work. Work in their books usually shows satisfactory progress, but is inconsistent. This is because there is considerable variation in demands made by teachers, and in the effectiveness of the marking. This sometimes does not exist, but elsewhere is consistent and offers good advice and developmental points to pupils. The presentation of their work by pupils directly reflects the effectiveness of teaching; in Year 5 classes, for example, there has been a marked improvement in pupils' work in books in recent months. In most observed lessons during the inspection, teaching was good. Lessons are well planned, have clear objectives and good pace; teachers are confident in their subject knowledge and conduct effective mental maths and plenary review sessions, and pupils respond accordingly, with enthusiasm and alertness. However, as with younger pupils, there is insufficient challenge for higher attainers, who although having more difficult work than others in their class, could still do even better. They are not identified in planning because tracking of their progress is not developed well enough, and their potential for faster learning is not being recognised. Analysis of their recent non-statutory National tests, for example, shows that pupils in Year 5 have improved well at the lower end of the ability range, but the higher levels are being achieved by a significantly lower proportion than would be expected in similar schools. Interestingly, few pupils in discussion with inspectors indicated much enjoyment of mathematics, although they clearly do so as when observed being challenged in a competitive atmosphere.
84. The school makes effective use of the National Numeracy Strategy to support the development of pupils' numeracy skills. Numeracy skills are being encouraged by teachers across the curriculum, and were observed in use in science, geography, design and technology and physical education for

example. Good attention is being paid in planning to investigative elements of pupils' learning that is supporting improved standards in mathematics but practice is inconsistent. Boys in particular were observed to enjoy the practical aspects of lessons and make good progress in acquiring key knowledge and extending key skills as a result. The full effectiveness of the strategy is not yet having good impact overall, because of the lack of consistent challenge for some higher attaining pupils. Furthermore, the use of ICT is not as advanced in supporting the practical application of mathematics as seen in many schools.

85. The quality of leadership and management of the new subject leader is satisfactory, and she has made an encouraging start. She has a clear understanding of the development of mathematics in the school and has monitored learning in most classes, so has a good picture of the level of achievement. She realises that she must now ensure that the detailed database of test results; the increased use of predictions and targets and the tracking of pupils' progress feeds forward into planning lessons to match pupils' different needs and improve standards. This promising beginning indicates a good capacity for improvement in mathematics in the future.

SCIENCE

86. Standards attained by pupils at the end of Year 2 and Year 5, are average. These standards are the same as those recorded at the time of the previous inspection.
87. By the end of Year 2, boys and girls of different abilities and from a variety of backgrounds work well together as they plan and conduct experiments and record their results. For example pupils try to answer the question 'Do plants need light in order to grow?' They are confident speakers and explain with enthusiasm what they have done showing a developing idea of what a *fair test* is. With support they begin to understand how to record their findings. Teaching assistants support pupils satisfactorily as they record what they have researched using digital cameras. By the end of Year 5, older pupils show a satisfactory understanding of scientific vocabulary such as 'evaporation', 'condensation' and 'water vapour' as they develop their knowledge of *The Water Cycle*. They are keen to show their knowledge and are confident when explaining, for example, what happens to cause rain.
88. In discussions pupils in Year 2 speak knowledgeably about the different plants they have learned about and most have a sound idea what plants need in order to survive. They speak with enthusiasm and clarity about work they have completed on electricity. Most recall satisfactorily an experiment they did where a bulb lit up when the 'circuit' was complete. As they learn about basic circuits they look at diagrams of circuits and predict which ones will and will not work. They name scientific equipment such as 'crocodile clips' and 'magnifying glasses' and identify correctly what they are used for. In Year 5 pupils talk about the earth and the sun and how shadows are formed. They speak confidently about completing many investigations, one of which was to find out why the length of shadows changes during different times in the day. Pupils speak with a satisfactory knowledge about soluble substances and substances that are not soluble. Most pupils demonstrate a sound knowledge and use of scientific vocabulary they have learned during their time in school.
89. Analysis of pupils' previous work indicates that the youngest pupils have some understanding of what is needed to develop a healthy diet. They begin to develop predicting skills as they investigate and set up experiments. From an early age they begin to use reference books to find out information. By the age of 10 pupils conduct experiments and learn how to use scientific equipment for example a force-meter to measure the size of forces. They learn that the size of a force is measured in Newtons. Pupils learn about solids, liquids and gases as they investigate the melting and freezing of liquids. Previous work shows a satisfactory understanding of physical processes, for example, that light travels in a straight line and they can describe how shadows are formed. However the knowledge and understanding of lower attaining pupils and those with

special educational needs is not always so secure. Teachers do not always match work accurately to the needs of different pupils, and in particular for those pupils who have difficulty in acquiring basic writing and reading skills they are sometimes over-stretched in recorded work.

