

INSPECTION REPORT

PENDOCK CE PRIMARY SCHOOL

Pendock

Staunton

LEA area: Worcestershire

Unique reference number: 116838

Headteacher: Mrs. G. Deakin

Reporting inspector: Mike Capper
23239

Dates of inspection: June 24th – 26th 2002

Inspection number: 250170

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
School category:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	School Lane Pendock Near Staunton, Gloucestershire
Postcode:	GL19 3PW
Telephone number:	01531 650298
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs. G. Williams
Date of previous inspection:	June 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mike Capper Registered inspector Original Inspector Number (OIN) 23239	Mathematics Geography History Information and Communication Technology Physical Education Foundation Stage	What sort of school is it? How high are standards? How well is the school led and managed? What should the school do to improve further?
Roger Williams Lay inspector OIN 9895		How well does the school care for its pupils? How well does the school work in partnership with parents?
Alison Cartlidge Team inspector OIN 23609	English Science Art and Design Design and Technology Music Religious Education Equal opportunities Special Educational Needs	Pupils' attitudes, values and personal development How well are pupils taught? How good are curricular opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Pendock CE Primary School is located in a small village in Worcestershire. Pupils come from the local and surrounding villages, and are admitted between the ages of 4 and 11. There are 48 pupils on roll, and they are taught in three mixed-age classes for most of the time: a reception/Years 1 and 2 class, a Years 3 and 4 and a Years 5 and 6 class. The number of pupils eligible for free school meals is below the national average. Pupils come from largely favourable home backgrounds. There are 9 pupils identified as having special educational needs. This is broadly in line with national averages. All of these pupils are in Years 3 to 6. There are no pupils with a statement of special educational needs. Test results show that pupils' attainment on entering school is broadly average. All pupils have English as their first language.

The school has an unusually high number of part-time staff (9 at the time of the inspection). The headteacher is the only full-time teacher. The part-time teachers work in Years 3 to 6 for most of each week. In Years 5 and 6, 4 different teachers teach literacy each week.

HOW GOOD THE SCHOOL IS

The school provides a sound education for its pupils. Pupils are friendly and welcoming and keen to come to school. By the end of Year 6, pupils' attainment is satisfactory overall, but there is some underachievement in Years 1 and 2. Teaching is good in Years 3 to 6, especially when pupils are taught by specialist teachers and satisfactory overall in the rest of the school. Leadership and management are satisfactory. The headteacher is very hard working and has established a very strong caring ethos that pervades all aspects of school life. However, she has an unrealistic workload due to the high number of part time teachers in the school. Although the cost per pupil is very high, the school provides satisfactory value for money.

What the school does well

- The headteacher provides high quality pastoral care to members of staff and pupils, ensuring that there is a very happy working atmosphere in the school.
- Teaching is good in Years 3 to 6.
- Pupils' attainment is above average in science and music by the end of Year 6.
- Pupils attain good standards in physical education and they are given outstanding opportunities to participate in sporting activities.
- The school has an exceptionally strong partnership with parents.
- The school has good links with the local community and this enhances the quality of learning.

What could be improved

- In Years 1 and 2, teachers' expectations of higher attaining pupils are too low.
- Writing standards are too low in Years 1 and 2 and, in these year groups, pupils lack independence.
- Insufficient use is made of information and communication technology in Years 1 to 4.
- There is little delegation of responsibilities and too little focus on monitoring and raising standards with the support of teachers and governors.

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 overall satisfactory progress since the last inspection in 1998. Most of the weaknesses identified at that time have been addressed. The governing body takes a more active role in school development. Provision for children in the reception year has been improved. Standards have risen in science, music, physical education and information and communication technology (ICT). Standards in other subjects remain broadly similar to those found at the time of the last inspection, although there are now weaknesses in writing in Years 1 and 2.

STANDARDS

The table showing the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests has been omitted because of the small number of pupils taking the tests.

Inspection findings show that pupils' levels of achievement and the rate at which they learn is not consistent across the school. It is best in Years 3 to 6, where work is more closely matched to individual needs. In Years 1 and 2, the progress of higher attaining pupils is not as good as it should be. This is confirmed by end of key stage National Curriculum test results.

By the end of the reception year, children achieve the expected 'early learning goals' in personal, social and emotional development, mathematical, physical and creative development and knowledge and understanding of the world. In communication, language and literacy, children make sound progress in developing reading; speaking and listening skills, but their progress in developing writing skills is unsatisfactory.

By the end of Year 2, pupils' attainment is average in reading, mathematics and science and below average in writing. By the end of Year 6, pupils' attainment is above average in science and broadly average in English and mathematics. In science, pupils have a good knowledge of scientific facts, but they are less skilled in applying their knowledge when carrying out investigations.

By the end of Year 6, pupils attain good standards in music and physical education, with attainment in swimming being especially high. Pupils' attainment is satisfactory in religious education, history, geography, design and technology and art and design by the end of Year 2 and Year 6. In ICT, there are weaknesses in provision that results in attainment being unsatisfactory in Years 1 and 2, with teachers making insufficient use of ICT to support learning. In Years 5 and 6, pupils reach satisfactory standards overall and are developing good skills at making 'multi-media' presentations that use a variety of ICT skills.

The school makes appropriate use of assessment data to help set targets for individual pupils and for test results at the end of Year 6. These are realistically challenging and are based on a good knowledge of the differing capabilities of various year groups.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils are enthusiastic about the work they are given. They are particularly keen to take part in the wide range of sporting activities offered by the school.
Behaviour, in and out of classrooms	Satisfactory. Pupils are sociable and friendly during playtimes and lunchtimes. They move around the school in an orderly way and act sensibly. However, a few pupils with specific behavioural problems affect the smooth flow of some lessons, especially in Years 5 and 6.
Personal development and relationships	Satisfactory. Pupils are kind and considerate and show pride in the extra responsibilities that they are given. However, younger pupils lack independence when working.
Attendance	Good. Attendance rates are above the national average. Punctuality is very good.

TEACHING AND LEARNING

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

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

Teaching is most effective in Years 3 to 6, where good use is made of specialist teachers in science, ICT, music and mathematics. The teaching of basic skills in English and mathematics is satisfactory overall but there is some unsatisfactory teaching in Years 1 and 2 where more able pupils are not sufficiently challenged. Good use is made of homework throughout the school to support pupils' learning.

In the reception year, the teacher and teaching assistant work together effectively enabling the children to settle into school well. Members of staff form good relationships with the children and support them effectively when they are working as a group. The children are given good practical opportunities and this helps them to concentrate well in lessons. However, the needs of these children are not always met well when they are given the same tasks as older pupils in the class.

In Years 1 and 2, teachers are friendly and supportive and this enables the pupils to gain confidence and good self-esteem. Effective use is made of resources to make learning interesting. Teaching is most successful when teachers are working with the whole class or a large group. When the teacher concentrates on individuals or small groups, other pupils lack independence and interrupt the teacher or work too slowly. Information collected on the attainment and progress of pupils is not always used effectively when planning lessons and tasks are often the same for pupils of all abilities. This has the greatest impact on higher attaining pupils because expectations of what they should achieve are too low and work is insufficiently challenging.

In Years 3 to 6, teachers have particularly high expectations in numeracy and music. Teachers use a wide range of methods to make learning interesting and are skilled in linking what pupils are learning to everyday life. Teachers explain clearly to pupils what they are expected to learn in a lesson. Pupils with special educational needs are supported well and make good progress towards the educational targets set in their individual education plans. Teachers mark pupils' work carefully, often adding helpful written comments to help them improve. However, these comments are less effective in English, because four teachers work with pupils in Years 5 and 6 and pupils do not see these comments quickly enough. Pupils, especially those with behavioural difficulties, become unsettled when they are taught by several teachers in the same day and in some lessons this reduces the effectiveness of class management.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory, overall. There is a broad curriculum, with outstanding opportunities for physical education and good opportunities for music. There is very good extracurricular provision. However, there are weaknesses in ICT provision and for children in the reception year. In science, insufficient time is allowed for pupils to develop their investigative skills thoroughly.
Provision for pupils with special educational needs	Good. Provision is well managed. Individual education plans provide clear guidance and specific educational targets, enabling members of staff to support pupils effectively in class.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. There is a well thought out and carefully structured programme for personal, social and health education. Well-planned and interesting assemblies make a good contribution to pupils' learning. The school has a clear moral code that is understood by all pupils. A school council gives older pupils good opportunities to learn about citizenship.
How well the school cares for its pupils	Good procedures for child protection and for ensuring pupils' welfare. There are good procedures for monitoring pupils' attainment but this information is not always used effectively to ensure that individual

	educational needs are met.
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HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The very large number of part-time teachers means that there is very little delegation of management tasks and, as a result, the headteacher has an unrealistic workload. This limits her effectiveness. The headteacher has a good understanding of where the school needs to improve, and with the support of the local authority, strategies to improve weaknesses in teaching in Years 1 and 2 have been implemented. This has helped to improve teachers' planning but there continue to be important weaknesses that remain unresolved.
How well the governors fulfil their responsibilities	Satisfactory. Governors are supportive but are not closely enough involved in monitoring standards.
The school's evaluation of its performance	Satisfactory. The headteacher has identified areas where standards can be improved. However, these targets are not reflected in the school development plan and are not understood fully by governors or all members of staff.
The strategic use of resources	Satisfactory. Financial planning by the headteacher, school secretary and governing body is thorough. Resources are used appropriately.

The school does not yet effectively apply all the principles of 'best value' to its work. Although the school ensures it gets competitive tenders for all large purchases, there is no evidence of the governing body formally evaluating the effectiveness of spending.

Staffing levels are satisfactory. Effective use is made of a well-trained and very skilled teaching assistant who spends most of her time supporting children in the reception year. Members of staff are given very good opportunities for professional development.

