

# INSPECTION REPORT

## **MARTLEY CHURCH OF ENGLAND PRIMARY SCHOOL**

Martley, Worcester

LEA area: Worcestershire

Unique reference number: 116831

Headteacher: Mrs Helen Davies

Lead inspector: Mr David Carrington

Dates of inspection: 14<sup>th</sup> – 16<sup>th</sup> June 2004

Inspection number: 256865

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: Primary  
School category: Voluntary controlled  
Age range of pupils: 4-11  
Gender of pupils: Mixed  
Number on roll: 139

School address: Martley  
Worcester  
Postcode: WR6 6QA

Telephone number: 01886 888201  
Fax number: 01886 888201

Appropriate authority: Governing body  
Name of chair of Mrs Caroline Smith  
governors:

Date of previous 16<sup>th</sup> March 1998  
inspection:

## CHARACTERISTICS OF THE SCHOOL

Martley Church of England Primary School serves the village and neighbouring communities. There are 73 boys and 66 girls at the school, aged from four to eleven. Most of the pupils are of white family backgrounds and the proportion of pupils from other ethnic backgrounds is below average. There are average proportions of pupils with special educational needs and with statements. Most of these needs are for learning difficulties or social, emotional and behavioural reasons. All pupils speak English as their first language. Not all pupils complete their whole primary education in the school, as an average proportion joins or leaves the school part way through it. The attainment of children when they start school is broadly average.

The school was accredited with *Investors in People* status in 2003 and earned the *Schools Achievement Award* in 2001 and the *Eco Schools Silver Award* in 2002.

School governors have invited the Section 23 Inspector to cover the inspection of religious education, so it is not included in this report.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
15414	David Carrington	Lead inspector	Mathematics, art and design, design and technology and physical education
14214	Jill Smith	Lay inspector	
28686	Liz Walker	Team Inspector	Science, geography, history and areas of education for children in the Foundation Stage.
2818	Graham Warner	Team inspector	English, information and communication technology, music, and special educational needs.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Martley Church of England Primary School provides a **good** education for its pupils. The school is very well led by the headteacher, who is ably assisted by her deputy, the staff and the governors. Standards are above average by the age of eleven and pupils achieve well in all classes. The quality of teaching and learning is good with some particular strengths. The school has a bright future as it tackles the key issue arising from the inspection. The school gives **good** value for money.

#### The school's main strengths and weaknesses are:

- Standards are above average in English, mathematics, science, art and design, design and technology, history and physical education by the age of eleven.
- Pupils achieve well in all years in school.
- The headteacher gives very good leadership to the school and has developed a very strong partnership with her effective deputy headteacher and the staff and governors.
- Pupils have very positive attitudes, their behaviour is excellent and they form very effective relationships with other pupils and the adults in school.
- The quality of teaching and learning is good with some particular strengths.
- There is good provision for pupils with special educational needs and for children in the Foundation Stage.
- Attendance rates are well above average and pupils are very keen to come to school.
- The curriculum is broad and well balanced and the programme of extra curricular and other enrichment activities is excellent.
- There is very good involvement of parents and the local community in the work of the school, which enhances the quality of education considerably.
- Pupils have insufficient opportunities to discover how well they are learning.

The school has made **good** improvement since it was inspected in 1998. The three key issues have all been completed successfully so that there are now comprehensive schemes of work for all subjects, subject leaders are well involved in the monitoring and evaluation of teaching and learning, and assessment and record keeping are well focused. The school is very forward looking and innovative and has very good potential to make continuing improvements.

### 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	C	E	E
Mathematics	B	C	E	D
Science	D	C	E	C

*Key: A\* - high standards; A - well above average; B – above average; C – average; D – below average; E – well below average; E\* low standards. Similar schools are those whose pupils attained similarly at the end of Year 2.*

As the above table shows, in 2003 pupils in Year 6 attained well below average standards in English, mathematics and science in their national tests. A below average proportion overall reached the higher level 5 in these tests. There was no significant difference in the performance of boys and girls. Given their starting points, these pupils achieved well, as there was a high proportion of pupils with learning difficulties and considerable turnover of pupils in the year group in the year prior to the tests. In 2003 pupils in Year 2 attained above average standards in reading, well above average standards in writing and average standards in mathematics in their national tests.

Overall, achievement is **good**.

- The children in reception started school with average levels of skill and knowledge and they are achieving well.
- Achievement is good in Years 1 and 2. Standards are average in English, mathematics, science and information and communication technology (ICT).
- In Years 3 to 6, achievement is good. Standards are above average overall, with some good quality work in art and design, design and technology and geography.
- Standards are rising in school. Whilst the results in Year 6 in 2003 were not as high as in previous years, the pupils in that class achieved well.
- Pupils' attitudes, and relationships are very good and behaviour is excellent. Attendance levels are well above average. The overall quality of pupils' spiritual, moral, social and cultural education is **very good**.

## **QUALITY OF EDUCATION**

There is a **good** quality of education in school, particularly because the quality of teaching and learning is **good** with some very good features. The staff know the needs of the pupils well and the work is well matched to the needs of all pupils, whether they are higher, middle or lower attaining. There is very good encouragement of pupils to work well and staff are insistent on high standards of behaviour. Pupils have very good capacity to work independently and collaboratively. Assessment is good overall, though there are not enough opportunities for pupils to self evaluate their learning and marking is not as consistently informative as it could be about ways to improve. The curriculum is good and there is excellent enrichment by the programme of extra curricular and other activities. Pupils are very well cared for and there is satisfactory support and guidance. The partnership with parents, the community and other schools is very good.