90. The quality of teaching and learning is overall satisfactory. Lessons seen varied between good and unsatisfactory and this variation was flagged at the time of the previous inspection. The lack of rigorous monitoring is one reason for such inconsistency as the school has yet to flag clearly the features of the most effective practice. In the most successful lessons, teachers manage pupils very well and as a result pupils respond positively and they try very hard with their work. The relationships between adults and pupils and between the pupils themselves are generally very good. Teachers value the contributions that pupils make and this effectively promotes their self-esteem and encourages them to sustain good application. In effective lessons teachers share clear learning objectives so pupils understand what they are expected to achieve. During the introduction to these lessons teachers make good links with previous learning, and ensure that the lessons carefully build upon pupils' knowledge and understanding. In a good lesson in a Year 5 class, the teacher questioned pupils of all abilities well to reinforce previous learning and to develop a better understanding of The Water Cycle. She presented the lesson in a lively and interesting way that engaged and maintained the interest of the pupils. There were timely opportunities for pupils to explain and use scientific vocabulary and the teacher valued all pupils' contributions. In another good lesson in a Year 2 class all pupils were well supported including those with special educational needs. Worksheets were modified to cater for the full range of ability, which enabled all to learn well. On-going assessment was used well to develop pupils' understanding further.
91. Learning is less than satisfactory when classes are not well managed; for example when listening skills are not well promoted. Sometimes teachers allow pupils to talk whilst they are giving out information or instructions. In addition when pupils are not well practised, for example, to work independently they cannot get on with the tasks they are given. This was evident in Year 3 during a practical session where pupils were expected quite rightly to work independently as they researched the habitats of mini-beasts and most could not sustain this without constant attention. In some lessons, work is not sufficiently tailored to meet the learning needs of all groups of pupils, resulting in pupils struggling with the work they are provided with and not making the progress they should. The sample of work revealed that pupils are too often given the same tasks, with little consideration given to their learning needs. This was observed to result in work not being completed, particularly by lower attaining pupils. Assessment information is clearly not being used effectively to plan appropriate work that builds effectively on pupils' previous learning and this is a shortcoming. The quality of teachers' marking is satisfactory overall but is variable. In the best examples it informs pupils of the quality of their work and provides pointers for further improvement, but in many cases work is simply marked with a tick. Some work in Year 3 has not been marked since September.
92. There is satisfactory provision for pupils to develop skills of investigation through conducting experiments, obtaining and presenting their findings. This is an improvement since the previous inspection and is capturing the productive learning of both boys and girls when they have *hands-on* experiences to develop research and enquiry skills. There are satisfactory opportunities for pupils to apply their numeracy skills in science. For example, pupils use thermometers for measuring temperatures and scales as they weigh wet towels when trying to discover how much water they hold. They regularly display their findings on charts and graphs. Year 5 pupils spoke of using the computers to develop graphs but there was little evidence of ICT being used to support the subject. Opportunities for pupils to research scientific topics using the Internet are too adhoc.
93. The leadership and management of the subject are both satisfactory. Variations in teaching within the subject continue to be an issue. There is inconsistency in the procedures for monitoring both teaching and learning and few opportunities for sharing the best practice within the school. The newly appointed subject leader has a sound understanding of the strengths and weaknesses in

science and where improvements need to be made. She has developed a clear action plan and identified what is needed in order for standards to improve further. Recent changes have been made to the curriculum which is now linked to the national guidelines. This is an improvement since the previous inspection and shows good promise for enabling continuity in pupils' achievements. There are sufficient resources for supporting science work, however the subject leader has identified the need to extend the range available to better deliver the new guidelines.

