

INSPECTION REPORT

**NORTON JUXTA KEMPSEY C of E VC FIRST
SCHOOL**

Norton, Worcester

LEA area: Worcestershire

Unique reference number: 116834

Headteacher: Mrs S Lloyd

Reporting inspector: Peter Sudworth
2700

Dates of inspection: January 27th-30th, 2003

Inspection number:247703

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary (First)
School category:	Church of England Voluntary Controlled
Age range of pupils:	4 - 9 years
Gender of pupils:	Mixed
School address:	Wadborough Road, Littleworth, Norton, Worcester
Postcode:	WR5 2QJ
Telephone number:	01905 820420
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr P. Middlebrough
Date of previous inspection:	24 th November, 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2700	Peter Sudworth	Registered inspector	Mathematics; Science; Geography; Music; Special educational needs.	What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? What should the school do to improve further? How well is the school led and managed?
13703	Gillian Marsland	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with its parents?
30075	Mike Duggan	Team inspector	English; Information and communication technology; History; Physical education; English as an additional language; Educational inclusion	
1193	Gillian Wiles	Team inspector	Foundation stage; Art and design; Design and technology; Religious education.	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Norton Juxta Kempsey C of E First School has six classes and caters for pupils aged 4 to 9 years. It has almost doubled in size since its last inspection in 1997, largely due to the building of new housing in the area. It is now over subscribed. The number on roll is 172. It serves the villages of Norton, Littleworth, Hatfield and surrounding areas. The pupils come from a wide variety of backgrounds in this mainly rural area. Attainment on entry is above average. Most classes contain a standard year group but one class contains Reception and Year 1 pupils to keep class sizes at reasonable levels. Almost all pupils are of white British origin. A very small number of pupils are from other ethnic groups. There are more boys than girls in the school and this imbalance is most pronounced in the Reception and Year 1 classes in which approximately two-thirds of the pupils are boys. There are no pupils with English as an additional language and there have been no applications for free school meals. Seventeen pupils are registered as having special educational needs. Two have statements of special educational need and three others also receive specialist help from outside agencies. The other twelve are given additional help from within the school. Most children attend local pre-school facilities before entry. Children start school in the September before their fifth birthday and commence full-time in stages according to the date of their fifth birthday.

HOW GOOD THE SCHOOL IS

Norton Juxta Kempsey C of E First School has several good features. Pupils with special educational needs make good progress and almost all pupils reaching the expected standards in end of Year 2 national tests in mathematics and English. Significant numbers of pupils reach the higher level. The school received a government achievement award in 2000 for improved results in national tests between 1998 and 2000. Pupils' achievements in aspects of English, particularly in speaking, listening and reading, stand out as particular strengths and pupils' performance in singing is above expectations. The quality of teaching is good overall and the teachers work hard. Pupils acquire a very good approach to their work as they move up through the school. The headteacher and governing body provide clear leadership and the school is soundly managed. Parents are very supportive of the school and of their children's education. The school provides sound value for money.

What the school does well

- Pupils' achievements in reading, speaking and listening and the quality of their singing and enjoyment of it;
- The good progress made by pupils who have special educational needs;
- The good quality of teaching and the very good relationships between the teachers and the pupils and amongst the pupils;
- The good provision in the reception year;
- Pupils' very good behaviour and their very good attitudes to work and to one another;
- The work of the governing body in dealing with the school's affairs and in knowing about the school's strengths and its areas for development;
- The very good provision for pupils' welfare and arrangements for child protection;
- Parents' involvement in the life of the school and their contribution to, and interest in, their children's education.

What could be improved

- Opportunities for pupils to write at length in Years 3 and 4 and a reduction in the reliance on worksheets in some subjects throughout the school;
- The standard of handwriting and pupils' general presentation of their work;
- The level of challenge and expectations for more able pupils;
- The arrangements for monitoring standards of work and teaching;
- The quality of work in design and technology and the range of resources;
- The records kept of pupils' progress and their targets for improvement.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made sound progress since it was last inspected in November 1997. In mathematics, pupils' recall of number facts has improved but they still need to develop more effective strategies for calculating mentally. Local technical difficulties, such as lack of access to broadband facilities, still do not allow the school to make best use of information and communication technology but the school has made good links with the secondary school to offset some of these difficulties. Portfolios of assessed work in some subjects have been developed to help teachers in the identification of standards, and schemes of work are better developed. The provision for pupils' moral and social development has improved and pupils' behaviour and attitudes are now very good. Pupils' library and research skills have not improved significantly and their handwriting and general presentation skills have not improved enough. Standards in physical education are not as high as judged previously. The provision of learning resources is not as good and still unsatisfactory in design and technology a subject in which pupils' planning and evaluative skills still need further development. Given the current good quality of the staff, including the teaching assistants, the school has good potential to make further improvements.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			Similar schools
	2000	2001	2002	2002
Reading	A	B	A	B
Writing	A	D	B	C
Mathematics	A	B	A	B

Key

well above average A

above average B

average C

below average D

well below average E

In most recent years, the pupils' attainment in the national tests at the end of Year 2 has been above average. In 2002, the percentage of pupils reaching the expected level was in the top five per cent of schools in the country. When the percentage of pupils reaching the higher level is included, the school's performance was well above average in reading, mathematics and above average in writing. In 2002, the school met its targets in English and mathematics. Pupils' current levels of attainment are above expectations at the end of the Foundation Stage in all areas of learning except in their physical development, which meets expectations. It is above average in most aspects of English throughout the school. Pupils achieve well, although presentation of work and handwriting are in need of attention and pupils need more opportunities to write at length in Years 3 and 4. Pupils could achieve more highly in these aspects. Pupils' attainment at the end of Year 4 is above average in English, except in writing in which it is average. Pupils' attainment in reading is a particular strength in the school and currently above average at the end of Year 4 despite a number of pupils with special educational needs. It is currently above average in mathematics by age seven and pupils achieve well. Pupils achieve well in Years 3 and 4. However, changes in the school population in the last two

years and the significant number of current Year 4 pupils with special educational needs amongst a wide range of ability in the class reduces the overall level of attainment which is broadly average in the subject. Pupils throughout the school have above average factual knowledge in science and their investigative skills are at an average level. In most other subjects, pupils' attainment reaches the expected level and they achieve soundly, except in singing performance which is above expectations.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school and show very good levels of interest and involvement in their lessons and in extra-curricular activities. They work hard.
Behaviour, in and out of classrooms	Pupils' behaviour is very good overall. It is extremely good in Years 3 and 4. Pupils develop a growing maturity as they move up through the school. There have been no recent exclusions.
Personal development and relationships	Very good. Pupils respond very well to the responsibilities they are given. They relate very well to one another and show very good levels of respect for each other's feelings and views.
Attendance	Good. Above average. Pupils are punctual for school.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 4
Quality of teaching	Good	Good	Good

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

No unsatisfactory teaching was observed during the inspection. Teachers work hard. The teachers and teaching assistants are very supportive of pupils with special educational needs so they make good progress. The relationships between teachers and pupils are very good and they boost the pupils' confidence. The teaching of English, mathematics, personal, social and health education and history is particularly effective, together with teaching in the Foundation Stage, although here the children's level of independence needs to be developed further. Sometimes in numeracy in Year 4 too many different strategies are considered at the same time so the pupils do not have enough time to consolidate a particular mental skill. Teachers do not demand enough quality in pupils' presentation of work and handwriting techniques. Teachers revise previous work effectively so pupils understand the relevance of the new work. They preserve a calm atmosphere and manage pupils well. They prepare learning resources thoroughly. The pace of lessons is often appropriate and sometimes brisk, particularly in the mixed Reception /Year 1 class. Effective questioning is a good feature, particularly in literacy and numeracy lessons, but also in history. During activities, teachers monitor and intervene effectively to promote pupils' thinking. Higher attaining pupils are generally catered for satisfactorily, although in some lessons observed they could be challenged more.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is planned in a good amount of detail and meets national requirements. There is a good breadth of experience for the Reception children. Very good provision is made for extra-curricular activities, including residential visits. Such extra activities provide well for pupils who have particular interests or talent.
Provision for pupils with special educational needs	Overall, good provision is made for pupils with special educational needs, especially in Years 1 and 2. Pupils with special educational needs in Years 3 and 4 make good progress when they are withdrawn from class for concentrated and specialist group work in numeracy and literacy. They sometimes struggle when there is no extra help in their classes for more general work.
Provision for pupils with English as an additional language	Not applicable. There are no pupils with English as an additional language in the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Very good provision is made for pupils' moral and social development and satisfactory provision for their spiritual and cultural development.
How well the school cares for its pupils	There are very good procedures for child protection and the general care of the pupils. Procedures for monitoring behaviour and attendance are very good. The quality of record keeping and its use in informing lesson planning is satisfactory.

The school has a good partnership with its parents. The majority of parents are very supportive of their children's education and also support the school very well as parent helpers and fund-raisers.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and deputy headteacher offer good leadership. The school is managed soundly on a daily basis. However, the arrangements for monitoring standards are in need of review.
How well the governors fulfil their responsibilities	The governing body is effective and well led by its chair. It has a good system of committees and working parties and several governors take turns to visit the school at regular intervals. These arrangements enable it to gain a good overview of the school's strengths and its areas for improvement. It fulfils its statutory responsibilities.
The school's evaluation of its performance	The school analyses its results in national tests well. There is not yet an appropriate system for monitoring standards across all subjects. It reviews progress towards the priorities in the school improvement plan at regular intervals.
The strategic use of resources	The school uses its funds appropriately, partly in accordance with the priorities on the school improvement plan and partly with regard to the school's major curriculum thrust.

Overall the school is well staffed. There is appropriate extra teaching assistance for pupils in the Reception class and in Years 1 and 2 but some shortage in Years 3 and 4. The school has good accommodation and satisfactory amounts of learning resources. The school applies the principles of best value well when making purchases or arranging repairs and other services.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school;• The school expects the children to work hard and do their best and they make good progress;• Behaviour in the school is good;• Children get the right amount of homework;• The teaching is good;• The school is helping their children become mature and responsible.	<p>Some parents feel that:</p> <ul style="list-style-type: none">• They are not kept well informed about how their children are getting on;• The school does not work closely with parents;• The school does not provide an interesting range of activities outside lessons.