## **LEADERSHIP AND MANAGEMENT**

The overall quality of leadership and management is very good. The headteacher leads very effectively and she understands the performance of the school very well. She is strongly supported by a well-focused team of staff and governors. The monitoring and evaluation of the quality of education and standards is of good quality. It is a rigorous process that is leading to effective school improvement. Governors have very good insights into the effectiveness of the school and they ensure that the school follows the principles of *Best Value* very well. There is very good control and management of finance.

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

Parents hold very positive views of the school, and particularly appreciate its small, family, caring atmosphere. The pupils also view the school very favourably. The staff and governors take parents' and pupils' views well into account when making decisions.

## **IMPROVEMENTS NEEDED**

The most important thing the school should do to improve is:  
Improve opportunities for pupils to find out how well they are learning by sharpening the use of personal learning targets, making marking consistently informative and creating times in lessons when pupils can self-assess their work.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Standards this year are **average** in Year 2 and above average in Year 6. Pupils achieve **well** through the school.

#### Main strengths and weaknesses

- Pupils' achievement is good.
- The children in reception started school with average levels of skill and knowledge and they are achieving well.
- Achievement is good in Years 1 and 2. Standards are average in English, mathematics, science and information and communication technology (ICT).
- In Years 3 to 6, achievement is good. Standards are above average overall, with some good quality work in art and design, design and technology and geography.
- Standards are rising in school. Whilst the results in Year 6 in 2003 were not as high as in previous years, the pupils achieved well.

#### Commentary

1. Standards have fluctuated somewhat in recent national test results, particularly in Year 6. However, school tracking data shows that pupils have achieved well and that the standards reached have been appropriate. There is a relatively large proportion of pupils in special educational needs, particularly for learning difficulties, in the school and the rate of pupil mobility is significant. Both these factors impact on the final standards attained.
2. Last year, the pupils in Year 2 attained above average standards in reading, well above average standards in writing and average standards in mathematics in their national tests. These results compared favourably with those in schools with a similar proportion of pupils entitled to free school meals in writing, but were not as strong in reading or mathematics. The following table summarises the comparisons with national standards in Year 2 in 2003.

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

Standards in:	School results	National results
Reading	16.3 (17.2)	15.7 (15.8)
writing	16.0 (17.2)	14.6 (14.4)
mathematics	16.5 (17.3)	16.3 (16.5)

*There were 23 pupils in the year group. Figures in brackets are for the previous year*

3. The results for Year 6 in 2003 were lower than they have been for a number of years. Pupils attained standards that were well below the national average in English, mathematics and science. In comparison with schools where achievement was similar in 1999 when the pupils took their Year 2 national tests, standards were well below average in English, below average in mathematics and average in science. These results were significantly affected by the changing nature of the class. School records showed that well over half those taking the Year 6 tests were not on the school roll at the time of the 1999 year 2 tests. Three pupils joined the Year 6 class after the start of the year; one of these had learning difficulties. Additionally, some high attaining pupils left the school before they reached Year 6. Many went to independent schools. These factors impacted on the targets set by the school. Nonetheless, the school's tracking data shows that achievement was good in Year 6 in 2002-3.



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

Standards in:	School results	National results
English	23.5 (27.7)	26.8 (27.0)
mathematics	24.2 (27.2)	26.8 (26.7)
science	27.3 (28.3)	28.6 (28.3)

*There were 19 pupils in the year group. Figures in brackets are for the previous year*

4. The overall level of skill and knowledge when children start school is broadly average, though there is a range from below average to above average in most years. The children settle well and their achievement is good because of effective teaching and learning, with some good intervention to broaden their experiences. The current children in reception have largely attained their targets in the six areas of education for children in the Foundation Stage. Some have already started, appropriately so, their work from the National Curriculum.
5. Pupils in Years 1 and 2 also achieve well. Again, the quality of teaching and learning is such that pupils build knowledge, skill and understanding at good rates. There is some effective sharing and use of individual targets with the pupils, so that they know exactly how well they are learning and what are the next steps that they must take. All the available evidence shows that standards are average in English, mathematics, science and ICT. Indicators suggest a similar level of attainment in the other subjects.
6. Achievement is good in Years 3 to 6. Pupils are enthusiastic learners who take positive advantage of the many good learning experiences provided for them. The current Year 6 pupils are attaining standards that are above average in English, mathematics, science, art and design, design and technology, history and physical education. They have completed some good work in geography and standards in ICT are broadly average across the strands of the subject. Year 5 this year are achieving well and standards are average overall. This marks good progress since they started in school.
7. The school is adept at providing good challenge for all pupils, including the higher attainers. It is in the process of identifying and providing specific experiences for the pupils with particular gifts and talents, whether they are academic, sporting or arts based. Higher attaining pupils learn well and their achievement is good. The above average proportion of pupils with special educational needs, most of whom have some form of learning difficulty, are well supported and they too achieve well. Middle attainers are not left out and their work is well tailored to their needs and ensures they learn successfully. There are no significant differences in the achievement of boys and girls or of pupils from different ethnic backgrounds.
8. Standards are rising in school because of the dedication of teachers and teaching assistants alike, and the firm commitment to improvement. Leadership in school, which is very effective, is rooted firmly in the belief that all pupils must achieve as well as is possible. There are well-honed procedures to track achievement and intervene to improve it where necessary. This results in the consistent pattern of good achievement.