ART AND DESIGN

94. Standards are at expected levels by the end of Year 2 and Year 5 and in all classes throughout the school. Pupils' achievement, including those with special educational needs, across the school is good. The judgement made following the 1997 inspection was that standards and progress were satisfactory. The current standards show that good improvements have been made to art and design since that time. The high quality of display around school reflects well the art-rich curriculum being delivered and this makes a significant contribution to the good quality learning environment provided.
95. The portrait drawings made by Year 1 pupils show that their early experiences have equipped them with sound observational skills and attention to detail. Pictures in the style of Clarice Cliff are bold with well-placed paper montage and drawing. In Year 2, pupils accept the developing challenges of a broader range of media that includes stick printed Australian Aboriginal techniques, traditional Japanese model carp in paper and in illustrating the African story of the *Tortoise's Dream* in drawing and pattern. Clay models of Ancient Egyptian artefacts, produced by pupils in Year 3, not only demonstrate good modelling capabilities, but also show the ability to mix and match colours to shades and tones of the original models. Observational drawings and the use of the *Dazzle* computer program, to produce lively pictures of fish, enabled pupils to show their growing use of graphic design skills. In a lesson observed by inspectors pupils accepted the challenge to fill a space with different textures and, whilst they found the work demanding, demonstrated their powers of perseverance to achieve above average results.
96. In Year 4 during a history-linked lesson, pupils showed the same perseverance as they worked hard to produce a mosaic picture using the techniques of the Roman artists. Here numeracy skills were required in order to produce the right amount of coloured pieces of clay to make up the planned picture. Pupils worked to a good standard and gained a useful insight into the practices of the original artists. The portfolio of past work clearly identifies that work over the year has advanced and is above average. Cross-curricular links are also evident in Year 5 pupils good quality computer generated drawings of Tudor houses. The silk-dyed pictures produced by members of the Art Club are of a high standard. Throughout the school pupils' interest and skills are fostered and built upon progressively.
97. Pupils of all ages enjoy art because their teachers have good subject knowledge that enables them to plan interesting projects and ensure that there is a gradual build-up of skills and understanding. For example, observational drawings begin to include elements of shading and the quality of line is explained and developed in order to more accurately depict differing materials and surfaces. For example, Year 5 pupils who were studying Indian embroidered clothing used hard and soft pencil lines to show texture and pattern. Relationships are very good and pupils have trust in their teachers' abilities, consequently they work hard and are determined to succeed. Learning and understanding is enhanced by the practice of evaluation of pupils' work together with discussion about how current work may be improved.
98. There are some good cross-curricular links between art and history and science for example, when studies of natural objects, paintings, architecture and artefacts support the art programme of study. The works of a wider range of artists, including women and those of non-European cultures, now appear in planning. The use of studies to attempt to explain why artists depict particular images in their works, for example the Australian Aboriginal painters, promotes well pupils' good multi-cultural knowledge and understanding.
99. The leadership and management of art and design are good and this promotes good learning. The subject leader is well qualified to lead and manage the subject and her work is supported by a number of her colleagues who are also art trained. There is a good quality art and design policy in place and this document reflects the good work currently taking place in the school. Art and design links with other subjects are made effectively with proper attention given to both the

spiritual and cultural dimensions available for planning around the subject. A weakness in provision is the lack of the use of the data gained through assessment procedures to enable teachers to plan progressively throughout the year to cover the requirements of pupils of differing abilities to achieve their individual potential. Whilst standards are above expectations there is potential for the talented pupils in the school to raise their standards even further than they do already. The school has recognised the need for the subject leader to carry out monitoring of standards in teaching and learning; opportunities to do so are planned to be made available during the next school year. Resources are of good quality, are plentiful and stored for ease of access.

DESIGN AND TECHNOLOGY

100. By the end of Year 2 and at the end of Year 5 standards in design and technology are as expected and all pupils in the school make satisfactory progress. This judgement is based upon a scrutiny of pupils' work, and discussions with pupils and the subject leader, as no lessons were observed in the week of the inspection. This is similar to judgements made at the time of the previous inspection when standards were judged to be average.
101. Pupils in Year 2 plan and assemble small wishing wells using a variety of materials. Their knowledge of winding mechanisms is satisfactory and this is employed in their designs. Nearly all of the wells that were made worked. However, pupils' evaluations of their models were too brief and not of the same detail or quality as the designing and making elements of the task. Too little focus was given to finding out how the wells could be refined or made even better.
102. Well-prepared displays throughout the school, of considerable fascination to adults and pupils alike, give clear indications of progress in design and technology. Pupils in Year 3 have successfully made colourful working pneumatic pop-up toys. These show imagination and perseverance in a challenging task although, again, there is little evidence of pupils' views on how their work could be improved. In Year 4 pupils have successfully designed and made pop-up storybooks and purses that they proudly display and talk enthusiastically about when asked to by inspectors. Pupils in Year 5 in discussion with inspectors, were enthusiastically descriptive of their successes in designing and making both wind and stringed instruments, and also moving toys. As one pupil said, *'We planned them ourselves, brought into school materials to make them, and then tried to get them to work'*. As one or two instruments did not work, they were able to make sensible verbal evaluations as to why they didn't - *'It was too flat'* - but most of this went unrecorded - *'We only write about how it could be better about 1 in 10 times'*. Pupils also indicated reasonable awareness of health and safety issues in their discussions, for example in the safe handling of equipment. Most pupils say they greatly enjoy design and technology and work enthusiastically on their projects. Their learning of numeracy is helped in this subject for example in the exact measurements required when making purses.
103. Standards in the work presented to inspectors and in the planning suggest that the quality of teaching in design and technology is satisfactory, although not all teachers are entirely comfortable with their knowledge of the subject. The planned activities stimulate pupils' interest of all capabilities, in both the designing and making elements, but is not so well developed in evaluating the quality and usefulness of products.
104. Leadership and management of design and technology are both good and this promotes good learning. The subject leader gives strong direction to the development of the subject, and is regularly on hand to support and advise teachers as well as pupils, because of his own very good knowledge of the subject. The national guidance scheme has been adapted well to the needs of the school and the subject leader is hoping that the priority level of design and technology for further development can be raised in the School Improvement Plan. As yet there are no satisfactory assessment procedures to enable teachers to know how well pupils are doing and what the strengths and weaknesses are in the provision. A good number of pupils attend the