Resources and accommodation are satisfactory. There have been some major improvements in the accommodation since the last inspection, including the development of an additional small teaching area. The outdoor area, including a very attractive sensory garden, is an outstanding feature of the school. Nevertheless, there are some weaknesses in accommodation. There is no hall and this means that a classroom has to be used for assemblies, music lessons and physical education lessons in the winter. This is very disruptive to the life of the school. The curriculum for children in the reception year is hindered by a lack of space in the classroom and the limited access to outdoor activities on an ongoing basis.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children are very happy and well cared for • Leadership and management • The school is very welcoming • Extracurricular provision • The quality of teaching 	<ul style="list-style-type: none"> • Behaviour in Years 5 and 6

Parents are very supportive of the school's work and feel that it is an excellent school. Inspection findings confirm that the school has many good features including the levels of care, the welcoming nature of the school and extracurricular provision. However, there are some weaknesses in teaching that mean that not all pupils attain as well as they should given their attainment on starting school. There are some instances of unsatisfactory behaviour in Years 5 and 6.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils' standards of attainment vary significantly from year to year because of the variations in the number of pupils with special educational needs in each year group. The small numbers of pupils taking National Curriculum tests each year means that results should be treated with caution because they are not statistically reliable.
2. Inspection findings show that pupils' levels of achievement and the rate at which they learn is not consistent across the school. It is best in Years 3 to 6, where the teaching is good and work is more closely matched to individual needs. In Years 1 and 2, the progress of higher attaining pupils is not as good as it should be, and this affects overall attainment by the end of Year 2.
3. Children's attainment on starting school in the reception year is broadly average. By the end of the reception year, children achieve the expected 'early learning goals' in personal, social and emotional development, mathematical, physical and creative development and knowledge and understanding of the world. In communication, language and literacy, children make sound progress in developing reading; speaking and listening skills, but their progress in developing writing skills is unsatisfactory.
4. By the end of Year 2, pupils' attainment is average in reading, mathematics and science, and below average in writing.
5. The results of National Curriculum tests in 2001 for pupils at the end of Year 2 confirm that more able pupils are underachieving. In reading and writing, pupils' attainment was well below average when compared with all schools and very low when compared with similar schools. In mathematics, attainment was broadly average when compared with all schools, and well below average when compared with similar schools. There is no comparative data yet to compare the 2002 test results with national figures. However, an analysis of the school's test results shows that, again, although most pupils achieve the expected Level 2, very few pupils achieve the higher Level 3. No pupils achieved Level 3 in reading or writing in 2002. This is because more able pupils are not always sufficiently challenged in lessons. A scrutiny of their previous work shows that they often complete exactly the same work as average or lower attaining pupils.
6. By the end of Year 6, pupils' attainment is above average in science and broadly average in English and mathematics. In science, pupils have a good knowledge of scientific facts, but they are less skilled in using this knowledge to explain the findings of investigations.
7. National Curriculum test results at the end of Year 6 in 2001 show that in mathematics and science, pupils' attainment was below average when compared with all schools and well below average when compared with similar schools. In English, pupils' attainment was well below average when compared with all schools and very low when compared with similar school. However, this year group contained a higher than usual number of pupils with special educational needs. Comparisons of their attainment at the end of Year 2 and Year 6 showed that, with the exception of English, pupils had made satisfactory progress overall over that time in relation to their prior attainment. The current Year 6 is on target to achieve higher standards, with more pupils on target to achieve the expected Level 4. Pupils are benefiting from good quality teaching, with good use being made of group and individual targets to help pupils improve in English and mathematics. In science, a high number of pupils are likely to achieve the higher Level 5. They have made good progress over the last year because they have received specialist teaching that has focused on developing key areas of knowledge and understanding.
8. Test data indicates that boys do not achieve as well as girls in English. There are more boys

than girls with special educational needs in the school and this is reflected in end of key stage test results in English.

9. Standards of literacy and numeracy are satisfactory by the end of Year 6 but there are weaknesses in Years 1 and 2. By the end of Year 6, pupils have sound reading skills. They read confidently and develop positive attitudes towards books. Writing skills are weak in Years 1, 2 and the quality of spelling is variable, with pupils in Years 1 to 4 depending too much on adult support rather than correcting their own work. Throughout the school, pupils achieve satisfactory standards in speaking and listening.
10. In numeracy, by the end of Year 2, pupils have a sound understanding of basic number concepts, but more able pupils are given very few opportunities to work with large numbers. Higher attaining pupils have only a limited understanding of place value. By the end of Year 6, pupils have a sound understanding of multiplication and division, and estimate accurately with numbers up to 1000.
11. Pupils attain good standards in physical education, with attainment in swimming especially high. This is because of the outstanding opportunities that are given to pupils to take part in a range of sporting activities in lessons and out of school clubs.
12. Standards in music are satisfactory by the end of Year 2 and good by the end of Year 6. Pupils benefit from specialist teaching, which is carefully planned and helps them to learn well.
13. Pupils' attainment is satisfactory in religious education, history, geography, design and technology and art and design by the end of Year 2 and Year 6.
14. In ICT, there are weaknesses in provision that adversely affect attainment in Years 1 and 2, which is unsatisfactory by the end of Year 2. In these year groups, teachers make insufficient use of ICT to support learning. There are still weaknesses in teachers' subject knowledge and, as a result, pupils do not acquire new skills quickly enough. In contrast, in Years 5 and 6, pupils reach satisfactory standards overall and are developing good skills at making 'multi-media' presentations that use a variety of ICT skills. These advanced skills have been developed because the school has made use of a specialist ICT teacher to support learning in these year groups. This support has focused on teaching the pupils how to use 'power-point' to make a presentation about the work of the school. When doing this, pupils show good skills.
15. There are no pupils identified as having special educational needs in the reception year or Years 1 or 2. In Years 3 to 6, pupils who have been identified as having special educational needs receive good quality support from a special needs teacher, and they make good progress overall. Individual education plans set clear educational targets for what pupils are expected to learn and this helps to ensure that pupils' needs are met. In contrast, the school does not always meet the academic needs of more able or gifted pupils because they are often given the same work as less capable classmates. This is most evident in Years 1 and 2.
16. The school makes appropriate use of assessment data to help set targets for individual pupils and for test results at the end of Year 6. These are realistically challenging and are based on a good knowledge of the differing capability of various year groups.

Pupils' attitudes, values and personal development

17. Pupils' attitudes to the school are good, as they were at the time of the last inspection. Most pupils are full of enthusiasm for the school and are very willing to talk about their favourite lessons and activities. Pupils are particularly keen to take part in the wide range of sporting activities that take place after school. During the inspection, the school was successful in winning a rounders match against another local school and members of the school choir practised their musical repertoire joyfully and with great enthusiasm in the Church Hall. The school achieves good results in providing an interesting range of activities both in and out of

lessons, and this is reflected in pupils' attitudes to the school.

18. The behaviour of pupils at the school during the inspection was satisfactory overall. The last inspection found it was very good. A few pupils with emotional and behavioural problems affected the smooth flow of some lessons, especially in Years 5 and 6. Although the positive, rewards aspect of the school's behaviour policy is generally applied well, sanctions for unacceptable behaviour are not always applied consistently by staff during lessons.
19. Pupils are sociable and friendly during playtimes and at lunch, and they move around the school in an orderly way and act sensibly. There is no evidence of any oppressive behaviour or bullying at the school. Pupils know what is expected of them and that bullying will not be tolerated. One pupil had experience of bullying at a previous school and felt secure and happy with the school's attitude towards bullying.
20. Pupils' personal development and relationships are satisfactory. As at the time of the last inspection, personal development is given a high priority and, at that time, relationships were deemed good. Pupils now lack independence when working and, especially in Years 1 to 4 are over-reliant on the teacher to help them with their work. Some older pupils are not supportive of each other and do not have a strong work ethic, needing careful cajoling from their teachers to get work finished. Nevertheless, throughout the school, the majority of pupils continue to be kind and considerate to each other. Pupils are successfully taught to have a clear understanding of the impact of their actions on others, through personal social and health education lessons. Pupils are expected to take part fully in school life, and they show pride in their extra responsibilities, both for the school as 'Eco-monitors', setting out assemblies and handing out hymn books, and in their classroom monitor duties.
21. Attendance at the school is good. Levels are above the national average. The school's encouragement of and involvement with pupils and their families have contributed to good attendance being maintained consistently since the last inspection. There is very little lateness, and absences are usually due to unavoidable illness. Some pupils miss school due to family holidays, but most parents understand the need to avoid taking pupils on holiday during term time. Punctuality is very good. There is hardly any lateness, and there is no unauthorised absence

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

22. The quality of teaching is satisfactory overall, with good teaching in Years 3 to 6. The quality of teaching is similar to that found at the time of the last inspection in Years 3 to 6, although it is now not as effective in Years 1 and 2, where some teaching is unsatisfactory. As at the time of the last inspection lessons are well prepared throughout the school and educational resources are used well. In Years 3 to 6, teaching is good or better in science, mathematics, information and communication technology and music when lessons are taught by one of the specialist teachers. Several members of staff work together providing very good teaching in swimming. Parents are pleased with the quality of teaching at the school and older pupils are impressed by the enthusiasm shown by specialist teachers.
23. The reception children are taught in the same class as pupils in Years 1 and 2. Teachers and the teaching assistant work together effectively enabling the children to settle into school well. Good relationships are formed between the children and members of staff. The teaching assistant supports the children effectively when they are working as a group. The children are given good practical opportunities and this helps them to concentrate well in lessons. For example, in one literacy lesson children made puppets ready to act out the 'Owl and the Pussycat'. However, the needs of these children are not always met well when they are given the same tasks as older pupils in the class. In addition, a lack of space in the classroom and no easy access to a fenced outdoor area limit children's opportunity to make choices about their learning and increase their independence.

24. In Years 1 and 2, teachers' expectations are too low and higher attaining pupils are not sufficiently challenging. Insufficient use is made of ICT to support learning, with teachers continuing to lack confidence in teaching the subject. Teaching is most successful when teachers are working with the whole class or a large group. When teachers concentrate on individuals or small groups, other pupils lack independence and interrupt the teacher or work too slowly. Information collected on the attainment and progress of pupils is not always used effectively when planning lessons and tasks are often the same for pupils of all abilities. This has the greatest impact on higher attaining pupils. Nevertheless, members of staff are friendly and supportive and this enables the pupils to gain confidence and good self-esteem. Effective use is made of resources to make learning interesting.
25. In Years 3 to 6, specialist teachers in mathematics, science, information and communication technology and music are used effectively and teachers have good knowledge in these subjects. The teaching of information and communication technology has improved since the last inspection when it was unsatisfactory. Teachers have particularly high expectations in numeracy and music. Teachers use a good range of methods to make learning interesting and are skilled in linking what pupils are learning to everyday life. Teachers explain clearly to pupils what they are expected to learn in a lesson. Pupils with special educational needs are supported well and make good progress towards the educational targets set in their individual education plans. The quality of teacher's marking has improved since the time of the last inspection. Teachers write helpful comments on pupils' work to help them improve. However, these comments are less effective in English, because four teachers work with pupils in Years 5 and 6 and pupils do not see these comments quickly enough. Pupils, especially those with emotional and behavioural difficulties, become unsettled when they have been taught by several teachers in the same day and this reduces the effectiveness of class management, which is not as strong as at the time of the last inspection. In addition, the presentation of pupils' work varies depending on the expectations of each teacher.
26. Some parents feel that whilst teachers aim for pupils' individual targets they did not always expect enough from higher attaining pupils. This is confirmed by inspection findings.
27. The provision of homework is good throughout the school. Most pupils and their parents are pleased with the homework they are given and find the homework diaries make expectations clear.