### **Pupils' attitudes, values and other personal qualities**

Pupils' attendance is **very good** and their punctuality is good. Pupils' attitudes towards school are **very good** and their behaviour is **excellent**. There have been no exclusions over the last year. Pupils' personal development, including their spiritual, moral, social and cultural development, is **very good**.

## Main strengths and weaknesses

- Teachers have high expectations of behaviour and pupils respond by behaving exceptionally well.
- Pupils are highly motivated and have very positive attitudes to school and to their work.
- Pupils are friendly and kind to one another and well established routines create a very positive environment for learning.
- Attendance rates are very good.
- Pupils take their responsibilities as members of the school community seriously and they are very willing to assume positions of responsibility.
- Pupils have an excellent moral awareness and their spiritual, social and cultural development is very good.

## Commentary

9. Behaviour is usually excellent during lessons and pupils can be relied upon to behave equally well at other times, such as during play and lunch times. When they move around the school, pupils do so in a very orderly manner. Members of staff share a very consistent approach towards behaviour management and behaving responsibly quickly becomes a natural way of life. During discussions, pupils say that they enjoy being at school and that bullying or harassment of any kind is not tolerated. Pupils trust the adults around them and say that their teachers resolve any such issues promptly and very effectively.
10. Pupils of all ages and abilities have very good attitudes to school and to their work. They are very proud to belong to Martley Primary School and thoroughly enjoy taking part in all the activities provided. Throughout the school, pupils are highly motivated and enthusiastic. They are very attentive during lessons and listen carefully to their teachers and to one another. Very good working relationships give pupils the confidence to take risks in their work because they are not afraid of making mistakes. Pupils have high expectations of themselves and their *can do* attitude makes a major contribution to the good standard of work seen. Most of the pupils set their work out well and their books are nearly always neat and tidy. Pupils are very polite and helpful to each other and to visitors. They are quick to take the initiative and willingly help their classmates who have special educational needs. This enables them to be fully integrated into all aspects of school life.
11. Pupils with special needs have good attitudes to their work, as all pupils in the school do. They are built on the good relationships that are developed between them, other pupils and adults in the school. Through this building of good relationships they accept the values of others because they recognise that they are valued. They are very much a part of an harmonious workplace. As their difficulties are readily recognised by all in the school they develop as well as all pupils with caring attitudes and thoughtful responses. They join in all of the school's activities joyfully.
12. As the following table shows, attendance is very good in school. Pupils want to come to school and they enjoy the activities provided very much.

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

Authorised absence	
School data:	4.3
National data:	5.4

Unauthorised absence	
School data:	0.0
National data:	0.4

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

13. Pupils' spiritual, moral, social and cultural development is very good and is very well promoted through activities such as the daily assembly and personal, social and health education lessons. The school has a crystal clear expectation of right and wrong and this is very well understood by pupils of all ages. Pupils are confident and self-assured and know how to make the most appropriate choices and decisions. They fully understand the need for communities to abide by well-chosen rules and values to ensure harmony. Elected pupils act as team captains and other pupils serve on the school's eco-committee in order to promote the importance of re-cycling organic waste. Pupils' spiritual development is very good and pupils of all ages and abilities are encouraged to be thoughtful and reflective. Pupils are sensitive when exploring emotions and understand concepts such as the importance of each individual and the need to value each other's efforts. Pupils' cultural awareness is also very good. They have a clear understanding of major world faiths and the cultures of, for example, contemporary Japan and France as well as the ancient Greeks and Egyptians.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

**The quality of education is good.** The quality of teaching and learning is **good** overall with some aspects that are very good. There is a good curriculum that has excellent enrichment. There are very good procedures for ensuring the health, safety and welfare of pupils, and the partnership with parents, the community and other schools is very good.

### Teaching and learning

Teaching and learning quality is **good** with some key strengths. Assessment is **effective**.

### Main strengths and weaknesses

- Teaching and learning quality is good overall.
- Assessment is good, though there are some aspects for enhancement.
- The insistence on high standards of behaviour and the motivation and encouragement of pupils are very good.
- Pupils are very interested in their work and complete their tasks productively.

### Commentary

14. It is very evident from the lesson observations and scrutiny of pupils' past work that there is good teaching in all years in school and in a considerable proportion of lessons there is very good or better teaching. There is absolutely no evidence of unsatisfactory teaching. This results in an overall good quality of teaching and learning, which is particularly marked in Year 6. The distribution of inspectors' grading of lessons is summarised in the following table.

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#### Overall evaluation

##### Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3)	6 (18)	24 (70)	3 (9)	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 are percentages.*

15. The list of strengths in teaching and learning vastly out numbers the areas for improvement. The encouragement and motivation of pupils and the insistence on high standards of behaviour are significant strengths. Further strengths are found in teachers' expertise, the degree of challenge provided and the promotion of equal opportunities for effective learning. The calibre

of teaching is such that learning is accelerated and achievement consistently good through the school. Teaching quality is good separately in the Foundation Stage (reception year), and in infant and junior classes. It is also good in English, mathematics and science and literacy and numeracy are taught effectively. There is good teaching of pupils with special educational needs. Teachers challenge and motivate pupils of all academic backgrounds well.