school Engineering club which has paid a visit to a local manufacturer; this is good use of extra curricular activity to support the subject.

GEOGRAPHY

105. Standards are above expectations by the end of Year 5. This is good improvement in the standards achieved by pupils since the previous inspection. Standards have been maintained by the end of Year 2, and remain as expected. Both boys and girls of all backgrounds and different capabilities make satisfactory progress in the infants and good progress in the juniors because of better teaching.
106. Teachers promote geographical enquiry skills very consistently in lessons and this enables pupils to make good progress in the subject, particularly in the juniors. For example, in Year 3 pupils conduct a local survey of the different types of houses in the local area and record their findings on a bar chart. Whilst in Year 5 pupils are asked to explore statistical data and construct line and bar graphs and use numeracy skills very well in order to chart population patterns and migration in India.
107. Across the school mapping skills are well developed and integrated into geographical topics studied of different places. For example, in Year 2 pupils use atlases effectively to identify the name of islands around the UK and the world. In Year 3 pupils skilfully compare an old map with a new map of Evesham in order to recognise how places and environments can change overtime because of human activity. In Year 4 pupils interpret maps of different scales when identifying the main physical features in the UK such as mountain ranges, rivers and seas.
108. Well-planned visits to a range of different places of interest greatly enhance pupils learning in the subject and teachers make good use of their immediate environment in order to promote pupils knowledge, understanding and fieldwork skills in the subject. For example, Year 2 pupils visit the local village of Fladbury in order to identify key human and physical features of the locality. Whilst Year 3 pupils carry out a detailed study of their local area of Bengworth which require them to conduct a traffic survey and identify key buildings, for example St Peters Church.
109. Throughout the school teachers effectively challenge pupils to compare contrasting localities in order to develop their enquiry skills and gain a better understanding of the features of places within the UK and around the world. For example, in their study of St Lucia pupils are asked to compare the similarities and differences between the types of homes people live in and a typical school day in St Lucia with homes in Evesham and St Richards school. Through the study of such topics pupils' cultural appreciation is enhanced well and their social and moral understanding developed further.
110. The quality of teaching is good overall but is better in the juniors than in the infants although it is never less than satisfactory in the infants. When teaching is most effective teachers show secure subject knowledge which enables them to give clear explanations that develop further pupils knowledge and understanding. Lessons are well planned and tasks and activities promote effectively key geographical skills. Questioning is skilful in extending pupils thinking and pupils are managed well. When there are shortcomings in teaching, questioning and tasks are not sufficiently challenging, particularly for higher attaining pupils, and pupils are not given sufficient opportunity to record in writing in order to develop further their knowledge and understanding and consolidate their learning.
111. The subject is well managed and since taking on the post of responsibility the subject leader has very effectively written and implemented good quality guidelines in order to support teachers planning. This has impacted well on raising standards, particularly in the juniors. However, there is

insufficient opportunity for the subject leader to monitor standards and the quality of teaching and learning in the subject across the school in order to raise standards even further and this aspect of leadership could improve further.