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

28. The curriculum is satisfactory overall, and similar to that found at the time of the last inspection. It is broad but lacks balance in some areas of the curriculum such as ICT and science. Nevertheless, there are outstanding opportunities for physical education and the school offers a very good breadth of additional learning opportunities. Parents are pleased with the wide range of sports' education provided and the school has received a national award for this provision.
29. The curriculum for children in the reception year is satisfactory overall, with a good emphasis on practical activities. However, the lack of an accessible outdoor area and restricted space in the classroom limits the opportunities for children to make choices about their learning.
30. In Years 1 to 6, there are suitable schemes of work to support lesson planning in all subjects and clear plans showing what pupils are expected to learn each year. Planning for information and communication technology has been improved since the time of the last inspection and is now satisfactory overall. However, there is still insufficient use being made of information and communication technology to support learning in other subjects in Years 1 and 2. Insufficient time is allocated to the teaching of science, resulting in a weakness in the development of pupils' investigative skills. Parents have noticed a benefit for pupils in Year 1 who took part in the 'early literacy strategy'. The teaching assistant leads these sessions and has carried out an informative evaluation of the scheme, which show that there has been a good impact on

pupils' attainment.

31. The provision for pupils with special educational needs is good and all pupils have equal access to all activities provided. The quality of individual education plans has improved since the time of the last inspection. They now provide clear guidance and specific educational targets, enabling members of staff to support pupils effectively in class. However, targets for pupils with behavioural problems are less focused and do not support teachers sufficiently. This is a weakness in provision.
32. The school has not yet developed a policy for the teaching of gifted and talented pupils. Their needs are not always identified to help teachers' plan for their specific needs, and in Years 1 and 2, there is often a lack of challenge for these pupils.
33. The school's literacy and numeracy strategies are successful in Years 3 to 6, however pupils are given insufficient support in developing spelling and punctuation in Years 1 and 2, despite some literacy lessons being too long.
34. There is a very wide range of activities outside lessons including numerous sporting events, a choir, and clubs for craft and gardening. In addition, a number of interesting competitions encourage pupils to be creative at home by making pictures or writing poetry. Parents are very pleased with the additional activities offered by the school.
35. There is a well thought out and carefully structured programme for personal, social and health education. Specific lessons ensure pupils' gain understanding of a wide range of topics including sex education and the correct use of drugs. The school is actively involved in local initiatives such as the 'Healthy Schools programme', developing a healthy outdoor area with shade and pleasant areas to enjoy, and encouraging pupils to walk or cycle to school.
36. The local community is used effectively to support learning. For example, senior citizens visit to talk about their memories. The local community donated large umbrellas and a gazebo to help the school provide shade on the playground at lunchtimes and playtimes. The school encourages a range of professionals such as artists and actors to share their skills with the pupils.
37. There are very effective links with other schools and colleges. A pre-school group meets in the school, preparing children well for when they start school in the reception year. The school frequently organises events and educational visits with other small schools in the area, providing pupils with more friends of their own age and greater learning opportunities. Pupils from the senior school help in class and support out of school sports' clubs. Every year, science days are held at a local high school giving older pupils the opportunity to carry out investigations in a laboratory. The special needs co-ordinator discusses the needs of pupils due to transfer to high school and supports these pupils in organisational skills such as managing their own timetables. This helps them to cope well with the demands of their new school
38. As at the time of the last inspection, the school makes good provision overall for pupils' spiritual, moral, social and cultural development. Well-planned, interesting assemblies led by members of staff and the local vicar make a good contribution to pupils' learning. These assemblies create a good family atmosphere when pupils, members of staff and governors share achievements and times of worship together.
39. The provision for pupils' moral and social development is good. The school has a clear moral code that is understood by all pupils. Members of staff provide good role models of kindness and consideration. Assemblies, lessons and 'circle-times' provide pupils with good opportunities to express their feelings. For example, in one assembly a story about a new pupil encouraged pupils to talk about possible anxieties when changing school. A school council gives pupils the opportunity to learn about citizenship and pupils increase their social skills when visiting a school in a different geographical location for an activity day that encourages co-operation and teamwork.

40. The provision for pupils' spiritual and cultural development is satisfactory. A suitable atmosphere is created during acts of corporate worship when a candle is lit to focus pupils' attention and Bible readings and simple prayers are shared meaningfully. Pupils have the opportunity to marvel at natural wonders such as the migration of swifts. There are good opportunities for pupils to learn about their own culture. For example, pupils enjoy listening to songs from World War 2 at the start of assembly. There are greater opportunities for pupils to learn about other cultures than at the time of the last inspection. For example, pupils learnt about Asian dress during a topic on India. Parents are pleased with the links with the local church and the improved opportunities for pupils to learn about other faiths.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. Procedures for child protection and for ensuring pupils' welfare at the school are good. This has been maintained and developed since the previous inspection. All members of staff are very well trained in child protection and first aid, indicating the schools commitment to pupils' overall welfare and safety.
42. The school's systems for monitoring and improving attendance are good. Teachers keep good records in registers, and they are regularly monitored by the headteacher. The new educational welfare officer has a constructive relationship with the school, and reasons for absence and lateness are recorded and well monitored and, where necessary, followed up.
43. There are satisfactory procedures for monitoring pupils' behaviour. The school has a comprehensive, positive behaviour policy, and staff and pupils are aware of the high expectations for good behaviour at all times. There is good supervision of pupils during playtimes and lunchtime, and supervisory staff are well trained. However, implementation of sanctions, to manage behaviour in classes is sometimes inconsistent, especially with a few pupils who have problems controlling their own behaviour. Overall, the school's use of its 'green, yellow, and red zone' system, which is displayed by the entrance, is effective. It displays all the pupils' names, daily, so that parents, teachers and pupils can see who has breached the behaviour code that day. This is supplemented by a diary system, shared with parents, on the rare occasions behaviour is poor.
44. There were no incidents of bullying or violent behaviour during the inspection, and pupils confirmed that such instances are extremely rare. Pupils are fully aware of what to do should bullying occur, and they have great confidence in the school staff's ability to deal with it properly.
45. The school monitors and supports pupils' personal development well, using both formal and informal procedures. The small size of the school means that pupils are known well by all members of staff and there is a well thought out and carefully structured programme for personal, social and health education. Parents who were spoken to during the inspection were happy about the personal support their children are given, both in and out of lessons. Pupils are encouraged to take on extra responsibilities, participate in activities and are involved in drawing up class and school rules. There are representatives from each year group in Key Stage 2 on the school council and they enjoy this involvement with the school community. However, some pupils with emotional and behavioural difficulties in Key Stage 2 are not being managed consistently. These pupils' targets are not always clear, and there are no individual educational plans for them, to support behaviour modification. The absence of clear targets is an important weakness because of the very high number of part time teaching staff at the school for whom their provision would be useful to aid consistency in managing pupils.
46. There are good procedures for assessing learning. The school makes good use of a range of tests to measure progress from year to year in Key Stage 2. This provides useful information on how well pupils are achieving and is beginning to be used to set targets. The school has recently introduced useful end of topic assessment sheets in subjects such as history,

geography and science. These show clearly what pupils have learnt. In PE, a very good feature of assessment is the way that pupils are able to and encouraged to evaluate and record their own learning. They each keep a 'PE diary' which shows what they have been taught and what they have achieved.

47. Throughout the school, teachers carefully evaluate learning at the end of each lesson, identifying what has gone well or where a pupil needs more support. This is good practice, but the information gained from these evaluations is not always used effectively to identify what needs to be taught next. This is most apparent in Years 1 and 2, where there is no test data to indicate standards or measure progress, so the teachers' evaluations are even more important. The baseline test taken when children start school identifies potentially high attaining pupils. However, this information is not used effectively to ensure that work planned for their needs provides suitable challenge and ensures that they achieve the appropriate high standards by the end of Year 2.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. The school has an exceptionally strong partnership with parents. Parents consider it is an excellent school.
49. Parents are supplied with excellent quality information. They have a weekly newsletter, incorporating topic information, notices of events and celebrations, and constant encouragement to become involved and to consult with staff informally over problems or doubts. Termly targets are set for each pupil, and they are discussed individually with parents. Parents' domestic circumstances are considered when making arrangements for such meetings, and these circumstances are a factor in all contacts with parents.
50. Teachers are always available for informal discussions, and this is a valued and much appreciated feature of the school. Annual reports on pupils' progress are written in plain English and clearly give targets and areas for development clearly. The prospectus and the governors' annual report are also very informative. As a result, the effectiveness of the school's links with parents is excellent.
51. Parents play a very good and full part in their children's education whilst at the school. They encourage reading and other homework. There are a considerable number of parents who help in school, in a variety of ways, such as listening to readers and helping generally in the classroom. Parents also help on school trips, by providing transport and supervising journeys and activities. One parent regularly attends the weekly swimming lesson at the baths, and three parents come into school and cook a hot meal every alternate Wednesday lunchtime.
52. There is very good liaison between the school and home when children start school. New children spend time in the class before they are due to start. This helps to make the transition easy for parents and happy for children.
53. The 'Friends of Pendock School' raise very substantial sums of money to assist the school. They made a large financial contribution to the recently built extension classroom, and are a constant source of support to the school. The events they run ensure the school is a focal point for the village and the surrounding rural community, and this enhances the quality of life for both pupils and local people. This high level of commitment and parental involvement has a very good impact on the work of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The headteacher is very well respected by parents and the local community and provides satisfactory leadership for the work of the school.
55. A major strength of the headteacher is the high level of pastoral care offered to members of staff

and pupils. A very strong caring ethos pervades all aspects of school life. Pupils are encouraged to feel secure and valued. Relationships between adults in the school are very good and there is a very happy working atmosphere. All members of staff are able to contribute to school life, and they are given very good opportunities for professional development. However, the current staffing structure, with the very large number of part-time teachers means that it is not possible to delegate many management tasks. This means that the headteacher has an unrealistic workload and, whilst aware of them, is unable to focus on key issues affecting the school, particularly the need to raise the achievements of pupils.

56. The headteacher has begun to track pupils' progress from year to year and to set targets for the end of each key stage. This good practice is being developed but at the moment too little use is made of test data to identify where standards could be improved. Although test data needs to be treated with caution because of the small number of pupils in each year group, the school does not yet analyse trends in attainment over time or use data to challenge the effectiveness of its work. For example the school has not analysed why in end of Key Stage 2 tests in 2001, pupils made sound progress from Year 2 to Year 6 in mathematics and science but poor progress in English. The headteacher has identified areas where standards can be improved, for example by raising the number of pupils achieving Level 3 by the end of Year 2 in mathematics and writing. However, these targets are not reflected in the school development plan and are not understood fully by governors or all members of staff.
57. The headteacher is very hard working and has a good understanding of where teaching could be more effective, based on formal and informal observations of teachers at work as well as regular monitoring of teachers' lesson planning. With the support of the local authority, strategies to improve weaknesses in teaching in Years 1 and 2 have been implemented. This has helped to improve teachers' planning but there continue to be important weaknesses, which remain unresolved. These have a significant impact on learning in Years 1 and 2.
58. The governing body makes a sound contribution to the work of the school and successfully fulfils all its statutory duties. Governors are supportive. They help with many school activities, such as the school choir, but continue to be over-reliant on the headteacher to keep them informed about the work of the school. The lack of a committee structure means that too many tasks are left to the headteacher. Since the last inspection, the school has introduced termly 'governor visit days' when governors come into school to see teachers and pupils at work. These, together with the very detailed written reports presented by the headteacher at each governing body meeting, have helped them to form a better understanding of the day to day life of the school. However, as at the time of the last inspection, there is no committee to oversee the curriculum or to look in detail at the standards that are being achieved by pupils. This means that governors have a limited understanding of the overall effectiveness of the school and are unable to offer sufficient support in ensuring school improvement.
59. Finances are well managed by the headteacher and the school secretary. Financial planning by the headteacher and governing body is thorough. The school is reducing its large contingency fund that has been built up over several years by allocating more money to staffing. This has been effective in raising standards in Key Stage 2 as it means that for most of the week pupils in Years 3 and 4 and Years 5 and 6 can be taught separately in two smaller groups. The school has also made a conscious decision to allocate a significant proportion of its budget to supporting special needs provision by employing a specialist teacher for part of the week. This has resulted in there being good levels of support for pupils with special educational needs.
60. Parents make a significant contribution to the financial security of the school. The money they raise is spent well to improve resources or accommodation. Parental contributions recently contributed towards the building of the new extension and have paid for new books and equipment.
61. The school does not yet effectively apply the principles of 'best value' to its work. Although the school ensures it gets competitive tenders for all large purchases, there is no evidence of the governing body formally evaluating the effectiveness of spending. For example, the school does

not compare its effectiveness with schools that have similar very high costs per pupil.

