

INSPECTION REPORT

COLWALL CHURCH of ENGLAND PRIMARY SCHOOL

Colwall Green, Malvern

LEA area: Herefordshire

Unique reference number: 116797

Headteacher: Mr R Southall

Lead inspector: Mr B Gilhooly

Dates of inspection: 20 - 22 October 2003

Inspection number: 255870

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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
Number on roll:	194
School address:	Colwall Green Malvern Worcestershire
Postcode:	WR13 6DU
Telephone number:	01684 540532
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Appropriate authority:	Governing Body
Name of chair of governors:	Reverend Carl Attwood
Date of previous inspection:	29 th June 1998

CHARACTERISTICS OF THE SCHOOL

The school is situated in the village of Colwall. There are 194 pupils on roll and they come from the village and surrounding area. Indicators of social advantage are evident. There are more girls than boys at the school (105 girls and 89 boys). Most children enter the reception class with above average skills in language and literacy, and social development. Skills in other areas of learning are in line with what is expected from this age group. There are no pupils who speak English as an additional language. Ninety-six percent of pupils are white, one percent are from other ethnic backgrounds and three per cent are not classified by ethnicity. The percentage of pupils eligible for free school meals (eight per cent) is below the national average. Nearly eight per cent of pupils are identified as having special educational needs, which is well below the national average. Of these, one and a half per cent (three pupils) have statements of special educational need, which is broadly in line with the national average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21540	Mr B Gilhooly	Lead inspector	Foundation Stage, Science, Art and Design, History, Music
9970	Mr J Acaster	Lay inspector	
16886	Mr R Moseley	Team inspector	English, Design and Technology, Physical Education
32358	Mrs H Griffith	Team inspector	Mathematics, Information and Communication Technology, Geography, English as an additional language, Special Educational Needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Colwall is a very good school which gives good value for money. Pupils' achievement is good and sometimes very good, and standards are above average overall as a result of high quality provision. The quality of teaching is very good. Leadership and management are good overall. Pupils and parents are very positive about the school and particularly appreciate its ethos.

The school's main strengths and weaknesses are:

- The leadership of the headteacher is very good and he promotes the school's caring, family ethos very effectively.
- Staff work very well as a team and are excellent role models, which results in high quality support for all pupils, particularly those with special educational needs.
- Very good quality teaching is characterised by excellent relationships between staff and pupils, which promote learning very well.
- Pupils' attitudes, values and other personal qualities are very good. They are very well behaved and enjoy their work.
- The spiritual, moral, social and cultural development of pupils is very good.
- Pupils' achievement is good overall, particularly in English, where it is very good by the end of Year 6.
- The school provides very good quality care, guidance and support for its pupils.
- The school's partnership with parents and the community is excellent.
- The school development plan is not sufficiently focused on improving specific areas identified from the wide range of assessment information the school collects.

Since the school was last inspected in 1998, its improvement has been good. All key issues have been dealt with successfully through a wide range of appropriate activities. For example, arrangements for monitoring the quality of education and implementation of the school's assessment policy have helped to further improve the quality of teaching.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	A*	A*	A
Mathematics	B	A	A	C
Science	C	A	A	A

Key: A - top five per cent; 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.

Achievement is good overall. Test results in 2003 reflect the overall pattern of high standards that Year 6 pupils have achieved over a number of years. The table shows that Year 6 pupils did not do as well in mathematics as they did in English, when compared to similar schools. However, the current Year 6 pupils are doing as well in mathematics as in science, though English is still stronger, and achievement in mathematics is now good.

The standards seen in the current Year 6 are well above average in English and above average in mathematics, science, design and technology, history, art, and music. Standards are average in information and communication technology. Standards in Year 2 are above average in most subjects and pupils achieve well. By the end of the reception year, children achieve well and exceed the expected goals in all areas of learning except physical development, where there was insufficient evidence to make an overall judgement.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. They are very well behaved, like life in their school very much and bubble with delight in their facilities and happy atmosphere. Attendance and punctuality are good.

QUALITY OF EDUCATION

The quality of education provided by the school is **very good. Teaching is very good** overall. It is good in Year 1 and Year 2 and very good in reception and in Year 3 to Year 6. Very good aspects of teaching and learning are common to all classes, particularly the high quality relationships between adults and pupils and the teamwork amongst staff. Teachers use a very positive, enthusiastic and encouraging approach with pupils. This promotes good behaviour very successfully, motivates pupils well and brings out the best in them. Classroom assistants make a valuable contribution to pupils' learning and teachers use them well. There are comprehensive assessment procedures in place, particularly for English, mathematics and science. However, the information they provide is not always used sufficiently well to identify particular trends and to set targets for pupils.

The curriculum is well planned and organised and is enriched by a very good range of additional activities. The school is very effective at providing high quality welfare, guidance and support for all its pupils. The excellent links with parents and the community enrich pupils' learning effectively.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. Leadership by the headteacher is very good. His thoughtfulness, sensitivity and drive, together with his total commitment to the school's caring, family ethos, have helped to ensure a very good quality of education for all pupils. The headteacher is very well supported by the deputy headteacher. Together they promote a strong sense of teamwork amongst staff very successfully. School management is good. The commitment of staff and governors to ensure the inclusion of all pupils is very good, as is their concern for the needs of individuals. The work of the governing body is good. Overall, the school development plan is too broad and is not sufficiently focused on improving specific areas identified from the analysis of the wide range of assessment information the school collects.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are extremely positive about the school, particularly its leadership and management. They feel strongly that staff are very approachable and that their children greatly enjoy coming to school. Pupils are highly motivated by the school and what it offers them. Their views are well reflected in the response from one pupil who said, "What I like is the fun and laughter you have with the teachers, and the Friday assembly, the art, the physical education, playtimes and information and communication technology. It's a lovely school".

IMPROVEMENTS NEEDED

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

- to use the large amount of assessment information collected more efficiently to identify particular trends and to set targets for pupils;
- to use the school development plan more effectively by focusing on improving specific areas identified from the assessment information.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards are above average overall and achievement is at least good across the school. The achievement of pupils with special educational needs is good. There are no significant differences between the achievement of boys and girls.

Main strengths and weaknesses

- Test results indicate a general pattern of high standards in English, mathematics and science over a number of years.
- Inspection evidence indicates that standards in most areas of learning and subjects are above average and pupils are achieving well.
- Pupils' achievement is particularly good in English, where it is very good by the end of Year 6.