The inspection team agrees with the positive views parents hold about the school. The inspectors do not agree with those parents who feel they are not well informed about how their children are getting on. Parents' evening arrangements are similar to those found in most schools and parents may make arrangements to meet with their child's teacher at other times. Reports on pupils' progress are mostly well written, although the inclusion of targets would be a useful addition. The communication with parents is good and the school works hard to try and keep parents informed about work schedules and other matters. The school has a good range of extra-curricular activities for pupils of this age.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 Children in the reception class make good progress in most aspects of their work and sound progress in their physical development. Many Reception children are in line to exceed the expectations for their age in their communication, language and literacy work and also in their mathematical, creative, personal, social and emotional development and in their knowledge and understanding of the world. They will meet expectations in their physical development. Nevertheless the speaking skills of more able pupils could be enhanced with greater opportunities. Overall the children make satisfactory progress in this aspect of communication, language and literacy. The reception children listen attentively, concentrate and persevere well. They play co-operatively, take turns and share amicably. They know and comply with class routines. They enjoy reading and listening to story. They make good progress in their handwriting skills and form letters clearly. They write simple phrases which show evidence that they are acquiring the sounds of the letters. In mathematics most can write their numbers to ten, some with help. More able pupils write and order numbers to ten and most match numerals to 10 correctly to a given number of objects. They increase their knowledge of the world by growing cress seeds and come to understand that the seeds need water, light and warmth for growth. They develop an understanding that some things change when heated or cooled. They develop familiarity with the computer keyboard and learn to use the mouse and click on icons. In their physical development, their mark making skills are good and they use tools with reasonable dexterity. In their creative work, they make pictures with different media and develop their imaginations well through role-play, as when they dress up as aliens in the space area.
- 2 Pupils' attainment is better than at the time of the last inspection in mathematics by the end of Year 2 and the good progress made in reading, writing and mathematics between 1998 and 2000 resulted in the school receiving an achievement award. Pupils' factual knowledge in science is as high as at the time of the previous inspection. However, they do not have enough opportunities to experiment and investigate and to reason their predictions and account for their conclusions and too much use is made of worksheets. As a result, these particular skills in science are not at the same good level as noted in the previous report. The quality of presentation of work in this subject and others indicates there is much room for improvement. Pupils' attainment in physical education by ages seven and nine is not as high as previously reported but meets the expected standard. Some steps forward have been made in information and communication technology and design and technology. In design and technology, there is still room for improvement in the way pupils plan and evaluate their work and discern solutions in the making process.
- 3 In the end of Year 2 national tests in 2002, all pupils reached the expected level or above in reading, writing and mathematics and a very high percentage in spelling. Boys attained equally as well as girls in mathematics but not as well in reading, writing and spelling. The school met its challenging targets in English and mathematics in 2002. The percentage of pupils reaching the expected level was in the top five per cent of schools nationally in all aspects of work, including teacher assessed results in science. The school was also in the top five per cent of schools when compared with similar schools, those with similar percentages of free school meals, for reading, writing and mathematics and science at the expected level. The proportions of pupils reaching the higher level were above average in reading and average in mathematics

against similar schools, but below average in writing and well below average in science. The inspection found evidence that more able pupils could be challenged more effectively, particularly in these aspects of work. On average over the past few years, both boys and girls have significantly outperformed boys and girls nationally in English and mathematics. As in 2002, over time the school's Year 2 girls have also been achieving more highly than the school's Year 2 boys in reading and writing and also in mathematics. Some of this difference is attributed to the slower maturity of a very few boys in Years 1 and 2 which affects their overall work output. In Years 3 and 4, boys show equally mature attitudes to the girls and their work output is similar. However, the current cohort of Year 4 pupils contains several pupils with special educational needs and reduces the overall level of attainment. Despite these factors, pupils in Years 1 and 2 could achieve more highly in writing if they used less worksheets. In Years 3 and 4 more careful presentation of their mathematics could lead to greater accuracy. Whilst individual pupils who are gifted in mathematics are clearly provided with different work to match their needs, other pupils of an above average ability are not always challenged sufficiently and these pupils could be making better progress in the subject.

- 4 Currently reading is a particular strength because of the attention given to it in the school and the good support given by parents to hearing their children read at home. Pupils achieve well in this aspect of their work throughout the school. By the end of Year 4, a large proportion of the pupils read fluently with expression and good intonation. They make good use of their knowledge of letter sounds and blends for unfamiliar words. However, a weakness is their use of books for finding information. By the end of Year 2, pupils' skills are above average in speaking, listening, reading and writing and they achieve well. Year 4 pupils achieve well in speaking, listening and reading. Their attainment is in line with expectations in writing and their achievements are sound. Pupils do not have enough opportunities to write at length. Satisfactory use is made of literacy across the curriculum but in some classes too many worksheets are used which restrict opportunities for pupils to take responsibility for their own writing and the setting out of their work. The current Year 4 class has several pupils with special educational needs. These pupils are making good progress along with other pupils in the school with special educational needs, including those with statements, because of the good provision and small group work for numeracy and literacy. However, they do not receive as much continual support in general class work from teaching assistants as pupils with special educational needs lower down the school and this sometimes inhibits their confidence and progress. Their lower levels of attainment reduce the average attainment level in writing. Whilst in some lessons pupils with higher attainment are challenged well, there are occasions across the curriculum where there is not enough difference between the work they do and what others do, for example in mathematics. However, special arrangements and activities are deployed effectively for a pupil who is gifted in mathematics.
- 5 Pupils' current attainment in mathematics is above average by the end of Year 2 and in line with expectations at the end of Year 4. Pupils achieve well in Years 1 and 2 and soundly in Years 3 and 4. The current Year 4 is a less able group than those of recent years, and their overall standard in mathematics is not as high, though they are still reaching the expected level for their age. They have satisfactory mental mathematics skills and are making satisfactory progress overall but they have found the wider mathematics curriculum after Year 2 difficult and their progress is slower than it was up to Year 2. There are signs of Year 3 pupils making better progress. Satisfactory use is made of numeracy across the curriculum. Seven-year-olds have a good recall of number bonds and nine-year-olds of multiplication tables facts. Year 2 pupils have a good appreciation of two-digit place value and Year 4 pupils of three-digit place value but they are less confident in calculating mentally.

- 6 Pupils make satisfactory progress in art and design, geography, history and physical education and reach the expected levels. They also meet the expected level and make sound progress in the local agreed syllabus for religious education. In design and technology, whilst the pupils' attainment meets expectations overall and progress is generally satisfactory, there are some weaknesses in the pupils' skills in evaluating and planning their designs. Pupils make satisfactory progress in information and communication technology and achieve well despite the technical difficulties in the area which mean that only one computer can be connected to the Internet at any time. They reach the expected standard. A significant strength in pupils' levels of attainment is the quality of their singing and performance skills. They achieve well in these aspects of music. Pupils sing enthusiastically with a good sense of rhythm, pitch and harmony.

Pupils' attitudes, values and personal development

- 7 The attitudes, values and personal development of the pupils, including the foundation stage children, are strengths of the school and particularly so in Years 3 and 4. Pupils show an increasing maturity as they move up through the school. Pupils' attitudes to the school are very good and have improved since the last inspection in 1997. Many parents state that their children enjoy school, where they develop social skills and learn to act responsibly. Pupils are enthusiastic, interested and involved in most activities. There was a good example of this in a Year 4 music lesson, when the pupils sang an Indian song and in a Year 4 personal, social and health education lesson when pupils considered the way in which various sporting activities develop the body. They quickly settle down to their work and respond swiftly to instructions. Most pupils listen attentively, maintain concentration and work hard. This was evident in a Year 3 science lesson, where the pupils discussed which was the best type of paper for absorbing water. Discussions with pupils have confirmed that they particularly enjoy literacy and numeracy lessons. The pupils are polite and confident and the staff promote the pupils' self-esteem with regular praise and celebration assemblies. Many pupils clearly enjoy lunch-time and after-school activities, such as art, football, netball, recorders and the computer club. The pupils' positive attitudes to school make a strong contribution to their successful learning and to the standards that they achieve.
- 8 Behaviour in and around the school is very good and has improved since the last inspection. The pupils respond well to the consistently high expectations of all staff. At breaks and lunch-times pupils speak to teachers and supervisors politely and treat them with respect. The pupils understand what is expected of them and know the difference between right and wrong. The school rules are simple and clearly understood by all. This is because the pupils have written their own rules in consultation with their teacher and, as a result, are committed to them. Teachers and other staff manage behaviour well and, consequently, pupils understand how their actions can affect others. Bullying or racially motivated incidents are rare and none were recorded during the inspection. There were no exclusions in the last complete school year. The good behaviour of the pupils improves the quality of their learning and adds to the friendly atmosphere that is evident in the school.
- 9 Relationships amongst the pupils and between the staff and pupils are very good and are a strong feature of the school. Pupils and staff are caring and friendly. At lunch-time, the pupils play together well regardless of gender or race and older pupils take care of their younger friends. In lessons, the pupils work together sensibly in pairs or groups and help each other to learn. They co-operate and, when necessary, will wait to take their turn.

- 10 The school very successfully promotes the personal development of its pupils. They show respect for the feelings, values and beliefs of others. This was evident in a Year 2 personal, social and health education lesson, where the pupils readily discussed their own personal talents without fear or embarrassment. The pupils responded to this discussion sensitively and listened to the opinions of others. Pupils take responsibility for tasks around the school, such as returning registers to the office and assisting with tasks in the classroom. Years 3 and 4 pupils support anyone who sits on the 'buddy bench' in the playground by ensuring that they have a friend to talk to or play with. Year 4 pupils also act as prefects or 'shields' and carry out additional duties, such as distributing milk and collecting litter. All pupils are developing an awareness of the needs of others through the school's fund-raising activities for charitable causes. Shoeboxes were sent to Eastern Europe at Christmas and the pupils have recently raised over £900 for Dr. Barnardo's. These responsibilities have a very good effect on the pupils' personal development.
- 11 The overall attendance rate for the school is good and has been maintained since the last inspection. Pupils are punctual for school allowing lessons to start on time. Registration meets legal requirements and is undertaken swiftly and efficiently.

HOW WELL ARE PUPILS TAUGHT?

- 12 Forty-six lessons were observed during the inspection of which 44 were graded. All lessons reached at least a satisfactory standard and most were better. One lesson was excellent, five were very good and 22 were good. The remaining lessons were satisfactory. No unsatisfactory teaching was observed during the inspection. The overall good quality of teaching has been maintained since the previous inspection. The teaching of literacy, numeracy, personal, social and health education and history is almost consistently good, together with teaching in the foundation stage. However, the level of independence of children in the reception class needs to be developed further and occasionally too many are engaged in one activity. The teaching of physical education in Years 1 to 4 is satisfactory. Overall, the teaching of science is good. It is well organised to help increase pupils' factual knowledge. The teaching of investigational science is not at the same good standard but a greater focus is now being given to it. A weaker aspect is the over emphasis on worksheets when pupils record their work in this and some other subjects. These take away opportunities for pupils to organise their own thoughts and methods of presenting their work.
- 13 The teachers throughout the school work hard. Lessons begin promptly and time is used well. Teachers revise previous work effectively so pupils understand the relevance of the new work. They preserve a calm atmosphere and manage pupils well. The very few misdemeanors are handled effectively. Teachers prepare learning resources thoroughly for use in the lessons and this preparation helps to maintain pupils' interest and concentration. They work well as a result and often at a good pace. In a Year 4 lesson about the Vikings, the teacher used pictures, photographs, diagrams together with an overhead projector to hold pupils' interest and generate curiosity, observation, speculation and supposition. In a Year 1 numeracy lesson, good use was made of small cubes to create towers to help pupils understand the term 'difference'. An assessment of these pupils' full understanding was obtained by creating towers of a different size using different coloured cubes. Individual whiteboards are used effectively in mathematics so that all pupils are made to think, although on occasions teachers forget to ensure pupils hold up their answers so they can assess their level of understanding.