62. Staffing levels are satisfactory. The number of teaching assistants is lower than normal, but the high number of teachers mean that the adult to pupil ratio is very good. The school employs a high number of part-time teachers. As a result, pupils are able to benefit from specialised teaching in subjects such as science, music and ICT. This has a good impact on standards. However, in literacy in Years 5 and 6, where pupils are taught by 4 different teachers in each week, the large number of teachers has a negative impact on the continuity of learning. Inspection evidence shows that, in Years 3 to 6, there is not always a consistent approach to managing behaviour from teacher to teacher. This has a negative effect on the behaviour of pupils who have been identified as having behavioural problems who respond differently to the various teachers that they have in each week.
63. Effective use is made of a well-trained and very skilled teaching assistant who spends most of her time supporting the youngest children in the reception class. The quality of this support is very good. The teaching assistant has established very good relationships with the children and has good expectations of what should be achieved. A recently appointed ICT technician offers good support in this area.
64. Accommodation is satisfactory. There have been some major improvements since the last inspection, which have had a good impact on the quality of education provided by the school. The most important of these is the development of a small teaching area, which is being used effectively for small group activities. The outdoor area continues to be an outstanding feature of the school. It has been further improved recently by the addition of a very attractive sensory garden. Nevertheless, there are some weaknesses in accommodation. There is no hall and this means that a classroom has to be used for assemblies, music lessons and physical education lessons in the winter. This is very disruptive to the life of the school. In addition, the curriculum for children in the reception year is hindered by a lack of space in the classroom and the limited access to outdoor activities on an ongoing basis.
65. The library is located in a classroom. This limits its effectiveness as a learning resource. The school compensates adequately for this by ensuring that books are readily available in all classrooms.
66. Resources are satisfactory. There have been good improvements in resources for physical education and music, both of which are now well resourced. The school has a satisfactory number of ICT resources but these are not used effectively by all year groups.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67. To improve the school further the governors, headteacher and staff should:

- ◆ Improve levels of achievement, standards in writing and the quality of teaching in Years 1 and 2 by
 - Raising teachers' expectations of what pupils should achieve.
 - Ensuring that lesson planning shows clearly how more able pupils are to be challenged.
 - Ensuring that more use is made of lesson evaluations to help decide what need to be taught next.
 - Raising teachers' expectations of what higher attaining pupils should achieve when writing.
 - Giving pupils more opportunities to write purposefully in subjects other than literacy.
 - Introducing strategies to improve pupils' independence especially in writing.

(Paragraphs 2, 4, 5, 9, 10, 15, 22, 24, 47, 96, 97, 100, 104, 105, 108, 110, 111, 117, 118, 129, 134, 135, 139)

- ◆ Improve provision for information and communication technology in Years 1 to 4 by
 - Arranging further training to improve teachers' confidence in teaching the subject.
 - Using the scheme of work to plan the skills that pupils are expected to learn each term.
 - Identifying in lesson planning where information and communication technology can be used to support learning.
 - Making more effective use of available resources.

(Paragraphs 14, 24, 30, 66, 160, 163, 164, 167, 169, 171)

- ◆ Improve the effectiveness of leadership and management by
 - Reducing the workload of the headteacher and ensuring that there is more delegation of management tasks.
 - Reviewing the organisation of the governing body so that more use is made of committees to support the headteacher in reviewing curriculum and standards.
 - Ensuring that the school development plan refers clearly to weaknesses in standards and shows strategies for improving.
 - Making more use of test data and other information on attainment and progress to measure the impact of the school's work.
 - Introducing best value principles by formally evaluating the impact of spending and comparing costs and standards with other similar schools.

(Paragraphs 55, 56, 58, 61, 127, 139)

In addition, the following areas for improvement should be considered for inclusion in the action plan:

- Identify strategies for lessening the impact of literacy being taught by four different teachers each week in Years 5 and 6. (Paragraphs 62, 107)
- Continue to work with the local authority and other interested bodies to improve accommodation. (Paragraphs 64, 71, 85, 88, 95, 183)
- Allow more time for the teaching of science so that there is greater opportunity for pupils to apply their knowledge to practical activities. (Paragraphs 30, 136)
- Ensure that there are appropriate targets set in individual education plans for pupils identified as having behavioural problems. (Paragraphs 31, 45)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	5	9	2	0	0
Percentage	0	20	25	45	10	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 five percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	48
Number of full-time pupils known to be eligible for free school meals	3
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	9
English as an additional language	No of pupils
Number of pupils with English as an additional language	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	4
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	5.6
National comparative data	5.6

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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	4	4	8

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	4	4	8

Test results have been omitted because of the small number of pupils taking the tests at the end of Year 2 and Year 6.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	48
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3.4
Number of pupils per qualified teacher	14.1
Average class size	16

Education support staff: YR – Y6

Total number of education support staff	1
Total aggregate hours worked per week	15

Financial information

Financial year	2001-2002
	£
Total income	164791
Total expenditure	180111
Expenditure per pupil	3840
Balance brought forward from previous year	27380
Balance carried forward to next year	12060

Recruitment of teachers

Number of teachers who left the school during the last two years	0.17
Number of teachers appointed to the school during the last two years	0.89
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	48
Number of questionnaires returned	27

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	44	0	4	0
My child is making good progress in school.	52	48	0	0	0
Behaviour in the school is good.	63	30	7	0	0
My child gets the right amount of work to do at home.	30	63	0	4	3
The teaching is good.	85	15	0	0	0
I am kept well informed about how my child is getting on.	85	15	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	100	0	0	0	0
The school expects my child to work hard and achieve his or her best.	89	11	0	0	0
The school works closely with parents.	89	11	0	0	0
The school is well led and managed.	100	0	0	0	0
The school is helping my child become mature and responsible.	81	19	0	0	0
The school provides an interesting range of activities outside lessons.	100	0	0	0	0

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

68. At the time of inspection, there were six children in the foundation stage (the reception year) of their education, none of whom had been identified as having special educational needs. They are taught in the infants' class alongside pupils in Years 1 and 2.
69. Children's attainment on starting school in the reception year is broadly average. By the end of the reception year, children achieve the expected 'early learning goals' in personal, social and emotional development, mathematical, physical and creative development and knowledge and understanding of the world. In communication, language and literacy, children make sound progress in developing reading; speaking and listening skills, but their progress in developing writing skills is unsatisfactory.
70. At the time of the last inspection, no judgements were made about children's standards of attainment in the reception year because of the small number of that age in school. Nevertheless, at that time significant weaknesses in provision were identified. These have been rectified. Planning is now more detailed and is based on more informed assessment information about children's prior learning. Effective use is made of a well-trained and very skilled teaching assistant who spends most of her time supporting the youngest children in the reception class. The quality of this support is very good. The teaching assistant has established very good relationships with the children and has good expectations of what should be achieved. During the inspection, there were no observed examples of the class teacher working exclusively with reception age children.
71. Whilst children make satisfactory progress overall, their learning is hindered by the limitations of the accommodation. This has a significant impact on the curriculum that the school is able to provide. There is a lack of space and limited access to outdoor activities. As a result, it is difficult to offer a full range of activities at any one time, and children get few opportunities to make choices about where they are going to work. This continues to be a weakness from the time of the last inspection. Role-play activities are limited by the lack of space and the need to avoid distracting older pupils. The teacher works hard to compensate for the limitations of the accommodation, for example by ensuring children get regular opportunities to work outside during physical education lessons.
72. The assessment of children's attainment and progress is satisfactory. Assessments are made when children start school, and this information is used effectively to identify what individual children need to learn next. The teacher and teaching assistant keep satisfactory records of children's progress, and use this information to ensure activities build on children's previous learning.
73. There is very good liaison between the school and home when children start school. Parents are welcomed into school at any time to discuss concerns, and new children spend time in the class before they are due to start. Good records are passed on from the local playgroup when children start school. As a result of all of these factors, children settle quickly into school.

Personal, social and emotional development

74. The quality of teaching in this area of learning is good. The teacher and teaching assistant work hard to overcome the limitations of the accommodation which makes it difficult to give children opportunities to make choices about where they are going to work or what they are going to do.
75. Members of staff have a calm, caring and patient manner with the children. They have a good knowledge of both the social and educational needs of individual children. Children's behaviour is well managed, with good use made of praise to develop self-esteem. Throughout all areas of

the curriculum, members of staff ensure that children are given opportunities to relate well to each other and to behave sensibly. 'Circle time' is used effectively to help children think about how their behaviour can affect others. As a result, children become confident and secure individuals.

76. Children are enthusiastic about school and try hard in all their activities. They show respect for property as well as care and concern for each other, and develop a good understanding of the difference between right and wrong. Children happily tidy away at the end of an activity but get few other opportunities to show independence or take the initiative in their learning.

