

INSPECTION REPORT

HAMPTON DENE PRIMARY SCHOOL

Hereford

LEA area: Herefordshire

Unique reference number: 116680

Headteacher: Mr. S. Pugh

Lead inspector: Mrs. D. Brigstock

Dates of inspection: 13-15 October 2003

Inspection number: 256326

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:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	231
School address:	Church Road Tupsley Hereford
Postcode:	HR1 1RT
Telephone number:	01432 273232
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Appropriate authority:	Governing body
Name of chair of governors:	Mr. S. Phillips
Date of previous inspection:	March 1998

CHARACTERISTICS OF THE SCHOOL

Hampton Dene Primary School has 231 pupils on roll, most of which come from the immediate locality and almost all pupils are white. No pupils are learning English as an additional language. Boys outnumber girls in each year group. It is in an area of mostly privately owned accommodation in a suburb of Hereford. The school is unique in Herefordshire as it has the only Language and Communication Centre (LCC) attached, which includes a class for pupils with autism. An above average proportion of pupils have special educational needs, and a well above average proportion has a Statement of Special Educational Needs, reflecting the additional special needs provision. All nursery education in the area is privately funded and most children have some experience of nursery education before they begin school. Attainment on entry into the mainstream school is average. In 2003, the school gained an achievement award. No pupils left to join another primary school last year and nine additional pupils were admitted. This represents low pupil mobility.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23067	Mrs. D. Brigstock	Lead inspector	Art and Design, Design and Technology, Music, Physical Education
9981	Mr. S. Hussain	Lay inspector	
32954	Mrs. W. Hawkins	Team inspector	Foundation Stage, English, Religious Education
15600	Mr. C. Richardson	Team inspector	Special Educational Needs, Information and Communication Technology, mathematics
31029	Mr. P. Thrussell	Team Inspector	Science, Geography, History

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
THE LANGUAGE AND COMMUNICATION CENTRE	17
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	19
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	31

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school's effectiveness is **good**. It provides good value for money. Pupils enter the school with broadly average attainment and standards at the end of Year 6 are above average due to the good quality of teaching and good assessment arrangements, particularly in Years 5 and 6. Overall, pupils' achievement is good. Parents, staff and pupils rightly have confidence in the new headteacher.

The school's main strengths and weaknesses are:

- Above average standards at the end of Year 6 because of the very good quality of teaching.
- The leadership and management of the headteacher and key staff are good and the governance of the school is very good.
- Provision for pupils in the Language and Communication Centre is very good.
- The partnership with parents is very good.
- The range of extra-curricular activities which enhance the curriculum is very good.
- The quality of teaching in Reception is unsatisfactory in personal and social development.

The school's improvement since the last inspection is good. The key issues from the last inspection, focused on the leadership and management of the school and have been addressed rigorously by the governing body and new headteacher.

STANDARDS ACHIEVED

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

Achievement is **good** overall. Although Year 6 standards fell between 2002 and 2003, this was because in 2002 there were no pupils from the LCC in Year 6. When the scores from the unit's pupils are taken out from 2003 results, they are close overall to 2002 and better than similar schools. Standards of the current Year 6 are well above average and achievement is good. In 2003 in Year 2 standards were below average overall. However, again, when results of pupils from the unit are disregarded, standards improve to above average. Standards of the current Year 2 are above average and achievement is good. Last year children in reception reached average standards in terms of the most of the goals they are expected to reach by the end of the year. Their achievement was satisfactory. Current pupils in reception are achieving satisfactorily in their lessons but no better as the teaching is only satisfactory.

Pupils' personal qualities are **good** overall. Their attitudes to learning are very good. Their behaviour is good. Their **spiritual, moral, social and cultural development** is **satisfactory** overall. It is good for spiritual, moral and social development but unsatisfactory for developing their learning about other cultures in this country. Attendance is good.

QUALITY OF EDUCATION

The **quality of education** provided by the school is **good**. **Teaching and learning** are **good** overall. During the inspection there was a high percentage of good, very good or outstanding teaching, but a small minority of the teaching was unsatisfactory. In one of these lessons the pace was too slow, and in the other the management of behaviour was unsatisfactory. In reception, the quality of teaching was never better than satisfactory. Teaching was particularly good in Years 5 and 6 where two outstanding lessons were seen. In the best lessons, teachers' management of pupils and knowledge of their subjects was so good that pupils became enraptured in the presentation of lessons and their achievement was very good. The curriculum is good. It is enlivened by a very good range of activities and visits which enhance pupils' learning. Provision for pupils with special needs is good, and in the Language and Communication Centre it is very good. Procedures for child protection and for health and safety are very good. Accommodation and resources are good overall but the reception class has poor acoustics and this detracts from pupils' learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. The headteacher, governors and key staff, including the lead teacher from the Language and Communication Centre, have a very clear, shared vision of improvement for the school. The work of the governors is very good: they are well organised and have had a very strong involvement in the school's improvement since the last inspection. Budget management is good. The School Improvement Plan is a very different model to that found usually and reflects the school's emphasis on the development of thinking skills to aid learning well. It serves its purpose in school but needs to be developed in more financial detail for curriculum development. There is a very strong commitment to including pupils with special needs in all the school has to offer.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are pleased with their children's progress and feel welcome in school if they have a problem or complaint. They recognise the school's improvement since the headteacher was appointed, particularly in the raised quality of teaching. Some parents, at the meeting before the inspection, did not think the quality of written reports was good enough. The inspection team uphold this view. Reports are too descriptive and do not consistently refer to future learning targets. Pupils are positive about their teachers and their learning.

IMPROVEMENTS NEEDED

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

- Improve the quality of teaching and the learning environment in reception in order to raise standards.
- Provide more opportunities for pupils in Year 2 to express themselves in independent writing.
- Improve pupils' awareness and understanding of other cultures in Britain.
- Improve the quality of written reports to parents.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

From the 2003 national tests, standards in Year 6 are average. In English and mathematics they are average and in science they are well above average. These standards reflect the 13 per cent of pupils from the Language and Communication Centre (LCC) in this year group. When these pupils are not included, standards in Year 6 are above average. In English they are above average and in mathematics and science they are well above average. In Year 2, standards are below average. They are below average in reading and mathematics and well below average in writing. These standards reflect the 19 per cent of pupils from the LCC in this year group. When these pupils are not included, standards are above average. They are well above average in reading, above average in mathematics and average in writing. Pupils' achievement is good in Years 1 to 6. Last year, children from reception attained the average standards expected in the Early Learning Goals and their achievement is satisfactory.

Main strengths and weaknesses

- Good achievement for all pupils in Years 1 to 6, including those with special needs.
- Achievement is very good in music and physical education.
- There are not enough opportunities for pupils in Year 2 to write independently.
- Unsatisfactory achievement in personal and social development for the children currently in reception.

Commentary

1. Pupils are awarded a number of points for each National Curriculum level they attain. These are then added together to give a points score for each school for each subject. Point scores give an indication of pupils' progress over time. For example, if a school's point score is one point less than the national average then this is equivalent to one term's progress less for each pupil compared to the national picture. The table below includes the points scores of pupils from the LCC. Without their inclusion, the points scores are higher than the national results.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	26.44 (29.5)	27 (27)
mathematics	26.86 (29.3)	27 (26.7)
science	29.51 (30.3)	28.8 (28.3)

There were 43 pupils in the year group. Figures in brackets are for the previous year

2. Achievement is a measure of whether pupils are doing as well as they should. Achievement for all pupils, including those with special needs, in Years 3 to 6 is good in English, mathematics and science because the quality of teaching is good. In Years 5 and 6 teaching is consistently very good. Teachers' expectations of what pupils can achieve are high and the use of assessment to raise standards further is effective. Teachers, and the leadership of the school, analyse strengths and weaknesses in teaching and learning well. They successfully use the information they gather to target the learning needs of individual and groups of pupils when planning future lessons. The quality of this planning is excellent.