- 14 Teachers use modern technology well. In music, teachers select different pieces of music from CDs using a hand-held control. This technique helped to maintain a brisk pace in a Year 4 lesson and allowed for quick comparison between different pieces of music, to which pupils responded knowledgeably. A programmable moving toy was used imaginatively in Year 2 and decorated with locks of hair to represent Samuel Pepys as it was programmed by the pupils to hunt through a floor model of streets and houses to look for evidence of the Great Fire of London. This well thought out activity secured the pupils' thinking and effectively linked modern technology and the period of history they were learning about. In a Year 3 geography lesson, pupils were learning to use computers to log their weather recording data. In a Year 4 science lesson pupils were enabled to compare the results of their experiments with different kinds of insulation material by comparing them to a control obtained from a sensing device on the computer. Good use of resources in the foundation stage supports a practical approach to learning, assists in high expectations and keeps the children actively engaged in relevant learning.
- 15 The pace of lessons is often appropriate and sometimes brisk, particularly in the mixed Reception /Year 1 class. In an excellent literacy lesson for this class, challenging demands were made of all pupils that matched their prior attainment enabling them to realise their full potential. The children had opportunities to articulate, write, interpret meaning and to give examples. In some lessons pace is reduced when pupils queue for turns to use the equipment in physical education or when books are distributed in the middle of lessons, when expositions are too lengthy and when pupils are engaged in an activity for too long. Nevertheless, lessons are usually productive and enable the pupils to make appropriate and often good progress.
- 16 Teachers often use questioning effectively particularly in literacy and numeracy lessons. In literacy, they cleverly refer to recent grammatical work when studying new texts which helps to consolidate and link aspects of work. In numeracy, brisk questioning in mental sessions keeps pupils on their toes and makes them think quickly. Thoughtfully considered questions sometimes challenge pupils in other subjects, as in a Year 2 science lesson. Pupils had been measuring their handspans and feet to show the differences between people. The pupils were asked to consider whether their measurements would be the same the following year and then to consider whether they would be different for adults. In history too there is often good questioning, such as "How do we know?" "Which artefacts are likely to last?" In Year 4, careful listening by the teacher initiated sharply focused queries, such as "Passed on- how?" in response to pupils' comments. The teacher's constant probing in this lesson generated a good level of discussion and explanation of pupils' ideas. Questions such as "What do you notice about that?" enabled sharper observations. However, some teachers do not target questions at pupils who do not readily answer. Such pupils can remain passive for much of the lesson, and so their level of understanding cannot then be assessed. On occasion pupils' inappropriate answers go unchallenged, as in a religious education lesson when a pupil described the scene of Jesus on the cross as 'brilliant'.
- 17 All staff, including the teaching assistants, boost pupils' confidence and self-esteem well. In an art and design lesson, the teacher told the pupils to have a go because we learn from our mistakes. In a Year 1 lesson, as pupils came to the board to write a word, the teacher commented, 'I can see you are sounding out the letters'. Such approaches boost their confidence, promote good learning habits and enable the pupils to have a go even if they are wrong. As a result, pupils throughout the school generally respond well to teachers' questioning.

- 18 Teachers usually share the lesson's aims appropriately with the pupils and give very clear instructions about the tasks that the pupils are to undertake. However, in a design and technology lesson, the criteria for pupils' models was not spelled out clearly enough and pupils' creations did not then have a clear enough focus. During activities, teachers monitor and intervene effectively when pupils are working to promote their thinking. In an art and design lesson, pupils were asked about the best method of securing the end of their weaving. Teachers use paired and group work well to promote pupils' thinking and in practical activities to effect group compositions in music and physical education.
- 19 Teachers of the reception pupils have high expectations of what can be achieved by the children and expectations in other classes are mostly appropriate. All pupils with special educational needs, including statemented pupils, are included well in all lessons and good provision is made for them particularly in Years 1 and 2. Financial restraints currently prohibit more support in Years 3 and 4 where more help is needed. Pupils with special educational needs make good progress when they are withdrawn for intensive literacy or numeracy work but they sometimes struggle in general class when there is no extra support. Higher attaining pupils are generally catered for satisfactorily, although in English, mathematics and science they could on occasions be provided with more challenging work. The work of the teaching assistants is particularly effective. They work very well with pupils who have learning difficulties and play a major role in helping these pupils to make good progress. The very small number of pupils from other ethnic or mixed race backgrounds are fully included in lessons and make the same rates of progress as other pupils.
- 20 Overall teachers have good subject knowledge and research the content effectively so they can answer pupils' questions when they arise. The basic skills of literacy and numeracy are taught well on the whole, although sometimes in numeracy too many strategies are taught simultaneously and there is not enough time for consolidation. Teachers plan their lessons well. Teachers involved in the job share arrangements share the planning and sometimes focus on particular aspects of work and these arrangements generally work well.
- 21 Teachers' use of assessment in planning new learning is satisfactory. Record keeping arrangements are not sufficiently refined to help monitor pupils' progress in carefully graded steps. The targets set for pupils are sometimes too broad. Marking of pupils' work is satisfactory and sometimes indicates how they might improve their work in the future. Homework makes a good contribution to pupils' progress and the support obtained from parents is very good in this regard.

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

- 22 The curriculum planned for the reception classes takes full account of the requirements for the foundation stage and the teachers' thorough and systematic planning reflect well the good quality and range of activities across the six areas of learning.
- 23 The curriculum for pupils in Years 1 and 2 and in Years 3 and 4 was considered to make a positive contribution to pupils' quality of education at the time of the last inspection and this remains the case. National guidance has been effectively adapted to suit the needs of the pupils and the school provides a well planned curriculum, which is broad, balanced and relevant to the needs of all pupils. Statutory requirements are met. The school follows the locally agreed syllabus for religious education. The curriculum promotes very good levels of attainment in reading,

speaking and listening by the end of Years 2 and 4 and in mathematics by the end of Year 2.

- 24 Outside the National Curriculum and religious education, the school adds breadth through the well planned and effective provision of its personal, social and health education and citizenship programme. It forms part of the school's strategies to prepare pupils for the opportunities and responsibilities of adult life. A good range of relevant topics helps the pupils to understand issues such as taking personal responsibility for their own safety and for keeping their local environment unpolluted. Currently, the school is seeking to purchase a supplementary scheme of work to broaden the provision still further in Years 1 and 2. The sex education policy stipulates no formal sex education to be provided given the age of pupils' transfer but if issues arise about this aspect and those relating to drugs misuse, any questions are answered within the framework of either personal, social and health education lessons or in science.
- 25 The curriculum is enriched by very good provision for extra-curricular activities that are open to all pupils, such as learning the recorder, information and communication technology, art and design, gardening, netball and football clubs. These provide opportunities for those pupils who have particular interest and talent in such areas. These take place at lunch-times and after school to encourage as many to attend as possible and to cater for pupils who live at a distance. As part of the physical education curriculum, Year 4 pupils join another school for outdoor activities at a three-day residential course.
- 26 The school has implemented the National Strategies for literacy and numeracy successfully and the majority of pupils make good progress within well planned lessons. Literacy is sometimes effectively linked to other subjects. In art and design, for example, pupils in Years 2 and 3 create effective winter landscapes inspired by particular poems. Opportunities for pupils to apply their literacy skills are sound. There are insufficient opportunities for pupils to write at length and too much use is made of worksheets. Pupils' handwriting skills are not well practised in other subjects and presentation of pupils' work is sometimes unsatisfactory. Pupils' application of numeracy skills across the curriculum is infrequent.
- 27 The curricular opportunities for all pupils with special educational needs are good. They are well supported in class and there are additional small group sessions on mathematics and English that focus on improving their literacy and numeracy skills in a highly structured way. This extra work is enabling the pupils with special educational needs, including statemented pupils, to make good progress.
- 28 The school is committed to equality of opportunity for all pupils. There is a draft policy for racial equality. Considerable care is taken to ensure that all pupils with special educational needs are included in every aspect of school life and teaching assistants give these pupils effective support in lessons so that they make good progress and achieve standards that fulfil their capabilities.
- 29 The contribution of the community to pupils' learning is good. Pupils make regular visits to the local Parish church and to the Methodist church. As part of their educational programme, they visit Worcester cathedral. They contribute to the locally held festivities such as the village carol concert. Members of the community come into the school to talk about aspects of their experiences that enhance, for example, pupils' historical understanding. Vicars of local churches to which the school is affiliated by its voluntary controlled status, including the Chaplain for the Deaf, are regular visitors.

- 30 Relationships with partner institutions are strong. Reception teachers liaise effectively with the local playgroup and reciprocal visits are made. There are good links with the local high school which has technology college status and the co-ordinator recently organised a technology week for the school which included the use of laptops, a digital camera and an interactive white board. Co-ordinators make constructive, collaborative relationships with their peers from neighbouring schools, which result in planned curriculum projects such as a multicultural week due to take place shortly.
- 31 The school enjoys good links with the church and clergy are invited in to school regularly to take assemblies. There are occasional church services for special occasions and pupils participate in these. The school has good links with the high school, which has technology status, and the pupils are being helped on occasions with their information and communication technology skills through this link.
- 32 The school's provision for spiritual, moral social and cultural education was good at the time of the last inspection and this remains the case overall. It is very good in moral and social development and sound in the spiritual and cultural aspects.
- 33 Spiritual development is supported through assemblies, to which local clergy often contribute, religious education, occasionally through personal, social and health education and subjects such as art and design and the use of good quality literature in story telling and literacy. Discussions about feelings and belonging in personal, social and health education lessons help pupils to express what is important to them. In art and design, paintings, photographs and collages help pupils to develop a sense of wonder about the natural world. In assemblies, a lit candle represents a spiritual dimension but too little is made of this feature to encourage pupils to consider assembly as a spiritual experience. In religious education, opportunities are missed to discuss deeper issues where pupils can explore values and beliefs and the way they affect peoples' lives.
- 34 Teachers have high expectations of pupils' moral and social development and consistently make them clear. Pupils have a very good understanding of right and wrong and consideration for others because teachers quietly reinforce their understanding and their fair and honest responses enable pupils to think carefully about their behaviour and how to improve their attitudes to learning and to each other. Pupils are encouraged to look after each other through strategies such as the 'Buddy System' where older pupils support the younger ones. Through personal, social and health lessons and those about citizenship, pupils develop a good understanding about the needs of others and a strong sense of responsibility and they learn the attributes of good friendship. Adults set a good example by treating pupils with care and courtesy. The behaviour policy is well implemented throughout the school and its success is evident in lessons. There is a high level of commitment to raising pupils' self-esteem and confidence. Weekly 'Congratulations' assemblies and the displays that name specific pupils and their achievements develop a sense of pride in themselves and their work. The house point system themes give pupils a feeling of belonging to a group and working for each other. Teachers encourage pupils to work collaboratively together to develop sharing and co-operation. Team games and sports encourage a good understanding of the notion of interdependence.
- 35 There are satisfactory opportunities for pupils' cultural development. In art lessons, pupils look at the work of artists from other countries. History, religious education and geography lessons allow pupils to look at aspects of cultures and beliefs from their own as well as from other countries. The school celebrates the main Christian festivals. They celebrated the Queen's Jubilee. The school made very good use of a staff member's knowledge and understanding to organise a successful Diwali Day, celebrating the Hindu festival of Light but there is no consistent programme to raise

