

# INSPECTION REPORT

## **BROADHEATH CE PRIMARY SCHOOL**

Lower Broadheath, Worcester

LEA area: Worcestershire

Unique reference number: 116787

Headteacher: Mr David Barclay

Lead inspector: Mr Brian Griffiths

Dates of inspection: 29 September – 3 October 2003

Inspection number: 255621

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 years
Gender of pupils:	Mixed
Number on roll:	150
School address:	Sailor's Bank, Lower Broadheath, Worcester, Worcestershire
Postcode:	WR2 6QT
Telephone number:	01905 640285
Fax number:	01905 641923
Appropriate authority:	The governing body
Name of chair of governors:	Mr Eric Cooper
Date of previous inspection:	8 June 1998

## CHARACTERISTICS OF THE SCHOOL

This is a small, Church of England primary school. It mainly serves the village of Lower Broadheath to the north west of Worcester - with a mix of local authority built and private housing. All pupils are of white British descent and speak English as their main language. An above average proportion of pupils have Statements of Special Educational Needs. Most special needs are either language related or consist of general, moderate learning difficulties. The overall attainment of children when they start school is broadly average. The proportion of pupils eligible for free school meals is below average. Some year groups have experienced considerable pupil mobility but it is usually limited to three or four pupils annually moving in or out of the school. The headteacher has been in post for a little over a year and two other teachers are new to the school since the last inspection.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2607	Brian Griffiths	Lead inspector	Mathematics; art and design; design and technology; music; religious education.
1234	Tina Bradley	Lay inspector	
30823	Brenda Clarke	Team inspector	English; science; information and communication technology; geography; history; physical education; Foundation Stage; special educational needs.

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# PART A: SUMMARY OF THE REPORT

## OVERALL EVALUATION

**This is a good school in which by Year 6 pupils reach well above average standards in most key subjects and develop a good range of positive attitudes because teaching is good.**

Standards in most other subjects are around average. Pupils' overall achievement is good. High quality provision in the reception class gets children off to a flying start. The school is well-placed to continue to improve because the headteacher's very good leadership is supported by good teamwork from other staff and governors. Parents and pupils value the school's work and whilst they recognise that improvements are possible they trust the school to make these. **The school gives good value for money.**

The school's main strengths and weaknesses are:

- standards in English, mathematics and science rise consistently through the age ranges so that by Year 6 they are well above average – although writing standards are lower than other aspects of English;
- children in the reception class achieve well because a rich curriculum is taught very well in a very supportive atmosphere;
- pupils who begin to fall behind are carefully identified and given work to bring them back on track;
- the curriculum in a mixed Year 2/3 class does not always match pupils' needs;
- the otherwise good planning of the curriculum does not ensure systematic coverage in history and geography and
- sound systems of planning for improvements do not include sufficiently precise descriptions of what the outcomes will be for pupils' achievement.

In all of the aspects identified for improvement after the last inspection, those improvements have come about at a good rate. Provision in the reception class is much improved. Whole school planning of the curriculum is better although further work is needed. Pupils' achievements are very effectively monitored. The rate of pupils' attendance is much better. The governing body meets all of its statutory duties and plays a major role in guiding improvements. Standards have risen in English, mathematics, science and religious education but they have slipped in art and design and in design and technology (although the most recent work in art and design is benefiting from a well-planned new approach and standards are rising). The good teaching is better supported by termly and daily lesson planning.

## STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools*
	2000	2001	2002	2002
English	A	A	B	D
mathematics	A	A	A	C
science	B	B	A	C

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average*

*\*Similar schools are those whose pupils attained similarly at the end of Year 2. However, care should be taken in interpreting these grades as less than half of the age group was at this school in Year 2.*

*With numbers each year that are often much below twenty, results in any one year are not reliable indicators.*

*However, results have been good for some time now and the unvalidated scores in 2003 are also well above average.*

**Pupils achieve well overall and very well in English, mathematics and science and in these subjects they reach well above average standards by the end of Year 6.** When they leave the

reception year, children's standards are on course to be above average in personal, social and emotional development and average in communication, language and literacy, mathematics, knowledge and understanding of the world and in creative and physical development. Children in the reception year are benefiting from considerable improvements to provision and children are progressing very well; whilst standards when children start in Year 1 are average overall, an increasing number of children are poised to exceed the goals that children are expected to reach by the end of reception. Good achievement continues in Years 1 and 2 so that standards are well above average in English (including reading and writing) and above average in mathematics and science. Pupils also achieve well in Years 3 to 6 and by the end of the stage standards are well above average in English, mathematics and science and above average in religious education. Standards in writing are good but for some time have been below those in other aspects of English. Girls have reached good standards in recent years but in many years boys have done even better. Pupils with special educational needs make good progress; a good number of higher attainers do well in English, mathematics and science.

**Pupils have positive attitudes to school and behave well. Their spiritual, moral social and cultural development is good.** They are very confident, form very good relationships with adults and each other and accept responsibilities very well. The rate of pupils' attendance is good. Children in the reception year settle very well, quickly make friends and behave very well because they enjoy the secure routines and happy atmosphere.

## **QUALITY OF EDUCATION**

**The school provides good quality education. Good teaching (very good in the reception year) ensures that pupils learn at a good pace in an encouraging and purposeful atmosphere.** It is supported by good lesson planning, good behaviour and an overall view of the curriculum that is very good in English, mathematics and science. Recent reviews are bringing other subjects up to, or close to this level. The timing of the study of some subjects year-on-year does not ensure that earlier work is always built upon sufficiently well.

## **LEADERSHIP AND MANAGEMENT**

**The headteacher provides very good leadership and is well supported by the deputy headteacher, other staff and the governing body, working as a well-knit team. Good and improving management systems ensure that the school runs smoothly.**

The work of the reception year is very well led and managed. Leadership in English, mathematics and science ensures that provision is very good. Priorities for further improvements are carefully identified and the resultant improvement plan ensures that changes are well managed. However, it is not always clear enough what the intended benefits for pupils are meant to be.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents perceive the school to be good and are generally pleased with its work. Pupils enjoy school and trust the adults who work with them. Younger ones especially find lessons fun.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are:

- Improve the curriculum in the mixed Year 2 and 3 class;
- Improve standards in writing to match more nearly those in other aspects of English;
- Ensure that history and geography are taught frequently and regularly enough for earlier learning to be built on;
- Develop methods of more reliably judging whether planned actions have succeeded in improving provision and pupils' achievements.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

Achievement is good throughout the school. Year 6 pupils reach standards in core subjects that are well above average.

#### Main strengths and weaknesses

- Pupils' achievement is good.
- Girls reach good standards and boys often do even better.
- The good progress in the reception year is most evident in personal, social and emotional development and this ensures that children are well placed to benefit from later work in the National Curriculum.
- Well above average standards are reached in English, mathematics and science although writing standards lag behind those in speaking and listening and in reading.
- Standards in religious education are good.