3. The school sets very challenging targets for pupils in English, mathematics and science which it narrowly missed meeting in 2003. The school's trend for improvement in all three subjects is above the national trend and, from observations during the inspection, pupils in the current Year 6 are on line to attain above average standards in 2004. Pupils with particular gifts and talents in different subjects are given additional challenges to meet and make good progress.
4. In music and physical education pupils are attaining well above average standards and achieve very well because of the influence of teachers with specialist knowledge who teach classes other than their own.

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

Standards in:	School results	National results
reading	15.32 (16.1)	15.9 (15.8)
writing	13.52 (13.4)	14.8 (14.4)
mathematics	15.81 (15.3)	15.6 (16.5)

There were 28 pupils in the year group. Figures in brackets are for the previous year

5. Achievement of all pupils in Years 1 and 2, including those with special needs, is good. The table above shows slightly below average results for all pupils in reading and writing, but these figures include pupils from the LCC. Pupils, apart from those in the unit, attained well above average standards in reading, above average standards in mathematics and average standards in writing. Writing is the weakest area. Standards are below average compared to similar schools. This is because pupils do not have enough opportunities to write independently. Their work is too tightly planned by their teachers to allow them to be creative enough. Standards in mathematics and science are above average.
6. Standards in physical education and music are above average and achievement is good by Year 2.
7. In reception, pupils enter the school with broadly average standards of attainment. Their achievement is satisfactory rather than good. This is because the quality of teaching is not as high as it is in the rest of the school and the links between areas of learning are not exploited well enough. Evidence from Year 1 shows that children meet the early learning goals in each area of their curriculum. However, achievement is unsatisfactory in personal and social development for the current children. They have below average skills in concentration because they are not being developed well enough, and this impedes their learning.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and relationships are very good, and behaviour is good. Their spiritual, moral, social and cultural development is satisfactory overall. It is good in spiritual, moral and social development but unsatisfactory in cultural development because there are not enough opportunities for pupils to learn about cultures other than their own in Britain. Attendance and punctuality are good.

Main strengths and weaknesses

- The school promotes attendance well and parents make good efforts to ensure the attendance and punctuality of their children.
- Pupils show very high levels of interest in school life and activities.
- Behaviour is good for pupils from Years 1 to Year 6.
- Pupils have very good relationships with teachers and collaborate together very well.
- Spiritual, moral and social development is good.
- Standards of personal and social development of children in reception are unsatisfactory.

- The school does not provide enough opportunities in the curriculum for pupils to find out about non-European cultures in Britain.

Commentary

8. The school rewards pupils who have good attendance in a school term with a certificate which they are keen to receive. Parents are playing their part by making good efforts to ensure their children's attendance and punctuality.
9. Pupils show much interest in lessons and other school activities such as trips and after-school sports. For example, in a Year 1 science lesson to develop understanding about how we grow, they were very keen to ask a parent questions about the new baby in the family and they were all enthusiastic about seeing the baby and contrasting its physical characteristics.
10. The pupils at this school are courteous and polite. They show much respect for the feelings, values and beliefs of others. The school is an orderly community and behaviour is generally good except in reception, where it is unsatisfactory for a significant minority of children as there is too little emphasis on developing their personal and social skills. The good behaviour and attitudes make a strong contribution to pupils' learning and achievement. The school has made good improvement in attitudes and maintained the standard of behaviour and levels of attendance since the last inspection. This owes a lot to the school's good work on rules and codes of conduct. For example, pupils regularly review classroom rules and this gives them a sense of ownership.
11. Pupils are very good at working in groups, for example, in team games in physical education, illustrating their ability to form very good, constructive relationships. Relationships between pupils with special educational needs and others are especially good. Members of the school council liaise closely with their class-mates so that they can act in their best interest at council meetings. They respond well to this responsibility and others, such as acting as monitor or librarian. These factors illustrate pupils' good social development. The children currently in the reception class are keen to learn but overall, their behaviour and personal development are unsatisfactory.
12. The inspection team found many examples of good spiritual, moral and social development. For instance, during much work in the school day led by a community member fondly known as 'Mr. Moonshine', Year 2 pupils often gasped with awe, wonder and amazement as they saw models of space craft and learned facts about the universe. In discussions with the school council, it is clear that they have learnt principles that enable them to distinguish right from wrong. For instance, they talked about the persecution of Jewish people during World War II, taking a strong moral stance. There is good improvement to pupils' spiritual development. Standards in moral, social and cultural development are similar to those found at the last inspection. Although pupils learn much about their own and European cultures, there is not enough work done on others. This results in a little confusion about the religious beliefs, values and customs of others in our multi-cultural society. Pupils spoken to are unanimous in saying that they would like to know more.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
Mixed – White and Black Caribbean
Mixed – White and Asian

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
225	0	0
1	0	0
2	0	0

No ethnic background recorded	2	0	0
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QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall, the quality of education provided by the school is good. There is much very good teaching but a little is unsatisfactory. The quality of care given to pupils is very good. The curriculum is good and the range of extra-curricular activities is very good. Links with other schools and colleges are very good.

Teaching and learning

Teaching and learning are good overall. Assessment is good.

Main strengths and weaknesses

- The quality of teaching and learning in Years 1 and 2 and in Years 5 and 6 is never less than good and frequently very good.
- The use of assessment by teachers is good.
- The inclusion of pupils with special needs into mainstream classes is very good.
- The quality of teaching in reception needs improving.

Commentary

- The quality of teaching has improved since the last inspection. The main reason for this is the new appointments of talented teachers made by the headteacher and governors. The headteacher has put a strong emphasis on raising the quality of teaching and standards of work through the development of a more interesting curriculum, and training teachers to use a wider variety of teaching methods, such as pausing for 'Brain breaks' when pupils do planned physical exercises which help them to re-focus their attention for further learning. He has also harnessed the expertise of teachers well to both give training to their colleagues and to teach their specialist subjects in classes other than their own.

Summary of teaching observed during the inspection in 45 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (4.5%)	20 (44.5%)	12 (27%)	9 (20%)	2 (4.5%)	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.

- The school's procedures for assessing pupils' progress have been developed very well since the headteacher's appointment and the information gained now feeds into teachers' planning documents, which are excellent. Pupils are assessed on how well they achieve the learning objectives for each lesson. This information is then used effectively to plan future lessons. Teachers' plans, through the use of information technology, automatically generate assessment charts for each lesson in literacy and numeracy. This is very good but could now be usefully altered to record the National Curriculum levels being attained for each subject. Planning documents are tailored to the needs of individuals, including pupils with special needs, and different groups in each class exactly. In Years 1 to 6, teachers' expectations of what their pupils can achieve are high; the pace of their lessons is lively and their use of planned time targets to spur pupils on to greater effort is effective. These factors are raising standards. For example in a good music lesson in Year 1, the teacher's expectations and pace plus her use of praise drove pupils to perform a very challenging combination of rhythms using their voices and a variety of percussion instruments. Their achievement was good and the standards they attained were above that expected for their age. Teachers' relationships with their pupils are

very good overall and this is because they manage behaviour well through the effective use of praise, encouragement and humour. Teachers' knowledge and understanding of the curriculum is good, and very good when it is used in some specialist teaching, for example in physical education and in music in Years 5 and 6, where lessons were always at least very good and, on two occasions, excellent.