pupils' awareness of the diversity of cultures represented in this country. However, the school is developing a policy that is intended to improve this provision. The draft policy for race equality and cultural diversity contains strong statements about developing a sense of personal and cultural identity open to change that is receptive and respectful towards other identities and a recognition of Britain's multi-ethnic society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 36 This is a caring and supportive school in which the well-being of the pupils is a priority and continues the very positive comments made in the last inspection. This area is a strength of the school. The pupils know that the staff value them and relationships are based on mutual respect. The success that the school achieves in support and guidance of its pupils has a beneficial effect on behaviour, attitudes and learning and contributes to the school's efforts to raise standards of attainment.
- 37 Procedures for child protection and ensuring pupils' welfare are very good. There is a suitable policy in place and the headteacher is the named person responsible for child protection and children in public care. The school's agreed procedures are consistent with the local authority's guidance. Teaching staff understand these procedures and have received training. However, the headteacher acknowledges the need to update training to include new members of staff. The staff conscientiously follow the procedures in the governing body's health and safety policy. Pupils also take care whilst moving equipment such as benches and mats during physical education lessons. Fire precautions, electrical checks and whole-school risk assessments are carried out annually. Guidance is in place for the safe use of the Internet by the pupils. Staff and supervisors take good care of the pupils at breaks and lunch-times. There are good arrangements in place for dealing with accidents. First-aid boxes are well stocked and distributed throughout the school. Four members of staff are trained to administer first-aid procedures. Lunch-time supervisors in the playground carry first-aid bags and intercom contact is maintained with the office in case of accidents.
- 38 Procedures for monitoring and improving attendance are very good. The school takes a firm line on attendance and requires parents to telephone the school and write an absence letter whenever a pupil is absent. The teaching assistant rigorously monitors attendance each day and immediately contacts the parents of any pupil who is absent. Class teachers and the headteacher are informed if problems occur. The receipt of absence notes is checked and the secretary monitors medical appointments and punctuality. The newly appointed educational welfare officer provides additional support. The governors' annual report reminds parents of the need to ensure their children maintain good attendance and the school actively promotes good attendance with certificates.
- 39 Procedures for monitoring and promoting behaviour and eliminating oppressive behaviour are very good. There are effective behaviour and anti-bullying policies in place and the pupils have been involved in setting the school rules and reviewing the home/school agreement. Staff and lunchtime supervisors consistently implement the behaviour guidelines, which are fully understood by the pupils. An appropriate scheme of sanctions is in place but the school puts emphasis on counselling the victim and offender if bullying occurs and on talking issues through. Procedures for promoting good behaviour include certificates, house points, stickers and the weekly celebration assembly to which parents are invited. A 'flying the flag' award is also given in relation to the school's focus on a particular area such as helping others. Year 4 pupils are also given 'golden time' and opportunity to choose their own activity as a means of rewarding achievement. No bullying or challenging behaviour was seen during the inspection. However, should serious incidents occur, they are

recorded in the 'play watch book' and referred to the headteacher, who works closely with staff and parents and takes action as necessary.

- 40 Procedures for monitoring and promoting the pupils' personal development are good. The teachers know the pupils well. Personal, social and health education throughout the school makes a valuable contribution to the pupils' personal development. Teachers also use a discussion period called 'circle time' to enable pupils to sit together in a circle and discuss relevant issues, such as kindness and friendship. The pupils set and review their own targets for improvement in co-operation with their teachers and parents. This makes them evaluate their own learning and progress and helps them to understand what they have to do in order to improve. The school maintains effective links with outside agencies, such as health professionals and the emergency services. The school is to have a visit from the health bus to promote a healthy lifestyle.
- 41 The school's assessment arrangements are satisfactory and similar to those previously reported. Portfolios of assessed work have been developed since the last inspection and assist the staff in grading the quality of work. The school analyses national test results by gender and to see if any aspect of work needs more emphasis. The school's record keeping systems cover all subjects but the record statements completed are rather broad and do not allow for enough precision in noting stages in learning. Appropriate records are kept of pupils' knowledge of letter sounds. The records in the foundation stage could be developed further. In aspects concerned with literacy and numeracy they carefully assess and record children's progress on a daily basis but the observations of progress in other areas of learning are not maintained as regularly. The individual education plans for pupils with special educational needs are variable in quality and could also profit from more precise targets. The targets for individual pupils' learning are also often rather broad in outline. The school makes satisfactory use of assessment data to inform future learning. Marking is up to date and sometimes written comments remind pupils how they can improve their work in the future.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 42 As at the time of the last inspection, the majority of parents express good support for the school. However, a significant number of the parents' questionnaires raised concerns regarding information about the children's progress and partnership with parents. The inspection team's view is that the pupils' written progress reports are of a good quality and parents have the opportunity to meet formally with teaching staff termly and attend the regular cycle of information meetings. However, although the school is working hard to promote better links with parents, some find approaching the school difficult and feel that problems are not always resolved to their satisfaction.
- 43 The school makes good efforts to link with parents. The headteacher and staff are available where there are concerns. Frequent letters and attractive, numbered newsletters are issued to inform parents about events and achievements. The annual parents' satisfaction questionnaire provides an opportunity for the school to ascertain the parents' views. The school has distributed an appropriate and recently revised home/school agreement and the majority of parents have signed and returned it. Induction meetings for the parents of new pupils, school productions, celebration assemblies and parents' meetings are all well attended.

- 44 Parental involvement has a very good effect on the life of the school. There is a strong parent/teacher association, which is very well supported by all parents. Social and fund-raising activities are held such as dances, summer fairs and the regular cake sales, one of which took place during the inspection. A considerable amount of money has been raised to benefit the pupils through the purchase of cameras, computers and a trolley for musical instruments. A significant number of parents act as volunteer helpers in classrooms and on educational visits. During the inspection, several parents were observed assisting in classes, such as in a Year 2 information, communication technology lesson, and their work is justifiably valued.
- 45 The quality of information for parents is very good. The school prospectus and governors' annual report are attractive, informative and include samples of the pupils' writing. Regular information meetings are held to keep parents informed about their role in helping their children to learn and the school distributes information for each class about areas to be studied. Information update booklets are published and parents' notice boards provide additional information. In addition to the termly parents' meetings, appointments can also be arranged after the issue of progress reports and the school provides flexible afternoon or evening appointments as necessary. The pupils' progress reports are satisfactory and include all the required information. Targets for improvement and how parents can help are discussed at parents' meetings and recorded.
- 46 The contribution that parents make to their children's learning at school and at home is very good. The school keeps parents of pupils with special educational needs informed of their new, yet often too broad, targets when reviews have taken place. Parents are appropriately involved in the reviews of statements. The majority of parents help their children with homework and listen to them read. All have been informed about the school's expectations regarding homework. The home/school diaries keep parents well informed and are a valuable channel of communication between home and school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 47 The school is soundly led and managed and there are good features. For instance, the headteacher and deputy headteacher make a good team and offer clear leadership. The quality of leadership is similar to that previously reported. The management of the school is sound. The systems for communication with the staff arranged by the deputy work well and ensure everyone is kept well informed. Staff meetings are regular and focus primarily on curriculum development issues identified in the school improvement plan. Important decisions are minuted. Monitoring arrangements do not ensure there is a constant monitoring of standards. For example, the science co-ordinator, who has been in post for one year, has not had the opportunity to observe teaching in the subject. This is because of the arrangements whereby subjects become a focus for monitoring every third year. He has not been enabled to scrutinise standards of work to secure improvements. The work of the subject co-ordinators is satisfactory, including that of the special educational needs co-ordinator. The school fulfils its statutory responsibilities in respect of statemented pupils. A recent re-organisation of co-ordinator roles means that some have only recently taken on their responsibilities.
- 48 The headteacher ensures the governing body is kept well informed of developments through the weekly meeting with the chair of governors. The governing body reviews all policies before they become official school documents. The draft policy for race equality and cultural diversity contains strong statements about developing a sense of personal and cultural identity open to change that is receptive and respectful towards other identities and a recognition of Britain's multi-ethnic society. There is a detailed

pay policy. The prospectus meets requirements and contains good aims that include the achievement of high educational standards, social awareness, the development of responsibility, involvement in community and society and equal opportunities for all children. The school meets its aims well and maintains close links with the church. On occasions, higher attaining pupils could be better challenged.

- 49 The governing body is effective and of a good quality. It is well led by its chair who keeps himself well informed about the school's affairs. Detailed standing orders make clear the way in which the governing body shall operate. The governing body has a good structure of committees and working parties that meet regularly. There is a good arrangement of visiting governors who have both subject and class links and these help governors to keep abreast of developments in the school and to check on the progress of the school improvement plan. Governors have a clear focus in their visits and report both verbally and in writing on the outcomes. The governing body fulfils its statutory responsibilities and is well served by its clerk. The premises committee ensures that the school is a safe place of work and regularly checks the safety of the premises. The health and safety policy outlines the different ways in which personnel associated with the school have a responsibility for health and safety and these are very specific. Some governors attend courses that help to keep them up-to-date and they work co-operatively by sharing the information gained from their attendance with other governors. Governors' minutes are businesslike and meetings are well arranged. The headteacher's termly reports to the governors are informative with a good balance of curriculum matters and general information. The staff handbook gives good detail of daily procedures, expectations including teaching quality expectations and curriculum planning and an educational diary of events which occur term by term. There is a good range of policies and these are of good quality.
- 50 The school improvement plan is carefully considered, of good quality and currently on target. It is well laid out. It includes a review of the previous year, detail of plans for the year ahead and contains an overview of curriculum development, other aspects of the school's development and self-evaluation of teaching and learning for the following three years. There is a five-year programme for premises maintenance. A weaker aspect to the plan is that costs are not set out in consistent detail. Few approximate costs are set out for large items, such as developments to the accommodation. There are costs for the development of some curriculum subjects, and very detailed costing for the development of information and communication technology. There is a clear plan to follow up the school's own parents' questionnaire responses.
- 51 On the whole the school plans carefully to use its finances to best advantage. However, the system for allocating finance to subject co-ordinators on a three-year cycle does not always ensure that immediate and urgent requirements can be met. Co-ordinators do not play any part in the allocation of funds for spending on equipment. Procedures for managing the finance and administration of the school on a daily basis are satisfactory. Overall the school provides sound value for money. This is based on:
- the sound improvement since the last inspection;
 - the good leadership and satisfactory management of the school;
 - infrequent monitoring of standards;
 - the good quality of teaching;
 - the very good attitudes of the pupils;
 - progress that is at least at the expected rate and is sometimes good;
 - an average income per pupil in a below average-sized primary school.