Communication, language and literacy

77. There is a good emphasis on developing children's language skills, with children taking part in regular literacy sessions with older pupils and a lot of time allowed for reading activities. This helps children to improve their reading skills at an appropriate rate, though their progress in writing is unsatisfactory.
78. Speaking and listening skills are well developed. Children are given suitable opportunities to take part in discussions and talk about their lives, so they become confident in talking to large or small groups as well as to individuals. They participate well in discussions, for example when talking about the 'The Owl and the Pussycat'.
79. Reading skills are taught effectively. Elements of the literacy hour are used appropriately to ensure that there is sufficient challenge for higher attaining children. Stories are read well, and children enjoy listening to them. Children respond well to different types of stories, joining in with the teacher when they recognise a text. A good range of strategies is used to teach children letter sounds. There is a very strong emphasis on learning being fun. For example, children sing letter sounds and act out appropriate actions for the sounds. This is very effective, as children show high levels of motivation and quickly learn new sounds and actions. By the end of the reception year, most children are beginning to read simple texts and can talk accurately about the events in the story. They develop a good knowledge of the sounds that letters make, and higher attaining children try to use this information to help them read unknown words. There is a clear structure to the teaching of reading skills, with appropriate use made of a variety of reading resources.
80. Children's progress in writing is less secure than in other aspects of communication, language and literacy. Whilst most children are on target to meet expectations by the end of the reception year, none are working at higher levels. The progress of more able children is unsatisfactory and there are important weaknesses in the development of skills. Children are given some opportunities to write freely in the classroom, for example when taking bookings in the 'tourist office' role-play area. However, there are insufficient opportunities for children to experiment with writing. A weakness of teaching is that members of staff too readily write sentences for the children to copy under, and this does not help to develop children's confidence. Children are given too few opportunities to write purposefully and, as a result, they lack confidence in using writing as an everyday means of communication.
81. Homework is carefully planned and makes a good contribution to children's learning, especially in the development of reading skills. Children regularly take reading books home, and this helps them to extend their learning.

Mathematical development

82. All children make sound progress in extending their mathematical skills and understanding. Many children recognise numbers to 10, with some higher attaining children recognising higher numbers. When working orally, higher attaining children can work out 'one more than' a given number. Children recognise and name common shapes, and are beginning to use appropriate mathematical language such as 'bigger than' and 'smaller than'.

83. The teaching of mathematics is satisfactory. Lesson planning clearly identifies expectations for what children should achieve. This means that children's needs are met well, with suitable activities planned for less able and more able children. This is largely achieved by the teaching assistant varying questioning and adjusting tasks as she works alongside children. This approach is effective.
84. There is a good emphasis to learning through practical activities. Mathematical concepts are often taught in interesting ways that involve the children in their learning and promote good learning. For example, children learnt about different shapes through a variety of shape games as well as making different shapes using play dough. The teaching assistant prepared well for this task, which was a worthwhile exercise that gave children the chance to extend their mathematical vocabulary and their knowledge of different shapes.

Knowledge and understanding of the world

85. There is insufficient evidence to make a judgement on the quality of teaching. Children's progress in this area of learning is satisfactory but is restricted by weaknesses in the curriculum and planning. The lack of space means that it is not possible to set out a full range of practical activities at any one time, and there is limited access to an outdoor work area. This restricts the number of first-hand experiences that can be available at any one time. For example, there are limited opportunities for exploration of sand and water, and children get fewer opportunities to work outside than they would do in most reception classes.
86. Most of the work in the infants' class is planned for Year 1 and Year 2 pupils rather than the reception year children. Thus, children study history topics like 'Florence Nightingale' and science topics such as 'Magnets', rather than being given the opportunity to learn important knowledge, skills and understanding that are more appropriate to their age and experiences. On occasions, when children are given the same work as older pupils in the class it is unsuitable. For example, they were given worksheets that involved identifying the names of the different countries in the United Kingdom. Nevertheless, children develop some appropriate skills. They learn about different religions and understand that not all people or countries are the same. They understand what plants need to help them live and begin to appreciate some of the features of different habitats. They identify different body parts and explain why it is important to stay healthy.

Physical development

87. Children develop an appropriate range of physical skills. Physical development is largely promoted through physical education lessons with the rest of the infants' class, as well as access at playtimes to a range of climbing equipment. Children learn to throw and catch confidently and make good use of space. They work well together and try out new ideas or techniques without adult support. Higher attaining children skip confidently and show good balance and body control. In lessons indoors, children build models using a range of techniques for sticking things together and use available resources sensibly and safely.
88. The curriculum for children's physical development is adversely affected by the limitations of the accommodation, because there is no direct access to a secure outside play area where children can choose to work. There is not enough room in the classroom to set up a full range of physical activities, which means that opportunities to consolidate skills learnt outside are limited.
89. Teaching in the one physical education lesson timetabled during the inspection was good. Children were given good opportunities to develop and improve ball skills whilst working alongside other children. In this lesson, the teacher and teaching assistant offered good support to individual children.
90. All children are taught to swim and standards are good. Children quickly gain confidence in the water, with some already moving around the pool using different swimming aids.

91. Children also benefit from the opportunity to attend out of school clubs. This is unusual and helps children to learn new skills. For example, reception year children joined in enthusiastically when being coached basketball skills by a visiting coach.

Creative development

92. The quality of teaching in this area of learning is satisfactory overall and children make sound progress.
93. Children draw and paint confidently, with increasing control of a range of tools and materials, for example when using play-dough to make models of animals. Children are challenged to use different media when making pictures, and work is well linked to activities in other subjects. For example, children were asked to experiment with different media to make pictures and models relating to the poem, 'The Owl and the Pussycat' that they had been studying in literacy lessons. The teaching assistant gives children good support and teaches specific skills effectively. For example, clear instructions were given about how to use play-dough. This gave children confidence by showing them what might go wrong. This meant that they were not afraid of making mistakes. The teacher made good use of examples of children's work to guide and inspire others to improve their own play-dough animals.
94. Music is taught well, with children benefiting from the expertise of a music specialist. Children enjoy singing, and join in with enthusiasm when making music in the classroom or in assembly.
95. However, learning is slowed in this area of the curriculum because the lack of space in the classroom means it is not possible to have a wide range of different creative activities readily available at all times. For example, there are fewer opportunities for role-play than normally found in a reception classroom.

ENGLISH

96. Pupils' standards of attainment and progress are broadly the same as at the time of the last inspection. By the end of Year 2, pupils' attainment is average in reading and speaking and listening and below average in writing. Attainment is average by the end of Year 6. Pupils make satisfactory progress overall. However, in Years 1 and 2, pupils make unsatisfactory progress in developing writing and spelling skills. Pupils with special educational needs are given effective support and make good progress in developing literacy skills.
97. Test results vary from year to year due to the small numbers of pupils taking the tests. In the Year 2 National Curriculum tests in 2001, results were weak in reading and writing with several boys not attaining the expected Level 2 and few pupils attaining the higher Level 3. This pattern has been repeated in the 2002 tests with no pupils achieving Level 3 in reading or writing. Test results were also weak at the end of Year 6 in 2001, where there was a higher than usual number of pupils with special educational needs. The current Year 6 is on target to achieve higher standards with most likely to achieve at least the expected Level 4 in end of key stage tests.
98. Test data indicates that boys do not achieve as well as girls in English. There are more boys than girls with special educational needs in the school and this is reflected in end of key stage test results in English.
99. Throughout the school, pupils make satisfactory progress in speaking and listening. Pupils in Years 1 and 2 are confident when talking to adults and explain clearly to the class what they have been doing during a lesson. Other pupils show they have listened by making helpful comments. Pupils in Year 6 give clear opinions and are confident when sharing their ideas or feelings with the class.

100. By the end of Year 2, pupils' read fluently with good expression. They have a good knowledge of the sounds groups of letters make and use this information to help them read unfamiliar words. Pupils are keen to read what they have written to the rest of the class. Whilst pupils enjoy talking about what they have read they have limited skills in making predictions about what might happen next in a story. Pupils have limited opportunities to make choices about what they are going to read and, as a result, do not give preferences for types of book. Lower attaining pupils do not always correct themselves when what they have read does not make sense. Higher attaining pupils read the same books as those of average ability and are not always given sufficient challenge. Pupils know how to use a 'contents' page in a book but have few opportunities to use the library.
101. By the end of Year 6, pupils continue to read expressively and usually correct errors if sense is not maintained. Most discuss what they have read in detail and higher attaining pupils talk about aspects such as the possible emotions felt by characters not directly mentioned in the text. Older pupils have developed distinct preferences for authors or types of literature and select books on this basis. Pupils take responsibility for keeping a record of what they have read. This is good practice.
102. Pupils' attainment and progress is unsatisfactory in writing in Years 1 and 2. Whilst pupils write neatly and in sufficient quantity they have weak spelling and are inconsistent in their use of punctuation. They lack confidence in using dictionaries and their own knowledge of letter sounds to attempt spellings. They lack independence and are over-reliant on adults to supply words. They often spell simple, common words such as 'went' and 'saw' incorrectly.
103. By the end of Year 6, pupils' writing has improved well and they make effective use of different vocabulary to make their writing interesting. Higher attaining pupils, in particular, produce some very good poetry. The quality of spelling is variable, with pupils in Years 3 and 4 continuing to depend too much on adult support rather than correcting their own work. Lower attaining pupils do not always maintain sense and interest when completing extended writing.
104. The quality of teaching is satisfactory overall with an example of good teaching in Years 3 and 4. The teaching of writing is unsatisfactory in Years 1 and 2. The quality of teaching is broadly the same as at the time of the last inspection.
105. In Years 1 and 2, resources are used effectively to make learning fun. For example, in one lesson the teacher used 'hidden' glove puppets to add suspense to the lesson. Effective use is made of the teaching assistant during discussions and adult conversation. The good relationship between teachers and assistant provides good role models for the pupils. Teachers support groups of pupils effectively with their reading and make some helpful comments in pupils' home/school reading records, enabling parents to support their children at home. However, too little time is spent demonstrating writing skills or teaching pupils how to spell so that they can develop greater independence. As a result, the pace of learning is slow because pupils constantly interrupt the teacher when working with other pupils, to ask for spellings.
106. The good teaching in Years 3 and 4, enabled pupils to be clear about what they were expected to do and an interesting range of tasks was used to help them learn about poetry. Pupils made good progress in writing their own humorous rhyming couplets and were delighted to share these with the rest of the class at the end of the lesson. In Years 5 and 6, effective use is made of questioning to encourage pupils to find definitions for new vocabulary. Effective links are made with everyday life and the teacher chooses activities to capture the pupils' interest. For example, pupils wrote a summary of a world cup match watched at school the previous week.
107. There are weaknesses in provision in Key Stage 2 that relate directly to the number of different teachers teaching literacy. Four teachers work with pupils in Years 5 and 6 and whilst good comments are written on pupils' work to encourage them to improve, time is lost before they have the opportunity to read and act on these suggestions. In addition, the presentation of handwriting varies from teacher to teacher due to differing expectations and the pupils with emotional and behavioural difficulties become unsettled when there are too many changes of

teacher in one day.

108. The curriculum is satisfactory overall. However, the literacy strategy is not effective in supporting the development of writing in Years 1 and 2. The school has identified the need to improve pupils' independence in these year groups and the achievement of higher attaining pupils. Older pupils are given appropriate opportunities to write for different purposes such as letters, lists, stories and poems and teachers use stories from various cultures contributing well to pupils' cultural development. The time allocated to the subject is not always used effectively with some lessons being too long causing pupils to lose interest and work slowly.
109. Visitors and 'book weeks' make a good contribution to the subject. Recently, pupils dressed up as storybook characters and enjoyed puppet plays performed by visiting actors. Information and communication technology is used appropriately to support learning. For example, pupils in Years 3 to 6 use word processing skills to write poetry.
110. There are good assessment procedures for the subject including individual targets for pupils. However, these targets are not always considered when planning lessons. The headteacher takes responsibility for monitoring the subject and has insufficient time to do this rigorously.