16. The aspects for some continued enhancement include the work of teaching assistants at the start of lessons. Teaching assistants give good support, they are a very well qualified and well-experienced group of staff and they make a good contribution to pupils' learning, especially those with special educational needs. However, there are times at the beginnings of lessons when they sit quietly with the pupils as the teacher introduces and develops the topic. This is more noticeable in junior classes. Homework provision is good, but is stronger in junior classes than elsewhere in school.
17. Learning is productive and pleasant. Pupils are very keen to complete their tasks and they work hard. They build skills, knowledge and understanding well. A key strength is pupils' capacity to work collaboratively and independently. The very good quality of relationships and excellent behaviour contribute strongly to these qualities. Pupils show very good initiative and considerable originality in their approach to some of the work. This was observed in the very good Year 6 athletics lesson where pupils had to organise and manage their own learning. The expectations they held of each other were high and they worked very effectively in teams to polish their performance. The standards in this lesson were above average and achievement was very good.
18. Assessment is, in general, well developed in school. It is accurate in pinpointing progress and is used wisely in setting targets for individuals and groups of pupils. Marking is not consistent in the way comments are used to indicate ways to improve the work and pupils do not have enough opportunities in lessons to evaluate their own learning. Targets are set for pupils and recorded in their books, though the up dating of these is inconsistent. The school has been working to find a manageable process of sharing targets with pupils and acknowledges that there is still work to be done. In general, the areas for improvement are more noticeable in junior classes. However, there is good commitment amongst staff to improve these practices and the school improvement plan has recognised that assessment is an area for further work. A promising start has been made to enhancing the assessment and target setting and tracking procedures.

## The curriculum

The **good** quality curriculum provides all pupils with abundant opportunities to extend their learning effectively. An **excellent** range of sporting, musical and artistic activities enriches the opportunities created in lessons.

## Main strengths and weaknesses

- There is a good breadth and balance in the opportunities for learning in classes.
- Children are given a good start in the Foundation Stage.
- Teachers plan thoughtfully so that all pupils are appropriately included in all of the activities.
- The wide range of excellent activities outside the classroom enriches pupils' learning.
- There are imaginative proposals for the extension of the accommodation.

## Commentary

19. The curriculum is good and there is breadth, balance and some richness to the curriculum. It meets all the requirements of the National Curriculum and provides a firm base of experience for pupils as they transfer from stage to stage through school, and ultimately to secondary education. The induction programme for children in the Foundation Stage class is good and

transfer arrangements are well structured. The curriculum for these young children is planned carefully to enable them to investigate and explore the six areas of learning in order to consolidate and extend their learning. There is good equality of educational opportunity throughout the school. Displays around the school and the work in lessons demonstrate clearly the very good development work that has taken place to ensure provision is of good overall quality. Curriculum innovation is a strength of the school.

20. The national strategies for literacy and numeracy are well established in the school. Some aspects, such as the guided reading in literacy, have been carefully considered by the school and adapted to meet the pupils' needs imaginatively. The national strategies support the teaching and learning in English and mathematics well. The school has not lost sight of the need to develop its pupils' skills in the widest possible sense. Timetables and planning confirm the breadth and balance that has been retained in the curriculum. The creative arts are given appropriate amounts of time so that pupils develop as wide-ranging, mature learners. A good programme of visits includes a residential visit for older pupils whilst day visits are closely linked to current classroom topics. This develops the pupils' knowledge and understanding of the wider world effectively. There are a large number of invaluable visitors from the community to support the extension of the pupils' spiritual, moral, social and cultural development appropriately.
21. As a result of the clear targets set and the careful planning by class teachers of different levels of work, the pupils with special educational needs are supported effectively. Provision for these pupils is good overall, and very good for children in the Foundation Stage. Class teachers and teaching assistants combine well to enhance the learning opportunities for special needs pupils. The breadth of the curriculum, with a continuing emphasis on including the creative arts in the curriculum, helps special needs pupils to achieve well in a number of subjects.
22. The school provides an excellent range of extra-curricular activities. The staff give their time freely and involve some outside visitors in making such a wide range of possibilities to the pupils. Some visitors are from the school's cluster group and the secondary school to which many of the pupils transfer. They give pupils opportunities to develop their sporting and artistic skills particularly but also develop them as thoughtful, mutually supportive beings. Every pupil is given an equal opportunity to become involved in these activities in a school that pays very intuitive attention to the inclusion of all.
23. The accommodation is satisfactorily meeting the needs of children in the Foundation Stage class. Elsewhere in the school accommodation is good. However, the school has clearly defined the need to improve the accommodation and plans are agreed to extend and build a new classroom. This will enhance the accommodation for the Foundation Stage, as pupils will be re-located more effectively around the school. Most pupils are already working in suitably sized classrooms and are able to develop their learning appropriately. Staff make good efforts to create an attractive learning environment as they display pupils' work attractively. This confirms the value that teachers give to the pupils' work. Pupils use their play area, including the grassed areas, sensibly. In warm weather pergolas are placed on the grassed area so that pupils can still play safely. Older pupils take care to give appropriate space to younger ones as they mix well together. A good level of resources for most subjects, including information communication technology, supports teachers and pupils well in developing learning effectively. They have a positive impact on the achievement made by pupils across subjects.