#### Commentary

##### *Standards in national tests at the end of Year 2 – average point scores in 2002*

Standards in:	School results	National results
reading	17.1 (17.9)	15.8 (15.7)
writing	15.8 (16.8)	14.4 (14.3)
mathematics	17.8 (17.4)	16.5 (16.2)

*There were 16 pupils in the year group. Figures in brackets are for the previous year*

##### *Standards in national tests at the end of Year 6 – average point scores in 2002*

Standards in:	School results	National results
English	28.4 (28.5)	27.0 (27.0)
mathematics	28.7 (29.8)	26.7 (26.6)
science	29.9 (29.3)	28.3 (28.3)

*There were 25 pupils in the year group. Figures in brackets are for the previous year*

1. For several years test results have almost always been above average and on many occasions well above. The unvalidated scores for the 2003 tests continue this pattern and the standards of the present Years 2 and 6 are on track to match previous years' scores by the end of the school year. As pupils arrive at the age of four with attainment that is broadly average this represents a very good rate of achievement in English, mathematics and science. Although standards in writing are above average they rarely reach the same standards as in other aspects of English, largely because spelling and handwriting are sometimes careless. Pupils with special educational needs achieve well. Understandably, the great majority of parents are pleased with the progress made by their children

2. In many recent years boys have achieved more than girls (although girls' standards are above average). In many Year 4, 5 and 6 lessons, boys dominate question and answer sessions,

grow in confidence and benefit considerably. The high work rate of teachers and teaching assistants ensure that girls, none-the-less make good progress.

3. The rich learning environment in the reception class , the very good teaching and the very good attitudes fostered ensure that children’s personal, social and emotional development progresses particularly well. As a result, children settle to their work quickly and with enjoyment and those at all levels of attainment are achieving better than at the time of the last inspection. This is now a good platform on which the school can build in order further to enhance standards.

4. The systematic, weekly teaching of religious education (RE) ensures that pupils achieve well in the subject. Teaching is often imaginative and the writing tasks often make pupils think hard as they write; this has a beneficial impact not only on their work in RE but also on their skills in writing. It is the lack of such a systematic approach that prevents standards in some other subjects (particularly history and geography) from rising above their satisfactory levels.

**Pupils’ attitudes, values and other personal qualities**

5. Most pupils have good attitudes to school and each other and they develop well as caring, positive young people.

**Main strengths and weaknesses**

- The rate of pupils’ attendance is very good and the school’s work to promote attendance is now established and forms part of the school’s routines.
- Pupils’ attitudes to school life and their work are mainly good but the attitudes of a small number of older boys do not, on occasions, reflect the enjoyment of school life seen elsewhere in the school
- Very good attitudes are evident in those lessons which motivate and excite pupils and the youngest children in school have very good attitudes to learning.
- Pupils’ behaviour is good and generally free from bullying, sexism and racism. There have been no exclusions
- The spiritual, moral and social development of pupils is good whilst their cultural development is satisfactory.

**Commentary**

6. Most pupils like school. Good attendance owes much to the school’s strategies to improve attendance. These are now firmly established and supported by parents, who give prompt reasons for absence and support punctuality.

***Attendance in the latest complete reporting year (%)***

Authorised absence		Unauthorised absence	
School data	4.2	School data	0.0
National data	5.4	National data	0.5

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

7. Pupils’ good attitudes to school derive largely from its friendly and purposeful atmosphere. Pupils thrive in lessons, many of which motive, excite and challenge them to learn. They have very good attitudes in the reception class where teaching is sometimes inspirational. In most lessons throughout the school pupils work well together and discuss the lesson’s objectives sensibly. They co-operate well with their teachers and relationships are positive. Pupils in Year 6 carry out their duties very well and are very good role models for younger pupils. They are responsible and use their initiative with confidence. For example, a spiritual and cultural element was introduced to the

school's morning assembly by a Year 6 boy who was preparing the school hall. He chose a beautiful, calming piece of music by Beethoven to set a respectful atmosphere as pupils gathered together for morning prayers. Likewise, the school's newly elected council is working and developing well. It conducts its meetings independently, through a most competent Year 6 chairperson, and follows competently a formal agenda. In the meeting observed, they took a fair vote to select the most popular charities nominated by their classmates and conducted their meeting sensibly. They also took good account of the practicalities involved in providing drinking water in school. The school's confidence in its council, including the work done by members with pupils in their own classes, promotes personal development, provides pupils with a voice which is heard and valued and makes a good contribution to the social and moral development of all pupils. The thoughtful approach to teaching religious education makes good contributions to pupils' spiritual development

8. Pupils' behaviour is good and generally free from bullying and other forms of oppression. Pupils confirm that bullying is not a serious problem in school. However, if and when it occurs they are emphatic that their teachers would take it seriously and it would not be ignored. There have been no exclusions. During lessons, pupils' behaviour is mainly good and often very good. When good behaviour slips - for example, out on the playground or during lunch-times - it is due more to immaturity than disaffection and is managed well by adults. Occasionally teachers of older boys have to give them more than their share of attention in order to keep them interested and working; on other occasions older boys become excessively restless if teachers' explanations take too long. However, it is the good behaviour and attitudes of pupils that feature most prominently in school. For example, when two pupils set up a game of '4 square' they were joined by a group of friends whose self-discipline was notable. The group lined up, without instruction, they chatted as they waited but did not miss any opportunity to join the square. Pupils adhered to the rules voluntarily whilst fair play and good team spirit was the norm. In and out of the classroom pupils have good social skills and a strong moral awareness.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

9. The school provides a good education. A sound curriculum is taught well in Years 1 to 6 and a good curriculum is very well taught in reception; thus pupils learn at a good rate. Learning is enhanced by the provision of a good range of activities that enrich the curriculum. The school has not yet come to terms with planning aspects of the curriculum in the new mixed Year 2 and 3 class. The curriculum in aspects of the humanities and arts does not reliably build on pupils' earlier learning. Pupils are well cared for; they know that the school takes their views seriously and they respond well to this.

## **TEACHING AND LEARNING**

10. Good teaching ensures that pupils learn at a good pace. This makes sure that high standards are reached in English, mathematics and science and that pupils' personal development is much enhanced.

### **Main strengths and weaknesses**

- Lesson planning makes very clear to adults and pupils precisely what is to be learned.
- Learning aids are used well to support pupils' progress.
- Relationships are good and pupils listen carefully to adults' instructions and explanations.
- Work is often closely matched to the individual needs of pupils – especially those having special educational needs, or in danger of under-achieving
- Boys are allowed to dominate parts of some lessons in Years 4 to 6.
- Work for younger pupils in the mixed Year 2 and 3 class does not always match their needs,

## Commentary

### Summary of teaching observed during the inspection in 25 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	7	11	6	0	0	0

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

11. Overall, teaching and learning are good, as they were at the time of the last inspection. The teaching of children in the reception class has improved greatly, from satisfactory to very good.