Commentary

1. The school's analysis of its results is beginning to be used for planning improvements in standards. Strategies to further improve literacy and numeracy have been successful, particularly the focus on boys' reading in Year 1 and Year 2 and on higher attainers in mathematics throughout the school. Good use of individual education plans for pupils with special educational needs helps them to achieve well.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	16.9 (15.5)	15.7 (15.8)
Writing	15.7 (14.9)	14.6 (14.4)
Mathematics	17.6 (16.5)	16.3 (16.5)

There were 28 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 2003

Standards in:	School results	National results
English	30.6 (31.4)	26.8 (27.0)
Mathematics	28.6 (29.9)	26.8 (26.7)
Science	31.2 (30.6)	28.6 (28.3)

There were 27 pupils in the year group. Figures in brackets are for the previous year

2. Most children enter the reception class with above average skills in language and literacy, and social development. Skills in other areas of learning are in line with what is expected from this age group. They achieve well because of very good teaching and the careful attention paid to their individual needs. By the end of the reception year, children exceed expectations in all areas of learning where there was enough evidence to judge.
3. In 2002 there was a dip in results in Year 2 due to the higher proportion of pupils with special educational needs. In a one-form entry school, results will inevitably be more affected by the balance of higher attaining pupils and those with particular difficulties than in a larger school. Results in 2003 better reflect the overall pattern of high standards that Year 2 pupils have achieved over a number of years. This pattern of high standards is also seen in Year 6 results.

Pupils' achievement is good, including those with special educational needs. The Year 2 results in mathematics were well above average compared to all schools and above average in relation to similar schools. In reading and writing, results were above average compared to all schools and average in relation to similar schools. The Year 6 results were very high compared to all schools and well above the average for similar schools. In mathematics, results were well above average compared to all schools and average for similar schools. In science, results were well above average compared to all schools and similar schools.

4. Inspection evidence indicates that standards in reading and writing are above average by the end of Year 2, whilst those in mathematics are average. Standards in mathematics are above average and in English are well above average by the end of Year 6. By the end of Year 2 and Year 6 standards are above average in science, design and technology, history, art and music. Standards are average in information and communication technology. The school has experienced considerable difficulties with its computer equipment. These have now been resolved and as a result of this and good quality teaching, pupils are making rapid progress in developing their computer skills.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and other personal qualities are very good. Their spiritual, moral, social and cultural development is very good overall. Attendance and punctuality are generally good.

Main strengths and weaknesses

- The school is excellent at promoting harmonious and supportive relationships and in using these to foster good academic and personal achievement.
- All pupils share a very inclusive and purposeful ethos, enjoying the work they do, and most take advantage of a wide range of extra-curricular opportunities.
- Pupils are very well behaved and their spiritual, moral, social and cultural development is very good.
- Attendance is good for almost all, but more holidays are being taken in term time and the level of absence deemed unauthorised is higher than in most rural schools.

Commentary

5. Pupils like life in their school very much. They are confident to voice criticisms: for example, some do not like being required to sit at lunchtimes in boy-girl fashion. Others say they would like to be taught in a building rather than in a 'mobile'. But overwhelmingly they bubble with delight in their facilities and happy atmosphere.
6. The values of the school are projected very effectively by the headteacher. He and his team stimulate very good learning attitudes, combined with a respect for good order. From the reception class onwards pupils are expected to share and care, and the school operates as one large family. The style in assemblies is much like a gathering round the domestic hearth. It is noticeable throughout the school that pupils are known and treated as individuals, with their interests and talents recognised. Consequently attitudes and behaviour tend to be consistently very good. Pupils try hard. They enjoy working together. Staff are very alert at noticing the beginnings of inattention or misbehaviour and are prompt in addressing it appropriately. Pupils are keen to avoid their names going into the 'blue book', which records relevant instances of inappropriate behaviour. Parents say that behavioural problems between pupils, when reported, are dealt with effectively. The school has no exclusions.
7. Provision for spiritual, moral, social and cultural development is very good. For example, the school is particularly keen to draw every pupil into active musicianship. It does so very successfully, drawing on the very well-developed talents of several teachers as well as using specialist support. The chair of governors is inspirational, and particularly so on the piano stool. Through this focus on music, all pupils learn some musical discipline and almost all find that

they can perform effectively on some instrument. Many discover and improve a talent pleurably, and occasionally the resonance awakens a desire to participate in those from whom it is least expected. Pupils are thus lucky enough to experience music on every level. Other subjects in the curriculum, such as art and English, are also employed very well in developing awareness, reflection, and sensitivity. Leadership and teamwork are enjoyed by many pupils during sporting activities. Awareness of cultures very different from that of the Malverns is well promoted across the curriculum and includes the study of several world religions. Pupils are keen to talk about their own travels. Residential experience is included among school visits, which promotes pupils' personal and social development very effectively.

8. Particularly good features of personal development include environmental work, led by two pupils from each class, and very effectively structured use of circle time. For example, for pupils towards the top of the school, circle time encourages them to set the agenda and make contributions under headings of praise, performance, problems and ideas. Teachers draw out the resulting discussions to encompass such topics as making decisions, resolving conflict, understanding democracy, problem solving and coping with emotions. These sessions are frank, thoughtful, and inclusive.
9. Pupils thus get much enjoyment and development from coming to school. Attendance, correspondingly, is higher than the national average. Punctuality is also good. However, pupils from a few families do have some difficulties with attendance. While the promotion and monitoring of attendance is satisfactory overall, the school has not always been sufficiently firm at insisting on improvement or seeking due explanations for absence in relation to this small number of families.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.0
National data	5.4

Unauthorised absence	
School data	0.5
National data	0.5

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Asian
No ethnic group recorded

No of pupils on roll
185
2
1
1
5

Number of fixed period exclusions	Number of permanent exclusions
0	0
0	0
0	0
0	0
0	0

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is very good. The teaching is very good overall and has some excellent features. The curriculum is good and is very well complemented by good extra-curricular activities and very good enrichment opportunities. The school cares for its pupils very well and has excellent links with parents and the community.

Teaching and learning

Teaching and learning are very good overall. This has improved since the previous inspection when teaching across the school was judged to be good. The quality of teaching is good in Year 1 and Year 2 and very good in reception and in Year 3 to Year 6. Very good aspects of teaching and learning are common to all classes, particularly the high quality relationships between adults and pupils. Assessment is comprehensive, but not always used well enough.

Main strengths and weaknesses

- Relationships between staff and pupils are excellent, which promotes learning very effectively.
- The teamwork between teachers and classroom assistants is very good, which results in high quality support for pupils, particularly those with special educational needs.
- Teachers use questioning very effectively, which involves pupils actively in their learning.
- Assessment information, although comprehensive, is not always used sufficiently well to identify particular trends and to set targets for pupils.