15. Classroom assistants are used effectively throughout the school, particularly when supporting pupils with special educational needs, both in mainstream classes and in the support of pupils from the LCC. They are well briefed and have a detailed knowledge and understanding of individual pupils' needs and the targets they are expected to meet. Their very good support means that pupils from the LCC are included in all the school has to offer. Teaching and support staff are aware of pupils' individual targets and lesson planning takes account of them. Learning objectives are specific for individual pupils and designed to promote some independent learning.
16. The quality of teaching in reception has weaknesses and does not match that seen elsewhere in the school. Lessons are planned very well and activities are chosen to support specific lesson objectives. Classroom assistants help the teacher in supporting the learning of groups of children well. The weaknesses are in managing behaviour and maintaining children's interest in their learning. There are not enough interesting resources in use around the classroom to engage children in learning independently and not enough of their own work on display to celebrate their learning. When children complete planned activities, they become restless and noisy. Currently their personal and social development is unsatisfactory.

The curriculum

The curriculum in the foundation stage is satisfactory overall. In Years 1 and 2 it is good and in Years 3 to 6 it is very good. There is a very good range of extra-curricular activities. Support for pupils with special educational needs is good. The accommodation is good overall and the quality and quantity of resources is good.

Main strengths and weaknesses

- The headteacher, along with a strong team of teachers, has developed and improved the curriculum well.
- The provision for pupils with special educational needs is good.
- Pupils have very good opportunities to participate in sporting activities.
- The accommodation, grounds and resources are good and are used well to support pupils' learning.
- Curriculum links with other schools are good.
- There are insufficient opportunities for writing in different subject areas.
- Personal and social development for children in reception is unsatisfactory.
- The acoustics in Year R impede learning.
- Books in the library do not reflect the ethnically diverse nature of society well enough.

Commentary

17. The key curriculum issue from the last inspection has been addressed well. The new headteacher has built up a team of enthusiastic teachers who, with him, have improved the quality and consistency of educational provision across the curriculum and throughout the school, which allows good equality of access and opportunity for all pupils. This has raised standards, particularly in English, mathematics and science. Other subjects are now being regularly reviewed. The current school development plan is evaluating the provision in geography and history, and has recognised the need to develop the use of literacy skills across the curriculum, particularly in Years 1 and 2. There is good provision for personal, social and health education. Lessons are regularly timetabled, and a scheme of work is in place that takes

due account of sex education and drugs' awareness appropriate to pupils' age. Teachers' planning documents include all the required elements of this subject and good links are made to other areas of the curriculum. Teachers have good relationships with pupils that enable personal issues to be approached with sensitivity. Good links with a secondary school have provided further curriculum support, particularly in information and communication technology, history and design and technology.

18. Curriculum provision for pupils with special educational needs is good in Year 1 to Year 6 and satisfactory in the Reception Year. Individual Education Plans (IEPs) are effective in ensuring that individual needs are catered for and enable pupils to have full access to the curriculum. The special needs coordinator works with class teachers and teaching assistants well to give recommendations and advice on how to implement the IEP targets.
19. The school has good transfer arrangements for pupils moving on to local secondary schools and for induction into school. It has developed a productive partnership with the pre-school group which is on site. The headteacher, in partnership with the local pyramid of schools and the education authority, is embarking on a programme to share expertise in teaching and learning.
20. There is very good extra-curricular provision that adds breadth and interest to pupils' learning. Pupils participate in the arts, for example, through visits to the ballet and working with visiting dance groups. Field trips are being developed well, linked to studies in geography and history, including a residential trip to Malvern. Opportunities to take part in sporting activities are very good, both for boys and girls. Pupils regularly participate in local tournaments and collaboration with other schools in sporting events is very good.
21. Curriculum provision for personal and social development, whilst planned, is unsatisfactory in reception because it provides few opportunities to celebrate children's achievement or develop their self-esteem.
22. The school has good accommodation and grounds that are used well. Resources have been built up as an essential part of curriculum development, and are now good. Books, however, have not been sufficiently checked for gender and racial bias. This has some bearing on the opportunities pupils have to prepare for life in a contemporary, multi-cultural society. The acoustics in the Year R classroom impede learning, making it difficult at times for children to hear and distinguish voices and sounds.

Care, guidance and support

Arrangements to ensure the welfare, health and safety of pupils are very good. This represents very good improvement since the last inspection. The school provides good advice and guidance for pupils, based on the monitoring of their achievements and personal development. Pupils have good opportunities to be involved with the school and its development by making suggestions and raising issues through the recently established school council. These factors result in pupils feeling confident and valued in their learning, making a strong contribution to their achievement.

Main strengths and weaknesses

- There are very good procedures in place to ensure that pupils work in a healthy and safe environment.
- Pupils have good, trusting relationships with adults in school.
- Pupils have easy access to well informed advice, support and guidance (internally and externally) to help them progress.
- The school has strong arrangements to seek, value and act on pupils' views through the school council.

Commentary

23. The school's designated officer for child protection is fully trained and deals with any issues effectively. All staff are issued with very good written guidance about their roles and responsibilities. There are very good arrangements for emergencies and first aid, underpinned by a remarkably high number of staff well trained in first aid. The school works very well with external agencies to promote health and safety. For instance, the school nurse is a regular visitor, very much involved in sex and drugs education. Year 6 pupils are able to take part in the 'Crucial Crew' programme each year, enabling them to learn basic principles of dealing with emergency situations. Both Year 4 and Year 6 pupils are given safe cycling training each year.
24. Pupils are happy during the school day and are well supported in their learning. This owes a lot to the caring nature of the school that is evident in the good, trusting relationships between pupils and staff. Staff give good day-to-day support to all pupils in their personal development, which is reviewed for all pupils at the end of each school term. Individual problems are handled with sensitivity and care, as and when they occur, for example, if pupils feel bullied. Specialist external agencies are well involved where necessary, including the educational psychologist, speech and language therapist, behavioural support service and others.
25. The recently established school council provides many opportunities for pupils to develop their self-esteem, personal and social skills. Confidence in the council is very clear and pupils chair meetings with the support of a member of staff. The system also enables the school to seek, value and act on pupils' views. It is pleasing to see that the school has taken up several suggestions already, including, for example, the 'fun run' to raise money for the 'rope course' in the playground.

Partnership with parents, other schools and the community

As at the last inspection, the partnership with parents and the community is good. Links with other schools and colleges are very good. Both parents and the wider community are making a strong contribution to learning. The school has addressed fully the key issue of the last inspection regarding governors' annual reports to parents.

Main strengths and weaknesses

- Parents have a high regard for the school and are highly satisfied with its work.
- Overall, parents receive good information about the school and activities but the quality of written reports to parents is too varied.
- The school involves parents very well through seeking, valuing and acting on their views.
- Parents make a strong contribution to learning at school and at home.
- The school has established many links in the wider community, including with other schools and colleges, taking opportunities to enrich pupils' learning.

Commentary

26. Staff and governors consult parents about the school, their children and any individual concerns. Parents are welcome to discuss individual concerns when they arise and there are three parent consultation meetings per year with staff, which are well timed to ensure regular communications with parents.
27. The school provides much good quality information for parents. For example, about forthcoming work in the curriculum and how to support learning at home. Although much detail is given about pupils' progress and standards, end of year reports are often too descriptive of the work done as opposed to how well. However, reports do now meet statutory requirements, a weakness from the last inspection.