12. Teaching in the reception year is unfailingly good or better and is sometimes excellent. Throughout the school, all lessons, including the satisfactory as well as the very good, are characterised by good planning, good use of learning aids and good relationships. In many lessons teachers are very aware that a small number of pupils have had precise learning targets identified and they direct teaching and learning to these ends. Teaching assistants support pupils well – especially those with special educational needs. As a result these pupils make good progress and very often achieve well enough to make up ground that they were beginning to lose. This is a good example of whole-school management contributing well to pupils' achievement. In the very best lessons, good preparation is followed by enthusiastic teaching and a sense of excitement that is contagious. In these lessons pupils rise to the challenges set for them and achieve things that sometimes surprise them. For example, in an outstanding lesson, a four-year-old offered 'necklace' as a word beginning with 'n', then said, wide-eyed, 'I didn't know I knew that'. In this lesson, as in many others, attractive resources, that illustrated well the learning that the teacher had planned, were to hand and used well.

13. Most pupils find learning fun and, overwhelmingly, state that they get help when they are stuck. This is obvious in lessons, during which the great majority of pupils clearly enjoy tasks and are prepared to listen carefully to instructions in order to understand what they have to do. Many enjoy the structure of literacy and numeracy lessons and so learn at a good pace – often very good. Parents also have a high regard for teaching; well over a hundred replied to a questionnaire and no one disagreed with the proposal that teaching was good.

14. This is the first time that the school has had a class that contains pupils from both Year 2 and Year 3. It has not fully identified the differing learning needs of these pupils (for example, the difference in the ways in which pupils of different ages and levels of attainment can use reading to access learning). As a result, in some lessons the younger pupils struggle to understand tasks and their learning rates slow. However, in a mathematics lesson all instructions were oral or through the use of pictures in well-designed worksheets. In that lesson all pupils progressed well. In Years 4 to 6, girls learn at a good rate but boys often learn faster and so reach higher standards. Boys are also more confident (occasionally to the point of being too demanding, at the expense of others in the class). As a result, in some lessons the teacher spends much more time interacting with boys than with girls so that boys' achievements are higher than girls'.

15. Most aspects of writing are well taught. However, spelling and handwriting are not taught successfully enough for them to match other aspects of the subject. Too few opportunities are made for pupils to write at length, so that longer pieces often do not have the impact of shorter ones.

## The curriculum

16. Curricular provision is good in English, mathematics, science and religious education, and it is very good in the reception class. In other subjects, the curriculum is satisfactory

## Main strengths and weaknesses

- Curriculum provision for reception class children is strong.
- Teachers' assessment of pupils' achievement, planning and provision support learning well.
- Clubs and visits add additional insights to pupils' learning.
- Provision for pupils with special educational needs ensure that they make good progress.
- Curriculum time inconsistencies between classes and subjects slow pupils' progress; in some subjects, skills acquired in one year are not reliably revisited soon enough in the following year for learning to be built on.
- Provision for Year 2 pupils in Class 3 occasionally takes too little account of their needs.
- Limited space reduces curricular opportunities

## Commentary

17. There has been good improvement since the last inspection. Teachers' planning now clearly indicates lesson objectives, giving a sharper focus to learning. Reception class provision has improved significantly due to the effective implementation of an early years curriculum and well-resourced activities to support learning; the result is a vibrant curriculum specifically planned to meet the needs of young children.

18. Effective assessment informs teachers about standards and supports their lesson planning. In consequence, teachers are able to use this information to guide their pupils through individual learning targets to help raise attainment in English, mathematics and science. However, the school's systems do not extend this quality of support to other subjects

19. In most English, mathematics and science lessons teachers provide activities that closely match pupils' differing needs. Planning for pupils with special educational needs is good. Group and individual support is used effectively and flexibly. Individual education plans ensure that pupils' needs are planned for, with precise targets and strategies to overcome particular difficulties.

20. Recent curriculum development in ICT and art is effective. Co-ordinators work with each teacher to develop long term subject plans and to help with their implementation. This has effectively highlighted areas of expertise and those where staff training is required. The success of this initiative can already be seen in teachers' growing confidence and pupils' rising standards in these subjects. In some lessons, insufficient time allocation reduces opportunities for pupils to apply literacy skills; for example, in a Class 5 history lesson, there was a lack of time for reflection through writing.

21. Teachers plan a good range of visits such as the Class 2 museum trip to investigate Victorian toys and games. Whole school initiatives, for example, *Heard it in the Playground*, place the school firmly in the community, inviting visitors to be involved in pupils' learning. The provision of a good variety of clubs encourages older pupils' learning beyond the school day. Pupils compete in competitive sports, further developing physical skills and positive attitudes.

22. All statutory requirements are met. The locally Agreed Syllabus for religious education is effectively taught. There is a need, already recognised by the school, to develop a more structured provision for pupils' personal, social and health education, which is currently satisfactory. Sex and relationships education and drugs awareness are taught appropriately. Provision for citizenship is good. Older pupils take on additional responsibilities and the school council effectively seeks pupils' views.

23. Insufficient thought has been given to the differing National Curriculum requirements of Year 2 pupils currently placed in Class 3. There is a lack of progression from the less formal Year 1 structure, and lessons sometimes last too long, resulting in pupils losing focus.

24. Because the school does not allocate topics to particular times of the year, there are occasions when gaps between revisiting subjects as pupils move up the school may be too long; thus skills in some subjects are not reliably built on in later classes. On occasions this slows pupils' progress.

25. There are good arrangements for pupils transferring to the local high school. Units of work started in Class 5 are completed in the new school. This supports pupils well.

26. Limited space in the school reduces opportunities for small group work, library provision and gymnastics for older pupils.

### **Care, guidance and support**

27. The school provides good quality support. It successfully promotes pupils' independence and raises their self-esteem as they progress through the school.

### **Main strengths and weaknesses**

- The good provision of support, advice and guidance based on monitoring of pupils' all-round achievements.
- The involvement of pupils through seeking, valuing and acting on their views contributes well to their personal development.
- Although many potentially higher attainers do well in English, mathematics, science and RE, the specific needs of gifted and talented pupils have not yet been formally assessed and there is no specific provision for their development
- Teaching staff are fully aware of child protection procedures but non-teaching staff have not yet received formal training.

### **Commentary**

28. Care is taken to ensure that pupils are supervised well and that they work and play in a safe and healthy environment. The school keeps a close check on its most vulnerable pupils and works closely with its local support agencies. Child protection procedures are in place but some non-teaching staff have yet to receive formal training to enable them to work effectively within those procedures.

29. The school provides good quality support, advice and guidance for pupils to enhance their academic and personal development. Much of this is the outcome of systematic and intelligent analysis of pupils' attainment in their class-work and in tests. Although the school is refining its approach to its most gifted and talented pupils they are not yet systematically identified and a small number could do even better than they do.