MATHEMATICS

111. Standards of attainment are similar to those found at the time of the last inspection. Pupils' attainment is broadly average by the end of Year 2. However, pupils in Years 1 and 2 are not achieving as well as they should, given their attainment on entry. This is confirmed by National Curriculum tests taken at the end of Year 2. In 2001, test results at the end of Year 2 showed average standards when compared with all schools but well below average standards when compared with similar schools. Inspection findings show that whilst most pupils are achieving the expected Level 2, a below average number of pupils achieve the higher Level 3. This is because more able pupils are not always sufficiently challenged in lessons. A scrutiny of previous work shows that they often complete exactly the same work as average or lower attaining pupils.
112. By the end of Year 2, pupils have a sound understanding of basic number concepts. They count forwards and back in ones, twos and fives, and add and subtract using numbers up to at least one hundred. More able pupils are given very few opportunities to work with larger numbers than this. When handling money, most pupils add together small sums using pence and solve simple shopping problems. Pupils can halve shapes and numbers, and recognise reflective symmetry. They measure accurately using everyday objects, and are developing an awareness of the need for 'standardised' units of measure. Higher attaining pupils have only a limited understanding of place value.
113. Pupils' attainment is broadly average by the end of Year 6, but in Years 3 to 6 pupils make at least satisfactory progress in relation to their prior attainment. Over the last year, progress in Years 5 and 6 has often been good, as the school has employed a specialist numeracy teacher to work with these year groups.
114. National Curriculum test results at the end of Year 6 in 2001 show that pupils' attainment was below average when compared with all schools and well below average when compared with similar schools. However, this group contained a higher than usual number of pupils with special educational needs and comparisons of their attainment at the end of Year 2 and Year 6 showed that pupils had made satisfactory progress overall over that time in relation to their prior attainment. The current Year 6 is on target to achieve higher standards, with more pupils on target to achieve the expected Level 4. Pupils are benefiting from good quality teaching, with good use being made of group and individual targets to help pupils improve.
115. By the end of Year 6, pupils have begun to work confidently with larger numbers. They have a sound understanding of multiplication and division, and estimate accurately with numbers up to 1000. Higher attaining pupils accurately identify the value of different digits in large numbers

over 1000. Pupils recognise equivalence in decimals and tell the time accurately. When looking at fractions they identify numerators and denominators. They correctly identify different 3-D shapes, as well as understanding rotational and reflective symmetry. They accurately interpret bar and line graphs and measure angles.

116. Pupils have satisfactory skills in using and applying their mathematical knowledge. Older pupils are gaining confidence in working out calculations in their heads, and by Years 5 and 6; they are beginning to explain clearly the strategies that they are using to solve a problem.
117. The quality of teaching is satisfactory, overall in Years 1 and 2, with an example of unsatisfactory teaching during the inspection. The most important weakness in teaching is that it does not take sufficient account of what pupils have previously learnt, with expectations of more able pupils too low. Although teachers are very thorough in evaluating learning and recording what pupils have achieved they do not use this information consistently to help them decide what needs to be taught next. Teachers' planning is detailed but work is not matched closely enough to the needs of individual pupils, with activities often lacking challenge for higher attaining pupils. This has a negative impact on the rate at which more able pupils acquire skills.
118. In Years 1 and 2, lessons are well resourced and the teachers have good relations with the pupils. This means that pupils feel secure and there is a good emphasis placed on developing self-esteem and confidence. There is generally a good balance between practical activities and the written recording of work. Questioning is used effectively during whole class sessions to make sure that all pupils are involved in the activity. Behaviour is well managed and most pupils show good levels of motivation. However, in the unsatisfactory lesson, an unchallenging task was not clearly explained to the pupils who became bored and did not work as well as they should.
119. In Years 3 to 6, the quality of teaching is good. There have been some important improvements in teaching over the last three years, and this is having a good impact on standards. Teachers are now giving far greater emphasis to teaching mental mathematics skills, and they are assessing learning more accurately. Teachers plan lessons carefully, using the format recommended by the numeracy strategy and often identifying expectations for different groups of pupils. Questioning is used effectively and individuals are well supported. Where pupils make mistakes, for example in not being certain how to identify the strategy needed to solve a problem, the teachers use these difficulties effectively to help extend the skills of all pupils.
120. In Years 5 and 6, pupils are benefiting from the expertise of a numeracy specialist who is meeting individual needs well. The teacher makes good use of the flexibility offered by the mixed age class to meet the needs of all pupils by moving pupils between year groups when appropriate. In these lessons, good use is made of ICT to support learning. For example, pupils used simple spreadsheets to calculate the number of goals scored by various teams in the World Cup. There is a good emphasis on improving pupils' skills at applying their mathematical knowledge to practical activities, with learning made very purposeful. This was seen to good effect when Year 5 pupils carried out an investigation into how far a car would travel down a ramp. They successfully carried out the investigation and then used their data-handling skills to record their findings in a variety of appropriate ways.
121. In Years 3 to 6, teachers use assessment information effectively to help them decide what to teach next. They have a good knowledge of pupils' strengths and weaknesses. Teachers make effective use of praise, ask suitable questions to ensure that pupils understand, and make appropriate use of a review session at the end of lessons to share and reinforce what has been learnt. Behaviour is managed effectively and pupils generally behave well in lessons. Teachers are enthusiastic and resource lessons well. As a result, most pupils are well motivated and keen to learn.
122. The needs of pupils with special educational needs are met well in lessons. There are currently no pupils identified as having special educational needs in Years 1 and 2. In Years 3 to 6, pupils with special educational needs are supported effectively. Work is planned that is suitable

to their ability and they are given extra individual support if necessary in lessons. Pupils benefit enormously from the small class sizes and the low adult-pupil ratio. All of these factors help to ensure that they make at least satisfactory and often good progress in lessons.

123. Homework is used to good effect to support learning. Work that is sent home is carefully linked to ongoing work in the class. Pupils are very enthusiastic about the work that they are given, even volunteering on occasions to do additional work at home.
124. Teachers give pupils appropriate opportunities to use their numeracy skills in subjects other than mathematics. For example, they measure in science and count in physical education lessons.
125. Work is regularly marked, and this is most effective where teachers add written comments to identify how pupils could improve. This is most evident in Years 3 to 6 where practice is often good.
126. The curriculum is broad and balanced, and the numeracy strategy is firmly embedded in school practice. A commercial scheme and other support materials are used to good effect to support teachers when they are planning work.
127. There are good procedures for monitoring pupils' attainment and progress, and teachers often use this information effectively to decide what needs to be taught next. The school makes effective use of National Curriculum tests and other assessments to measure the progress of individual pupils as they move through the school. However, test data is not analysed in sufficient detail to identify strengths and weaknesses in attainment. This is largely because there is no member of staff directly responsible for monitoring mathematics. At the moment, this is one of many additional responsibilities taken on by the headteacher and it means that the data cannot realistically be analysed in the detail that it requires.

SCIENCE

128. Since the last inspection, pupils' standards of attainment and progress have been maintained in Years 1 and 2 and have improved in Years 3 to 6.
129. By the end of Year 2, pupils' attainment is broadly average. However, higher attaining pupils are insufficiently challenged in lessons, often doing the same work as less capable pupils. This limits their progress and means that they do not achieve as well as they should. Other pupils make satisfactory progress. This is confirmed by National Curriculum assessments at the end of Year 2 in 2001 and 2002, with all pupils attaining the expected Level 2 but no pupils attaining the higher Level 3.
130. By the end of Year 2, pupils compare differences and similarities in human appearance and know that sounds become louder as they get nearer. They use their senses to find out about different foods and make good predictions about what might be attracted to a magnet. A weakness in Years 1 and 2 is the pupils' lack of independence. They rely on the teacher for support with their writing, resulting in a low output of written work.
131. Pupils' attainment is above average by the end of Year 6 and they make good progress overall, benefiting from teaching by a subject specialist. This helps pupils to develop good factual knowledge, although limitations in the curriculum mean that they are less skilled in applying their knowledge when carrying out investigations. Pupils with special educational needs are supported well and make at least satisfactory progress.
132. By the end of Year 6, pupils have an in-depth knowledge of the part bacteria plays in decomposing food and know a good range of facts about the solar system. They make careful observations during an experiment to find out about various solutions and mixtures. After carrying out scientific tests, they demonstrate limited skills in providing possible reasons for

their findings.

133. The results of National Curriculum tests at the end of Year 6 vary significantly from year to year. In 2001, most pupils achieved the expected Level 4 but few attained the higher Level 5. This year group contained a higher than normal number of pupils with special educational needs and results are much higher in 2002, with over 60% of pupils achieving Level 5.
134. The quality of teaching is satisfactory overall with an example of an unsatisfactory lesson being observed in Years 1 and 2 and a good lesson in Years 3 and 4. In the good lesson on changing materials, the teacher showed good subject knowledge. Resources were used effectively to show pupils how some materials can change from liquid to solid and effective links were made between the lesson and everyday life, such as the use of gas in liquid form in lighters and gas canisters. In the unsatisfactory lesson, the teacher's expectations were too low, particularly for higher attaining pupils, and the pace of work of unsupervised pupils too slow.
135. Teachers start the lessons well using resources such as photographs or foods as an aid to learning. Pupils listen well at these times. Pupils with special educational needs are given effective support enabling them to take part in all activities and pupils provide each other support in completing charts correctly. The quality of teaching is broadly the same as at the time of the last inspection. In Years 1 and 2 pupils are given limited opportunities to extend their literacy skills by writing about what they have learnt. Teachers' marking includes encouraging comments but does not show always pupils how they can improve their work.
136. The curriculum is satisfactory overall. However insufficient time is allowed for pupils to develop their investigative skills thoroughly. The time allocated for the subject is well below national recommendations. Higher attaining pupils have insufficient opportunity to devise their own tests and make choices about how they are going to present their work. Pupils use their numeracy skills effectively when measuring temperature using thermometers and use information and communication technology to produce graphs and charts.
137. The school makes very good use of the local and surrounding area to extend pupils' learning. For example, pupils joined other children from neighbouring schools on a visit to a 'hands on' science centre. There are good links with the local secondary school and pupils enjoy the science workshop days provided.
138. Effective use is made of a knowledgeable science specialist to teach pupils in Years 3 to 6 and of parents to support a science day for pupils in Years 1 and 2.
139. There are good procedures for monitoring pupils' attainment and progress, although these are not always considered when planning lessons. Monitoring of teaching and learning has not been rigorous enough to ensure that the needs of all pupils are being met.