- 52 The school's accommodation is good. Classrooms are of an adequate size with a large spare room for group work. The increased size of the staff over recent years, as a result of a larger number of pupils, means that the staff room is now too small for comfort. The hall is of a satisfactory size with good external accommodation that includes a small pond.
- 53 The range and amounts of learning resources and book provision are satisfactory overall. They are good for science and unsatisfactory for design and technology. The range of resources in this subject is not sufficiently wide to allow good quality work. The appointment of a member of staff to oversee the resources has resulted in improved provision and a much better organisation so they are more easily accessible for teachers. However, the school is not as well resourced as indicated in the previous report.
- 54 The school has sufficient teachers for its size. Their qualifications and experience ensure good quality teaching throughout the school. There are good induction procedures for new members of staff and they have good opportunities for in-service training. Performance management procedures are well embedded in the school's practice. The policy for the induction of new staff, combined with the detailed staff handbook, ensures new teachers quickly find their feet. The number of teaching assistants could usefully be increased when funds allow to improve the support available in Years 3 and 4 for pupils who have learning difficulties. The quality of work undertaken by the teaching assistants is good and contributes significantly to the good progress made by pupils with special educational needs.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 55 The school has made sound progress since the last inspection. In seeking to make further improvements the school should consider the following recommendations.
- Provide greater opportunities for pupils to write at length in Years 3 and 4 and reduce the reliance on worksheets throughout the school;*
(Paras 4, 26, 65, 71)
 - Improve the standard of handwriting and pupils' general presentation of their work;
(Paras 2, 26, 71, 79, 83, 98)
 - Increase the level of challenge for more able pupils;
(Paras 3, 4, 19, 72, 74, 79, 81, 83)
 - Review the arrangements and increase the regularity by which standards of work and the quality of teaching are monitored;
(Paras 48, 85, 90, 98, 127)
 - Improve the resources for design and technology and develop further the overall quality of work in the subject;
(Paras 2, 6, 18, 53)
 - Increase the precision in the records of pupils' progress, including the individual education plans, and in their targets for improvement so that they are more easily measurable and can assist the teachers in planning the next learning steps.
(Para 41)

* The school is aware of this issue and is planning to tackle it.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	44
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	5	22	16	0	0	0
Percentage	2	11	50	36	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Year 4
Number of pupils on the school's roll (FTE for part-time pupils)		172
Number of full-time pupils known to be eligible for free school meals		0

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Year 4
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		17

English as an additional language	No of pupils
	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	5.5
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	02 [01]	14	20	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	24	14
	Girls	20	20	20
	Total	34	34	34
Percentage of pupils at NC level 2 or above	School	100 [89]	100 [89]	100 [89]
	National	84 [84]	86 [86]	90 [91]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	20	20	20
	Total	34	34	34
Percentage of pupils at NC level 2 or above	School	100 [89]	100 [93]	100 [89]
	National	85 [85]	89 [89]	89 [89]

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	121	0	0
White – Irish	0	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y4

Total number of qualified teachers (FTE)	6.6
Number of pupils per qualified teacher	25:1
Average class size	28.6

Education support staff: YR – Y4

Total number of education support staff	7
Total aggregate hours worked per week	128

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Recruitment of teachers

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

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

FTE means full-time equivalent.

Financial information

Financial year	01/02
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	£
Total income	311,242
Total expenditure	319,381
Expenditure per pupil	2203
Balance brought forward from previous year	19,865
Balance carried forward to next year	11,726

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	172
Number of questionnaires returned	62

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	29	3	0	0
My child is making good progress in school.	55	32	10	0	3
Behaviour in the school is good.	44	55	2	0	0
My child gets the right amount of work to do at home.	29	60	6	0	3
The teaching is good.	48	44	3	0	5
I am kept well informed about how my child is getting on.	32	37	21	10	0
I would feel comfortable about approaching the school with questions or a problem.	50	29	6	13	2
The school expects my child to work hard and achieve his or her best.	55	44	0	0	2
The school works closely with parents.	32	40	10	16	2
The school is well led and managed.	44	34	16	0	6
The school is helping my child become mature and responsible.	55	44	2	0	0
The school provides an interesting range of activities outside lessons.	27	50	16	3	3

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

- 56 Since the last inspection, the school has successfully maintained the good provision reported at that time. Many children enter school with above average attainment. The children, including those with special educational needs, continue to make good progress overall in their communication, language and literacy work and also in their mathematical, creative, personal, social and emotional development and in their knowledge and understanding of the world. They make at least sound progress in their physical development. They are in line to meet expectations in this aspect and to exceed them in the other areas of their learning. Their attainment is high overall. Children with special educational needs are identified early and they are well supported.
- 57 Most children, having previously attended the local playgroup, make a confident start because the school's system of induction into school life helps them to settle quickly into school routines. The youngest children are taught together in the reception class whilst the oldest reception children are currently mixed in with Year 1 pupils to keep the class numbers to a reasonable size. Since the last inspection, the reception staff have increased ways in which parents can participate in their partnership with the school. They have introduced a number of initiatives such as devising a school booklet, still in draft, and organising a book choosing time before school, which provides opportunities for staff and parents to meet on a regular basis.
- 58 Teaching is good overall. The teachers and classroom assistants work and plan effectively together and provide a stimulating programme of appropriately resourced and relevant activities. Combined with good skills in managing the children, this leads to a happy, co-operative group of children, eager to learn. This good planning ensures that reception children receive the same kind of experiences in whichever class they have been placed. Staff organise their teaching programme to ensure each child gets time to be taught directly within small groups. They use explanations, questions and praise effectively so that children increase their rate of progress. In aspects concerned with literacy and numeracy, they carefully assess and record children's progress on a daily basis but their observations of progress in other areas of learning are not maintained as regularly. The staff recognise children's wide range of development and try to ensure that reception-aged children are taught as a discrete year group. They are largely successful in this but at times the reception children are taught all together in a restricted floor space while the majority of available staff watch one teacher take the group. This has an inhibiting effect on progress, particularly in the development of speaking skills.

Personal, social and emotional development

- 59 This area of learning is given a high priority by staff who soon get to know the children well and successfully respond to their needs. Children's relationships with adults and each other are very good. They listen attentively, concentrate and persevere well in whole-class sessions and respond to questions confidently. The children play co-operatively together, take turns, and share equipment without conflict. Staff have high expectations for sensible behaviour and are sensitive to ways of developing self-esteem and helping children to do better. Routines are well established and older and younger children know what is expected of them. They begin to take responsibility for themselves. Older reception children especially are developing independence but staff expectations for children to move into small groups independently during circle

time are not high enough. As a consequence, the pace of the lesson slows and less time can be given to the tasks in hand.

Communication, language and literacy

- 60 Children make good progress in writing, reading and listening and satisfactory progress in speaking. They enjoy reading. Many read simple books and point out words with a given initial letter and the majority know that print conveys meaning. Children make very good progress in their handwriting skills and letters are clearly formed and words well spaced. They learn their letters successfully and range from tracing or copying words and phrases, to writing simple words and phrases on their own with a good attempt at working out the spelling by how the words sound. Many write their own names correctly. The majority of children respond positively to stories and big books and listen carefully. Most children speak clearly and audibly and some describe experiences in well ordered sentences and a good choice of vocabulary. Several have entered school with above average speaking skills but these children are not challenged enough to develop their skills still further.

Mathematical development

- 61 Most pupils make good progress because teaching is thorough; the activities are imaginative and well suited to the learning objective. Good attention is paid to mathematical vocabulary. In number, several children can write numbers to 10, some with help, while the higher attaining children can write and order numbers to 10, matching numerals correctly to a number of objects. In shape, space and measures, higher attaining children make repeat patterns of three objects in order of size while others can sequence in order of size. Several complete a pattern; some with help, and they know the basic two-dimensional shapes. Younger pupils are beginning to recognise numerals of 1-5 and can count with reasonable accuracy. In calculating, very good progress is made in subtraction, for example, because teaching systematically consolidates what is known and understood through a variety of activities and clearly expressed explanations and questions.

Knowledge and understanding of the world

- 62 Big books are used effectively to introduce topics and to consolidate concepts. There is a good link between communication, language and literacy and mathematical development. For example, in their study of growing seeds, children read about 'Jasper's Beanstalk' growing higher and higher. The good variety of well resourced activities places a high priority on real situations that include opportunities for children to learn practically and to record their results. Through well organised sessions, children learn effectively and they demonstrate a good understanding that plants, for example, need light, the sun and water. Other past investigations include learning how materials can change when exposed to heat such as jellies to hot water and what happens when they are put into the fridge. They make sense of time in their work about when they were babies. They build and construct towers and rockets using construction materials. They develop early information and communication skills through the use of the computer where many are adept at using the mouse and clicking onto the relevant icons within the program. Through their activities related to Diwali, the Hindu Festival of Light, they are gaining an awareness of the cultures and beliefs of others.

Physical development

- 63 Only part of a movement session could be observed in which children demonstrated a good sense of space, control and co-ordination in making different movements. They

made the progress expected for their age. Many have good control over their clothing and fastenings and they use tools safely and with reasonable dexterity. Their control of pencils, crayons and other mark-making implements is good. They explore malleable materials with confidence.

Creative development

- 64 Children achieve very well in their exploration of media because staff provide many imaginative and wide-ranging activities, sometimes stimulated by stories in which children can refine their skills. Making pictures that illustrate stories, such as 'Anna's Amazing Multi-coloured Spectacles', considerably enhances children's understanding of colour-mixing. Role-play about space and aliens, and play involving a garden centre successfully develop children's imagination because the provision is richly resourced. In singing, children's voice control is good. They can locate the teacher's vocal pitch and sing tunefully. They know the words and sing them clearly. They change the volume from loud to soft and sing with a good attention to phrasing.

ENGLISH

- 65 Standards in speaking, listening, reading and writing are above the national average by the end of Year 2. By the end of Year 4 standards are above national expectations in speaking, listening and reading, and those in writing are in line. This is broadly similar to the judgement of the last inspection. Since then, with one exception in writing in 2001, the results in national tests have been consistently above or well above the national average. In 2002 all pupils reached the expected level in reading and writing. Compared to schools in similar contexts the overall result for the percentage of pupils reaching the expected level or above was very high. Reading is a strength throughout the school. In Years 1 and 2, a good feature is the promotion of creative and explanatory writing. On the other hand, extended writing is not so well developed in the later years. The school recognises this and has set challenging but realistic targets for Years 3 and 4 in this regard. Inspection evidence indicates that this is beginning to have a positive effect.
- 66 Girls have been attaining more highly than the boys over recent years but the difference imitates the national picture. The pupils, including those with special educational needs, make good progress in lessons and achieve well over time, due mostly to overall good teaching and the willingness of pupils to learn.
- 67 The pupils start Year 1 with above average skills in communication, language and literacy. Most pupils continue to develop as good communicators as they get older, as a result of good class organisation and effective teaching strategies in all classes. By the end of Years 2 and 4, overall standards in speaking and listening are good. The vast majority of the pupils are eager to engage in classroom discussions. The teachers encourage this, especially at the beginning and end of lessons. Many pupils, including those with special educational needs, are articulate and sufficiently confident to venture opinions about the texts that they study. In a Year 3 lesson the pupils eagerly offered suggestions as to why adjectives in the text, 'Polly and the Wolf', made the passage come alive. A group of Year 2 readers expressed confidently their preference or dislikes for characters or events in books such as 'King Grumpy Guts' or 'The Shadow Dance'. Average and lower-attaining pupils express their ideas well, as in a Year 2 lesson, which required them to comment on the behaviour of the characters in the story, 'Dog, Cat and Monkey'. There is less evidence of the pupils telling their own stories or acting out the characters in the text. By the end of Year 2, most demonstrate good listening skills as when responding quickly to the teachers' questions about life during the Great Fire of London. By the

end of Year 4, pupils are attentive and keen to contribute to classroom discussion, exemplified well in a lesson on writing poetry after the style of Christina Rossetti.