Commentary

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4 (12%)	13 (37%)	13 (37%)	5 (14%)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

10. Teachers use a very positive, enthusiastic and encouraging approach with pupils. This promotes good behaviour very successfully, motivates pupils well and brings out the best in them. For example, during circle time in Year 1, the teacher's approach enabled many pupils to express their views about what they thought they were good at to the whole class with confidence. In a Year 4 reading session, pupils in the teacher's focus group made very good progress in their ability to read with better understanding as a result of her encouragement.
11. Teachers use questioning very effectively to improve pupils' learning and to actively involve them in lessons. For example, in a Year 3 mathematics lesson, challenging questioning enabled most pupils to gain a good understanding of multiples and their use in problem solving. In a Year 6 history lesson, high quality questioning helped pupils to improve their knowledge and understanding about the Jarrow Crusade and to make the links between cause and effect.
12. Classroom assistants make a valuable contribution to pupils' learning and teachers use them well. For example, in a Year 2 literacy lesson, two pupils with special educational needs made good progress with learning new words following good quality input from a classroom assistant. During a reception class information and communication technology lesson, effective support from a classroom assistant and information and communication technology technician enabled pupils to improve their mouse and keyboard skills. The teamwork between teachers and classroom assistants is very good, which results in good quality, well-targeted support for pupils, particularly those with special educational needs.
13. Relationships between staff and pupils are excellent, which helps to reinforce the caring, family ethos of the school very effectively and also promotes good quality learning. For example, in a Year 5 literacy lesson, the teacher's high quality relationship with pupils enabled him to use his sense of humour to great effect, which energised and motivated them to produce very good work on playscripts. In a Year 6 music lesson, pupils' good collaborative skills and their ability to offer suggestions for improving instrumental arrangements were well enhanced by the purposeful and sensitive relationship the teacher had with them.

14. Lessons are planned thoroughly and the main focus identified clearly. Very good opportunities are provided for pupils to work both independently and collaboratively, as a result of which they are skilled at both ways of working. Work is well matched to pupils' abilities in most lessons. This, together with well-targeted support from classroom assistants and the general school ethos, helps to promote very good inclusive practice.
15. There are comprehensive assessment procedures in place for English, mathematics and science. A helpful level grid sheet is used to record pupils' progress in these areas. Significant achievements in other subjects are also recorded. The large amount of information collected is very time consuming and is not always used sufficiently well to identify particular trends and to set targets for pupils. The level grid sheet could provide a useful starting point for making assessment procedures more manageable, efficient and effective.

The curriculum

The provision for a range of curricular opportunities is good. The opportunities for the enrichment of the curriculum are very good. The opportunities for extra-curricular activities are good. The quality and quantity of accommodation and resources are good.

Main strengths and weaknesses

- The curriculum is well planned and organised.
- Very good use is made of visits and visitors to enrich the pupils' learning experiences.
- Year 6 pupils are prepared well for secondary school education.
- The number of clubs and activities provided outside of the school day is good.
- There is a very good match of teachers and support staff to deliver the curriculum.
- Accommodation and resources are good.

Commentary

16. The curriculum is well planned and organised and is enriched by a very good range of additional activities. For example, pupils visit the Hartlebury Museum, Worcester Cathedral, Bishopswood Environmental Centre, Hayden Science and Technology Centre and the Cardiff Art Gallery to enrich their learning in history, religious education, art and design, drama and science. Visits to the theatre broaden their enjoyment and understanding of drama and the theatre. Visitors to school such as authors and artists enhance literacy and art and design. Pupils in Year 6 take part in a residential visit, which not only supports subjects very well but also pupils' personal and social development. All these additional activities and visitors help to support the good standards and achievements of pupils and widen their horizons and understanding of the world around them. These judgements are similar to the findings of the previous inspection.
17. The provision for pupils with special educational needs is very good. The school is pro-active in identifying pupils with special educational needs and good quality individual education plans are in place for them. Class teachers match work well to pupils' needs and abilities. Resources for special educational needs have been enhanced by the provision of a dedicated area, additional teaching materials and computer software.
18. The curriculum in the reception class is good. All areas of learning are well promoted through a good range of stimulating activities, with particular strengths in the development of children's language and literacy skills.
19. There are good curricular links with the secondary school to which most pupils will go. These links prepare the pupils well and makes their transition less traumatic, much smoother and more effective. For example, pupils in Year 5 and Year 6 visit the school and take part in curricular activities linked to art and design, music and information and communication

technology. Occasionally some teachers from the secondary school, which has been given Art College status, visit Colwall School and give lessons in literacy and music. Money has been found to provide transport to the Leisure Centre, which is on the same campus as the secondary school, for pupils to engage in sporting activities, which enhance their physical education skills.

20. There is a very good match of teachers and learning support staff to the needs of the curriculum and a very good range of experience amongst the staff, which supports the good teaching of the curriculum and high standards. Subject co-ordinators have a good understanding of the curriculum strengths of their subject and areas in need of development.
21. Staff give generously of their time to provide a very good range of sports and other clubs for pupils outside lessons, which include French, DIY, gardening, environmental work and art, as well as football, netball, rounders, cricket, hockey and athletics. Parents also give of their time regularly. For example, a number of parents and grandparents visit the school to listen to pupils reading. This is a great enhancement of the reading curriculum and is greatly appreciated by the pupils and teachers.
22. The accommodation is well maintained but some of the classrooms are rather small for the numbers of pupils in each class. However, the teachers and pupils use the accommodation well and although this weakness does not have an effect on standards and pupils' achievement, nevertheless, there is often only limited room to carry out science experiments or display constructions made in design and technology. There are good, separate rooms for the teaching of music, for withdrawal opportunities for pupils with special educational needs and for storing resources for the curriculum. The multi-media and computer suite is fairly new, well appointed and regularly used, which is resulting in rapid progress for pupils in developing their computer skills. The accommodation outside is of very high quality. A great deal of effort has been made by teachers, parents and pupils to ensure the school grounds are a very good resource for learning. For example, there are Wendy houses, large constructions to play on, such as a wooden train, an extensive adventure playground, quiet areas and a good sized ecological pond. These all enhance learning very well. Teaching resources, especially in the school, are very good and have a very positive impact on lessons.

Care, guidance and support

The school is very effective in providing for the welfare, guidance and support of all its pupils. It seeks their opinions well and acts on them when possible.

Main strengths and weaknesses

- The school has a very strong ethos of openness and caring for every individual, which is promoted very well through circle time and a 'buddy' system.
- Pupils are very well cared for in the reception class, which makes their induction into the life of the school very secure.
- Pupils feel they can really enjoy their relationships with staff.
- Pupils respond very well to the impressive outdoor environment that the school has developed
- Teachers are interested in eliciting pupils' views and building from them, but this has not yet extended to setting up a full school council although the school has plans to do this.

Commentary

23. The school has a well-ordered, stimulating atmosphere, which everyone is encouraged to enjoy. This approach is led by the headteacher and is very well supported by his colleagues. It is evident both indoors and in the exemplary outdoor facilities, which pupils particularly enjoy. Pupils do not merely feel safe, but are happy in knowing that their contributions are welcomed and valued. As one Year 4 pupil observed, "I like the school because there is nothing that stops you from having your say and you are always involved".