### Care, guidance and support

Arrangements to ensure pupils' care, welfare, health and safety are **very good**. The school provides **satisfactory** support, advice and guidance and involves pupils well in its work and development.

## **Main strengths and weaknesses**

- Health and safety and child protection procedures are very good.
- Pupils trust the adults in the school and say they would be able to confide in them, should any difficulties arise.
- Children starting in the reception class are sensitively familiarised with the school's routines.
- The school encourages pupils to voice their opinions and acts upon them whenever it can.

## **Commentary**

24. The strengths in care, support and guidance noted in the last inspection report have been maintained. Health and safety and child protection procedures are comprehensive and all members of staff are aware of their responsibilities. The requirements of the local education authority are met in full.
25. During discussions, pupils say that they feel very well looked after during the school day and that they would not hesitate to seek help or advice, if they needed it. Parents are equally confident and nine out of ten of those who returned their pre-inspection questionnaire indicated that they would feel able to approach members of staff with a suggestion or complaint.
26. There is a close relationship with the on-site pre-school group and many children regularly transfer across to the reception class. They are then able to maintain their ties with the pre-school group and continue to use the pre-school play area during break times. In order to familiarise them with the school, children are able to visit the reception class twice prior to admission and parents can also request a home visit. Parents also receive detailed information about day-to-day routines in reception class and the work they will be undertaking. This enables them to support their children's learning at home, should they wish to do so.
27. The school is very interested in pupils' views and there are good procedures for them to make these known. For example, the school council meets twice a term and pupils have also recently completed a questionnaire concerning the proposed re-development of the school grounds. When a particular problem crops up, the school often asks pupils if they can suggest a solution. For example, pupils recently devised a rota in order to resolve problems surrounding the playing of football during break times.

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

Links with parents, the community and other schools are **very good**.

## **Main strengths and weaknesses**

- Links between the school and parents are very effective; parents provide good support for their children's learning.
- Parents receive very good information about the school and the progress their children are making.
- Parents feel the school is approachable and procedures to deal with any concerns and complaints are very good.
- Close links with the community enrich the curriculum and promote pupils' personal development very well.
- Links with other primary schools and the receiving secondary school are very good.

## Commentary

28. Links between the school and parents are very close and mutually supportive. Parents hold the school in high esteem and there is little they would like to change. They are keen for their children to do well and do their best to help. For example, they ensure that their children attend school regularly and that they arrive on time and in a good frame of mind for learning. Most of the parents also abide by the school's wishes and avoid booking holidays during the school term. The parents' association receives good support and parents help to organise fund raising events such as the annual summer fair. In addition, the association makes a point of befriending parents who are new to the school and it ensures that they have someone to whom they can ask questions. This helps parents feel welcome and confident and this, in turn, helps to promote open communication between home and school. Several parents also offer practical support during the school day with activities such as reading.
29. Parents receive regular newsletters and these contain plenty of useful information about day-to-day events and activities. Annual reports also give parents a good idea of what their children can and cannot do but do not always include details of what they have to do in order to improve the standard of their work. Parents also receive advance information about the work their children will be undertaking and this enables them to provide additional, related activities at home. There are two formal consultation evenings each year as well as an open evening and an optional meeting at the end of the summer term; this is very good provision. Links with parents of pupils with special educational needs are especially close and their attendance at annual review meetings is very good.
30. Although there are few formal procedures for obtaining parents' views, the school encourages them to be open and frank about voicing any suggestions or concerns. Parents are also consulted about specific initiatives, such as the re-development of the school grounds and a more general questionnaire is circulated every 12 to 18 months. Parents like this welcoming approach and analysis of the pre-inspection questionnaire shows that parents feel very comfortable about contacting the school, should they have any problems or suggestions.
31. Links with the local community are very close. A wide range of visitors contributes to school life and representatives from community groups visit to tell the pupils about their roles in society. Links with the local church are also strong and pupils visit local sites of interest, such as the village's Millennium meadows. Most of the pupils transfer to nearby Chantry High School at the end of Year 6 and close contact between the schools helps to ensure that this move goes smoothly. Pupils are able to spend two days at the secondary school during the summer term of Year 6 and members of staff liaise closely in order to exchange curricular information. There are also good links within the local cluster of primary schools and placements are regularly provided for student teachers attending University College, Worcester.

## LEADERSHIP AND MANAGEMENT

Leadership and management are **very good** overall. Within this, the head teacher provides **very good** leadership and the governance of the school is **very good**.

### Main strengths and weaknesses

- The headteacher has a clear sense of purpose and vision in order to raise standards.
- The committed and hardworking deputy headteacher and staff team ably support the headteacher.
- Governors are well involved in providing the clear direction for the school.
- School improvement planning is tightly focused on how well pupils achieve and the next steps to be taken to improve the school's provision and effectiveness.