- 68 Reading is promoted strongly within the school. All the pupils are supported well by a high quality system for reading at home. By the end of Year 2, the vast majority of pupils have more advanced skills than most pupils of this age. They read a wide selection of literature, express excitedly their opinions about stories which they have read, and use a good range of strategies when reading, such as knowledge of letter sounds, prediction and the context of the story to establish meaning. This was particularly noticeable with a group of lower attaining Year 2 pupils reading the book, 'Pocketful of Gold'. Most pupils are enthusiastic about books and enjoy reading simple narratives such as 'Doodlemaze', 'Little Red Hen' and 'Sleeping Beauty'. In lessons they show curiosity about features of non-fiction and are learning about terms such as 'glossary'. Most understand the difference between an author and an illustrator.
- 69 By the end of Year 4, nearly all pupils read fluently using expression and intonation which reflects the meaning of the text. Most use their knowledge of letter sounds and blends well to tackle unfamiliar words. Whilst the most able use the context of the story to help them figure out the meaning of unfamiliar words, the less able find this more difficult. During many lessons they use a thesaurus and dictionary well to enhance their vocabulary skills. Many Year 4 pupils understand how increasing vocabulary adds to the enjoyment of reading and writing. For example, having read Christina Rossetti's poem 'What's Pink' the pupils wrote their own poems, combining lines such as 'Yellow is dashing sunlight. Forcing Darkness into night'. All pupils benefit from group reading sessions and many discuss plot and characterisation fluently. The last report highlighted insufficient opportunities to undertake higher order library research skills, and this issue has still not been fully tackled.
- 70 By the end of Year 2, the pupils are beginning to write in a number of different forms, such as labels, recipes, lists of clothes they wear and accounts of stories and poems. Year 1 pupils write simple stories re-telling aspects from, for example, 'Josie and the Kite'. They are beginning to construct simple sentences using appropriate grammar, vocabulary and correct spelling to express likes and dislikes, such as 'I like the new caravan.' In Year 2, the pupils use imaginative vocabulary while reviewing the book, 'King Grumpy Guts', using sentences such as 'I met an animal with a gigantic orange beard,' and 'The shadow looked like a vampire coming through the door.' The focused and systematic teaching of literacy is evident in examples of writing in other subjects, for example history and religious education, although worksheets often limit pupils' writing in other subjects. Spelling skills are developed progressively. Although the majority of the pupils' writing is usually neat, many produce work that is untidy. By the end of Year 2 punctuation is becoming more accurate and words are often chosen carefully, especially by higher-attainers.
- 71 By the end of Year 4, the pupils write for a range of purposes, for instance play-scripts, instructions, reports and book reviews, as well as creative and descriptive pieces. In Years 3 and 4 the pupils understand the use of tenses, adjectives, similes and metaphors. The skills of dialogue and paragraphing are beginning to develop steadily. The pupils have opportunities to improve their work by drafting, editing, proof-reading and then presenting the final form. The quality and depth of creative writing are satisfactory, but are still under-developed, especially for average and higher-attainers in Years 3 and 4. The best quality writing often reflects a good depth of reading experience. For example, one pupil in Year 3, having read the fable 'Cat and Dog', interpreted the moral succinctly in a sentence, 'Vanity is the mark of a freak.' Such interpretations and their own subsequent written work reinforce in the pupils the importance of language as a means of communication. The pupils in Year

2 write in a sensitive and thoughtful manner from another person's view-point, when explaining events during the Great Fire of London. Many have developed handwriting in a cursive, flowing style, but there are still significant examples of untidy presentation. All the pupils have opportunities to work on computers, exemplified well in Year 4 where they combined text and graphics to produce a range of greeting cards.

- 72 The teaching ranges from good to excellent, and is good overall. Key skills are taught well, which is a major contribution to pupils' learning. The teachers generally make the most of spontaneity to develop language from the pupils' own interest, as observed in a Year 4 lesson on how poets generate imaginary scenes through use of creative language. Teachers introduce pupils systematically to a wide range of writing. Appropriate strategies for reading are promoted as are suitable texts to emphasise aspects of literacy, as in a Year 3 lesson when 'Polly and the Wolf' was used to illustrate story openings. Where teaching is best, lessons are planned effectively, time is used well and expectations are high. Instructions are clear and questioning is skilled in reviewing the pupils' previous knowledge and challenging their thinking about a new learning strategy. This was highlighted in a Year 1 lesson to discriminate, read and spell words containing 'oo'. The teachers' close liaison with teaching assistants has a positive impact on the quality of the pupils' learning, especially for those with special educational needs. Support for higher-attaining pupils is not always apparent and so their ideas are not always developed to the full.
- 73 The pupils' behaviour and attitudes are good overall and in many lessons very good. This is due mostly to well organised classes. They are generally well motivated and eager to learn, as noted with a Year 4 lower-attaining group learning to spell words containing 'ce'. Most enjoy the activities and work well both independently and co-operatively.
- 74 The co-ordinator, who is relatively new to the post, leads and manages the subject well, and is committed to raising standards still further, especially in writing. She ensures that the curriculum is planned well and a good balance ensues. She has carried out an extensive audit and the policy, which has been reviewed, is awaiting ratification from the governing body. A check is kept on the pupils' attainment and progress through the use of statutory tests at the end of Year 2 and standardised tests for Years 3 and 4. The school has analysed the test results carefully and has set targets for all classes. However, these targets are very broad and do not always challenge the school's most able pupils. The co-ordinator has clear ideas about the strengths and areas for development in the subject, and has introduced strategies to improve writing. All classes and the library are stocked adequately with books, easily accessible to both pupils and teachers.

MATHEMATICS

- 75 The school's programme of work in mathematics fulfils national requirements. Pupils' attainment is above expectations at the end of Year 2, representing an improvement since the last report, and meets expectations at the end of Year 4, similar to the previous report. They make good progress in Years 1 and 2 and sound progress in Years 3 and 4, though there are signs of better progress and attainment in Year 3 feeding through. The current cohort of pupils in Year 4 contains several pupils with special needs. Although these pupils are making good progress because of the well planned work and the support from teaching assistants, their difficulties are reducing the overall standard. Results in national tests at the end of Year 2 have been above average and sometimes well above in recent years. This is because the school works hard with pupils who have special educational needs and they make good progress. As a result, a very high percentage of the pupils reach the expected level at the end of

Year 2 and a significant number of pupils reach the higher level. The girls overall have been doing better than the boys in the national tests in recent years and this is contrary to the national trend. This is due in part to the greater maturity of girls in this Key Stage but their respective performances even out in Years 3 and 4 when the boys adopt a more mature outlook. Pupils' mental skills in factual recall have improved since the last inspection and pupils' attainment has risen at the end of Year 2, although there is still room for improvement in mental methods of calculation.

- 76 By the end of Year 2, pupils have a good understanding of two-digit place value. They can split up numbers into tens and units to help them with their written and mental calculations. They can tell the time using half-past and quarter past. Pupils recognise two- and three-dimensional shapes and have a good appreciation of simple fractions such as a half and a quarter. They can identify bigger and larger numbers up to 100 but they have limited strategies in adding on to 100. Pupils are also hesitant in deciding where given numbers go in a number line when for example they have to choose the nearest larger number from two options. They can round up numbers to the nearest 100. They have a good appreciation of odd and even numbers.
- 77 By the end of Year 4, pupils can use the correct terminology for shapes, for example vertices and faces. They calculate simple fractions of numbers and round numbers to the nearest 10. They have a good appreciation of £ and pence equivalence for example, £6.10 = 610 pence. They are confident in adding and subtracting three digit numbers but a large number of pupils have difficulties when exchange is involved. Pupils know the difference between perimeter and area and calculate simple measurements by measuring and counting squares. They have a good knowledge of the four times table but they have problems when coming up with quick mental methods for problems such as 99×4 . Several pupils are still confused with the difference between 'counting on' and 'partitioning' when numbers are split up into tens and units. Pupils have a good understanding of the term 'multiple'.
- 78 The quality of teaching is good in Years 1 and 2, and there is a mixture of satisfactory and good teaching in Years 3 and 4. Overall it is good. Lessons begin promptly and teachers use a sound range of resources. They give simple explanations of the tasks the pupils are to do so that they understand what is required of them and can make a quick start to their activities. Teachers are quick to change the nature of the task if it is too hard. They have good subject knowledge and usually give a good level of challenge in the work. They create a good learning atmosphere that encourages pupils' confidence and trust so they are willing to try and offer suggestions. They encourage pupils to attempt a range of strategies but sometimes do not consolidate one strategy before encouraging others and this sometimes leads to confusion in technique. Work is marked up to date but there is no consistent strategy to tackle the inaccuracies in pupils' work. Teachers make good use of individual pupil whiteboards so all pupils are made to think of an answer in mental work. The overall good quality of teaching assists the pupils to work hard in lessons. They behave very well and are keen to contribute answers. They quickly settle down and begin their activities, working with good levels of concentration and interest.
- 79 Teachers are not sufficiently demanding in the quality of pupils' presentation. As a result, pupils do not lay out their work well and their figures are not as neat as they could be. Some could be confused for other figures. Underlining and tables are often drawn freehand. In their work, pupils are not encouraged to think of the reasonableness of their answers. At times there is not enough difference in challenge between the assigned work for different abilities of children.

- 80 The shared responsibility for the management of the subject is satisfactory. The co-ordinators recognise that a more detailed mathematics record is required to help plan the next steps in pupils' learning. Resources for the subject are satisfactory. Parents give much support for any homework that is set.

SCIENCE

- 81 Pupils' attainment in science meets expectations at the end of Years 2 and 4. Pupils achieve well in their acquisition of factual knowledge and make good progress. This judgement is similar to that at the time of the last inspection. They achieve satisfactorily in their understanding of investigational science and make sound progress but there are signs of better progress in this respect. Pupils' skills in investigation are not yet at the same good standard as their factual knowledge. This is because they do not have enough opportunities to undertake and to organise their own investigations and to think for themselves. However, increasing attention is now being given to this aspect.
- 82 By the end of Year 2, pupils know that there are individual differences within children of the same age and they carry out investigations to find out whether children with the widest hand span have the largest feet. They know the difference between natural and man-made objects and why individual objects are made from particular materials. They understand that some materials are magnetic and others non-magnetic. They know the difference between living and non-living materials and they can identify the major parts of a plant, such as stem, leaf, vein, flower and root. They know some of the ways by which seeds can be dispersed. They are familiar with foods that are healthy for growth and energy and they can categorise foods into different broad groupings such as vegetables.
- 83 By the end of Year 4, pupils know something of the human skeletal structure and some of the ways in which animal forms are different. They extend their studies about human difference and carry out investigations such as whether people with the longest legs can jump further than people with short legs. They know that movement depends on muscles contracting and expanding. They can name some sources of light and they know how shadows are formed. They make studies of materials and can determine which are opaque, translucent and transparent. Occasionally, an effective investigation is carried out such as finding out the best material for the corridor floor but there is an over-emphasis on worksheets that do not allow pupils to organise their own ways of recording their results. In neither key stage do pupils explain why they have predicted what they think will happen in their investigations nor do they sufficiently account for their conclusions. Presentation of work in both key stages could be a lot neater in the way they draw up their methods of recording.
- 84 The quality of teaching is good throughout the school and the increasing attention now being given to investigation is enabling the pupils throughout the school to enjoy their work and to have a very good attitude to the subject. They listen and behave well and willingly contribute answers to questions. They co-operate well with others and are considerate of one another. A strong feature of the work in Years 1 and 2 is the way pupils are made to look carefully, for example, at plants when identifying features as in the development of broad bean seeds when exposed to moisture and light. Such work contributes well to pupils' spiritual development. Teachers have good relationships with the pupils, manage them well and include pupils with special educational needs well in the work, often ably assisted by the teaching assistants. However, more demands could sometimes be made of pupils with higher prior attainment. Resources are used effectively. The quality of questioning is good in drawing out pupils' knowledge and ideas.