30. The school's Council provides good opportunities for pupils to voice their views and has the potential to make a significant impact on the personal, social and moral development of pupils. Pupils in school have confidence. They know that their views matter and they respond well to consultation. The majority of pupils are willing to confide in their teachers about their anxieties and relationships are good.

### **Partnership with parents, other schools and the community**

31. There are satisfactory links with parents and good links with the wider community. Links with high schools are good and an interest is maintained in the achievements of ex-pupils.

## **Main strengths and weaknesses**

- Parents are strong supporters of the school.
- Links with other schools are good.

## **Commentary**

32. Parents perceive the school to be good and are pleased with its work. Respondents to the parent questionnaire have few concerns about the school. Leadership and management are trusted and parents value the team spirit in the staff. A few parents would like more information about their children's progress; more opportunities to express their views; more involvement in the school's day-to-day life and a wider range of after school activities for their children. The inspection findings are that the school fulfils its statutory responsibilities but there are few occasions when it organises events to explain its methods or approaches to parents or seeks their views on new initiatives. Current after-school activities are worthwhile and make a good contribution to pupils' learning experiences. However, these activities are restricted to pupils in Years 3 to 6.

33. The school provides parents with essential information about its work and the progress their children make. There is a good partnership with parents of children in the Foundation Stage and the school benefits from the fund-raising of a parent-teachers' association. Its parents' handbook complements the school's prospectus and invites parents to become involved in school life. Parental support for homework and specific learning targets is having a positive effect on the standards achieved by pupils - mainly because the school regularly sets homework that pupils and parents accept and support. However, the school has not yet taken full advantage of the skills offered by parents to work and support learning in school as well as at home.

34. Good links with the community are maintained through the school's friendship with local people, its work with the church and parishioners and some grandparents of its pupils. Links with local play-groups provide a satisfactory induction for children joining the reception class whilst links with the local high school, to which most pupils transfer, are particularly good. Procedures for Year 6 pupils contribute to effective and supportive transition and the school maintains an interest in the progress of its ex-pupils through dialogue with the high school which broadens the educational and personal support for them.

## **LEADERSHIP AND MANAGEMENT**

35. Overall leadership and management are good. All concerned with the school respond well, in co-operating teams, to the headteacher's very good leadership and good management. Governors play a large part in shaping the school's clear sense of direction.

## **Main strengths and weaknesses**

- The headteacher's leadership and management draw very effectively on well-developed analytical skills.
- There are strong and effective corporate contributions to the school's ethos and management systems.
- The school's plan for effecting further improvements is well set out and ambitious in its scope. However, it does not identify with sufficient clarity what the intended improvements are for pupils and their levels of achievement.
- Many aspects of the school are led and managed well and set good patterns for those areas that have not recently been reviewed.
- An effective governing body is led well by its chair.
- The ways of working with the mixed Year 2 and 3 class have not been fully considered.
- The management of the curriculum is, in many ways, good but the pattern of covering topics in some subjects does not ensure sufficient continuity of learning.

## Commentary

36. The headteacher's forceful personality and desire to provide well for pupils have a very significant impact on the school. There is a very positive atmosphere and spirit that owes a good deal to its Christian ethos and the determination of all connected to the school to provide well for its pupils' all-round development. The welfare and achievement of all pupils are at the centre of the school's thinking and planning; inclusion is fully promoted at all levels. Decisions are always carefully considered and many concerned with the school make contributions to the identification of areas for further improvement. The school's improvement plan is well-directed at appropriate areas for change and ambitious both in the issues it addresses and in the sense of urgency implied in its time scales. It includes 'success criteria', but these are almost always imprecise and not often enough concerned with the outcomes from the point of view of pupils' achievements. This makes it difficult for the governors and staff to be completely confident that the expenditure of time, energy and funds have been successful.

37. Where it is appropriate, data is analysed with impressive sophistication –for example, in the identification of writing as a whole-school issue and in the individual targets set for pupils whose progress begins to slow. Progress is well advanced in both of these areas and pupils' standards are improving as a result. Leadership and management of English, mathematics and science have been strong for some time and make major contributions to pupils' achievements in those subjects. Good management strategies are being extended to other areas. For example, work in art and design was recently reviewed and improvements made to the scheme of work, resources and the approach to teaching and learning. Although changes have only been implemented for a few weeks there is already powerful evidence that teaching and learning are improving. The approach adopted provides a very good model for other areas.

38. The governance of the school is strong. Many members of the governing body make valuable contributions through its committees ('panels'). The governing body as a whole, led well by a knowledgeable and hard-working chair, fully understands its role as 'critical friend'. A higher than usual financial under-spend is earmarked for modifications to the building that are planned to remedy carefully identified gaps in provision. The school has not yet modified the curriculum in the mixed Year 2 and 3 class and so the differing curricular, teaching and learning needs of the two age groups are not fully met. Topics in subjects other than the core are sensibly allocated to each class in ways that prevent either repetition or omission of parts of the curriculum. However, leaving to individual teachers the decision regarding when in the year these should be tackled means that some subjects are not revisited soon enough to ensure continuity of learning. This goes some way to explaining why pupils achieve less well in these subjects than in, for example, RE which is taught systematically and in which standards are above average.

39. The school's policies and systems ensure that issues connected with race equality are addressed.

### ***Financial information for the year April 2002 to March 2003***

Income and expenditure (£)	
Total income	335,340
Total expenditure	340,421
Expenditure per pupil	2284.70

Balances (£)	
Balance from previous year	42,030
Balance carried forward to the next	36,949

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS.**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

40. The quality of education provided for the children in the Foundation Stage is very good. Since the last report very constructive improvements have been made to implement a high quality curriculum, well matched to the differing needs of young children. Effective use is made of the accommodation and resources for teaching and learning.

41. There are currently twenty-six children in the Foundation Stage. Attainment on entry is broadly average, though with rather more than usual at above average levels; attainment in speaking and listening and in personal and social development is above expectations. The children have settled in quickly and are already achieving well. Whilst it is very early in the school year there are clear signs that most children will meet the early learning goals in all areas of learning, and a significant proportion should achieve above. The quality of teaching is consistently very good in all areas of learning and all adults work very effectively as a cohesive team, supporting children's progress. This is a key strength of the provision.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

42. Provision in personal, social and emotional development is **very good**.

#### **Main strengths and weaknesses**

- Teaching and learning are very good.
- The children behave very well, are happy and have settled quickly into classroom routines.
- Most use their initiative and confidently try new ideas.
- They make good relationships with adults and other children.
- Transition arrangements are good and there are good links with parents.

#### **Commentary**

43. Most children have settled very well, and with enjoyment, into school routines; for example they happily cross their legs and put hands up in class discussions. They behave very well, sitting quietly and listening to others' contributions. They persevere and concentrate for good periods of time, and are enthusiastic and interested in learning. Children are polite and many already use social conventions such as "*Excuse me*". Relationships are developing well. Children happily share toys and other resources in activities.