## Commentary

32. The very clear vision of the headteacher has focused the effort and energy of all those involved in the school. She has created a very strong team, which is thoroughly involved in the leadership and management of the school and is clearly determined to improve standards throughout the school. In this work she has been very ably supported by the deputy headteacher. The active engagement of all partners in the school improvement plan has particularly focused on the strengths and weaknesses within the school and has enabled all to contribute to the main thrust of the plan to raise standards. The consultation process is very good. The plan is well structured focusing on clear priorities to meet the needs of the school community. The recent developments both in the resources and accommodation are as a result of the support and engagement of all parties in order to secure improvements in teaching and learning and in the new accommodation and outdoor area that is proposed for the Foundation Stage. Performance management arrangements are efficient and effective and contribute well to the tight focus on key priorities that pervades all aspects of leadership and management. The aims of the school are met fully because of the determination and successful work of the headteacher and staff to provide a good quality, rounded education for the pupils.
33. The staff are enthusiastic and hardworking and they lead and manage their subjects well. The monitoring of planning, teaching, learning and achievement is good and is leading to raised standards. All subject leaders have implemented effective action plans for their subject and this has had a strong impact on overall school improvement planning, which is of very good quality. They have good involvement in, and have contributed successfully to, the analysis of pupils' results. The evaluation of result is thorough and has clearly led to the improvement of the quality of both teaching and learning. Subject leaders, along with the headteacher, carefully monitor the learning of each and every pupil to ensure that good achievement is assured. Leaders provide very good role models for the pupils and staff, and there is good commitment to educational inclusion.
34. The provision for pupils with special educational needs is good. It is well managed by the co-ordinator who ensures that their individual education plans are well matched to their needs. The plans are reviewed regularly and targets are set in order that pupils make good progress. There is close-knit liaison between the agencies that support the school well. Links with outside agencies are very strong and include a good partnership with University College, Worcester in the training of student teachers. The headteacher ensures that the provision outlined in the pupils' statements of special educational need is fully met.
35. The governors provide very good support. They have a range of effective committees, which meet regularly. They are very involved in the setting of targets and monitoring, on a termly basis, the priorities in the school improvement plan. They act as critical friends of the school, challenging and questioning proposals concerned with spending and other plans. They are concerned with the well being of staff and pupils in order to create an effective learning environment and endeavour to support the school within the parish and the community. They are well aware of the reasons for the fluctuating results year on year, and ensure that every area is addressed. They receive good information about the progress of the individual classes and monitor overall standards as pupils progress through the school.
36. The budgetary decisions are clearly linked to the school improvement plan and careful monitoring has enabled the school to conserve so that plans to address the building and resources requirements for both the present and planned improvements to the accommodation can be fulfilled. The school provides good value and adheres to the principles of the best value for money.



**Financial information for the year April 2003 to March 2004**

Income and expenditure (£)	
Total income	379 222
Total expenditure	325 420
Expenditure per pupil	2 375

Balances (£)	
Balance from previous year	48 000
Balance carried forward to the next year	53 801

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

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

Provision in the Foundation Stage is **good**.

There are currently eleven boys and seven girls in the reception class (Foundation Stage) who joined the school at the start of the school year. There is a small proportion of children amongst them with special educational needs. The overall starting level of children in reception is broadly average, though there is a range from below average to above average within this. Over the years, the starting level of children has varied and school data shows that it has declined since the previous inspection, when it was judged to be above average overall. The school now admits children from a much wider geographical area than in 1998, including parts of Worcester.

Teaching in reception is good and sometimes very good. The children are enthusiastic learners and enjoy their tasks and activities. They are willing listeners and respond well to the stories, rhymes and the tasks they are given to do. All children make good progress developing their skills well and making good gains in their learning relating to independence and confidence. The children achieve well, particularly in literacy and numeracy skills but meet all their targets in the areas of learning in which judgements could be made. The children are constantly challenged to think and reason during the well-managed discussions, which extend their thinking and voice their ideas.

There is a good curriculum for children in reception. It is carefully planned so that children can explore a range of activities to consolidate their learning and recognise the connections between different topics and activities and so develop an enquiring mind. They have time to reflect and are encouraged to think carefully about how to care for themselves and each other. The range of resources within the classroom are good, however the outdoor facilities are inaccessible unless children are closely supervised which means they cannot be used on a continual basis to extend the children's experience as part of the learning activities.

Leadership and management of the Foundation Stage is good. The teacher is very committed and ensures that children are happy and secure in all opportunities for learning. Children's achievement is measured and recorded, and used well to inform future planning and the next steps. The positive relationships which exist between staff and helpers in the classroom make sure that children are purposefully engaged and developing good attitudes to their learning. Activities are carefully planned and monitored so that the next stages of learning can build on the children's achievement.

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

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

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

- Relationships between the children and staff are very good.
- The difficulty in accessing the outdoor area makes it difficult for children to use the area as part of their learning experience.

#### **Commentary**

37. The children are provided with good opportunities to develop their social skills through all the activities within the classroom. They respond well as a group to the caring and sharing within the area, delighting in taking responsibility to call the register, ensuring the toy dog is well cared for and ready to provide the focus for the day. The children's behaviour and their attitudes towards their work are very good. The classroom routines are clearly defined and well organised so that children are confident about how to move around the classroom and extend

this very good behaviour when they take a full part in collective worship every day. They are careful about taking turns and listening to each other within their working groups but equally are very confident and diligent when working on their own. They are courteous towards adults and respond quickly when they are asked to listen.