HISTORY

112. Standards in history are as expected at the end of Year 2 and above expectations at the end of Year 5. All pupils, including those with special educational needs and pupils for whom English is an additional language, make sound progress in the infant years and good progress in the junior classes where teachers are able to build on pupils' achievement made in earlier years. This represents an improvement overall because the last report stated that by the end of Year 5 standards and progress were satisfactory.
113. The previous report said that younger pupils developed 'effective skills of enquiry and investigation'; this remains the case. In a very good lesson in Year 1, when pupils were presented with a range of *Victorian* washday artefacts, they listened carefully to their teacher and tried hard to use the ideas of similarity and difference and change over time to identify uses for which the objects may have been made. Links with science were clear in some answers as pupils identified the materials from which the objects were made and the properties that made them suitable for purpose. In Year 2 ideas continue to be used as pupils compare and contrast seaside holidays 'then and now'. Pupils told inspectors that they were particularly interested in the contrast in the modes of dress for swimming, and showed sound ideas about change over time. In class discussions links with literacy are used effectively, for example as pupils formed questions to ask of a Victorian child about their life.
114. Standards are as expected in Year 3 as pupils study the surrounding area of Bengeworth. The ideas beginning to be introduced in the infant classes continue to be developed and are properly augmented through hands-on fieldwork visits. Sound cross-curricular links are used to aid the study of buildings by observing styles and materials. By Year 4 pupils have achieved a good practised use of historical questioning of events and artefacts. These skills were very well displayed as they considered an array of authentic and replica Roman artefacts. Again, pupils used their prior knowledge from history and from other lessons such as geography to interrogate the teacher about the objects. Good quality questioning was employed to establish hypotheses and higher attaining pupils were aware that evidence had to be interpreted and that their ideas might not be correct. In Year 5 pupils have sound knowledge of chronology and have recall of the periods of history that have been studied. From the study of the Tudors they have good understanding of the differences between 'then and now' and can draw moral distinctions about the actions of people in the past to those in evidence today.
115. The quality of teaching in the lessons seen was good overall; some very good teaching was observed when pupils were presented with appropriate challenges through hands-on experiences. Work in pupils' books and the knowledge that pupils display when engaged in conversation show that the quality of teaching over time matches that observed during lessons. This represents an improvement since the last report when teaching was generally satisfactory but there was some unsatisfactory teaching. Teachers now display good subject knowledge; this is used well to plan interesting lessons that capture and retain pupils' enthusiasm. The scrutiny of teachers' planning revealed that teachers use a range of sources of information, including video film, books, articles, illustrations and artefacts, for pupils to consider as evidence and to support their spiritual, moral, social and cultural development. More use of the Internet to offer additional access to information would improve provision.

116. Pupils' response to history is generally good because lesson content is usually interesting. In conversation pupils are appreciative of the interesting subject matter presented to them and of the practical activities that they undertake – including field trips. In class pupils are well behaved, they co-operate and collaborate effectively to a good standard; these factors contribute effectively to the good standards of learning that they achieve by the end of their time in the school. Discussion in history lessons make a good contribution to the progress made in pupils' speaking and listening skills throughout the school. Pupils use the past tense correctly when speaking and writing of events in the past.
117. The subject is led and managed satisfactorily. The subject leader is enthusiastic in her approach and appreciative of the enthusiasm of her colleagues to teach history. Since the previous report the school has introduced the national guidelines for the subject and a policy has been written to reflect the requirements of the revised programme of study. Medium-term plans have been produced to aid teachers' planning by bringing cohesion and progressive unity to the presentation of the subject. Year-group teachers plan collaboratively so that all pupils in a particular age group receive the same subject matter. A weakness in provision is the lack of assessment procedures; because of this targets cannot be set to ensure that individual pupils receive appropriate challenges to make progress according to their known and assessed abilities. The school has recognised this and the need to tighten up monitoring and evaluation activities and plans are laid for this to take place in the near future.