28. The parents and teachers association ('the friends of Hampden Dene School') works very hard in organizing popular social and fundraising events and the group has provided many additional learning resources for pupils. Many parent helpers give their time generously by helping in lessons, listening to readers or supporting extra-curricular activities. The school regularly organizes workshops such as in literacy and one in mathematics is about to take place. Such events enable parents to get further involved in their children's learning.
29. Many members of the community wrote letters of support for the school to say how much they valued its work. There are several good links with churches and religious groups. For example, Hampton Park Church, where pupils take part in 'musical afternoons' and local church leaders, who conduct assemblies at school. Several trainee teachers and trainee nursery nurses from the Marches Consortium benefit from training in the school each year, giving pupils additional learning experiences. Members of the community such as poets or artists frequently work with pupils. Very good links with other schools include effective mechanisms for pupils to transfer. For example, Year 6 pupils can take advantage of the 'summer school' at Bishop Hereford's Bluecoat School, giving them confidence for the next stage of their education. All the secondary schools that admit pupils at the end of Year 6 have induction procedures in school. The school has made good improvements in college and other school links since the last inspection.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. Governance is very good and this is a significant improvement from the last inspection.

Main strengths and weaknesses

- Improvement in the leadership and management of the school since the last inspection is good.
- Standards are high because of the good leadership of the headteacher, senior management team and other key staff.
- The Governing Body is very effective in holding the school to account, supporting its work and challenging decisions when required.
- The management of provision for pupils with special educational needs is very good.
- The leadership in reception is unsatisfactory.

Commentary

30. The leadership of the school has tackled the key issues from the last inspection well. The new headteacher provides good leadership and is supported well by the deputy and senior staff. They, and the governors, share a very clear vision for school improvement. They have created a positive climate for change by appointing talented teachers, motivating staff, gaining the confidence of parents and improving the learning environment in the school through extensive re-decoration.
31. The headteacher has introduced a challenging system of teacher self-evaluation whereby teachers reflect on their own professional practice. It focuses the new teams of teachers on monitoring their own effectiveness and the standards being attained in each classroom. This and the headteacher's own observations and monitoring of teaching and learning feed into the school's evaluation of its own performance and teachers' individual objectives in performance management, and are proving effective in raising standards. Members of the senior management team are secure in their roles and training for coordinators in the foundation subjects is underway. All subject coordinators keep good files for their subjects which chart progress, link to their own performance management, and are useful records for their professional development. Additional support in planning activities to promote learning is given by coordinators to teachers less secure in curriculum areas, for example in physical education and in music. The coordinators in these subjects teach classes other than their own, which has led to very good achievement by pupils and well above average standards of work.

32. The headteacher has a very good understanding of the different ways in which pupils learn and how to aid the learning process. He has introduced new teaching methods and practices which draw on the results of educational research such as providing water throughout the day, training pupils to use 'thinking skills' and providing 'brain breaks' which are brief, planned exercises designed to focus thinking. These have been effective in Years 1 to 6. The headteacher has provided a classroom assistant for each class in school. These classroom assistants not only support groups of pupils in class but are also proving effective in reducing the burden of some of the administrative tasks for teachers.
33. After the last inspection, the governors played a very active role in the development of the school. They had concerns about the quality of education being provided and fully involved the local education authority (LEA) in these concerns. They secured additional funding, appointed a new headteacher and senior management team and held meetings with parents to inform them about their actions and aspirations for the future. The LEA monitored the performance of the school very closely and, at this early stage of re-development, placed the school in a category of concern. The latest LEA monitoring reports confirm the school's progress from one which was under-performing three years ago, to its current good status. The latest information shows that the school's improvement in National Curriculum test results puts it into the top 25% of schools for achievement. The governing body has a very good knowledge of the strengths and weaknesses of the school and is very influential. Through the reports it receives from the headteacher and its own observations, plus its committee structures, it is in a good position to plan for future school development. The governors have a good understanding of the principles of best value. For example, they saved money for the school, whilst still helping to provide a hot meals service for other schools in the area, by taking an active part in choosing a caterer to work on the premises, and ensuring that the costs of this provision were not met by the school.
34. The school's improvement plan reflects the emphasis on the development of thinking skills. It is a very different document to that found normally in that it uses pictorial representations of the planned developments and their links to each other to provide a coherent overview of school improvement. However, although some aspects of the plan, for example, improving the school environment, are costed, and sources of funding are identified, insufficient information about the costs of curriculum development is included.
35. Additional support has been provided in reception to help the teacher cope with children who are younger than usual and who have below average spans in concentration. During the inspection, the teacher in reception received good guidance and support from a senior member of staff.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	697654	Balance from previous year	24152
Total expenditure	709116	Balance carried forward to the next	12690
Expenditure per pupil	2942.39		

36. The income for the school is boosted by the inclusion of pupils from the LCC. This skews the figures. Without this additional funding, the income per pupil is below average. The carry forward has been earmarked appropriately to pay for increased staff salaries. The income to the school is also boosted by the headteacher's skill in accessing additional funding from different organisations.
37. Provision for pupils with special educational needs is good. This good provision begins in reception, where the special needs coordinator liaises closely with the teacher to identify children who need extra support in their learning. The coordinator is very knowledgeable and uses her expertise well to consult with parents, teachers and pupils regularly. She provides

training and support to classroom assistants who are consequently well informed on what targets individual pupils have to meet and the sort of activities which will promote their learning. She observes lessons as a 'critical friend' to give further advice and feedback. This is effective as most pupils are achieving their potential. A strength of the school is the way pupils with special needs, including those from the LCC, are included in all the school has to offer. One of the early actions of the headteacher was to move most pupils from the unit into classrooms in school, which effectively built closer working relationships between staff and physically included pupils from the unit into the main school buildings.

THE LANGUAGE AND COMMUNICATION CENTRE

Provision for pupils in the Language and Communication Centre is **very good**.

Main strengths and weaknesses

- Pupils' achievements are consistently very good.
- Teaching and learning is consistently very good.
- There is a very good ethos of care.
- Teaching assistants provide very good support.
- Leadership and management are very good.

Commentary

38. Pupils' achievements in mathematics, English and science are consistently very good throughout the provision. This is due to the very good support that the LCC provides. The teachers are very experienced in working with pupils having severe language and communication difficulties, some of whom, such as in the provision for pupils with autism, have additional difficulties such as a semantic pragmatic disorder or dyspraxia. In all areas of the provision, the ethos is of a very caring environment that encourages and enables the pupils' learning. Working with small groups of pupils, and a very good assessment of their learning and achievements, results in the teachers throughout the provision knowing their pupils very well. This is shown in teachers' very good lesson planning and their style of teaching, which ensures that learning tasks and support are matched very well to individual pupils' abilities and needs. For example, in one observed lesson the 'Big Book' used in the literacy lesson and made by staff contained photographs of the pupils' recent trip to a country park. These prompted much verbal communication and expressive language and the session was evidently enjoyed greatly by the pupils. The staff and pupil relationships are very good. Pupils feel secure and are not hesitant in their communications with staff and each other. Behaviour is generally good and staff handle instances of disruptive behaviour well and sympathetically.
39. The school is very committed to including pupils in all the school has to offer and arrangements for pupils from the LCC to take part in mainstream lessons are effective in promoting their social development and academic learning. The pupils appreciate working alongside their mainstream peers knowing that they have the support of the LCC staff if, and when, required. Inclusion into mainstream lessons is well researched and managed. It is on an individual basis and based upon both the academic and social needs of the particular pupil. This results in some pupils being included more than others into areas of the curriculum thought to be most suitable. An analysis based upon pupils' prior achievement would be useful in recording the effectiveness of future provision. The intention to include the present Year 6 pupils full time into mainstream is an indication of the effectiveness of the LCC provision. In their inclusion and LCC classes, the very good support the pupils receive from the teaching assistants is a key factor in enabling their learning.
40. The team leader for the LCC provides very good leadership and management. The leader is an experienced and informed teacher and has a good vision for the LCC. Staff are writing schemes of work, which provide access that is more appropriate for their pupils to the National

Curriculum programmes of study, for most subjects. The schemes include ideas for teaching objectives and relate to both the 'P' levels (small steps in learning) and National Curriculum level descriptors. Before the start of each academic year the leader liaises systematically with each class teacher to give advice and discuss individual learning needs. Information on the day-to-day effectiveness of pupils' inclusion is good. The team leader has produced guidelines for the teaching assistants who support included pupils, and they keep diaries of pupils' progress, class involvement and any issues causing concern.