- 85 The leadership of the subject is satisfactory. Current arrangements whereby subjects are reviewed and monitored every third year do not allow for the regular monitoring of the subject. The co-ordinator has not been enabled to observe teaching across the school. Record keeping systems are satisfactory but not yet sufficiently refined. A portfolio of work has begun but staff do not yet have sufficient exemplars to help them moderate work with confidence. A small environmental area has been created and this is supportive of work in the subject.

ART AND DESIGN

- 86 The school has maintained the average standards of attainment reported in the previous inspection and satisfactory progress is made by the end of Years 2 and 4.
- 87 In lessons, Year 1 pupils try out different weaving techniques with a variety of materials. Their acquisition of technical language is good. They select colours and materials with a good eye to creating lively designs and the more adventurous use materials such as fabric and bubble wrap to heighten the effect. Year 2 pupils discuss Kandinsky's style and quickly identify his use of shapes and overlapping colours. One boy describes his work as being "like pieces of a jigsaw puzzle with colours and shapes joined together". They combine a variety of shapes into overlapping designs and know how to spread the pastel colours through smudging with fingers but they do not compare their paintings against the artist's work to see how closely they have interpreted his style and how they can improve their work. Their efforts demonstrate good technical achievement but less effective imaginative reconstruction because the task is too prescriptive and the drawing round plastic shapes inhibits flow.
- 88 Past work indicates some examples of very effective work from classes across the school. For example, pupils also make good links with literacy in their whole-school artistic themes such as winter landscapes inspired by a poem 'Winter Window'. Pupils' ability to create mood is very good. A Year 3 collage of a winter landscape evokes a haunting, cold atmosphere built up with the use of a variety of techniques. Year 4 pupils photograph scenes from the school's outdoor environment and select aspects for photocopying and reduction in size that have a particularly dramatic effect and show nature's bold designs clearly illustrated in line and shape. Displays, however, seldom include pupils' descriptions of the processes involved and the effects that have been created. Sketch books are not used as productively as they ought in Year 4 to focus their ideas, practise techniques and plan major pieces of creative work.
- 89 Teaching overall is good, as it was at the time of the last inspection. A particular strength is the carefully structured and sequenced programme for each aspect so that pupils receive a thorough background in the required skills that eventually culminate in the finished product. In Year 3, for example, pupils' progress was particularly apparent over a period of time in their patterns using Celtic influences. Where high expectations are combined with good subject knowledge, pupils produce very effective work as in their observational drawings as in Year 2. Sometimes expectations are sound and, although pupils' work is satisfactory, such as in Year 4 where pupils had to complete a portrait, their lines and shapes do not quite match up effectively enough.
- 90 The range of learning opportunities in art is sound and the co-ordinator has identified the need to broaden the curriculum and include more opportunities for sculpture, printing and the use of textiles. The management of the subject is sound but the strand of monitoring and evaluation of teaching and learning is not effectively developed.

DESIGN AND TECHNOLOGY

- 91 Very little teaching was seen during the inspection. The subject is taught alternately with art and design and in some classes, design and technology was not the focus during the inspection. One art and design lesson in Year 4 had a design and technology element and this, together with examples of past work indicate that pupils meet the expected standards by the end of Years 2 and 4 as they did at the time of the last inspection report.
- 92 Past work indicates that pupils in Year 1 have experimented with a range of materials to determine which best suited the construction of a fan. They have a sound understanding of levers through their constructions of, for example, crocodiles with a moving mouth. They design a toy with moving parts and indicate, with arrows, which parts move backwards and forwards. In Year 2, pupils have constructed vehicles and have indicated how they look and what components are used in their construction. In Year 3, pupils develop a good understanding of aspects of food technology relating to a balanced diet and the making of sandwiches because the planned programme is staged and expectations for the presentation and the completion of their work are high. They carefully maintain a 'lunch box' diary and analyse if the prepared lunches are healthy and balanced. Year 4 pupils produce well constructed electronic models in a 'Helping Santa' project. The games are used to raise funds at the school's Christmas Fayre. In Year 4 pupils design a chair and make a model accordingly, selecting suitable materials.
- 93 Pupils understand the need for designing prior to making but their designs do not clearly indicate the methods to be used. A weakness in recording strategies is the general lack of attention to detail making it difficult to track pupils' levels of knowledge and understanding, particularly of design, method and evaluation. Their capacity to evaluate in order to improve their work and further refine their skills is weak. Older pupils' designs are sound and pupils know the components they need but they are unclear about how to construct the whole. Some designs lack specificity so that they are not helpful in determining how and where models are to be assembled, joined and combined. Pupils recognise the need to consider the purpose of their construction, but few are able to evaluate the results with this in mind and make the necessary improvements.
- 94 Teaching and learning are sound. The curriculum is followed carefully but teachers' knowledge and understanding of the subject are not secure enough to develop the subject well. Planning is thorough and leads to careful exploration of key skills, but at times, particularly in samples produced by younger pupils, the finished product is too teacher-directed and pupils are not able to use their knowledge and understanding to solve their own problems. Older pupils receive sound guidance about the suitability of materials but not enough guidance is given to encourage them to discern solutions for themselves. Expectations for accurate designs and how they, and the resulting models, can be improved are not high enough.
- 95 The management of the subject is at an early stage because the present co-ordinator has recently taken over the responsibility. Advice has been sought from the advisory service and some work has been done to improve resources in the range and quality of tools but the materials for use are still insufficient and the subject is not yet well developed. The co-ordinator has not had enough opportunity to increase her expertise in order to advise some of the staff who lack confidence in the subject and she has not yet had the opportunity to observe the quality of teaching and learning in classes.

GEOGRAPHY

- 96 Pupils' attainment in geography at the end of Years 2 and 4 meets National Curriculum expectations and this is similar to the findings of the last inspection report. However, little geography was being taught during the week of the inspection because the subject is alternately taught with history. Pupils make sound progress. By the end of Year 2, pupils understand the difference in lifestyle between their own location and that on an island. They explore features of their own environment that they either like or dislike. Pupils develop the concept of a map and draw their route from home to school. They look at the features in their local streets and can identify different types of houses. They learn about different places at home and abroad by taking a bear on holiday with them and reporting on his travels.
- 97 By the end of Year 4, pupils understand that place names are often linked to the history of invasions. They make studies of distant places such as Mexico and make good use of Internet research applications. They identify the geographical location of their own town or village on a map of the British Isles and name and locate the constituent countries. They make weather studies and record wind force and direction, rainfall, temperature and cloud cover. They are taught how to use instruments to record various aspects of the weather. Pupils make effective use of information and communication technology to input and analyse this data.
- 98 The curriculum is organised in detail and fulfils National Curriculum requirements. However, expectations for the presentation of work are not high enough and occasionally there are some fundamental inaccuracies in the drawing of graphs that go unchecked. The coordinator is quite new to the role but knows the improvements that need to be made to resources, though these are satisfactory overall. The current whole-school system of monitoring arrangements does not ensure that there is a constant review of standards.

HISTORY

- 99 Standards by the end of Years 2 and 4 are broadly in line with those expected nationally. This is similar to the last inspection. Only a limited number of lessons was observed. Other evidence includes an analysis of the pupils' work and discussions with them and their teachers. The pupils, including those with special educational needs, make satisfactory progress. Over time they also achieve satisfactorily due to a well balanced curriculum and appropriate teaching strategies. A particularly positive feature of their work, especially in Year 4, is their ability to interpret historical sources of evidence to see how the past has influenced the present.
- 100 The pupils begin to build their sense of chronology from an early age. In Year 1 they demonstrate a satisfactory understanding of past and present when they compare toys from 1900 to 2003 in relation to a toy time-line. When they celebrate 5th November they associate Guy Fawkes with a man who lived a long time ago. Their understanding of change over time is reinforced further when they accurately separate old and new bedroom items in a cartoon picture. The pupils in Year 2 talk knowledgeably about the Great Fire of London, how it started and why it took hold so quickly. Some understand that without the diary of Samuel Pepys we would know less about the fire as there were 'no cameras to take photographs'. They are becoming more aware of the ways in which life has changed since their grandparents were children when they compare photographs of seaside holidays now and then.
- 101 By the end of Year 4, the pupils gain increasing skills in selecting and combining information from different sources. Higher attainers are beginning to produce well structured work when describing characteristic features of past communities or

periods. For example, a Year 4 class used photographs of Viking artefacts, including tunic items to build up a picture of what life was like then. They increase their knowledge of history when they consider the reasons for the Roman invasion of Britain. They show sound understanding of the response of the Celts to this invasion, particularly relating to Queen Boudicca. In Year 3, the pupils use facts gained from excavations in Egypt to acquire a satisfactory understanding of aspects of life for the ancient inhabitants of that country. The information gleaned refers to burial customs, the use and function of pyramids and Egyptian gods. Increasing use is made of information and communication technology to assist pupils in developing their knowledge and understanding of the past. For example, a group of Year 2 pupils dressed a robotic toy as Samuel Pepys and programmed it to roam around a model of a polluted 17th century street scene. In doing so, they are able to grasp the reasons why open sewers and uncollected rubbish contributed to diseases then.