INFORMATION AND COMMUNICATION TECHNOLOGY

118. The school has made satisfactory improvement to information and communication technology (ICT) overall since the previous inspection. Up until last summer, the system's server was tied into that of the neighbouring High school and staff had not received their national grid for learning training. The school only replenished a stock of very old machines in September to provide two banks of five computers for infant and junior use plus a computer in each classroom and a number of laptops for general use. It is evident that more consistent use is being made of this hardware but older pupils, in particular, have gaps in their knowledge because of lack of use of computers in the past.
119. Standards in ICT are below expectation by the end of Year 2 and Year 5. The scrutiny of pupils past work on disk or in folders shows that pupils at St Richard's School lag behind most of their counterparts in other primary schools by up to two years. Thus, Year 5 pupils complete work using word processing, database, spreadsheet and graphics packages that Year 3 and 4 pupils are completing elsewhere. In part, this is because past experience was fragmentary and only now is there more systematic coverage of the curriculum. Thus, for many older pupils, the work completed is appropriate, given their prior knowledge and skills. However, all pupils in the class complete virtually identical tasks and this does not provide sufficient challenge for potentially higher attaining pupils.
120. Pupils are keen to use the computers; they are interested in their tasks and behave well. Most are attentive to the staff, listen carefully and work well collaboratively. It is evident that the staff set the right tone for learning and that pupils can profit from their work. These positive attitudes ensure that pupils work hard and productively. Pupils' independence in learning is promoted by the opportunities they have to research topics using the Internet or CD-ROM. However, much of the teaching of ICT skills and knowledge is instructional in that staff often dictate step-by-step procedures to tackle the task, which makes pupils overly dependent on adults. In some lessons there is much more teacher-talk, than there is pupil hands-on activity. In some classes, furniture has to be re-arranged to enable pupils to see the demonstration undertaken by the teacher on the small screen computer. The situation is further frustrated when only a handful of pupils can have hands-on experience on the computer following the teacher's input because of limited resources. These features seriously slow down the pace at which pupils can build their ICT capabilities.

121. Teaching and learning are both unsatisfactory over time. The quality of teaching observed during the inspection was broadly satisfactory. There was good teaching in a Year 5 lesson and unsatisfactory teaching in a Year 1 session. In the Year 5 lesson, the pace of learning was promoted effectively, pupils concentrated well, behaviour was good and ample work was completed. This was not the case with the Year 1 lesson where the boys in particular, underachieved in the lesson. Evidence for teaching over the past school year is not as positive as that for teaching during the inspection. The scrutiny of work showed that little ICT has been completed in some years. This is as much due to the lack of resources as it is to weaknesses in staff knowledge and understanding of the subject. The weaknesses in teaching, including low expectations and sporadic ongoing assessment mean that many pupils are not developing skills well enough.
122. There are signs that the corner has been turned. The curriculum is carefully planned to cover all strands of the subjects, though weaknesses remain in resourcing work on computer control and modelling. There are now more regular opportunities for pupils to use computers and allied technology, such as the programmable vehicle, *Roamer*. There is satisfactory use of ICT in some subjects to develop skills and knowledge but this could be widened still further. Assessment procedures have been improved soundly but their use is not consistent. The support staff are having a positive impact on learning. In some cases, support staff teach small groups of pupils at the banks of computers and the focus on skills is effective in these sessions. There is also some good promotion of social and moral education because pupils are expected to work harmoniously together as they complete their topics.
123. The management of ICT is good. The subject leader recognised, in advance of the inspection, the weaknesses discussed here. She has put in place a number of initiatives to improve resourcing, staff knowledge and overall provision. It is evident that she has good expectations for the subject and is working well to promote it as a key priority of the school. There are still things to be done to improve the accommodation and resources for the subject, both of which are unsatisfactory and have profound impact upon learning. However, there are good prospects that the key issue centring on ICT at this inspection will be tackled successfully and promptly.

MUSIC

124. Standards in music are as expected by the end of Years 2 and 5. These are similar to the standards reported during the previous inspection. Judgements were made from lesson observations, and additional evidence was gained through listening to pupils sing in assemblies and discussions with teachers and pupils.
125. In assemblies singing is satisfactory. However in some assemblies music is not well promoted and there are missed opportunities regarding opportunities to sing. One Year 2 pupil spoke about '*smooth, soft and peaceful*' music played as they go into assembly, but had little idea of the name of any composers. In fact music from around the world is regularly played as pupils enter and depart from the hall but teachers miss opportunities to widen pupils' appreciation of music by asking them to listen carefully and think how it makes them feel or by sharing the name of the composer.
126. Discussions with pupils in Years 2 and 5 show that they have had satisfactory opportunities to develop the composing, performing and appraising element of music. They speak enthusiastically about music lessons and of composing musical scores and performing in groups during lessons. Past work clearly shows the satisfactory progress made by the pupils however there are few informative displays around the school to promote the subject and reinforce skills and knowledge previously taught.