44. The induction of new children to the class is well thought out. Children visit for an Easter activity and for a summer *Teddy Bears' picnic* or *A Pirates' Party*, so they are well prepared over a good period of time for their entry into school. The teacher and assistants have established very good relationships with the children. The teacher ensures that children gain self-esteem by providing work at exactly the right level, so children experience success. There is a very positive ethos in which children's contributions are valued and achievements celebrated. Because there are many planned opportunities in a lesson, children are busy and maintain interest. All adults in the class support them very well. Parents are kept well informed through newsletters and a class notice board. Resources are good and organised effectively for ease of access by children, promoting independence and initiative well.

## COMMUNICATION, LANGUAGE AND LITERACY

45. Provision in communication, language and literacy is very good and most children are on track to achieve the goals expected, with approximately one third clearly exceeding them.

### Main strengths and weaknesses

- The teaching is very skilled and engages and motivates children very well.
- Comprehensive planning ensures a very good range and quality of learning experiences
- No time is wasted and there is a real focus on enjoyable learning.
- Children have good and productive opportunities to share books at home and school.

### Commentary

46. The teacher grabs children's interest and attention at the start of lessons, so they hang on to her every word. A sense of excitement pervades and an eagerness to learn ensures that no time is lost. Thus children's progress is good. Because of the multi-sensory approach to teaching letter sounds, children link sounds with actions and are already recognising the sounds that letters make. A range of very good strategies engages children. For example, the teacher engenders a sense of suspense when, for example, opening the Sound Chest (a box containing interesting items, chosen by the teacher because their names begin with her chosen letter for the day), and uses a puppet to reinforce learning. Through daily repetition, many children can independently write their first names. Children have good speaking skills, confidently engaging adults in conversation, and most speak in sentences. They show a real enjoyment of books because the teacher uses her voice effectively to add emphasis and suspense. Good home and school links are already established and children regularly share a book at home.

47. Teaching is very good overall, enabling children to achieve well. Work over the medium term and in individual lessons is planned meticulously so that it both captures children's learning needs and covers a very rich range of areas of learning. Children's writing is marked, but not annotated to indicate the amount of adult intervention.

## MATHEMATICAL DEVELOPMENT

48. Provision in mathematical development is **very good**.

### Main strengths and weaknesses

- Children revise, consolidate and improve their learning on a daily basis.
- Mathematics teaching often takes place as part of other topics, in ways that make learning exciting and successful.

### Commentary

49. Because the teacher provides a very interesting range of activities, children maintain focus and consolidate their learning well. Each day a mathematics lesson reminds children of what they have already learned, tells them what they are going to learn next – often individually- and sets tasks that are always at least interesting and often exciting. For example, using the story of *Goldilocks*, children compare the differences between large and small bears; they find differently sized bears in the sand, confidently count sets of 3, and match bears to pictures and templates. There is a daily emphasis on counting and number recognition, so that, by the end of the reception year, most children count to 20, carry out simple additions and complete number sequences.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

50. Provision in knowledge and understanding of the world is **very good**.

### Main strengths and weaknesses

- Well planned appropriate activities link with children's experiences and promote learning very well.
- The teacher promotes a sense of fun so that children enjoy learning
- There is very good use of adult help and this supports children very well.

### Commentary

51. The teacher carefully plans interesting activities that help children to develop a deep curiosity about their world. For example, finding strategically placed items in the woodland area, children experience a sense of awe and wonder when they discover conkers and feathers. Because areas of work are carefully linked, children's learning in a number of areas is consolidated whilst they are ostensibly studying another. For example, following instructions reinforces children's work in literacy; guiding a programmable toy around Goldilocks' house develops spatial awareness in mathematics. Children have good opportunities to construct and build a range of objects. They make sock puppets, and with help, staple paper cones to make mice for Grandfather's Clock. Very good leadership and management are very well supported by all adults in the reception class team. All adults fully understand the approach and the children's needs. This ensures that all children have rich experiences in this area so that they achieve well.

## PHYSICAL DEVELOPMENT

52. Provision in physical development is **good**.

### Main strengths and weaknesses

- The teacher's stimulating demonstration provides a very good role model for children.
- Because the management of children's behaviour is very good, they behave well in exciting situations.
- Provision for outdoor play has limitations.

### Commentary

53. Children's manipulative skills develop well because they undertake a variety of interesting activities such as cutting and sticking, for example, when making photo frames. Most have good control of pencils and carefully colour within the lines of small shapes. As well as giving instructions, the teacher demonstrates what she expects pupils to do, using immensely expressive voice and gesture. Children model the teacher's actions well, especially in physical education lessons. All listen attentively and high attaining children sensibly and accurately follow a series of instructions. Children run, jump and march in ways that closely match the appropriate early learning goals for children of their age. They move safely with a fair degree of co-ordination. Outdoor play is used appropriately and makes a sound contribution to pupils' achievements. However, provision for climbing and balancing is limited and this restricts pupils' progress.

## CREATIVE DEVELOPMENT

54. Provision in creative development is **very good**.

## Main strengths and weaknesses

- Exciting, stimulating provision motivates children well.
- The skills of all adults are used effectively to support learning.
- Very good attention to language development ensures that children develop an increasingly rich language to describe their work.

## Commentary

55. The sense of excitement that is present for much of the time in the reception class has a particularly positive impact on children's creative development. Teacher and support assistants all have a good grasp of this area of the curriculum and work together very effectively as they share explanations and their own sense of excitement in the subject.

56. In activities such as making collages in the style of the artist Andy Goldsworthy, children are successfully encouraged to describe the natural items they use, for example, "*It feels hard and lumpy*", when describing bark; others use words such as *squidgy* or *cold* when describing clay. Adults contribute well with questions such as "*How does it feel?*" Most children make appropriately detailed drawings of themselves, including head and trunk and appropriately positioned arms and legs. Most have good control of, for example, glue and paint.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

57. Provision in English is **very good**.

## Main strengths and weaknesses

- Pupils' attainment and achievement are high – especially that of boys.
- Teachers have good subject knowledge leading to -
- Planning which ensures that pupils build securely on previous work.
- The effective use of assessment to set targets for improvement ensures that learning is relevant and demanding.
- The subject is well led and managed.
- Pupils' spelling and checking of written work is not careful enough.
- The teaching of handwriting is not systematic enough.
- The provision for Year 2 pupils in Class 3 does not always meet their needs.

## Commentary

58. Pupils good and very good test results in recent years are replicated in the standards being reached by the current Year 6. Their speaking, listening and reading standards are very high and standards in writing are above average. Boys often reach even higher standards than the good ones reached by girls. Although writing results are good the school quite rightly seeks to bring them up to those in other aspects of English.