41. Support and provision from the speech and language therapists is very good. Individual work, based upon prior assessment, is provided for teaching assistants working with individual pupils and pupils' communication targets are set in liaison with LCC staff.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **satisfactory**. The children's attainment on entry is broadly in line with the national average. The range of ability is, however, wide. The curriculum is well planned to meet the Early Learning Goals. Improvements in the accommodation and resources have been achieved since the previous inspection; there is now a secure outside play area and a selection of wheeled toys. However, the acoustics in reception are poor, making the working environment noisy. This detracts from children's learning. Evidence from the pupils in Year 1 indicates that by the end of the reception year, children do meet the early learning goals in each area of learning and their achievement is satisfactory. However, the current children's achievement is unsatisfactory in their personal, social, and emotional development.

In all six areas of the curriculum, the quality of teaching was never better than satisfactory and in one case, in personal, social and emotional development, it was unsatisfactory. The delivery of lessons is hampered by weak classroom management and ineffective strategies for the promotion of good behaviour. As a result the pace of progress is restricted. Tasks are appropriately planned and delegated to the teaching assistants, who implement them effectively to provide detailed feedback to the class teacher. The school makes good use of assessment to track children's progress and to inform future planning so that teaching is well directed.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **unsatisfactory**.

Main strengths and weaknesses

- Lack of clear and consistent guidance to children to promote good behaviour.
- The curriculum provides few opportunities to celebrate children's achievement or develop self-esteem.

Commentary

42. A limited range of strategies are used to engage children's attention. Insufficient emphasis is given to gaining the attention of the whole class. As a result children persist with their own agenda, they call out in class sessions and fail to respond to basic requests. The classroom becomes noisy and the atmosphere unsettling, with the teacher frequently raising her voice. There is no obvious system of sanction or reward to promote children's personal development and to enable adults to manage pupils' behaviour with consistency. Currently, children are not on course to achieve this early learning goal.
43. There is little sense of joy and celebration in the classroom. Displays insufficiently praise children's achievement and creativity or recognise their value to the community. A child from the class had been awarded a certificate during assembly, he did not know why and asked the teacher. The explanation was adequate but was not shared with the class or displayed as an incentive to others. An opportunity to celebrate a child's success and use it as a model for others was missed.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Structured teaching programmes for literacy are well planned and assessed and children's achievement is satisfactory.
- Parents are involved with their children's learning well.
- The Book Corner in the classroom does not stimulate an interest in books.

Commentary

44. Effective use is made of structured teaching programmes for developing early literacy skills. Teaching programmes are continued through to Years 1 and 2 to ensure planned progression. The children enjoy the phonic work taught with the aid of a puppet bat. They could identify simple and distinct consonants at the beginnings of words.
45. Children have regular reading homework and parents have daily correspondence with the teacher on their children's progress. This dialogue sets a good precedence for an effective parental partnership to foster children's learning now and in the future. Children were observed interpreting the pictures in their reading books and making reference to the text.
46. The space set aside for reading and the enjoyment of books is not appealing to children. There are no books displayed to generate their interest and the area is not comfortable. Few children used this area of the classroom during the inspection.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Effective use is made of number rhymes and songs to reinforce basic counting and mathematical vocabulary.
- Concepts and vocabulary are set in practical contexts to make the learning meaningful to young children.

Commentary

47. Emphasis is placed through exaggerated action and enunciation on the mathematical vocabulary in songs and rhymes, supporting children through effective practice in number and sequencing. They are ready to have a go within the structure of a song and reinforce basic learning in a multi-sensory way. By singing "When Goldilocks went to the House of The Bears", the children all counted to three and graded objects by size.
48. Children work effectively in small groups to explore the meaning of basic positional vocabulary such as "under", "between" and "behind". Their learning is well supported by the high levels of adult intervention. They are given a practical demonstration followed by opportunities to practise using the vocabulary in context by placing a teddy in relation to a playhouse for the others to describe. By the end of the session the pupils could use the vocabulary correctly. This activity was well pitched to the children's ability and enabled them to make satisfactory progress.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

- Activities are well planned but opportunities to develop children's vocabulary and understanding are restricted as some adult guidance is insufficiently well directed.

Commentary

49. In one lesson seen, pupils were given a series of sensory experiences with an ice cube, rubber ball and feely bag, they needed constant adult intervention to keep them on task and some pupils did not complete the activity. Those that did used rudimentary descriptive vocabulary and there was little intervention by the teacher to develop any scientific explanation. The learning was satisfactory but there were missed opportunities to develop the children's learning further. The assessment sheets provided good documentary evidence of pupils' level of understanding in relation to the Early Learning Goals.
50. In another lesson, good support was given by classroom assistants. One of the assistants led a tasting activity. Good care was taken of the children who identified white powders such as sugar and then labelled them. Another classroom assistant made a very good and visually stimulating 'treasure map' and children used it to hunt down 'treasure' outside. When they returned, still dressed in their pirate hats, obvious good learning had taken place as they could identify where they had found their 'treasures' and explain what the symbols on the map meant.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Facilities for outdoor play are used well and effective use is made of classroom and hall space to develop large motor control.
- Development of fine control activities is varied and well planned, ensuring children have the opportunities to practise skills they need to achieve the Early Learning Goals.

Commentary

51. Physical development is planned for frequently and taught effectively. Children enjoy sessions to music at the beginning of the day. They can jump, hop and sway in time to the music. Boys, in particular, enjoy using the large extended climbing frame in the school grounds, but need to be reminded of basic safety and control.
52. Activities for children to manipulate textures and small equipment and to draw are well planned and organised and children are confident to 'have a go'. Teaching ensures that children are expected to do things for themselves after demonstration and instruction.

CREATIVE DEVELOPMENT

It is not possible to make a judgement on provision for creative development or for the standards of work in this area of learning. Little work was seen displayed on the walls. Children could sing in time with the teacher.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well throughout the school and reach well above average standards by the time they leave at the end of Year 6.
- The quality of teaching and learning is good.

- Pupils' writing in Years 1 and 2 is overly directed by the teachers sometimes, resulting in few opportunities for higher attainers to write extended pieces of work.