- 102 The quality of teaching is good and reflects the teachers' knowledge and interest in the subject. As a result, the pupils enjoy their work and are eager to learn. A good feature of the teaching is the opportunity for the pupils to respond to questions and set tasks, particularly through group work, and to frame their own relevant questions during discussions. A good example was noted in a Year 1 lesson in handling a selection of old and new toys including dolls and teddy bears. In a Year 4 lesson about Viking settlements, some pupils queried the reliability of 'word of mouth' as strong evidence about ways of life in past societies.
- 103 The subject co-ordinator is enthusiastic and has made good use of national recommendations for planning. Structured guidance is offered by way of topic resources, frequently on loan, to ensure step by step development of skills. Organised visits to historical sites and museums, such as the Black Country Museum in relation to the Victorians and the Ashmolean Museum in Oxford with reference to the Ancient Egyptians, help to enhance the pupils' understanding of the past. A planned 'Stuart Day' when the pupils and teachers dress in period costume, has already generated a great deal of interest. The co-ordinator monitors teachers' plans regularly, but has not observed teaching or learning. The policy is detailed but assessment and its use is under-developed. Resources are adequate and the subject is managed satisfactorily overall.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 104 During the inspection, only one full lesson and parts of others were observed. Other evidence includes an analysis of the pupils' past and present work, and discussion with them and their teachers. Judgements based on these indicate that standards by the end of Years 2 and 4 are broadly in line with national expectations. This is similar to the last inspection. The pupils, including those with special educational needs, make satisfactory progress overall. Taking prior attainment into consideration, together with the technical difficulties in the district for receiving a signal to operate the equipment, they achieve well over time as a result of teachers' effective planning. Considering the greater teaching and learning demands placed on this subject during the past four or five years, this shows an improving picture.
- 105 A good feature is the use of information and communications technology across most areas of the curriculum. For example, the pupils in Year 1 use word-processing skills to type simple sentences such as 'I like my family' during religious education lessons. In Year 2 they use music programmes successfully to compose simple tunes, and use click and drag techniques to paint self-portraits in art, often incorporating colour. Computer programmes are used well to support pupils with special educational needs, as observed in a Year 1 lesson, selecting given words from a word bank and constructing simple sentences with special attention to the use of the space bar.

- 106 In Years 1 and 3, they learn mouse control, how to use the arrow and delete keys, and how to change fonts, sizes and colour. Higher-attainers cope comfortably with word-processing to write simple stories. By the end of Year 2, many can save, retrieve and print their own work. They have also used a digital camera to photograph themselves in snow scenes around the school.
- 107 By the end of Year 4, average and higher-attaining pupils are competent in an appropriate range of skills and are familiar with a variety of programmes. They combine texts and pictures, for example when designing Diwali, Christmas and birthday cards. Some use the Internet to send and access e-mails to and from a linked school in Redditch and an ex-teacher in Africa. There is limited evidence of handling graphics to enhance written reports. Higher-attaining pupils in Year 4 type, edit, align and save work. They input data from surveys that they have carried out about favourite foods and colours, and use programmes accurately to represent results in graph form.
- 108 The pupils enjoy their information and communication technology lessons and their attitudes are good. Most talk enthusiastically about the subject and are eager to show what they can do, for example programming a robotic toy dressed up as Samuel Pepys to negotiate its way through a three-dimensional model of a 17th century London street. Many pupils use computers at home and they are happy to help their peers during work carried out in pairs.
- 109 In the full lesson observed, teaching was very good. Overall, teachers have good subject knowledge and lessons have a clear focus on a specific skill to be taught, which is an improvement since the last inspection. A very good example was noted in a Year 3 lesson using laptops, where the pupils, aided by the teacher and other adults, successfully input weather data and from the stored information were able to access accurately from the program the answers to a set of given questions. The teachers are gaining in confidence and are becoming more secure in the use of new equipment, for example, interactive screens. Classes are managed effectively. This ensures that the pupils experience appropriate handling and communication of data over a range of topics, for instance the composition and layout for greeting cards by Year 4 pupils.
- 110 The co-ordinator manages the subject well. She provides effective support for colleagues and helps to raise standards through in-service training with the local education authority, the technology department of the receiving high school, and helpful documents. She has lobbied the parent-teacher association successfully for extra funding and organises the loan of 20 laptops for a week each term from the local high school. A policy and scheme of work are in place, and detailed plans ensure provision for appropriate coverage and continuity. Assessment has yet to be formalised fully. She monitors teachers' plans on a regular basis but has limited opportunities to observe classroom practice due to the fixed rolling programme of priorities in the school improvement plan. The pupils' information and communication technology skills are consolidated during weekly computer club sessions organised and run by the co-ordinator.

MUSIC

- 111 The music curriculum meets National Curriculum requirements. As at the time of the last inspection, pupils' attainment is at expected levels, except in singing and performance in which it is above. This is a particular strength. Pupils sing enthusiastically with good voice and harmony and maintain the melody and rhythm. They make good progress in singing and performance, and satisfactory progress in

other aspects of music. Good use is made of a variety of recorded music in assemblies as pupils enter and leave and this contributes to pupils' listening and appreciation of music.

- 112 By Year 2, pupils suggest appropriate body sounds to represent two-dimensional shapes projected on to a screen, such as clapping for a triangle, clicking for a rectangle. They also suggest appropriate instruments for these such as a tambourine for the circle. They can follow these and play them in order when they are placed in a row. They organise themselves well in small groups taking turns to be the conductor or members of the orchestra.
- 113 By Year 4, some pupils can read a few notes on the treble clef, through playing the recorder as an extra-curricular activity. Pupils extend their response to symbols in more complicated graphic scores and learn to play a sound composition in this way. They use their homemade instruments to represent flowing or sharp, quick sounds. They control their instruments well and stop and start together at the command of a chosen pupil conductor. They listen attentively to music and can back up their views with evidence. Pupils readily identify folk song music. Several pupils learn instruments out of school through private arrangements and this contributes to their mature interest in the subject and their skills in performance.
- 114 Pupils behave maturely in lessons and are very attentive, showing much interest and enjoyment. They work sensibly and cooperatively in groups. The quality of teaching seen was satisfactory in both key stages. Strengths in teaching include the good use of hand-held control devices that enable particular styles of music to be found quickly and so maintain the pace of lessons, the good use of different types of music, including those from other countries and the good questioning that draws on and furthers pupils' knowledge. Good use was made of homework in Year 3 as pupils designed their own instruments, with the help of their parents, and learned much about the differences in sound according to the materials they had used. In some lessons, specific activities are sometimes too prolonged, which reduces the pace of learning, and not enough different activities are included.
- 115 The coordinator is quite new to the position but has a good view of current arrangements and standards and has a clear view of possible future developments. Resources for the subject are satisfactory.

PHYSICAL EDUCATION

- 116 Standards by the end of Year 2 and Year 4 are in line with those expected nationally. This judgement differs from the last inspection, which reported standards above national expectations. This is due to the greater emphasis now placed on numeracy and literacy and changes in staff. The pupils, including those with special educational needs, make satisfactory progress. They also achieve satisfactorily in gymnastics, dance, stick and ball handling skills, due mainly to overall satisfactory teaching and a willingness on their part to succeed. A pleasing feature is the good standard in swimming reached by the pupils.
- 117 All lessons begin and end with appropriate, warm-up and cool-down exercises. The pupils know the importance of these activities in relation to heart-beat, breathing and muscle relaxation.
- 118 By the end of Year 2, many pupils display appropriate imaginative ideas in movement as they move around the hall, changing shape, speed and direction. For example, in a Year 2 gymnastics lesson the pupils demonstrated satisfactory control while executing a sequence of rolls and balances. The more talented pupils added poise

and tension as extra dimensions. However, their body posture at the start and completion of these sequences frequently lacks expression and control. In Year 1, the pupils follow challenging instructions from a music and movement tape to create and perform increasingly difficult movement sequences, although some have difficulty in maintaining balance.

- 119 In the older year groups, the pupils demonstrate satisfactory techniques while executing a series of routines including jumps, runs and balances both on and off apparatus, exemplified well in a Year 4 gymnastics lesson. By the end of Year 4, the pupils are beginning to measure and compare their own and others' performances. In a Year 3 hockey lesson, for instance, some pupils advised their peers about the importance of good stance and stick grip for more effective control. They are becoming more aware of the importance of pace and accuracy and use of space as they develop passing, catching and controlling skills, seen to good effect in a Year 4 games lesson. Their ability to mark an opponent or intercept a pass is less well developed.
- 120 The pupils enjoy physical education and adopt a positive and enthusiastic approach. This was proved beyond doubt in two outdoor lessons taken in bitterly cold conditions. By the time they leave the school, both boys and girls know the basic rules of netball, hockey and football. They are beginning to learn the importance of communication in a good team performance, demonstrated well during a Year 4 adapted netball lesson. Nearly all show good self-discipline and respond well to instructions. During football, netball and gymnastic clubs, they have opportunities to derive further enjoyment from physical education activities.
- 121 Teaching is satisfactory overall, with some very good lessons seen. The teachers provide the pupils with well structured sequences within lessons, enabling them to move gradually from basic to more complex work. This was evident in a Year 4 lesson where the pupils learned the importance of tracking and marking an opponent during a ball passing and catching drill. During the same lesson, the more skilful pupils were invited to demonstrate best practice, which helped peers to improve their performances. Aspects of safety are brought regularly to the pupils' attention. In all classes the teachers change for lessons, which provides good role models for the class and enables demonstrations to be given easily.
- 122 The subject is managed and led satisfactorily by the co-ordinator. He is supported by a team of teachers who are willing to devote time to promoting a range of clubs, including football, netball and gymnastics. His networking with outside ex-professional footballers has resulted in expert coaching being acquired by the school. A well organised, annual three-day residential visit to the West Malvern Outdoor Education Centre provides the pupils with the opportunity of develop team-building skills to meet the challenge of unfamiliar environments. The policy and scheme of work are detailed. Accommodation is good and resources are satisfactory.

RELIGIOUS EDUCATION

- 123 Standards of attainment are similar to those of the previous inspection when they matched the expectations in the locally agreed syllabus and the school has made satisfactory progress in sustaining standards in the subject since then.
- 124 Year 1 pupils learn about being part of God's family and are developing an awareness of symbols related to belonging to a group. They have a good recall of symbols that can be used to indicate a particular faith, such as a fish for Christianity and a star for Judaism. Discussions with Year 2 pupils indicate that they know the Bible consists of two books, which they can name. They can recall in bare outline the story of Adam

and Eve and recall with a little detail some aspects of the parable of the talents. They know some details about the Jewish and Hindu faiths, such as facts relating to the Torah and to the festival of Diwali.

- 125 Year 3 pupils explore pictorial images of Jesus taken from a variety of sources and attempt to create a picture of the man, but they are unclear about Jesus and why he was special. Discussions with Year 4 pupils indicate a sound recall of aspects of Christianity and a few facts about the Hindu faith such as the names and designation of some of the deities. They recall the symbols within the story of Noah's Ark well and know what they represent. Their grasp of facts pertaining to the religions they have studied is much better than their understanding about how people with religious faith live their lives.
- 126 Teaching is sound across the school and with several good features observed in lessons and drawn from discussions with pupils. Good features include careful planning to build up a solidly based structure of knowledge and understanding and pupils' interest in the subject. Nevertheless, some of the important premises that underpin the studies concerned, such as the special nature of Christ, are less well explored. Teaching methods promote pupils' discussion and appropriate resources help pupils to understand key facts. However, more could be done to explore the deeper meanings behind stories and facts about religious artefacts and practices. At times, teaching about other faiths is somewhat superficial and does not explore enough how these religions can be an important part of other people's way of life.
- 127 Personal, social and health education make a good contribution to the subject in that the topics discussed are frequently anchored in pupils' own experiences about feelings and values. The subject is presently co-ordinated temporarily and full action identified in the action plan is yet to be completed. Discussions have been held with pupils to determine their attitudes to religious education but as yet no monitoring and evaluation of teaching and learning have taken place.