24. The underlying care for the welfare of pupils is exemplified by the unanimous agreement of parents that the arrangements for the induction of their children are very good. Arrangements for pupils to care for each other are a strong feature at all ages through the school. For instance, each class has a friendship 'buddy' scheme that helps pupils on the playground and field. It was observed that younger pupils are not afraid to ask for a buddy, and that older pupils volunteer to see if they can go over to help others. Pupils in Years 5 and 6 are regularly paired in the lunch hour to assist younger pupils having difficulties with their reading. As parents remarked, a smooth professionalism guides a very inclusive policy.
25. Teachers and classroom assistants attached to each class know their pupils very well, handle relationships extremely effectively and promote a very high degree of openness and trust. From their comments there is a wide appreciation of this comradeship amongst pupils, for they like "the kindness and the way we can have a laugh as well as learn at the same time". Teachers are sensitive and skilful in guiding and supporting pupils' personal development and improving their confidence, as was demonstrated in several personal and social education circle times. Many pupils towards the top of the school, including those with special educational needs, are not afraid to voice and justify their opinions. Teachers praise and make use of suggested ideas for improvement. This is very shortly to be formalised into a whole-school council structure.
26. Very experienced staff ensure that procedures for child protection within the school are effective. Appropriate systems are in place for risk assessment, security checks, and for health and safety responsibilities.

Partnership with parents, other schools and the community

The school has built up an excellent partnership with its parents and the community, and its links with other schools are very good.

Main strengths and weaknesses

- The school's partnership with parents and the community are excellent.
- The school operates as an extended family, warmly reaching out to and including everyone within its circle. As a result pupils, parents, and the community regard it very highly and promote its activities very well.
- The school is active in maintaining very close links with its partner schools so that pupils receive as much advantage, continuity and reassurance as they can.

Commentary

27. About six parents in every ten replied to the inspection questionnaire, and responses to all the questions posed are much more positive than those usually seen. All agreed, many very strongly, that the school is well led and managed. Parents are unanimous that it is very approachable and that their children greatly enjoy coming.
28. The school provides a very good standard of information for parents. For instance, the combined prospectus and governors' annual report is a model of its kind. It is full of information about the school and its community and is made interesting by a personable and easy-to-read style. The same tone is carried in all communications, such as the weekly newsletters, now also often containing snippets from the very active Friends of the School. Day-to-day contacts with parents and other callers are extremely friendly.
29. The school informs parents very well about curriculum matters and the progress of their children. Parents report that the twice-yearly interviews are comprehensive. Since the previous inspection, in response to parents' comments, not only have the homework arrangements been adjusted, but the annual academic report has been brought forward in the school year.

Now that the written report is produced in the spring term, it sensibly enables parents and pupils to make use of the assessment and targets indicated before the close of the year. The overall standard of this reporting is good, usually with an indication of National Curriculum levels and broad statements of what pupils know, understand and can do in the core subjects of English, mathematics and science. Parents of pupils who have special educational needs are consulted and informed appropriately.

30. The dynamism and warmth extended by the school is such that it has become a focal point for the village, and parents feel that it is difficult to say where the school does not figure in terms of the community. Church links are very strong. The curriculum is often enriched by contributors from around the area. Many organisations are invited to school events. The Friends of the school are very active in raising awareness and support. Because of the quality and enthusiasm of its organisers, and the school's growing reputation, its functions are very well attended and enjoyed. The benefits of successful fund-raising activities are visible in good quality resources throughout the school, which also help to underpin equality of opportunity for all pupils. The school attracts very good support from a wide range of volunteers, who assist in successfully promoting pupils' learning.
31. The school is very successful in using its connections with other schools for the benefit of its pupils' experiences and well-being. This starts with visits to the village pre-school as part of its very smooth induction programme. A link with a local school enables pupils to have the benefit of walking to their swimming. Much good use is made of the main secondary school, with curricular liaison and specialist expertise in the arts. Leavers return to tell of their experiences. Pupils' experiences are also enriched through their participation in several types of competition with their peers in the local primary school group.

LEADERSHIP AND MANAGEMENT

The leadership and management are good overall and there have been improvements since the previous inspection. The leadership of the headteacher is very good. The leadership of other key staff is good. Management of the school is good. The governance of the school is good.

Main strengths and weaknesses

- The headteacher promotes the school's caring, family ethos very effectively.
- Staff work very well as a team and are excellent role models for pupils.
- Governors have a good understanding of the school's strengths and challenges.
- Staff and governors promote inclusive practice very well, as a result of which good attention is paid to the needs of individual pupils.
- The role of subject co-ordinators has improved since the previous inspection and subject management is good overall.
- The school development plan is not sufficiently focused on improving specific areas identified from the analysis of the wide range of assessment information the school collects.

Commentary

32. Leadership by the headteacher is very good. His thoughtfulness, sensitivity and drive, together with his total commitment to the school's caring, family ethos, have helped to ensure a very good quality of education for all pupils. The school has made good progress since the previous inspection. The headteacher is very well supported by the deputy headteacher. Together they promote a strong sense of teamwork amongst staff very successfully, for example, between teachers and classroom assistants. This results in staff acting as excellent role models for each other and for pupils.
33. Governors are very supportive of the headteacher and the school. They visit regularly and make useful notes as a record of their observations. A helpful analysis of Year 2 and Year 6 test results is carried out by a governor and this is shared with the governing body. Governors

are usefully linked to subjects and subject co-ordinators. As a result, they have a good understanding of the school's strengths and challenges. The chair of governors enjoys a very effective partnership with the headteacher and staff. His long-standing, close involvement with the school supports the work of the governing body very well. He regularly takes assemblies, where his excellent piano playing makes a significant contribution to developing pupils' music appreciation skills. Governors carry out all statutory duties effectively and are very committed to school development.

34. The commitment of staff and governors to ensure the inclusion of all pupils is very good, as is their concern for the needs of individuals. This is evident from the allocation of funding for classroom assistants to provide additional support, the good progress made by pupils with special educational needs and those who are higher attainers, and the excellent relationships between staff and pupils which promote inclusive practice very effectively.
35. There is good involvement of staff in the school development planning process, with all subject leaders contributing action plans following discussions at several staff meetings. Governors are linked to each action plan, but their involvement as the plans are drawn up is limited. However, governors do make helpful comments and suggestions when the draft school development plan is presented to them by the headteacher. Some action plans give no indication of how the school will judge its success in meeting targets, and none give measurable targets related to improved attainment. It is also unclear how action plans in English, mathematics and science relate specifically to the school's Year 2 and Year 6 test results. Overall, the school development plan is too broad and is not sufficiently focused on improving specific areas identified from the analysis of the wide range of assessment information the school collects.
36. The headteacher has recently established a useful system of school self-evaluation, which has been shared with staff and governors. This has enabled the school to identify its strengths and areas for development effectively. The pupil tracking sheets have been particularly useful in this process. For example, the identification of boys' reading as an issue in 2002 led to action being taken, which resulted in improved standards in 2003.
37. The role of the subject co-ordinators has improved since the previous inspection, when it was identified as a key issue. The management of subjects is good overall. Co-ordinators are clear about their roles and monitor standards in a variety of ways including work sampling. Some co-ordinators have carried out lesson observations and provided helpful feedback to teachers, but others have not had the opportunity to do this. The headteacher monitors classroom practice regularly and has a very clear understanding of its strengths and the areas requiring development and support. The school administrative officers make a valuable contribution to the smooth running of the school and are highly regarded by pupils, parents and staff.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	404744
Total expenditure	411639
Expenditure per pupil	2122