59. Teaching is good largely because good leadership has led to the, usually, intelligent introduction of nationally recommended methods, well-informed planning and expert teaching. Teachers begin lessons with clear learning objectives and they ensure that these are met, giving real purpose to pupils' work. Because relationships and the management of pupils' behaviour are good, pupils listen attentively and behave well. Most teachers plan work that builds carefully on earlier learning. This, together with individual pupils targets such as "*Use paragraphs in writing*", gives focus to learning. Good structure to pupils' guided reading and regular opportunities to read at home and at school are key reasons for pupils' very good reading standards. For those Year 2 pupils in

Class 3, the literacy lesson is too long, lacking adaptation for younger children. This limits the progress they make in lessons.

60. Pupils with special educational needs receive good support from well-qualified teaching assistants, and so make good progress towards their learning targets.

61. Teachers provide good opportunities for younger pupils to express themselves so that by Year 6, most speak confidently in a variety of situations. Systematically developed reading skills enable older pupils to access information independently. By Class 4, pupils write expressively, using varying styles such as report or biography. Words, sentences and phrases are chosen for impact, for example, a Year 6 pupil writes " My brother; cheeky and naughty; never tidies up!" In some lessons, boys dominate class discussions and although girls get sufficient attention to achieve well, boys do even better. The school has yet to analyse girls' favoured writing styles, for example, narrative writing, and their specific strengths and weaknesses in national tests so that their comparative lower result can be improved.

62. Because there is no consistent approach to the teaching of handwriting, a significant minority of Year 6 pupils print their work, reducing writing speed and neatness. Teachers do not often enough insist that pupils spell words correctly. Hence, by Year 6, some pupils are careless, misspelling common words; for example, *whent* for *went*.

63. The headteacher's analytical approach and proactive leadership is a key reason why standards in older pupils' writing are beginning to rise. Whole staff discussion has led to teachers identifying key features for improvement. However, insufficient analysis of how time is used in lessons results in limited opportunities for extended writing, and insufficient time to apply literacy skills in some subjects. Assessment procedures are very good, providing high quality information. This is being used very effectively to set targets for groups and individuals, enabling pupils to achieve well and reach higher levels in national tests.

64. Since the last inspection, standards have improved from good to very good in most aspects of English. There is still no school library, limiting opportunities for pupils' personal research.

### **Language and literacy across the curriculum**

65. Pupils' good literacy skills have a significant impact on their work in all subjects. Pupils' confidence in writing impacts positively on other subjects, for example, writing up a science experiment. Pupils apply skills taught in ICT effectively when word processing their written work.

66. A good deal of the work in RE results in pupils recording their views or retelling stories in ways that develop their skills and understanding in both RE and English. This also takes place to a more limited extent, and therefore with less impact, in other subjects.

## **MATHEMATICS**

67. Provision in mathematics is **very effective**.

### **Main strengths and weaknesses**

- Pupils' achieve very well.
- Teaching is consistently good throughout the school.
- Pupils enjoy mathematics and work hard.
- Very neat presentation helps accuracy in classes of older pupils – although a significant number of younger ones need more help with number formation.
- Pupils who begin to fall behind are systematically identified and given work that brings them back on track.

- The use of mathematics in other subjects is not systematic enough to have a significant impact on learning.

## Commentary

68. The well above average test scores achieved by Year 6 pupils in recent years, and the above average by Year 2, are reflected in the current Years 2 and 6.

69. Pupils' high levels of achievement owe a good deal to consistently skilled teaching; every lesson seen was well taught. Planning for each lesson or series of lessons is exemplary, and learning is supported by well-chosen resources. Within the common theme that gives structure to lessons, teachers ensure that pupils are given work at levels of difficulty that matches their individual needs. Pupils with special educational needs are supported well by their helpers; many other pupils have been given individual learning targets, arrived at after careful analysis of the work of all in the class and much of the work that they are given draws effectively on this background knowledge.

70. Almost all pupils respond particularly well to mental mathematics work. They enjoy the quick-fire question and answer sessions and are eager to answer. Their interest goes beyond the more obvious skills and knowledge that teachers regularly revise. For example, when invited to identify as many units of measurement of length as they could, pupils gave a quick and accurate list but one pupil also offered 'light-year', with a brief explanation of its meaning. The teacher accepted the contribution positively but also was not diverted for too long – so that the lesson retained its momentum.

71. The accuracy of the written work of Year 4, 5 and 6 pupils is helped greatly by neatness, with work carefully set out in columns and with each number well formed. However, this is not the case with some younger pupils who regularly reverse numbers and set out their work less tidily than they should. Although both boys and girls reach good standards there are occasions when boys get more from lessons than girls because their confidence levels are so high and they put themselves forward so enthusiastically. On occasions they need the teacher's firm control or this eagerness would spill over into unacceptable behaviour. None-the-less, teachers' effective strategies for managing pupils' behaviour ensure that attitudes are almost always good and behaviour at least acceptable; pupils co-operate very well in groups of mixed ages, gender and ability. Good leadership and management have ensured that teaching and learning have benefited from intelligent use of national guidance in mathematics. Since the last inspection standards have risen from above average to well above whilst teaching remains good.

## Mathematics across the curriculum

72. Whilst there is little evidence of frequent use of mathematics in many subjects, a sound level of support comes from the use of charts in science and from occasional data collection and analysis in ICT. On some occasions teachers use dates in history and distances in geography to illustrate large numbers and give practical insights into their use. This element of provision lacks the systematic use needed to make its full contribution.

## SCIENCE

73. Provision in science is **good**.

## Main strengths and weaknesses

- Key skills are well taught.
- There is a good and productive emphasis on investigative work throughout the school. Tasks are usually well matched to the different levels of pupils' attainment in most classes, although tasks do not always meet the needs of Year 2 pupils in the mixed Year 2 and Year 3 class.

- There is too little, systematic use of information and communication technology to support learning.

## Commentary

74. In most recent years, pupils in Year 6 have reached above, or well above, average standards in national tests whilst Year 2 pupils have reached above average standards. These are being maintained in the present Years 2 and 6 and standards are on track to be well above average by the end of Year 6.

75. The quality of teaching is good overall. Teachers' plans include clear scientific objectives; because these are shared with pupils they understand the purpose of their learning. Key scientific skills are taught very effectively. New activities build effectively on earlier learning, so that pupils develop knowledge and understanding consistently. Teachers in all classes plan interesting experiments that motivate and engage pupils, ensuring that pupils learn to think scientifically as well as acquire a good range of scientific knowledge. For example, Class 2 pupils worked with relish on practical tasks about *hearing* and *sound*. A strength of the teaching is the provision for pupils of different levels of attainment, so that almost all pupils receive good support and so achieve well. This provision also includes a good degree of challenge for higher-attaining pupils, enabling them to extend learning and attain high levels in national tests. Pupils with special educational needs are supported well and make good progress towards challenging targets.