38. The children are well introduced to school life and detailed thought is given to the needs and concerns of all of them before they enter school. The children, including those with special educational needs, are very well integrated into the routines and expectations of the class. The very good relationship and proximity of the pre-school centre enables the children to integrate with reception before the children begin school. Children are visited at home and are familiar with the adults and the school before they enter school.
39. The children are well on course to exceed the goals set for them in this area of learning before they join Year 1.

## **COMMUNICATION LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Teaching is very good.
- The focus on developing children's speaking and listening skills is very good.
- The classroom provides an interesting and stimulating environment to extend the children's skills in this area.

### **Commentary**

40. The development of the children's speaking and listening skills is central to work in this area. The children are also very interested in the written word and the teacher creates very good opportunities to exploit the interest by using a very good range of stories with puppets to ensure the children participate and respond with enthusiasm to the ideas and vocabulary, which is integral to the lesson. The children enter into role-play with alacrity and confidence developing and predicting what could happen to *Mrs Horne's Hat*. The very good use of a story sack ensured the children engaged and listened carefully so that they could retell the story using the props accurately. The theme *The Sea* lends itself so that children use their imaginations and make good links between all areas of learning to extend their communication skills. They are confident when using their phonic skills and word build very well blending sounds and using phonemes to decipher longer words. They enjoy and use reading books well sharing them with each other. The teacher makes lessons fun and reinforces the key vocabulary well by using a game to consolidate and measure the children's learning.
41. The children's writing skills are well-developed children hold and use writing tools well. Many are beginning to write their own sentences stimulated by the interest the teacher has created at the beginning of the lesson. The teaching assistant is equally involved and works carefully with children who have special educational needs so that they make good progress and contribute to the discussion reflecting pride in their work. The success of this area of learning is because of the interactive and positive approach to these skills so that all children are likely to exceed their goals by the end of time in reception.

## **MATHEMATICAL DEVELOPMENT**

The provision for mathematical development is **good**

### **Main strengths and weaknesses**

- The children make good progress in their learning.
- Children are learning to count well.
- There is a too much reliance on workbooks to consolidate children's learning.
- The good use of number skills in other activities throughout the day.

### **Commentary**

42. The children make good progress and show an enthusiasm in counting forwards and backwards in their number work. They use correct mathematical terms when they are discussing shapes and measuring time. The positive attitudes to these activities are engendered by the very good teaching and awareness of children's abilities so that children are encouraged to have a go at developing their number skills.
43. The very good range of activities invite the children to explore a range of mathematical problems based on shapes, number puzzles and how far Barney Bear has travelled. The measuring theme is continued in the very good range of water play to discover the concepts of *half full*, *small* and *large*, heavy and light. The very good interactions between the teaching assistant and children ensures they make good progress in both measuring and in ordering numbers in the outdoor games they play. Higher attaining children are beginning to add and subtract numbers to 10 and are secure in counting to 20. They are extended by the good use of challenging questions to sequence days of the week after they have joined in a useful rhyme so that all children can develop their understanding of the sequence and extend their understanding to part of the day. The frequent use of work books do not afford the same opportunities to solve and explore the answers to the activities around the classroom and are limiting the higher attaining children's enthusiasm and interest.
44. Very good use is made of the mathematical opportunities in the classroom routines and registration to match boys and girls, present and absent children and times during the day. These opportunities are relevant to the children's mathematical awareness and are used well.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD.**

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

### **Main strengths and weaknesses**

- The stimulating classroom environment promotes this area of learning well.

### **Commentary**

45. The children are interested and enthusiastic about the various themes they have explored during the year to promote their understanding of the world around them. The very good opportunities the teacher has created are supported very effectively by the imaginative learning environment, which the team have created to develop children's skills in other areas of learning and to consolidate children's understanding of the seaside. The children have been taken on an imaginary journey to Martley on Sea that began with a well-told story in the pirate ship. The children enjoyed the experience and used their previous knowledge to describe events and situations they might find at the seaside. The outdoor area was used very successfully to simulate the seaside experience.

46. Planning for this area is good and runs through all the areas of learning and has a clear focus on promoting the children's understanding and awareness. The good use of stories and artefacts to introduce the children to how children used to play at the seaside with wooden spades and woollen bathing costumes stimulated detailed discussion and enabled higher attaining children to make comparisons using simple sentences and pictures about the past and present to good effect.
47. The children are afforded good opportunities to visit a range of places. Themes are well supported by the range of visitors who are introduced as people who help others. These opportunities are used very well to extend children's skills and knowledge.
48. The children are introduced successfully to the computer and use a range of supportive programs to consolidate number facts. They are confident about using the mouse and are aware of how to operate programs. They are developing these skills satisfactorily but do not yet have the full range of skills of computer use. However, the children are well on track to meet their goals in their knowledge and understanding of the world by the time they move to Year 1.

## **PHYSICAL DEVELOPMENT**

Provision for physical development is **satisfactory**

### **Main strengths and weaknesses**

- There is no continuous access to an outdoor play area, though this is being addressed well.
- Children are independent and manage themselves well in using the equipment and other resources.