Balances (£)	
Balance from previous year	11526
Balance carried forward to the next	9129

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children across the areas of learning is good. Although no overall judgement was made about provision in the previous inspection report, the good quality outlined in each area of learning has been maintained. Most children enter the reception class with above average skills in language and literacy, and social development. Skills in other areas of learning are in line with what is expected from this age group. The teacher visits the main feeder nursery prior to the children starting school, as part of effective induction procedures. As a result, children settle in quickly and make good progress. Children achieve well because of very good teaching and a good quality curriculum which is challenging, stimulating and well matched to their needs. Teaching has improved from good to very good overall since the previous inspection. The leadership and management of the provision are good. There is good teamwork between the teacher and classroom assistant and children's progress is monitored and tracked effectively.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well and most will exceed the expected goals by the end of the reception year.
- The children behave very well and show keen interest in all activities.
- The children work well independently and in small groups.
- The children are attentive and most are able to sit quietly when this is required by the activity.

Commentary

38. The teacher and classroom assistants promote a caring and positive ethos by involving children through careful and effective questioning as well as by providing activities which encourage co-operative and independent learning. For example, children concentrated well when choosing and looking at books independently. They also demonstrated very good co-operative skills when working in pairs to compare different lengths of string. During the start of the day routine, children choose from the wide range of activities sensibly and enthusiastically. A good example of this was a group that chose the sand tray activity and worked well together to fill different containers. The quality of teaching is very good.
39. The reception team successfully encourages the development of social skills. For example, turn-taking skills were reinforced well through the "Five Currant Buns in the Baker's Shop" activity. The teacher is very consistent in her approach when gently reminding pupils about the good behaviour expected from them. As a result, children behave very well and responsibly. Children with special educational needs are well supported and their ability to concentrate is improved as a result of sensitive interventions by the teacher and classroom assistant.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- Children are achieving well and will exceed the expected early learning goals by the end of the reception year.
- The teacher and classroom assistant develop the children's language skills at every opportunity through very good teaching.

Commentary

40. Children's speaking skills are good, for example, when explaining their pictures or talking about books like *The Hungry Caterpillar*. Most are confident to speak in front of others and express themselves clearly, for example, when talking about writing they have done at home during "Show and Tell". Many have good listening skills and demonstrate these well when stories are read to them or when following instructions for group work. Staff develop children's speaking and listening skills very effectively through good quality questioning and by providing many opportunities for these skills to be exercised, for example, when introducing a new song during music. The quality of teaching is very good.
41. Children's early reading skills are good. They show a keen interest in books and have a good understanding that print carries meaning, for example, when talking through *The Hungry Caterpillar* story or identifying simple words and phrases. Children are also familiar with titles and front covers when discussing books.
42. Children's early writing skills are developing well. They are very confident with mark making and can explain that this represents writing. Many can write their own names and some are beginning to write simple phrases, for example, when retelling the story of *The Gingerbread Man*.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Interesting activities promote children's mathematical development effectively.
- The children are given good opportunities to explain their ideas to others.
- Most children will exceed the expected early learning goals by the end of the reception year and achieve well.

Commentary

43. Children count to 10 confidently and many know numbers up to 50 and beyond. Number recognition has been well reinforced through art work, for example, by children making collages of their favourite numbers. They have a good understanding of "longer" and "shorter" and can explain their ideas about this clearly.
44. The quality of teaching is very good. A practical, "hands on" approach to mathematics is used by the teacher and classroom assistant, which motivates children very well and involves them actively in their learning. For example, children worked in pairs with different lengths of string when considering "longer" and "shorter". A variety of other activities, including making worms from play dough, stringing beads and drawing/cutting out snakes of different lengths, helped staff to reinforce this concept very effectively. Skilful questioning by staff drew out children's ideas well as they carried out these activities. For example, pupils' understanding about pairs was developed effectively when they were asked questions about socks on the washing line in the role-play area.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children's computer skills are well developed.

- The staff use questioning skilfully, for example to develop children's understanding of weather conditions.
- Most children will exceed the expected early learning goals by the end of the reception year and achieve well.

Commentary

45. Children use computers purposefully. For example, they follow on-screen instructions accurately when learning how to close a program. Children use the mouse and different keys confidently and most can explain what they have done clearly. They are very well supported in their learning about computers by the teacher, classroom assistant and information and communication technology technician. The quality of teaching is very good.
46. Children have a good understanding of the different types of weather they experience. For example, they recognise features like cloud, rain, wind, frost, hot and cold, and can apply their knowledge accurately when helping the teacher to complete the weather board. This daily routine helps pupils to consider the changing weather pattern and develops their observational skills through careful questioning by the teacher.
47. Children reflect on past events in their lives thoughtfully, for example, through paintings showing family outings and special occasions. Overall there is a good balance of activities selected by the children and those directed by staff, which helps children to make appropriate choices and work independently.

PHYSICAL DEVELOPMENT

It was not possible to make an overall judgement of provision, overall standards or teaching in this area, but the work seen was good. Children's fine control, such as when handling scissors, dough and small toys, is good. For example, they cut out their drawings of snakes carefully and rolled dough to make worms skilfully. They also threaded beads quickly, using good hand-eye co-ordination.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Most children will exceed the expected early learning goals by the end of the reception year and achieve well.
- Children are provided with a good range of materials to develop their creativity.
- Children's appreciation of music is good.

Commentary

48. Many children are beginning to use percussion instruments well to express animal sounds. For example, one child made a "stompy elephant" sound effect using a tambourine and another made a woodpecker sound using coconut shells. Children show good appreciation of music, for example, when listening to the owl song. They make owl sounds and actions enthusiastically when asked to do so.
49. Children use a good range of materials well to develop their creative skills. For example, they used paint, crayon, chalk and pencil imaginatively in pictures illustrating creation, family trips and family members. They worked in three dimensions to produce colourful models of family members using tubes, pipe cleaners and other materials. Reception children also contributed successfully to a very high quality batik based on a folktale from Papua New Guinea.

50. Staff give children very good opportunities to express themselves creatively. This includes a focus on verbal expression, through which pupils are encouraged to explain to staff and to others what they are doing and why they are doing it. In addition, staff provide the children with a good range of materials to develop their creative skills.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards are high. Pupils achieve well by the end of Year 2 and very well by the end of Year 6.
- The quality of teaching and learning is at least good and often very good.
- Most pupils are extremely enthusiastic about writing for a wide range of purposes.
- Most pupils enjoy reading and develop very good reading skills by the time they leave the school.
- Pupils are given very many opportunities to develop their speaking and listening skills.
- Leadership and management in English are very good.