127. Teaching is satisfactory and this is an improvement since the previous inspection, when a significant amount was judged to be unsatisfactory. Some good teaching was seen in Years 2 and 5. Characteristics of this good teaching in Year 2 were good opportunities to listen to a variety of music by different composers and identify instruments that they heard. In addition pupils were given the opportunity to use musical instruments, which they made during a homework session to compose and later perform a piece of music. In the Year 5 lesson the teacher demonstrated secure subject knowledge and gave clear instructions that enabled all pupils to get on confidently as they read a musical score and clapped the rhythm expertly. Both teachers had good subject knowledge and developed vocabulary specific to the subject such as ‘tempo’ - the speed of the music, and the ‘rhythm’ - the repeated pattern in the music, well. This was expertly done by explaining the meaning clearly and then by encouraging the pupils to use the words for themselves. Teachers had high expectations regarding listening carefully and following instructions. In addition relationships were good as were the pupils’ attitudes to learning and their behaviour. This good teaching promoted good learning; pupils worked well together and did not waste time. All responded positively to the teachers high expectations and concentrated well on the tasks that they were given. Where learning was less successful in music lessons, teachers did not manage the classes as well. They allowed pupils to talk whilst they were talking and did not generally promote the importance of listening carefully at all times.
128. Music is satisfactorily led and managed. The subject leader has introduced a new published scheme of work for teachers to use to plan lessons and this is an improvement since the previous inspection. Resources are satisfactory and have been developed to link in with this. Music tuition, to play the recorder, guitar, violin, flute or keyboard, is offered to pupils in the upper part of the school. The performing element of the music curriculum is well promoted as pupils have many opportunities to play their instruments or sing in the choir. Concerts are organised in school and pupils sing in the local community, for example in the local church at Christmas. There is little evidence of ICT being used to support the music curriculum but the subject supports the pupils’ social and cultural development well. Literacy and numeracy skills are satisfactorily promoted. For example, as pupils count the number of syllables in words as they develop musical scores and as they fill in worksheets to reinforce what they are learning. Pupils have many opportunities to work co-operatively and collaboratively as they develop a basic understanding of music by listening to different types of music and playing musical instruments from around the world. Assessment procedures, which show how well pupils are doing in relation to the National Curriculum, are unsatisfactory but the subject leader is aware of the need to develop these. Variations in teaching within the subject have occurred because there has been limited monitoring of teaching and learning, or the sharing of best practice within the school and this is an area for more focussed improvement.

PHYSICAL EDUCATION

129. Standards in physical education by the end of Year 2 and at the end of Year 5 are as expected, and pupils make satisfactory progress. Pupils with special educational needs, for whom there is good provision in physical education, make good progress. These are similar findings to those of the previous inspection, and as such standards have been maintained. No swimming was observed during this inspection but records show that by the time pupils leave the school, nearly all have reached a good standard in swimming, most being able to swim 25 metres or more, often with more than one stroke.
130. Pupils in Year 1 use space in the hall well and exercise vigorously in ‘warm ups’. In a lesson observed about half of them could throw and catch a beanbag with a partner a few metres away, but the remainder found this difficult. As the lesson progressed many showed significant improvement in the accuracy of catching and throwing skills. This progress is built on in Year 2 in the development of game strategies. Teaching in the infant years has improved since the last inspection, and this is demonstrated by the way pupils concentrate fiercely on their work and are

determined to improve. Opportunities for pupils to be actively involved in well-planned lessons are good. Teachers have yet to take this a stage further by emphasising the skills needed to raise achievement still more.