ART AND DESIGN

140. Pupils' attainment is in line with national expectations by the end of Year 2 and Year 6 and all pupils, including those with special educational needs make satisfactory progress. In Year 2, pupils make attractive self-portraits using pastels and use a wide range of reclaimed materials in their abstract collages. In Year 6, pupils show good perspective when making three-dimensional interpretations of Seurat's 'Bathers at Asnieres' and interesting geometric designs. Throughout the school, pupils make good observational drawings. For example, pupils in years 1 and 2 make detailed sketches of wild flowers and pupils in Year 6 use shading successfully when drawing clothing on figures. Pupils' painting skills are less well developed. Pupils' standards of attainment and progress have been maintained since the last inspection with an improvement in observational skills and sketching.
141. The quality of teaching is satisfactory overall, with an example of good teaching in Years 3 to 6. The quality of teaching remains broadly the same as at the time of the last inspection. Good

resources are provided during lessons and, as at the time of the last inspection, pupils are able to make good choices about what they are going to use. Pupils enjoy the practical activities and all pupils, including those with special educational needs, respond well to the individual support they are given by members of staff and voluntary helpers. However, not all pupils listen carefully when the teacher is talking. Praise is used effectively to encourage pupils who have tried hard but pupils show a lack of independence in being responsible for tidying up after themselves.

142. The curriculum for art and design is broad and balanced. Teachers follow a suitable scheme of work to plan an interesting range of activities. Throughout the school, pupils experience similar techniques but at varying degrees of difficulty. For example, pupils in Years 1 and 2 learn how to resist colour by using masking tape to make features in their chalk drawn faces and pupils in Years 3 to 6 use more sophisticated skills such as wax resist when making attractive batiks depicting wild animals.
143. Effective use is made of the local community to extend pupils' learning. For example, pupils in Years 3 to 6 worked with children from other schools and a local artist making dramatic, large-scale sculptures of creatures by bending and joining branches 'withies' and applying tissue paper 'skin'.
144. Good links are made with other subjects. Pupils in Years 3 to 6 were inspired to make interesting textured foil pictures after reading 'The Iron Man' during literacy lessons.
145. The school has effective procedures in place for monitoring pupils' attainment and progress. However, information collected is not always used to help teachers plan what individuals or groups of pupils need to learn next.
146. There is a good range of good quality resources. Some use is made of information and communication technology to make simple pictures using a drawing programme, although this facility is under-utilised.

DESIGN AND TECHNOLOGY

147. Pupils' attainment is in line with national expectations by the end of Year 2 and Year 6. All pupils, including those with special educational needs, make satisfactory progress overall. In Year 2, pupils develop a range of techniques for joining materials and make satisfactory drawn plans showing what they intend making, and the resources they plan to use. By the end of Year 6, pupils make more detailed plans and combine their scientific knowledge when making models such as battery driven toy roundabouts. They carry out research into commercial products such as the variations in the packaging for different types of biscuits. Throughout the school, pupils are good at evaluating their own work and identify difficulties encountered and areas that could be improved. Pupils' standards of attainment and progress have been maintained since the last inspection.
148. There was no overall judgement of teaching at the time of the last inspection. Currently, the quality of teaching is satisfactory overall. Lesson plans are clear and show what pupils are expected to learn. Pupils enjoy the practical activities and concentrate well. For example, pupils in Years 1 and 2 persevered when using their own paper pattern to cut fabric, even when some of the scissors were rather blunt. Discussions at the end of lessons are used effectively to encourage pupils to evaluate what they have learnt and to discuss ways of improving their work. This is a good feature of the teaching.
149. The curriculum for design and technology is satisfactory and follows an appropriate scheme of work. Pupils are taught a suitable range of making skills although the design element for older pupils does not include a consideration of model dimensions and angles in joins. This means that a valuable opportunity for pupils to use their numeracy skills is missed. Pupils make satisfactory use of their literacy skills when writing evaluations and make use of ICT when

producing charts showing the properties of a range of biscuits. Some successful links are made with other subjects. For example, pupils in Years 3 to 6 make model Anderson shelters as part of a history topic on World War 2.

150. There are good arrangements for assessing pupils' attainment and progress. Some parents provide valuable practical support for pupils in lessons and this is greatly appreciated. There are no formal procedures for monitoring teaching and learning to ensure standards improve.

GEOGRAPHY

151. No geography lessons were timetabled during the inspection. Judgements on attainment and progress have been made by scrutinising pupils' work and examining teachers' planning. These show that the standards of attainment achieved by the pupils at the end of Year 2 and Year 6 are in line with national expectations. This is similar to the findings of the last inspection.
152. By the end of Year 2, pupils are beginning to develop a sound understanding of where they live and the difference between different sorts of settlements. They produce simple leaflets showing what they like about living in Pendock and carry out surveys showing how their classmates travel to school. A 'tourist office' role-play area in the classroom is well resourced and encourages pupils to think about different countries and places. Pupils show appropriate skills for their age when drawing simple plans of their classroom and maps of their routes to school.
153. By the end of Year 6, pupils' understand of the difference between contrasting locations. They write accurately about life in an Indian village. They understand how the climate and land conditions affect life in India. Mapping skills are satisfactory. Pupils identify on maps the countries in the United Kingdom and continents in the world. They draw maps showing the use of land around the school. Map reading skills are enhanced by the good links with the physical education curriculum where pupils learn orienteering skills in the school's grounds. This has a good impact on learning.
154. There is insufficient evidence to make a judgement on the quality of teaching because no lessons were timetabled during the inspection. A scrutiny of work of pupils in both key stages shows that skills develop at a satisfactory rate, with activities made interesting and purposeful through the good use of visits. In Years 3 to 6, pupils are given good opportunities to use their literacy and numeracy skills although there is little evidence of ICT skills being utilised.
155. Work in geography makes a sound contribution to pupils' cultural development by extending their knowledge of the world and its peoples. The curriculum is suitably broad and balanced. Good use is made of a nationally recommended scheme of work to support teachers in their planning. Effective assessment procedures are linked to this scheme of work with teachers completing end of topic assessments showing what has been learnt by each pupil. These arrangements are very recent and it is too early to judge their impact on standards.

HISTORY

156. Pupils' attainment is in line with national expectations by the end of Year 2 and Year 6. Standards are similar to those found at the time of the last inspection.
157. All pupils, including those with special educational needs, develop a sound factual knowledge and are effectively encouraged to apply their historical skills to a range of activities. By the end of Year 2, pupils are developing a satisfactory understanding of how life has changed over time. They write accurately about the lives of famous people such as Florence Nightingale and compare modern kitchens with Victorian kitchens. Pupils' skills and knowledge develop at a satisfactory rate in Years 3 to 6, although there is an occasional lack of challenge for more able pupils when they do the same work as other pupils. Nevertheless, pupil study topics such as 'The Tudors', 'The Victorians' and 'Life in Britain since the 1930s' in suitable detail. Pupils are able to describe key features of life in Victorian times; for example, they can explain the impact of child labour and write confidently about the life of a Victorian servant. Pupils understand what

it would have been like to be an evacuee during World War 2 and can explain why Winston Churchill was such an important figure. Pupils successfully use a range of materials, such as photographs and documents, to find out about what happened in the past. Teachers make good use of resources and the local community is a rich source of historical evidence that is used effectively by teachers to extend learning. For example, a visit to Avonscroft museum gave pupils a wide range of experiences when learning about the Tudors.

158. Only one lesson in Years 3 and 4 was timetabled during the inspection. Teaching in this lesson was satisfactory. In this lesson, work was carefully planned and was effectively linked to a previously seen video about 'The Depression'. The teacher effectively encouraged all pupils to participate in a discussion about what it must have been like for people who lived at that time. The teacher's good relationships with the pupils led to confident responses, with pupils showing a good understanding of what caused 'The Depression'. The lesson included good links with literacy, with pupils writing a passage about the hunger marches that took place at that time. Most pupils showed good enthusiasm for the subject. However, the pace at which they worked was variable and noise levels occasionally became too high, with a small number of pupils identified as having behavioural problems behaving immaturely and disturbing other members of the class. Although the teacher dealt appropriately with these problems, this limited the overall effectiveness of the lesson and slowed the pace of learning.
159. Visits to places further afield are carefully linked to what is being taught in lessons and successfully extend learning.
160. Although there is little evidence of teachers making use of ICT to support learning, teachers make good links between history and other subjects. For example, in Years 1 and 2, pupils used their art skills when drawing detailed pictures of how houses have changed over time. In Years 5 and 6, pupils made good quality models of Andersen shelters as part of their work on World War 2. These activities help to make learning purposeful and interesting.
161. Pupils are given appropriate opportunities to use their literacy skills by writing about life in different times. In some cases, such as the writing about life as an evacuee, writing shows a good level of empathy with the topic. However, in Years 3 to 6, an overuse of comprehension sheets which are given to all pupils whatever their ability, means that on occasions, there is lack of challenge for more able pupils. In particular, these pupils are given insufficient opportunity to carry out individual research rather than relying on teacher-prepared information sheets.
162. The curriculum is broad, balanced and is carefully planned using a nationally recommended scheme of work. Procedures for assessing pupils' attainment and progress are good, with end of topic sheets accurately showing what individual pupils have achieved.

INFORMATION AND COMMUNICATION TECHNOLOGY

163. During the inspection, the school's ICT resources were used on only a small number of occasions in lessons. Judgements on attainment have been made by observing available ICT activities, looking at previous work and scrutinising teachers' planning.
164. At the time of the last inspection, provision for ICT was unsatisfactory. This no longer the case, although there remain significant areas for further improvement, especially in Years 1 and 2 where pupils' attainment and progress continues to be below what it should be. The school has improved resources and is now using a nationally recommended scheme of work to help teachers in planning work. A specialist ICT teacher works with older pupils and this has helped to quickly raise standards to satisfactory levels overall by the end of Year 6. However, in Years 1 and 2, teachers make insufficient use of ICT to support learning. There are still weaknesses in teachers' subject knowledge and, as a result, pupils do not acquire new skills quickly enough.
165. Throughout the school, pupils develop satisfactory word-processing skills. By the end of Year 2, pupils can type in simple texts using a computer, and they play a limited range of language and

mathematical games. Pupils know how to move shapes around the computer screen using the 'mouse' and change the colour and size of different shapes. They successfully use their ICT skills to design and make 'picture dictionaries' using word-processing skills and digital photographs of themselves.