Commentary

51. Throughout the school, pupils are encouraged to discover “the joy of language”. The school is very successful in achieving this. As a result, standards are above average and achievement in English is good by the end of Year 2. By the end of Year 6, pupils reach standards that are well above average and they achieve very well. Although the results of the national tests over the last few years have varied depending on the differing abilities of pupils, they have been mainly well above average or very high. In 2003, Year 2 test results were above average in reading and writing. In Year 6, test results were very high in English, putting the school in the top five per cent of all schools, which is a good improvement since the last inspection.
52. The quality of teaching and learning is mainly very good and teachers have very high expectations of pupils’ work. Many teachers are extremely enthusiastic about the teaching of literacy, have developed some very good ideas to motivate pupils and make their lessons very productive and successful. For example, in an excellent lesson on Macbeth for pupils in Year 6, the teacher’s great enthusiasm enabled her to paint a strong emotional picture of the particular scene. As a result, pupils responded with their own powerful words to describe the characters and events, such as, “the disgusting, ghastly old women” and “the creaking of the naked trees in wailing wind”. Pupils were totally motivated and concentrated hard to the end of the lesson. This lesson is typical of the motivating ideas used by all teachers, who are particularly skilled at promoting and developing pupils’ speaking and listening skills through exciting teaching.
53. Teachers are very enthusiastic about developing imaginative writing for a wide range of different purposes, such as writing stories and poetry, letters, lists, recipes, diaries and plays. Some high quality writing was seen, particularly in Year 5 and Year 6, which demonstrated that most pupils have a very wide vocabulary and choose words with a great deal of imagination and understanding. A range of punctuation is used accurately and both simple and complex sentences are joined together to form paragraphs, which are lively and enjoyable to read. Teachers’ planning is of good quality, especially in providing appropriate work to challenge pupils of different abilities. In addition, lower attaining pupils often get extra support from well-qualified and well-prepared teaching assistants. Consequently, these pupils, including those with special educational needs, achieve well, often very well.
54. The well-stocked library and the wide range of books in each classroom develop good regular reading habits. Pupils use books well for individual research, as well as for personal pleasure. Most pupils enjoy reading and all are encouraged to take books home regularly. Parents support their children well and often listen to them read at home. The school feels that this is very important and, in addition, ensures that younger pupils are heard to read at least once per

day, either by older pupils, teachers, classroom assistants or the voluntary parents and grandparents who come in regularly.

55. Very good leadership is provided for the subject. Lessons are observed and teachers' planning is monitored. All assessment and test data is analysed well to identify areas that are in need of further development. The leadership is dynamic and continually looking for ways to improve standards and develop pupils' enthusiasm about the English language. For example, a weakness in boys' reading was identified as an issue at the last inspection. This has been addressed fully and older boys are often chosen to listen to younger pupils. This develops their confidence well. In addition, standards and achievement are now higher by the time pupils leave the school than they were at the time of the last inspection. The subject leader has ensured that the subject is well enhanced by inviting writers, authors and poets into the school to work with the pupils. In addition, pupils visit the theatre and are involved in many school productions. This develops their literacy skills well.

Language and literacy across the curriculum

56. The teaching of literacy skills in other subjects is good overall. Many examples were seen of literacy being addressed successfully in other subjects. For example, some good writing was seen associated with history, such as the study of Sir Rowland Hill and the development of the penny post, and writing linked to pupils' independent research work about Greek Gods. Pupils develop their writing skills well within their computer work. For example, they produced multi-media work combining graphics and descriptive writing.

MATHEMATICS

The provision in mathematics is **good**.

Main strengths and weaknesses

- Stimulating teaching challenges pupils in most classes, particularly in Year 3 to Year 6, and achievement is good as a result.
- Support assistants support lower attaining pupils well.

Commentary

57. In the 2003 national tests, Year 6 pupils did not do as well in mathematics as they did in English and science. The comparison to similar schools indicates that their achievement was satisfactory. The current Year 6 are doing as well in mathematics as in science, though English is still stronger, and achievement in mathematics is now good. Standards by the end of Year 2 are average and pupils' achievement is satisfactory. In 2003, test results in mathematics were well above average in Year 2 and above average in Year 6. This difference in standards when compared to the current Year 2 class is related to the differing levels of attainment of each year group and is part of a variable pattern seen over the last few years.
58. The quality of teaching and learning is good overall and has been maintained since the previous inspection. A task in Year 1 held pupils' interest and stimulated lateral thinking about number. Work is well matched to pupils' abilities and classroom assistants are deployed effectively. For example, in Year 2, the classroom assistant provided effective support for lower attaining pupils. Both the teacher and assistant maintained a lively pace of questioning, which offered challenge to pupils. This enabled them to count on in tens and twos, as well as identify odd and even numbers correctly.
59. Teachers in Years 3 and 4 present a high level of challenge and convey a passion for number. This was reflected in pupils' excitement at the "wonder of number" and was apparent in their confidence to experiment with different strategies. For example, one pupil in Year 3 suggested a number pattern of $800 \div 32$; $400 \div 16$; $200 \div 8$ when asked to identify number operations

with a result of 25. Good quality teaching develops pupils' mathematical language very well. For example, they use terms such as horizontal and vertical accurately. Year 4 pupils rehearsed and recalled multiples of 5 and 2, number bonds to 10 and confidently applied these to enable them to identify addition pairs. In Year 6, homework is used well to reinforce and extend class work. Higher attaining pupils are taught with appropriately challenging materials, sometimes provided by other primary and secondary schools. This complements the good provision for higher attainers and helps them to achieve well.

60. There is sound leadership of the subject. The co-ordinator monitors mathematics across the school through examining planning and scrutinising pupils' work. She recognises that monitoring needs to be strengthened by regular lesson observations in all classes. The subject co-ordinator is keen to develop this aspect of subject leadership.

Mathematics across the curriculum

61. The teaching of mathematical skills is satisfactory overall. Some mathematical language and skills are being used in other subjects. This is evident in pupils' work and displays around the school. For example, in science, Year 6 pupils used line graphs to record the results of their experiments with forces. In history, timelines are used to reinforce pupils' understanding of chronology throughout the school. Weather studies in geography help younger pupils to use numbers and capacity in a very practical way when taking the temperature or measuring rainfall.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are above average and pupils achieve well as a result of good teaching.
- The school's practical approach to science motivates pupils well.
- The subject is well led and managed.