76. The Year 2 pupils are taught in two different classes; one group is with Year 1 pupils and the other with Year 3. The school has not clarified how to give these pupils the same curricular opportunities, sometimes resulting in an inappropriate provision for some in Year 2. For example, during the inspection, Year 2 pupils in one class studied the functions of teeth - part of the curriculum for older pupils and which they found difficult; those in the other class made and detected sounds - a curriculum more appropriate to their age. This mixed provision is a new challenge for the school that has yet to be resolved. In some lessons, especially in classes 4 and 5, boys are more confident and demand more of the teacher's attention than girls. As a result, although girls do well boys do even better.

77. There is no substantial use of information and communication technology, for example, to record information graphically. The school successfully develops pupils' literacy skills and these are applied very effectively in science lessons. Hence, by Year 6, most pupils plan and write up experiments clearly and concisely. However, teachers do not always ensure that pupils spell subject specific words correctly, even when the words are available on an accompanying worksheet.

78. The management of the subject is satisfactory. Priorities for development are sound. For example, there are plans to evaluate the effectiveness of a newly introduced scheme of work by monitoring teaching and learning in classrooms. Teachers regularly evaluate pupils' work using half-termly assessments. Currently, there is too little use of these assessments as a management tool to check the progress of individual, and groups of pupils over time.

79. There has been good improvement since the last inspection. Standards have risen from above average to well above the national average by the end of Year 6. Teachers' planning is now well focused and is a key reason for the good provision and high standards that most pupils achieve.

## INFORMATION AND COMMUNICATION TECHNOLOGY

80. Provision in information and communication technology (ICT) is **satisfactory**.

### Main strengths and weaknesses

- A well-equipped computer suite now enables effective whole class teaching.
- A new comprehensive curriculum plan is having a positive impact on pupils' achievements.

- There is insufficient use of ICT to support work in many other subjects.
- There is a lack of whole school assessment procedures to check on pupils' progress.

### **Commentary**

81. Teaching is good. Teachers make good use of the computer suite, enabling all pupils to consolidate earlier learning and to practise new skills. There are more than enough computers for pupils to work in pairs, and often pupils with a particular need will work alone or alongside an adult in order to have these needs met; pupils at all levels of attainment benefit in this way. In an effective lesson with Year 1 and 2 pupils, they devised computer-generated pictures modelled on the work of Jackson Pollack, reinforcing their work in art. Effective teacher demonstration taught pupils a good range of techniques, promoting choice and individuality. Because the teacher had very good relationships with pupils and managed their behaviour well, pupils worked diligently, with good concentration and perseverance.

82. Pupils develop a satisfactory range of skills. For example, Year 1 and 2 pupils use varying fonts, change letter size and colour, and import pictures. Older pupils access the Internet, developing good research skills. Many Year 6 pupils have good keyboard skills. They log on to the Internet, send and receive e-mails, and confidently use functions such as highlighting and deleting text, or cutting and pasting.

83. The co-ordinator is new to this role but is already supporting colleagues effectively. Planning for systematic development of the subject is good. For example, the whole staff has discussed the new curriculum plan, and training needs have been carefully identified. There are no consistent procedures for assessing what pupils know and can do so that it is difficult for teachers to build confidently on what pupils already know, understand and can do. There is a weekly computer club, which is well supported by older pupils and makes a good contribution to pupils' enthusiasm and attainment.

### **Information and communication technology across the curriculum**

84. Teachers are now using ICT effectively to support pupils' work in literacy, but there is a lack of application of these skills in other subjects. Opportunities are missed in mathematics, science and design and technology for computer generated graphs and modelling purposes, and in music for electronic composition. This significantly reduces the scope and excitement of the subject.

## **HUMANITIES**

85. It was only possible to observe one lesson in each of geography, history and religious education (RE). However, in all three subjects sufficient pupils' work was examined to form judgements on attainment and achievement. Similarly, examinations of schemes of work, teachers' planning and discussions with them allowed some judgements to be made regarding the quality of the curriculum and of subject leadership.

### **History and geography**

86. Provision in history and geography is **sound**.

### **Main strengths and weaknesses**

- The curricula are broad and usually engage pupils' interest; in particular, provision is enriched by visits to places that illustrate and support learning well.
- There are clear guidelines on the skills and knowledge to be taught, although this does not have its full impact because long term plans do not specify when topics will be taught; thus earlier learning cannot reliably be built on.
- There is occasional overuse of work sheets that results in insufficient match of tasks to the differing needs of pupils.



## Commentary

87. In both subjects there are clear guidelines to ensure that all requirements of the National Curriculum are taught. Individual teachers choose when to teach topics, but because this is not monitored, the school cannot ensure that topics are taught regularly and systematically; as a result there are sometimes longer than necessary gaps between lessons and this goes some way to explaining why an imaginatively presented curriculum does not result in high standards. Teachers plan interesting visits that broaden the scope of pupils' learning. For example, in history, Class 5 visited Worcester Cathedral as part of a study on the growth of the city. In a geography field trip, pupils in Year 4 compared Broadheath with the differing environment of Burnham on Sea. The work arising from each of these visits was of a good standard.

88. Teachers plan a broad variety of work, increasing the scope of learning. For example, Class 2 pupils, studying changes in schooling, dress, transport and farming, gained a good perspective of history. Topics such as '*Heard it in the playground*' benefited greatly not only from external funding but also from the involvement of members of the local community. In this work, pupils' personal, social and emotional development was greatly enhanced.

89. Where pupils are given opportunities to consolidate learning through written work, they apply literacy skills effectively. However, the overuse of worksheets by most teachers limits such opportunities and reduces the scope for personal study. In some classes all pupils complete the same worksheet. This results in a lack of challenge for higher attaining pupils and incomplete work by some lower attaining pupils. Pupils sometimes successfully apply their information and communication technology skills to work in history and geography. For example, in a study of Ancient Greece, Year 6 pupils used the Internet to research the topic. Class 4 pupils, studying the Tudors, imported portraits into word-processed texts, enhancing presentation by a carefully chosen variety of font and layout.

90. Co-ordination is satisfactory. Teachers' planning is evaluated and pupils' work is sampled to monitor provision. Teaching and learning in classrooms has not been monitored. There is no formalised assessment of pupils' work, so that pupils' levels of attainment against National Curriculum indicators are not recorded. Standards are similar to those reported at the last inspection.

## RELIGIOUS EDUCATION (RE)

91. Provision in RE is **good**.

### Main strengths and weaknesses

- Pupils respond well to the well-directed personal demands made of them and so reach good standards by Year 6.
- The best written work is of a high standard although the least good is marred by poor presentation.
- The curriculum is imaginatively presented.