Commentary

53. From analysis of the school's effective tracking systems and observations of work, standards in Year 6, for pupils in mainstream classes, are again likely to be well above average by the end of the year and pupils' achievement in the main school, and for pupils in the LCC, is good from Years 1 to 6. The school has introduced a raft of effective measures to improve provision and raise standards in English. These have included a rigorous evaluation of teaching and learning and the introduction of a team of teaching assistants to support identified groups of pupils with their learning in all classes.
54. By the end of Year 2 most pupils read simple texts with accuracy and understanding. They recognise readily many common words and the difference between fiction and non-fiction. They use a range of skills to decipher unfamiliar words, such as sounding out the letters and blending them together, and looking at the illustrations for clues. Parents are encouraged to read with their children and details are recorded diligently in the home school reading diary. Most pupils write legibly, distinguishing clearly between upper and lower case letters. They use basic punctuation such as full stops and capital letters accurately. They spell a range of common words correctly and more complex words are spelled plausibly, so they can be recognised. One pupil wrote, for example, "The scwirol said to the bat." Pupils' skills in speaking and listening are good throughout the school. In Years 5 and 6 most pupils have very positive attitudes to reading and discuss books, stories and a number of popular authors with interest and obvious enjoyment. They understand a range of different texts, both fiction and non-fiction. They make efficient use of reference books in their studies, for example to research information about Anne Frank. Their handwriting is mostly joined, neat and easy to read. Pupils' writing is lively and interesting and they write for a range of different purposes. For example, they wrote a balanced report on a subject of their choice such as "School Uniform", making their points with conviction.
55. The quality of teaching in Years 1 to 6 is good overall and promotes effective learning. Teachers meet the learning needs of all their pupils, including those who find learning more difficult. Appropriately challenging work is set for the highest attainers, enabling them to achieve their full potential. Planning is very good, learning outcomes are explicit and the teaching assistants have clear direction in supporting learning and making assessments. Lessons are stimulating and proceed at a brisk, but unhurried pace. This results in pupils paying close attention and working hard. In Years 5 and 6 teaching is very effective and develops pupils' skills in speaking and listening by maintaining a range of coaching techniques that enthuse pupils. In one lesson pupils were desperate to articulate a foolproof list of instructions for making a glass of orange squash. It was not as easy as it seemed; pupils had to select their words with precision. The good quality of teaching has the effect of promoting positive attitudes to learning, because pupils find their work enjoyable and rewarding. A high proportion of lessons is spent on clear, direct whole class teaching. The plenary section of the lesson is also carefully planned by all teachers to identify and reinforce learning. This was evident in a Year 1 class when the teacher celebrated pupils' choice of vocabulary for a poem about the wind. She emphasised the sounds of the words such as "scrunch" and delighted the pupils by orchestrating them in a class sound poem to mimic the sounds of the wind. As a result pupils were enthusiastic. After each lesson, individual pupils' learning is assessed and recorded carefully. The information is also used to assess the success of the unit of work itself. Teachers make satisfactory use of ICT to support pupils' learning, for example through word processing.
56. Writing in Years 1 and 2 is carefully planned and effective links are made with other subjects. For example in Year 2 a project on space presents pupils with opportunities to write in history, science and design & technology. However, to make the most of such well crafted opportunities, and to raise standards further, the highest attaining pupils need to have more freedom with recording to extend their fluency and independence.

57. The school has made good improvement since the last inspection in the standards the pupils achieve and the way in which the subject is managed. Subject leadership is good. The coordinator tracks pupils' achievements and the standards that they reach carefully and monitors the quality of teaching and learning through observations and by looking at pupils' work. To raise standards further, the school has rightly targeted spending on resources to improve spelling for the younger children.

Language and literacy across the curriculum

58. There are satisfactory opportunities for pupils to use their reading, writing and speaking and listening skills in most other subjects. The school is reviewing planning to make cross-curricular links more explicit. In Year 4 effective links were identified in a religious education lesson by comparing types of text in the Bible to the types of text pupils could recognise from literacy lessons, such as proverbs, stories and songs.

MATHEMATICS

Provision for mathematics is **good**.

Main strengths and weaknesses

- Standards in Year 2 are above average and achievement is good. Standards are well above average by Year 6 and achievement is very good.
- Teaching and learning are good in Years 1 and 2 and generally very good in Years 3 to 6.
- Leadership and management are very good.
- The use of graphical representation of data is underdeveloped.

Commentary

59. The standards in Year 2 are above average and well above average in Year 6. This is a good improvement since the previous inspection when attainment was average by Year 2 and above average by Year 6, and inspection evidence suggests that standards are likely to continue to rise.
60. Although Year 2 standards have been well below the national average in the past, data from the 2003 end of key stage tests indicates that standards are rising. This is also confirmed by inspection evidence. Pupils' achievement is good.
61. Teaching and learning is good in Year 1 and Year 2 and generally very good in Year 3 to Year 6, particularly in Years 5 and 6. Lessons are very well planned and delivered and learning objectives are varied well for pupils of differing levels of attainment. Teacher and pupil relationships are very good. Pupils are generally attentive and keen to answer questions. Teachers make good use of direct questioning to guide pupils' learning. On a very few occasions lesson timing is inaccurate, resulting in the plenary being rushed. Teaching assistants provide good support, particularly to the lower attaining pupils, although at times they could be further directed by the teacher.
62. Leadership and management are very good. Although new to the post, the coordinator has a good vision for the development of the subject. Assessments of pupils' learning and its use are very good and undertaken daily, weekly, at the end of a unit and annually. The information is used to track pupils' progress accurately. The coordinator also keeps examples of work from different groups of pupils each year to check the continuity and progression of pupils' learning.

63. The graphical representation of data is underdeveloped. Scrutiny of pupils' work showed very little evidence of either hand drawn or computer generated graphs, particularly scatter grams and line graphs.

Mathematics across the curriculum

64. The National Numeracy Strategy is well implemented into mathematics lessons. During the period of the inspection, pupils were observed using and applying their mathematical knowledge in other subjects well. In one lesson, pupils used such knowledge when programming an electronic toy called a 'roamer' to turn and travel.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- By Year 2 and Year 6, standards are above average and pupils achieve well, because the quality of teaching and learning is good.
- Teachers develop pupils' scientific understanding well through careful questioning of pupils.
- There has been good improvement since the last inspection.
- There are not enough opportunities for pupils to record their findings in a systematic way.
- Assessment procedures are good, but do not yet identify the National Curriculum levels.

Commentary

65. Standards have risen and the quality of teaching has improved since the last inspection. The emphasis that the school now places on practical and investigative activities is a key factor leading to higher standards. The good quality of teaching also enables pupils to achieve well. Samples of work seen show that by the end of Year 2 pupils have investigated, for example, cars travelling down a ramp and simple electric circuits. Year 2 records show that assessment has been effectively carried out through careful questioning and discussion within lessons, and has identified higher attaining pupils. Records show that pupils have suggested ways of finding solutions, and can recognise and explain fair testing. However, both in Year 2 and some other year groups, there are not enough opportunities, particularly for higher attaining pupils, to draw on their literacy skills and record their investigations systematically, as a way of developing and assessing their scientific understanding. Often worksheets are just filled in and block graphs completed without titles or explanations, which provides insufficient evidence of pupils' learning and understanding. In Year 6 pupils achieve very well. The recorded work here reflects the very high expectations of the teacher, and shows a very good understanding of the investigative process. For example, when working on mixtures and solutions, pupils make predictions, analyse results and draw conclusions.
66. In the teaching observed, the lessons were well planned with well-prepared resources. The baby used in the Year 1 lesson on growth was a very effective stimulus to learning; in Year 6, the study packs on food chains were at hand, and helped to maintain a good pace to learning. Questioning and discussion are used well to help develop ideas, and provide useful opportunities for teachers to assess pupils' progress. However, teachers do not always take sufficient care to maintain a clear focus to their questioning, and to ensure that all pupils are sufficiently involved in it.
67. Assessment grades are carefully recorded against learning objectives, and used to identify how well pupils have achieved the lesson objectives. However, these are not yet translated into National Curriculum levels of attainment. Marking is variable. In the best examples teachers provide comments that refer to learning objectives, inform pupils how well they have done and what they need to do to improve.