Commentary

62. Standards are above average by the end of Year 2 and Year 6 and have been maintained since the previous inspection. Pupils achieve well, as evidenced by records of their prior attainment. The 2003 test results for Year 6 were well above average. The difference in standards can be accounted for by the variation in pupils' attainment levels from year to year.
63. Lessons focus on an investigative, experimental approach, which gives pupils a very practical feel for the subject. For example, Year 4 pupils improved their understanding of air resistance by making parachutes and predicting how weight would affect their flight. Pupils are given good opportunities for discussion and to make conclusions based on practical experience. For example, Year 2 pupils knew the effect of light and dark on the growth of broad beans. Year 6 pupils had a good understanding of evaporation and reversible and irreversible mixing after experimenting with water and a variety of solids. The school has successfully addressed a key issue from the last inspection, which mentioned a lack opportunity for pupils to undertake investigations.
64. The quality of teaching and learning are good overall in Year 1 to Year 6, as was the case during the previous inspection. Teachers introduce lessons well. For example, in Year 1, pupils were asked to think about the senses they would need to use to before crossing the road or getting in the bath. As a result of discussion, they were very clear that often two senses would be used. In Year 5, pupils were very well prepared for experimenting with tuning forks because of a thorough and helpful introduction by the teacher. They had a good understanding of the effect of a vibrating tuning fork on a table-tennis ball and on water. Lessons are very well

managed and pupils enjoy their work. For example, Year 2 pupils worked successfully in pairs to make complete circuits and persevered to ensure that bulbs lit up, particularly when a switch was added. They could explain clearly why circuits did not work and demonstrated a good understanding of the flow of electricity. Classroom assistants make a valuable contribution to pupils' learning and help to ensure that all pupils, particularly lower attainers, achieve well in science. This is particularly evident in their discussions with pupils during experiments, which helps them to organise themselves and talk through their ideas. For example, in the Year 5 lesson on tuning forks, the very effective questioning by the classroom assistant enabled pupils to make good progress in understanding and recording their ideas about the effect of vibrations.

65. The leadership and management of the subject are good. The co-ordinator has only recently taken over responsibility for science, but has a good understanding of developments since the previous inspection, particularly in relation to the school's subsequent investigative approach to science. She offers very useful support and guidance to colleagues on using practical, experiment-based strategies to develop pupils' scientific knowledge and understanding. For example, she has observed science teaching and provided helpful feedback to teachers. She has also developed the use of information and communication technology in science by improving the range of software and hardware available to support teaching and learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

66. Inspectors saw no lessons in Year 1 or Year 2. It is not possible to make a judgement about standards by the end of Year 2. For this reason, an overall provision judgement cannot be made in the subject. Standards by the end of Year 6 are average. Although standards were judged to be above average during the previous inspection, the school has had considerable difficulties with hardware since developing the information and communication technology suite. These have now been resolved and pupils are achieving well in Year 3 to Year 6 as a result.
67. The knowledge, skills and interest of the information and communication technology technician are key strengths in the teaching of the subject throughout the school. She supports pupils and teachers very effectively in their use of hardware and software, both in classrooms and in the computer suite. As a result, the computer suite runs smoothly and efficiently, and teachers' subject knowledge and confidence are improving.
68. The quality of teaching and learning in Year 3 to Year 6 is good overall, as was the case during the last inspection. In a Year 3 lesson the teacher explicitly linked the content to literacy work on persuasive writing. As a result, pupils could select different font sizes appropriately in relation to the amount of text they were using and could also use graphics to create eye-catching posters. They worked collaboratively to overcome problems and achieved the task successfully. In a Year 6 lesson, pupils received very clear and helpful instructions from the teacher, which resulted in the production of good multi-media presentations using sounds, text and pictures. Pupils were highly motivated by this lesson, particularly because the teacher used a "let's find out" approach, which gave them confidence.
69. Leadership and management of the subject are sound overall. The co-ordinator provides teachers with useful advice and support on planning. She also ensures that all pupils have parity of access to the information and communication technology suite. This is beginning to make a positive impact on standards.

Information and communication technology across the curriculum

70. This is a developing area, for example, in geography, but overall information and communication technology is under-used across the curriculum. A range of age-appropriate software is now available, but teachers need further training on how it can be used to support learning across the curriculum.

HUMANITIES

History and geography were sampled. Religious education will be subject to a separate inspection.

History

71. Inspectors only saw one lesson in history, which was in Year 6. The teaching seen in that lesson was excellent and the standards were above average. The teacher used questioning very effectively to examine cause and effect in relation to the Jarrow Crusade. A role-play of the march, together with a recording of people who actually took part, was particularly powerful and significantly improved pupils' understanding of the social and political issues of the time. The pupils' were able to express their ideas well in writing following consideration of the evidence. For example, they felt the march was well organised and that it was much more effective for people to walk to London rather than take the train as this would attract greater publicity. Two pupils downloaded useful information on the march from a CD. Evidence from this lesson and from history work samples and displays around the school suggests that standards are above average by the end of Year 6, as was the case during the previous inspection. The display on Britain Since 1930 is particularly interesting and makes a very useful contribution to pupils' learning.

Geography

72. No lessons in geography were seen, but evidence was gathered from work samples and planning. Teaching of the subject grows from the pupils' local environment and experiences and moves on to the wider world. By Year 2, pupils are involved with a comparative study with a local town, Kidderminster, which enables them to identify similarities and differences between rural and urban environments. They have established a link with a school in Kidderminster, which allows pupils to compare day-to-day life in an urban setting in a meaningful way with their peers. This involves visits to Kidderminster. A good quality display in Year 2 shows maps, photographs of field trips and pupils' work. Year 5 pupils have completed a study of St Lucia. In 2001, the whole school took part in the Geography Association's "A Global Village" Geography Action week. This added to the pupils' awareness of communities and societies in 22 countries, as well as their responsibilities as global citizens. The School Eco Award involvement provides opportunities for pupils from Year 2 to Year 6 to take an active role in the care of the external environment of the school and to gain an understanding of wider aspects of sustainability.
73. Leadership and management of the subject are sound. The subject co-ordinator monitors teaching and learning by examining teachers' long and medium term planning, looking closely at pupils' work and by talking to pupils. The use of information and communication technology to support teaching and learning is emerging through the use of the Internet and relevant software.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Music was inspected in detail and are reported in full below. Art and design, physical education and design and technology were sampled.

Art and design

74. No lessons were seen in Year 1 or Year 2. Good quality displays around the school promote pupils' learning well in this subject and demonstrate the wide range of techniques pupils have experienced. These include printing, batik, pottery, collage and portraiture. Displays and work samples indicate that standards by the end of Year 2 and Year 6 are above average and this has been maintained from the previous inspection.
75. The quality of teaching and learning was good in the two lessons seen. Teachers use questioning very effectively to reinforce background information about particular activities. For

example, in Year 4, information about Native American Indian tribal chronicles helped pupils to design their own chronicles imaginatively, using traditional symbols as well as some they had thought up themselves. Teachers make good links between art and other subjects. For example, Year 3 pupils made clay pots as part of their work on the Ancient Greeks.