## Commentary

92. Teachers' good understanding of and commitment to the subject have a positive impact on provision and on the standards reached. The syllabus in use is sound and is considerably enlivened by the spiritually and emotionally demanding tasks planned by teachers. This enables pupils to achieve well. For example, a mature Year 6 pupil writing about the possible nature of God, writes '..... an abnormal, omnipotent human being with great imagination...'. Another writes about the lit candle used in worship as '..luring you towards its hypnotic flame'. The readiness of pupils to respond with such openness and interest makes marked contributions not only to their high levels of achievement in the subject, but also to their spiritual, moral, social and cultural development.

93. In Year 2, much of the work is also of a good quality but carelessness creeps into the presentation, limiting its impact. However, many pupils have a good knowledge of aspects of the subject such as Old Testament stories (and the fact that we share these stories with other religions) and the key features of a church.

94. Learning is supported by the regular and systematic way in which the subject is taught. In most classes there is a weekly lesson; this allows earlier learning to be systematically built on and ensures good progress. A review of the curriculum is currently planned. In many ways this is understandable, as the current local agreed syllabus is dated. However, there is a danger that time could be wasted as a new syllabus is being worked on, and about to be published, by the local body (the SACRE) charged with this responsibility. Since the last inspection standards have risen and the school is well placed to continue to improve.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

95. Very few lessons were observed in art and design, design and technology, music and physical education. Too little evidence of any kind was scrutinised to allow any judgements in design and technology. No judgements are made on teaching in any. In most subjects it was possible to scrutinise a considerable, representative sample of work – including video and audio tapes, and photographs - to examine curriculum plans and to discuss the approach with staff. This allows a number of key judgements to be made.

### **Art and design**

96. Provision in art and design is **satisfactory**.

### **Main strengths and weaknesses**

- Standards are rising.
- The newly designed curriculum is broad and is designed fully to develop pupils' skills, knowledge and understanding.

### **Commentary**

97. Standards in art and design are satisfactory. However, in lessons seen as well as in work undertaken recently there are significant improvements in the quality of pupils' experiences, in the teaching of skills and in the quality of pupils' work. Teachers speak highly of the management processes followed in order to get to this point and they much appreciate the availability of the subject co-ordinator to clarify issues as they arise, to help with resources and with approaches to teaching. The new approach was exemplified in a Year 4 and 5 lesson. Although the focus of the lesson was on clay work, the teacher began by revising earlier work with pastels and drew links with the clay modelling planned for this lesson (both were concerned with producing likenesses of Henry VIII). This both revised the pastel work and set the scene well for the modelling. Using a very clear lesson plan the teacher explained accurately what the work was to entail and what pupils would achieve. The appropriate skills of using hands and tools with clay were carefully developed and the children's patience and growing skills ensured that the effects were creditable. By the end of the lesson pupils were using tools and producing effects that were considerable improvements on their earlier work.

98. Although standards are lower than when the school was last inspected, the school identified this some time ago. There was a wide-ranging review of provision and a new curriculum was designed and teaching skills improved. The school is now well on track to return to the good standards seen previously.

## Physical education

### Commentary

99. No firm judgements can be made about the subject as no lessons were observed during the inspection. Year 5 pupils have swimming lessons for one term, and last year, almost nine out of ten could swim at least 25 metres. When observed in the playground, pupils demonstrated skills appropriate to their age. For example, in a game of football, older pupils were seen passing and controlling a ball with appropriate skills; their movements were controlled and quick, at around average levels. Catching and throwing skills were at expected levels.

100. A range of interesting activities enriches the curriculum. There are currently clubs for netball and soccer, and, at other points in the school year, cricket, rounders, tag rugby and athletics. Clubs are currently for pupils in Classes 3, 4 and 5. Older pupils also compete in inter-school fixtures and tournaments such as The Small Schools' Soccer Cup. In an extra curricular netball activity, the teacher placed good emphasis on rules and evasion tactics, effectively supporting pupils' work in games lessons.

101. The subject is led by a pro-active and enthusiastic co-ordinator who commits time and energy to out of school activities. There are comprehensive subject guidelines, giving good support to teachers. The scope of gymnastic lessons for older pupils is limited by the small size of the school hall.

### Music

102. Provision in music is **satisfactory**.

### Main strengths and weaknesses

- Singing is tuneful and well-controlled.
- Expertly taught lessons for most pupils are too short to have their full impact.
- Pupils enjoy lessons and behave very well.
- The current review of provision is timely.

### Commentary

103. Singing is good because a wide range of contributory skills is taught expertly. Thus pupils' posture and breathing ensure a clear sound, and diction is good so that words can be heard clearly. This is evident not only in lessons but also in performances. In these, items ranging from World War I songs to nursery rhymes are sung well and with real feeling.

104. Lessons in classes 3 to 5 are timetabled for 30 minutes each. As the same teacher is responsible for each, and lessons follow each other, the actual time spent teaching is noticeably less than this. The curriculum is therefore under pressure, as there is too little time for all aspects of music to be taught well.

105. Pupils speak warmly of their music and this appreciation is obvious in lessons in which behaviour is very good and relationships between teacher and pupils are very good.

106. Provision for Year 1 and some Year 2 pupils is now class based, having been similar to that for older pupils until recently. Whilst no teaching was seen it is clear that the changes were carefully considered. Expert teaching, in the form of an 'Advanced Skills Teacher' was used to ensure that pupils would benefit fully from the changes. The provision for pupils in Years 2 to 6 is currently under

review and the care with which earlier changes were made strongly suggests that any changes will be planned carefully and improve provision.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

### **Personal, social and health education**

107. Provision in personal, social and health education is **good**.

#### **Main strengths and weaknesses**

- Provision in the reception class.
- Pupils' enthusiastic acceptance of responsibility, that increases as they mature.
- Pupils' very well developed self-esteem and ability to form positive relationships are fostered very well in all classes

108. Children's emotional and social development, their self-esteem and happiness are at the centre of provision in the reception class. It is regarded as both important in its own right and also as a prerequisite for high quality learning in all other areas. This approach is responsible for much of the good progress that children make in other areas of learning.

109. In classes 2 to 5 there is a strong and very productive emphasis on forming good relationships, often fostered through well planned work in carefully chosen groups. The result is that pupils have a healthy respect for others and very well-developed self-esteem.

110. In the rest of the school there is a carefully planned sequence of increasing responsibilities that pupils accept well. By the time that they are in Year 6, pupils very willingly and effectively contribute to the School Council, showing good levels of commitment and enterprise. Other particularly positive features of provision include:

- Older pupils acting as playleaders for younger ones at break times do so naturally and well;
- Organising assemblies, including choosing appropriate music and seeing that guests are at ease;
- Working with visitors to school – for example in the very successful '*Heard it in the playground*' project;
- Year 6 pupils organise almost all aspects of a 'leavers' lunch', at which they entertain all of the adults who have helped them in their seven years at the school – including those who have moved on.

111. Sex and relationship education and consideration of alcohol and drug misuse receive carefully considered attention and pupils respond maturely to this.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*