131. Pupils in Year 3 have the opportunity to visit the local middle school for gymnastics lessons from a competent qualified local coach. This adds enhancement to both teaching and learning opportunities. During an introductory lesson to the next stage of the accredited scheme the pupils are working on the majority of pupils could travel along a bench, jump on a trampette and then land on a crash mat, with reasonable co-ordination and control. Some were adept at good landings whilst others were projected forwards and lost balance. There were clear gains in balance and landing as confidence grew. The teaching team worked well together to engage all pupils' learning well.
132. In a very good lesson in Year 4 pupils made good progress in developing their cricket skills of holding a bat correctly, taking a correct stance 'sideways on', and watching a ball closely before hitting down the line of its delivery. Clear improvement was made by nearly all pupils, which enhanced their enjoyment. This was facilitated by very good, enthusiastic teaching and good support from a teaching assistant. Other pupils in Years 4 and 5, were observed making satisfactory and sometimes good progress in developing their athletic skills of running and jumping, and also their social skills in learning to work together as a team to organise and record their own performances. Pupils who did the best were able to learn in the large space of the playground and field. Pupils working in the cramped conditions of the hall did not find it so easy to improve their performance. Teaching for the older pupils in the school is mainly good and sometimes better, particularly when clear instructions as to how to improve skills are given. Teacher's enthusiasm is transferred to many pupils; in conversations with inspectors, a high number of them said it was their favourite lesson. They were particularly keen to talk about their activities in clubs for cricket, football, tag-rugby and netball, and recalled with relish their Tudor dancing which was linked to their history topic. Such experiences make significant contribution to pupils' spiritual, moral, social and cultural development.
133. The school is making good provision for extra curricular clubs and links through the local middle and high schools. The subject leader has arranged for regular visits to the school to extend physical education experiences, for pupils from the nearby special school. There is appropriate breadth to the curriculum, which includes sporting opportunities on a residential trip to the Isle of Wight, and the introduction of orienteering to the pupils in Year 3.
134. The leadership and management of physical education are satisfactory. There are no formal assessment procedures, although ongoing assessment of pupils during lessons is satisfactory, and digital photographs of activities are sometimes taken which is a positive feature. Outdoor accommodation is good and is spacious and well maintained. The hall is on the small size for classes of 30 plus pupils, especially the older ones, and can inhibit some activities. Other resources for games are satisfactory; although pupils in Year 5 feel strongly that 'outdoor sports and games equipment should be improved'. Some identified that it would be useful to have more sports equipment such as balls and skipping ropes to use at play and lunchtimes. Skills in literacy, through listening and verbal evaluation of movements, and in numeracy through recording and measuring are being developed well. There is satisfactory capacity for improvement in physical education in the future.

RELIGIOUS EDUCATION

135. Standards have been maintained since the previous inspection and remain in line with the expectations of the locally Agreed Syllabus by the end of Year 2 and above expectations by the end of Year 5. All pupils, irrespective of gender, background or ability make satisfactory progress in the infants that builds to good progress in the juniors.

136. Since the 1997 inspection very comprehensive and detailed subject guidelines based on the locally Agreed Syllabus for religious education have been implemented. These support teachers' planning and delivery of the subject effectively across the school. There is a good balance and focus between the promotion of the teachings and traditions of the Christian faith and other world faiths. Equally effective attention is paid to enable pupils to *learn about* and *from* religion. Pupils' spiritual development is not specifically planned for in religious education lesson but the subject makes good contributions to this dimension of education. For example, when Year 4 pupils were asked to consider what a new family to Evesham might look for in choosing a church and what they might feel when they walked into different churches, the pupils articulated well both practical and empathic elements.
137. Pupils across the school make good gains in their learning about Christian values and beliefs through the study of a range of stories from both the Old and New Testaments. Teachers effectively use discussion and 'hot seating' techniques effectively to develop pupils' knowledge and understanding and explore the feeling and emotions of others. For example, Year 3 pupils were asked to put themselves in the position of Abraham and Sarah when God asked them to leave their home and go on a long journey in order to start a new life and nation. In order to explore and develop their understanding of what it is to have faith in God, Year 2 pupils devise their own story of forgiveness after listening to the story of the Prodigal Son.
138. Pupils also widen their religious knowledge and understanding through the study of major world faiths. For example, in Year 5 a very well planned and resourced study of the Muslim faith is brought alive by the good subject knowledge of the teacher. The quality of teaching is good. Teachers have good subject knowledge and this enables them to give clear explanations to support pupils' knowledge and understanding. Questioning is particularly skilful in extending pupils' thinking and encouraging them to explore their own feelings and beliefs about issues. The subject is well planned and visits and resources are used very effectively to support pupils learning in the subject. Teachers make good use of visits to a range of different places of worship in order to support pupils learning in the subject. For example, pupils in Year 4 gain a good knowledge and understanding of the traditions and beliefs of both Hinduism and Sikhism as they visit a Hindu Temple and a Sikh Gurdwara. In a school assembly, Year 4 pupils presented what they had been learning to the rest of the school. They demonstrated clear insights into the importance of each religion to those who practise them. They showed respect in explaining about ceremonial elements and expressed sheer delight when explaining how both Sikhs and Hindu welcome visitors and provide them with food. Teachers help develop pupils' knowledge and understanding effectively through well planned tasks and activities which require pupils to think carefully about and explore issues further. For example, Year 4 pupils skilfully devise pertinent and relevant questions for a questionnaire, in order to find out more about the key features and beliefs of different places of worship within the local community.
139. The subject is well led and the subject leader has worked very hard in a short time in order to improve curriculum planning in the subject. This, and the development of good quality resources have been effective in sustaining standards further in the subject. There is good capacity for standards to improve. However there is insufficient opportunity for the subject leader to monitor the quality of teaching and learning across the school and this is a shortcoming.