76. There are two popular extra-curricular art clubs in which pupils from Year 3 to Year 6 can further develop their artistic skills, for example, by making felt from wool tops and then using the felt to make colourful bags. The co-ordinator has involved the school in a number of successful arts projects, including Art for Schools, Big Arts Week, Ledbury in Bloom and the Herefordshire Schools Art Exhibition. These have generated keen interest from pupils and enhanced their learning well. In addition, community links have been promoted very effectively. Good support is given to staff to develop their expertise.

Physical Education

77. As no lessons were seen in Year 1 and Year 2, and not all aspects of physical education were observed elsewhere in the school, it was not possible to make an overall judgement on standards. However, standards in dance, swimming and games are above average in Year 3 to Year 6 and pupils achieve well. This is an improvement on the standards attained in the last inspection. Pupils in Year 4 were seen developing dance themes, either individually or in small groups, linked to a particular sport, such as golf, rugby, basketball or football. This they did well, using their imagination to pick out the more obvious features of the game, in order to convey it well to others. Pupils in Year 6 demonstrated good tag rugby skills, showing precision, control and fluency in a consistent manner. Most pupils were able to modify and refine their skills and techniques so that by the end of the lesson they had improved both in attack and defence. In swimming, almost all pupils are able to swim the nationally expected 25 metres before they leave school and most swim much further.
78. The quality of teaching seen was mainly good. Teachers plan their lessons well. They start with some good ideas for warming up and skills are developed throughout the lesson, building well on early skills. A real strength of teaching results from the high expectations teachers have of pupils' behaviour and effort. This was demonstrated clearly in a very good lesson for pupils in Year 5. Pupils responded with enthusiasm to their teacher's request to practise and refine their passing and controlling skills in football. They persevered very well to the end of the lesson, clearly improving. Most were performing at a higher standard than would normally be expected for their age.
79. The co-ordinator is enthusiastic and dedicated to maintaining and improving standards. She has ensured that resources are good and that adequate training is available for teachers. The swimming scheme has been improved, with new awards to encourage more rapid progress, especially for the weaker swimmers. The physical education curriculum is suitably enhanced and extended. For example, there are after-school clubs in many sports and in competitions with other schools, Colwall's pupils usually do well. They have won a number of awards in rugby and swimming. They have done particularly well in cricket, where they beat the local schools to reach the County competition.

Design and Technology

80. Only two lessons were seen during the inspection. Standards are above average at the end of Year 2 and Year 6 and pupils are achieving well. It was a similar picture at the last inspection. In addition to lesson observations, a very good collection of photographs of pupils' work was examined. It is clear from this evidence, as well as from an examination of the subject leader's file, that pupils make a very wide range of products using a broad range of materials. For example, in Year 1 and Year 2, pupils use cardboard and wood to make good quality model buggies, which are decorated appropriately. They are introduced to basic sewing techniques when they make good hand puppets using material and papier-mâché. Pupils build on these skills in Year 3 to Year 6 and make more complicated constructions like models of Anglo Saxon homes using card and straw. This work is linked well to the current history topic. More

advanced working models using card, wood and cams with electric motors, are produced by the older pupils. Food technology plays an important part in design and technology throughout the school. For example, pupils in Year 1 made chocolate cakes with the help and guidance of a visiting professional chef. Older pupils design and make pizzas, various kinds of bread and sandwiches. Although a design is almost always produced before a product is made, it is not always used to full effect. For example, some good and detailed designs were seen in some pupils' books, but this was not consistent throughout the school. Some pupils were unclear as to the value and purpose of the design and were not always referring back to the design to see what progress had been made and evaluating ways of improving both their designs and their constructions. The subject leader supports the teachers well and has ensured that resources are good through good leadership and management.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- Pupils really enjoy music and achieve well.
- Pupils' appreciation of music is very good.
- Pupils play a wide range of instruments.
- The school orchestra is impressive.
- The piano playing expertise of some members of staff and the chair of governors support pupils' musical appreciation very effectively.

Commentary

81. Standards by the end Year 2 and Year 6 are above average and have been maintained from the previous inspection. Pupils achieve well and benefit greatly from the piano playing expertise of some members of staff and the chair of governors, particularly in assemblies. Pupils' appreciation of music is very good as a result. In addition, their listening skills are also well developed because of the importance placed on music in the life of the school. Pupils are given good opportunities to learn a wide range of musical instruments and many pupils take these up. For example, they play recorders, violins, violas, guitars, flutes, clarinets, trumpets and trombones with skill and enthusiasm.
82. Teaching and learning are good and the quality has been maintained since the previous inspection. Teachers give pupils good opportunities to perform and to evaluate their performances. For example, in Year 1, different groups of pupils performed The Big Blue Jeep and expressed what they liked about each performance. A group of pupils in Year 5 discussed how they could improve their performance by varying the volume and pitch of their voices. Year 6 pupils offered good suggestions for making instrumental arrangements sound more interesting and were also clear about the improvements that were needed before recording their performance.
83. Pupils throughout the school really enjoy music. Younger pupils sing enthusiastically and know how to use their voices in a variety of ways to create different effects. Most can use percussion instruments imaginatively to interpret stories. Older pupils sing very tunefully and are good at singing in harmony and as a round. Many can read music and perform confidently.
84. The leadership and management of the subject are good. The co-ordinator uses her subject knowledge well to support staff and also to run several extra-curricular music clubs, including a choir and an impressive school orchestra.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- Pupils' understanding of their own feelings and those of others are very well developed through circle times.
- Pupils benefit very well from the school's involvement in the Healthy Schools Project, as a result of which their knowledge of issues such as healthy eating is good.

Commentary

85. Pupils' personal, social and health education is very good and is promoted very well by the headteacher and staff. From the reception class onwards pupils are taught to care about each other and the school community. Staff reinforce the school's family ethos consistently by valuing pupils' contributions and acting as very good role models for them. This has a particularly positive effect on pupils' personal and social development. As a result, pupils' attitudes and behaviour are very good and they are eager to take responsibility. For example, pupils regularly act as playground "buddies" and older pupils help younger ones with their learning.
86. Circle times are used effectively to enable pupils to consider issues such as behaviour, decision-making and conflict resolution. For example, Year 1 pupils discussed the effect a smile had on others and agreed it made them feel happy and excited. Pupils in Year 5 talked about what was praiseworthy in others and were honest when weighing up how justified such praise was in relation to themselves. Year 6 pupils considered and talked through lunchtime problems and came up with useful ideas for supporting younger pupils. Circle times work well because of very good quality teaching, through which pupils are encouraged to express their feelings and to consider the needs of others.
87. The school's involvement in the Healthy Schools Project is having a positive impact on pupils' development and their understanding of healthy eating. For example, most pupils bring a piece of fruit to eat at playtime instead of sweets. Parents have supported this initiative well.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	1
The quality of the school's links with the community	1
The school's links with other schools and colleges	2
The leadership and management of the school	3
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).