INFORMATION AND COMMUNICATION TECHNOLOGY

68. Due to a technical problem pupils have not been able to use the ICT suite since the beginning of term. Additionally all of the pupils' previous evidence of subject skills was taken home at the end of the previous term. Consequently no judgements can be reached on teaching and learning or achievement. Assessment data, a few work books which shows pupils' theoretical knowledge, and pupils' work displayed in classrooms suggest that standards in the subject are at least satisfactory.
69. Resources for the subject are good. There are multi-media computers in each teaching area and some have additional computers linked to the school network server. Additionally there is good provision of devices such as digital cameras and projectors. In the one observed lesson, on sequencing instructions to a floor device, the teaching was very good. The teacher had planned and prepared the lesson well. The school provides for the depth and breadth of the programmes of study. This is an improvement since the previous inspection when provision for control was judged to be unsatisfactory.
70. Although the school has a computer suite of 12 computers, the area is also used as a school library. Whilst the younger pupils are able to use the suite as a class the older, and larger, pupils in the Year 3 to Year 6 classes have to use the suite in two groups. This is effectively halving their taught time for discrete skills and is unsatisfactory. There is evidence that some teachers use classroom computers to teach work processing and graphic skills.

The use of information technology across the curriculum

71. With the ICT suite not being available there were few observed instances of teachers using ICT to support subject teaching and learning during the period of the inspection. However there were some instances, such as the use of a multimedia presentation in a mathematics lesson on money and change. This made the learning objective less abstract and particularly benefited the lower attaining pupils. In an English lesson, pupils in the LCC were motivated in their use of language by graphs of a visit being displayed using a projector. In all observed instances teachers exhibited confidence and competence in their use of ICT.

HUMANITIES

Religious education was inspected individually and is reported in full below. Inspectors also saw two lessons in history and one in geography, all of which were in Years 3 to 6. Other evidence was collected in a scrutiny of work.

72. The teaching in both of the **history** lessons seen was satisfactory, as was pupils' achievement. Lessons provide much time for questioning and discussion, from which teachers are able to assess pupils' knowledge and understanding. In Years 5 and 6, pupils' work often shows their strong enthusiasm and teachers' high expectations for the topics studied. This was shown in Year 5 writing on 'When the railway came to Hereford' and in Year 6 work on World War II.
73. In the lesson seen in **geography**, teaching was satisfactory, as was pupils' achievement. Pupils could recall the main features of a settlement well and discuss the developing features such as roads, shops and churches.
74. Both subjects are well led and managed, and are being evaluated and reviewed as part of the current school improvement plan. The subject manager has planned the curriculum well, making relevant links between geography and history. Short term planning has been written for every unit of work in geography, giving clear guidance to teachers. Similar guidance is being written for history. Good resources have been built up for the topics studied. There is a developing emphasis on fieldwork to gain first-hand experience, for example the Year 5 residential trip to Malvern, and trips to local places of geographical and historical interest. Pupils

are assessed well against learning outcomes, which provides a clear picture of the range of ability within classes. However, assessments are yet to show National Curriculum levels for pupils to work towards and teachers to plan for.

Religious education

Provision for religious education is **good**.

Main strengths and weaknesses

- Achievement is good.
- The quality of teaching and curriculum planning has improved since the last inspection.
- Religious education is well managed.

Commentary

75. Evidence from lessons seen in Years 3 to 6, from assemblies, and from looking at pupils' work indicates that standards are average at Year 2 and Year 6. Achievement is good from Years 1 to 6, as the teaching develops the spiritual, moral and social aspects of the subject well. Provision has improved since the last inspection.
76. The main focus is on learning about Christian teaching as set out in the Hereford Agreed Syllabus. Additionally, pupils learn about other faiths such as Sikhism and Judaism, which are compared and contrasted with Christianity and differences explained and valued. The teaching seen and evidence from work scrutiny indicate that the teaching and pupils' achievement is good. In a Year 4 lesson, pupils were studying the Bible as a collection of different types of text. Effective links with literacy were made to the features of text such as proverbs, psalms and histories. Pupils had good knowledge of Biblical stories, which they can retell accurately. Learning would have been more meaningful if copies of the Bible had been used to locate the texts, enabling the pupils to read them in context. Pupils learn well from visits such as the Year 6 visit to Hereford Cathedral and the Anne Frank exhibition. Pupils are encouraged to learn through first-hand experience. This makes a good contribution to religious education, and was followed up in a subsequent lesson where the teacher made effective links between Harvest/sharing and the Jewish festival of Sukkoth. The teaching allowed the pupils to reflect on the similarities and sensitively ponder the moral dilemma facing Anne's protectors as they offered hospitality to her family. A weakness in the teaching is a lack of dialogue in the marking, which does not help pupils to know how to improve sufficiently. Assessment systems are effective in recording pupils' attainment in a grade at the end of each lesson. This information is used well to monitor coverage of the schemes of work.
77. The management and leadership of the subject are good. The coordinator is temporarily absent and the headteacher is her effective temporary replacement. Plans and assessments are monitored and collated. Using this information an effective subject development plan has identified the need to improve resources and develop the partnership with neighbouring schools. New resources have been acquired, although they are not yet fully in use. Plans for the agreed syllabus have been well differentiated for use in the LCC.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Music and physical education were inspected in detail and are reported in full below. Art and design and design technology were sampled on this inspection. Inspectors saw 2 lessons in art and one in design technology. The coordinator's leadership in both subjects is good.

78. Teaching seen in the two **art and design** lessons was good in one and satisfactory in the other. The standards of work seen meet expectations for each year group. Good use is made of sketchbooks to record steps in learning. Sketchbooks show good achievement in drawing

over time. The art coordinator has a good knowledge of the strengths and weaknesses in the provision and has harnessed the expertise of an artist in residence to give additional support in learning about the textiles element of the programme of study. The range of resources available is good.

79. On Friday afternoons, the whole school takes part in creative or physical activities in mixed age groups. This arrangement not only enhances the provision in these subjects but also pupils' personal education as they work alongside a different age range of pupils.
80. Only one lesson was seen in **design and technology** and other work was sampled. In the lesson seen in Year 2, the quality of teaching and learning was very good and the pupils were attaining above average standards. The curriculum is well planned and interesting and subject leadership is good. Very good use is made of a visiting advanced skills teacher to enhance the provision, particularly in improving resources in control technology.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- Standards are above average and pupils' achievement is good.
- Teaching and learning are consistently at least good.
- The leadership and management of this subject is outstanding.
- The use of assessment and teachers' planning to improve performance is very good.