166. By the end of Year 6, pupils have further improved their word-processing skills. They change the font-type, colour and size of their text. They are developing basic data handling skills and are learning how to use spreadsheets to handle different sorts of information, for example by inputting data about goal-scorers in the World Cup. These skills are in the early stages of development. Pupils are developing good skills at making 'multi-media' presentations using a variety of ICT skills. These advanced skills have been developed because the school has made use of a specialist ICT teacher to support learning in Years 5 and 6. This support has focused on teaching the pupils how to use 'power-point' to make a presentation about the work of the school. When doing this, pupils show good skills, accessing the school's website to find information and confidently scan in photographs. They use advanced techniques such as 'animation' and 'timed sequences' to make their writing more interesting to an audience, making informed decisions about how this can be achieved.
167. There is insufficient evidence to make a judgement on the quality of teaching in Years 1 and 2 or Years 3 and 4. Despite some recent training, teachers in these year groups still lack confidence about using computers to support pupils' learning. Teachers' lesson planning does not consistently identify how ICT skills will be used. Provision is also affected by problems with the reliability of hardware. On the few occasions during the inspection when pupils in these year groups were seen using their ICT skills, they responded well and worked sensibly. For example, pupils in Year 2 worked conscientiously on a task which involved using a keyboard to put the verses of a poem into the right order.
168. In Years 5 and 6, pupils acquire skills more quickly because of the good way in which teachers use computers in different curriculum areas. Pupils also benefit from the very good teaching of an ICT specialist, who visits the school once a week and teaches new skills very effectively. In these lessons, planning is very detailed and the teacher's subject expertise means that pupils are given very good support that is closely matched to individual needs. Good use is made of the school's ICT resources and pupils are encouraged to work co-operatively. They do this successfully, showing good levels of motivation. The high level of adult support in these lessons ensures that there is a good pace to learning, with all pupils, including those with special educational needs acquiring new skills quickly. Other teachers in Years 5 and 6 ensure that ICT skills are developed across the curriculum. For example, in a numeracy lesson, the mathematical activity involved using a spreadsheet to solve simple calculations. This helps to make learning purposeful and ensures that ICT skills are not developed in isolation.
169. The school is now teaching all aspects of the National Curriculum, and appropriate use is made of the nationally recommended scheme of work to identify what pupils should be learning from year to year. However, insufficient time is allowed for the teaching of the subject in years other than Years 5 and 6. This is because teachers continue to lack confidence in the subject. The headteacher who is also the ICT co-ordinator is very aware of these problems and has identified the need for further training to improve teachers' subject knowledge. At the moment, the school is concentrating on improving pupils' skills in Years 5 and 6 and this has been effective. Nevertheless, this is a short-term strategy. The school has not yet ensured that pupils get greater access to ICT teaching in other year groups so that progress is more even.
170. Procedures for assessing pupils' attainment and progress are satisfactory. The school has recently introduced end of topic assessment sheets, which show what has been learnt at the end of each term. However, these are recent additions to procedures and have not been in place long enough to have an impact on standards.
171. Resources have improved since the last inspection and are now satisfactory. The school has an appropriate number of computers for its size, although problems with their reliability mean that they are not always all in use. However, a recently appointed ICT technician now offers good

support to the headteacher in overcoming technical problems and this has helped to alleviate this problem.

MUSIC

172. All pupils, including those with special educational needs, make at least good progress throughout the school and their attainment is in line with national expectations by the end of Year 2 and above expectations by the end of Year 6.
173. Pupils in Year 2 sing tunefully and maintain a steady beat when playing untuned percussion. They vary the dynamics when singing and can say whether music is getting louder or softer. Pupils in Years 3 and 4 accompany themselves on tuned percussion by playing simple melodic patterns (ostinatos). In Year 6, pupils have a good understanding of the work of composers such as Holst and talk freely about the emotions they experience when listening to 'The Planets'. They sing in two parts and develop compositions using a range of percussion instruments. Throughout the school, pupils listen carefully to pre-recorded music and sing heartily in assemblies. Standards of pupils' attainment and progress have improved since the time of the last inspection when they were satisfactory.
174. The quality of teaching is always good, with an example of very good teaching in Years 5 and 6. The quality of teaching has improved significantly since the last inspection when it was found to be satisfactory. A music specialist now works with all pupils in the school and, as a result, pupils are developing skills and knowledge very quickly. Detailed lesson planning identifies expectations for different year groups, new vocabulary and a clear progression of skills. The teacher has excellent subject knowledge and this is successfully shared with the pupils. A very good pace is maintained in lessons and the very good emphasis on purposeful practical work and full participation keeps pupils interested and on task for most of the lesson. This is most successful with the older pupils. Occasionally younger pupils and those with emotional and behavioural difficulties become restless and lose interest when other pupils are performing to the class. Pupils have been taught to respect musical instruments and they handle them with care. Pupils with special educational needs are given good opportunities to contribute during lessons and their needs are met well by being given less challenging parts. The teacher has high expectations, asks challenging questions and encourages pupils to evaluate their own work. Pupils are given helpful information about what will be taught in the next lesson and are encouraged to experiment and practise for homework.
175. The curriculum for music is very broad and includes a very good balance of opportunities. Effective links are made with literacy. For example, pupils wrote narratives to accompany their compositions. The music specialist makes very thorough assessments of pupils' individual progress and uses this information effectively when planning lessons.
176. A very good range of good quality resources enhances learning. All pupils have the opportunity to take part in performances at the school such as the 'Victorian Music Hall' and to sing to senior citizens at Christmas. Pupils have the opportunity to join a lively school choir that practises at the local church. These additional opportunities have a good impact on pupils' learning. Good use is made of information and communication technology in Years 3 to 6. For example, pupils in Years 5 and 6 use the electronic keyboard to produce a range of interesting effects.

PHYSICAL EDUCATION

177. The school gives pupils outstanding opportunities to participate in physical activities. There is a very high emphasis on promoting healthy living and encouraging pupils to participate in different sporting activities. As a result, pupils' attainment is above national expectations by the end of Year 2 and Year 6. Standards have improved since the last inspection with pupils benefiting from the school's excellent sporting provision.

178. The school has recently achieved an 'Activemark Gold' award from Sport England for the very effective way in which it promotes physical development in both lessons and through extracurricular activities. This is reflected in the wide range of skills that are shown by pupils.
179. Pupils at both key stages show very positive attitudes towards physical activity. They learn a variety of skills and become adept at an extensive range of team and individual sports. Pupils show good ball skills in lessons and clubs. Pupils in Year 1 and 2 catch and throw accurately and work together well in pairs. In an after school basketball club, pupils show good skills when learning how to run with a ball. In Years 3 and 4, pupils participate well in a range of athletics activities, learning how to jump in different ways and throwing different sorts of implements such as a javelin or 'shot'. By the end of Year 6, pupils are proficient at a wide range of sports. For example, they compete successfully in the county's orienteering championships, take part in football, netball, tag-rugby and rounders tournaments and participate in an annual dance festival. On an annual residential visit, they learn to abseil and climb and solve problems involving physical skills and teamwork.
180. Swimming is given a high priority and standards are very high, with all pupils able to swim more than 25 metres by the end of Year 6. The youngest pupils who have only just started swimming lessons are quickly gaining confidence in the water, with some already moving around the pool using different swimming aids. Higher attaining and older pupils swim confidently for longer distances on their front and back, and are able to swim fluently on the surface and under water.
181. The quality of teaching is good overall, with very good teaching of swimming. Visits to the swimming pool are very well organised, with a very good awareness of health and safety issues. Lessons are taken by teachers from the school or the swimming pool, as well as experienced volunteer helpers. All of these adults have very good subject knowledge. They introduce new skills carefully, ensuring that pupils are given many opportunities to practise in order to improve their confidence. Praise is used effectively to help the less able, and one-to-one support is provided when needed. The behaviour of pupils during swimming lessons is very good. They listen carefully to instructions and help each other when necessary.
182. Throughout the school, teaching is successful because it is made purposeful and challenging. For example, in Years 3 and 4, pupils keep their own records from week to week of how far they have run. Each week they try to better their previous best distance. This encourages them to try hard and means that they are very well motivated. Teachers are very enthusiastic and have good subject knowledge. They have benefited enormously from a wide range of training opportunities that have extended skills and increased their subject knowledge. Activities are carefully planned to allow pupils to develop and practise a range of movements. Teachers give pupils good opportunities to practise new skills and to show the rest of the class examples of their good work. Behaviour is managed effectively, and pupils respond well to the sensitive way in which teachers help them as they work.
183. There is an excellent physical education curriculum. The school works hard to provide opportunities to participate in a large number of sports, including various outdoor and adventurous activities on an annual residential visit for pupils in Years 5 and 6. Although the school does not have access to a purpose built hall, excellent use is made of outdoor facilities to compensate for this. In the winter, a classroom doubles up as a hall. This is disruptive to the work of the school, as time has to be wasted moving furniture before and after lessons.
184. Long and medium term planning is detailed and shows how pupils are to develop skills over time. Pupils' attainment and progress is effectively assessed through teacher observation. A very good feature of assessment is the way that pupils are able to evaluate their own learning. They each keep a 'PE diary' which shows what they have been taught and what they have achieved.
185. An excellent range of extra-curricular provision enriches learning opportunities. Clubs are well attended and give pupils good opportunities to practice and develop skills outside lessons.

Excellent use is made of visits by coaches from various sports clubs and organisations to introduce pupils to new activities and supplement learning that takes place in the classroom. Pupils are able to compete against each other in lessons and at sports days, as well as in matches against other schools or swimming, orienteering or athletics competitions. For example, the school was recently chosen to represent the district in the 'Worcestershire Games'. Although competing against much larger schools, pupils took part enthusiastically and are very proud of the fact that they won the 'fair play award' for effort and sportsmanship.

RELIGIOUS EDUCATION

186. Pupils' attainment is in line with the expectations of the locally agreed syllabus by the end of Year 2 and Year 6. All pupils make satisfactory progress in developing knowledge and understanding of major faiths. Pupils in Years 1 and 2 know some Bible stories, discuss foods suitable for a celebration and develop a good understanding of important values such as 'sharing' and 'being fair'. In Years 3 to 6, pupils extend their knowledge of major faiths such as Islam, Hinduism and Christianity. They have good opportunities to explore differing beliefs and feelings. For example, pupils consider the feelings of Muslims on pilgrimage and the meaning behind the story of The Creation. Standards of pupils' attainment and progress have been maintained since the time of the last inspection.
187. The quality of teaching is satisfactory. There was no overall judgement on teaching at the time of the last inspection. One teacher works with all classes. The teacher's good subject knowledge and careful lesson planning ensures that pupils are given a suitable range of activities. At the start of lessons, pupils take part in a useful review of what they have previously learnt. Effective and sensitive questioning and the good relationships formed by the teacher encourages pupils to be well motivated, listen carefully to stories and be willing to speak freely about their own emotions. However, some pupils in Years 3 and 4 lose enthusiasm when asked to complete a written task. Whilst there are good opportunities for pupils in Years 3 to 6 to make use of their literacy skills by devising rules for a game and writing about their opinions, there is insufficient opportunity for pupils in Years 1 and 2 to write about what they have learnt. There are missed opportunities for developing independence by involving pupils in editing their own work and pupils rely too much on the teacher to correct their spelling.
188. The curriculum for religious education is broad and balanced. The locally agreed syllabus forms an appropriate basis for lesson planning and pupils have good opportunities to extend their learning by visiting the local church. Interesting, practical activities such as making 'Easter gardens' and taking part in an Asian workshop, looking at cooking, dress and customs, make a valuable contribution to learning. Lively and thought provoking assemblies support the curriculum well. For example, pupils enjoyed a humorous version of 'The Good Samaritan' performed by comical puppets.
189. There are good procedures for assessing what pupils have learnt. Pupils in Years 3 to 6 carry out their own evaluation at the end of a topic and notes are kept on significant successes or difficulties. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development. The co-ordinator has a clear understanding of progress throughout the school.