Commentary

81. Standards are above average at the end of Years 2 and 6. From the lesson seen in Year 1 pupils have a good knowledge of rhythm and subject specific vocabulary such as ostinato and pulse for their age. They sing tunefully and follow directions from their teacher very well. They make good decisions about which instrument to choose to represent a feeling or sound and have a basic understanding of simple notation. Pupils in Year 6 know how to improve their diction and breathing when singing. They can sing in two or three parts and have a good understanding of different kinds of music for their age. They have good, tuneful singing voices and can vary their pitch and tone. They compose their own tunes using a pentatonic scale and create a 'mood' using their own lyrics and compositions.
82. The quality of teaching and learning seen was never less than good, and in Years 3 to 6 it was very good. Teachers have a very good understanding of the curriculum and the level of challenge for pupils to meet is very high. Teachers' plans for lessons are excellent and their delivery of lessons is pacy and interesting. In Year 6 pupils use homework well to improve their learning. For example, pupils compose lyrics at home and in the lesson seen in Year 6, pupils brought in home-made instruments using items from different parts of their homes, for example, the garage or the kitchen, on which to perform their compositions. In this very good lesson, the teacher also used a video of 'STOMP' to demonstrate to pupils the outcome she was expecting in rhythmic composition. The skill, subject knowledge and lesson delivery shown by the coordinator in this lesson fascinated every one of the 37 pupils in the class, including those with special educational needs, so that their attention was fixed solely on their learning as they strove to do better. Teachers assess pupils' progress carefully, setting new targets for them to meet and driving learning onwards. These expectations are clearly reflected in lesson plans.
83. The quality of leadership is outstanding. The deputy leads this area with skill and verve. She has been very successful in raising the profile of music throughout the school. She loves this subject and teaches classes other than her own. This has raised standards by the end of Year 6 as everyone benefits from her expertise. She has extended the curriculum very well and

offers her own expert knowledge to less confident members of staff. The quality and quantity of extra-curricular activities is good. Pupils listen to and appreciate a wide range of music from beyond their local community which is played in assemblies, including African rhythms, reggae, and music from West Side Story as well as classical music. Some pupils sing and play in concerts in the local community. They have the opportunity to have additional tuition in flute, brass and stringed instruments. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development because of their appreciation of the range of music they hear and explore, the way they collaborate together, their consistently very good attitudes towards learning and of each others' efforts and their appreciation of music from different cultures.

84. Pupils' achievement is at least good throughout the school. It is very good in Years 3 to 6. All pupils' attitudes in music lessons are very good. This is because they recognise that they are being taught by teachers who know their subject very well and can transmit their knowledge effectively. The very good attitudes to learning are a factor in pupils' good achievement.
85. Improvement since the last inspection is good. When the coordinator was appointed, there were few workable instruments in school. There is now a good range of resources. There was a lack of commitment to music because of a lack of expertise amongst teachers. This has been rectified. The scheme of work for music has been updated and specialist teaching has improved standards.

Physical Education

Provision for physical education is **very good**.

Main strengths and weaknesses

- Standards by the end of Years 2 are above average and achievement is good. By Year 6 standards are well above average and pupils' achievement is very good.
- The quality of teaching and learning is very good.
- Leadership is outstanding.

Commentary

86. By Year 2 pupils' movements are well controlled and they can take on and maintain some of the physical characteristics of animals when using a mixture of dance and drama. They move expressively and can evaluate constructively their own and others' performances. They know why they need to warm up their bodies before physical exercise. In games they can throw and catch a ball and control a bounce. They collaborate well in making up games to improve these skills. Their achievement is good.
87. By Year 6, standards are well above average. Skills in dance are promoted well through pupils having skilled instruction from dance groups and taking part in workshops. They have a very wide range of extra-curricular activities including football and rounders for girls and boys, netball, cricket and athletics. Swimming takes place all year round for all pupils in Years 1 to 6 and records show that pupils attain much higher than expected levels of competence in the water. No lessons were seen in Year 6 but in Year 5 standards are already well above average. In gymnastics, Year 5 pupils have very good control over their movements. They have a good quality of 'stillness' when pausing between moving from one balance to another. They put together interesting sequences of movements using the floor and apparatus and are very constructive when evaluating their own and others' performances. They use a good range of subject specific language. When playing outdoor games and practising skills pupils are very aware of the changes in their heartbeat and the effect exercise is having on their bodies. They persevere in learning new skills such as passing a ball using the inside and outside of their foot.

88. The quality of teaching and learning in the four lessons seen was good in one lesson, very good in two lessons and outstanding in one lesson. One of the reasons for the overall level of very good teaching is the use of the coordinator for specialist teaching in Years 5 and 6. In all lessons teachers had a very good understanding of the subject. Teachers' planning is excellent and the relationships between them and their pupils are very good. This leads to very good attitudes towards learning by pupils and very good achievement. In addition, teachers give demonstrations that are at least good so that pupils have a good model to follow. Teachers assess pupils' progress against the learning objectives in each lesson diligently. This could now be usefully extended to include National Curriculum levels of attainment. Interestingly, pupils also make written observations of other pupils' progress in lessons. These are completed by pupils who, for one reason or another, do not take part in the lessons. From the records, they are usually pupils who 'forgot their kit.' There are few instances of them forgetting their kit more than once.

Example of outstanding practice

In an outstanding lesson in gymnastics for Year 5, the coordinator managed a large class of 36 pupils in their first use of the apparatus this term with extraordinary skill. His use of language and management of pupils was exemplary. Whilst allowing pupils to collaborate together he also demanded and got instant attention and respect as he demonstrated the quality of movement and balance he expected. These demonstrations impressed pupils and motivated them to work with renewed vigour to meet his very high expectations in performance. All pupils in the class attained the levels expected for pupils at the end of Year 6 with some attaining even higher standards. Pupils' responses to the teacher's good manners and obvious expertise were excellent. No raised voices were heard even though there was a buzz of work related discussion and evaluation by pupils, teachers and classroom assistants who were supporting pupils with special needs. The teacher evaluated individual pupils' work with praise and tips for further improvement which pupils immediately put into practice.

89. Leadership and management of the subject is exemplary. The coordinator has influenced school improvement in this subject through sharing his expertise with staff and pupils and through teaching classes other than his own. He has been responsible for raising the profile of physical education in the school and the community and manages a very good range of extra-curricular activities, some of which involve the wider school community in sporting tournaments. All schemes of work for all aspects of the subject are up-to-date and the coordinator accesses information from the Internet to stay abreast of current developments. The school has been awarded the Football Association's Charter Standard for football for girls and boys. Dance is an area which is developed more than in most schools. A wide variety of opportunities to explore dance from this country and from other cultures is planned and pupils have been taken to see ballet in London and Birmingham as well as taking part in workshops in school in, for example, 'Rock and Roll' and African dance.
90. Improvement from the last inspection is very good. New schemes of work have been implemented, the leadership is stronger and the range of extra-curricular activities is wider. Standards have improved from average to well above average.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Lessons in personal, social and health education are regularly timetabled, and a scheme of work is in place that takes due account of sex education and drugs' awareness. PSHE and 'circle time' are firmly embedded into the timetable and elements of the curriculum are an integral part of the content and delivery of almost all lessons. One 'circle time' lesson in Year 5 was observed. In this lesson, teaching and learning were excellent. The very good relationships in the Year 5 class, supported by the teacher's quiet and encouraging manner and interpersonal skills, enabled all pupils to express feelings and empathise with each other. By the end of the session pupils were openly pleased at how their confidence and esteem had been raised. The trust generated helped the class to become a special and single unity.

The school has made improvement to pupils' personal education a priority and this is successful in Years 1 to 6 where this area of the curriculum is well led by an enthusiastic coordinator. Pupils learn to control, recognise and express their feelings appropriately. They learn how to stay healthy and keep fit in physical education and science plus having fruit daily and fresh water on demand. The school council is a good example of pupils learning how to be good citizens, and a 'Good Citizenship' award is given weekly to deserving pupils who are nominated by staff or pupils. Each Friday afternoon, pupils work in mixed age groups. This organisation contributes well to pupils' personal education appropriate to pupils' age.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
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	3
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
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	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	2
The leadership of the headteacher	3
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).