### **Commentary**

49. The children have limited access to an outdoor space and range of equipment belonging to the adjacent pre school group. This affects the extent of children's physical development. The school is about to undergo considerable buildings and grounds development that will see the creation of dedicated play space for reception children. The equipment for this area of learning is also limited at present, but nevertheless children use the opportunities that are provided well. The imaginative use to convert the area to Martley-on-Sea as a resort for Barney Bear necessitating the children to explore the facilities was an innovative use of a restricted area. The positive interactions by the adults enabled children to use the equipment appropriately and develop their language and mathematical skills well.
50. The children develop their independence skills very well as they change for physical education. The teacher focuses on developing children's team work. The good use of the resources promotes the children's understanding of working in a team. The children are preparing for sports day and they transfer their earlier skills to running in a team race. Their physical skills are good, they are aware of space and working together to produce a result. The children use a selection of simple tools and small equipment to develop their fine manipulative skills effectively such as controlling the computer and handling pencils, paint brushes and scissors well.

## **CREATIVE DEVELOPMENT**

Provision for creative development is **good**.

### **Main strengths and weaknesses**

- The children have a range of good experiences.

## Commentary

51. Children are achieving what is expected for their age in this area. They engage well in *small world* and role-play. They work well with each other to develop stories about under the sea, discovering successfully whether the animals float or sink and exploring the texture of sand. The activities are well set up and enable the children to explore and create using wide range of materials and tools to produce, for example, water pictures using cool colours and different techniques. This area of learning is part of the on-going range of activities, and the children are stimulated to try new ideas from the effective teaching sessions that promote all areas of learning. The good use of teaching assistants enables the children to try different strategies and techniques using an interesting range of exciting materials and equipment to extend their skills. The children are likely to achieve their targets for creative development before the end of the reception year.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

The provision in English is **good**.

#### Main strengths and weaknesses

- Standards are average at the end of Year 2 and above average at the end of Year 6.
- All children are achieving well.
- The quality of teaching and learning is good throughout the school.
- The subject is well led and managed with effective assessments being made by well-informed teachers.

## Commentary

52. Standards in English are average at the end of Year 2 and rise to above average at the end of Year 6. The good level of teaching, which is accelerated in Year 6, ensures that pupils achieve well in writing. They make good progress over their time in school in developing their writing skills. Speaking and listening skills are given good levels of opportunity to develop well through the regular, systematic approach to involving pupils in discussions in lessons. Reading is average overall with the skills being thoughtfully enhanced by the well developed home and school reading systems. The pupils who have special needs are carefully considered in the different levels of work prepared by teachers. They are well supported by the perceptive work of both teachers and teaching assistants. As a result they achieve as well as other pupils. There is no significant difference between the achievement of boys and girls in English. The sample of work confirms the findings from lesson observations that there is a progressive nature to the achievements made by the pupils.
53. The pupils' skills in reading are systematically developed throughout the school. The skills begin to be developed appropriately in reception. Pupils have regular guided reading sessions outside the literacy hour. This enables teachers and teaching assistants to gain a clear picture of the pupils' reading skills as they are heard reading regularly. This is further enhanced as a result of the home support given to reading. This support is carefully recorded in reading diaries that move between home and school in a well-developed partnership. The partnership gives the pupils effective levels of support. Pupils build words from letter sounds and often use picture clues by the end of Year 2 to help them become more competent readers. Many grow in confidence by the end of Year 6 and are fluent, expressive readers who have an enjoyment from developing their skills effectively. Higher attaining readers are reading with particularly well-developed skills by the end of Year 6. Some pupils are able to show use of understanding

the context of their reading but this is not always a skill acquired by all pupils. The school has not addressed the benefit of developing this skill more widely.

54. Speaking and listening skills are given good focus in the reception class. They are then beneficially further developed in the infant and junior classes. Speaking and listening are regular features of whole class discussions at the start of lessons. Teachers and teaching assistants encourage the pupils to make contributions to discussions by posing leading questions. The chance is given to be involved through the way that responses are requested from a wide range of pupils. Pupils make detailed contributions because they have listened with care and been given time to formulate what they want to say. Pupils learn from one another, as they are such active participants. They are interested and keen to take part in discussion because teachers carefully think about topics for discussion in their planning.
55. The school focuses well on the development of pupils' writing skills. This is successfully underpinning the continual improvement throughout the school. The pupils are encouraged to write in a variety of forms and they are able to do so with considerable skill by the end of Year 6. The love of poetry and creative stories are regular features, in both the sample of work and lessons. This ensures that achievement is good. The pupils write with careful attention to detail and imagination in their stories. Higher attaining pupils are being well challenged by their tasks and respond positively as a result. All pupils make good use of their ICT skills in some of their writing. An appropriate amount of attention is given to the basic skills of handwriting and spelling. This gives further good levels of support to the accurate development of the pupils writing skills. A consistently used handwriting scheme is being practised on a regular basis. Spellings form a part of the pupils' homework and their improvement is a focus of other work in English. This helps the pupils to understand the need to spell with competency. The pupils effectively use dictionaries and thesaurus to support their knowledge of a wider range of words.
56. The quality of teaching is good throughout the school. There are examples of very good teaching in Year 6. Where teaching is best teachers plan imaginatively. There is a good variety of tasks that are effectively resourced. Resources, including ICT, are used well. Different levels of work are prepared because teachers and teaching assistants are assessing pupils' skills with care. Teaching assistants are well deployed to utilise their skills to best advantage. As a result, they give good quality support that maximises the learning opportunities for pupils. The school's literacy strategy has been well implemented and developed imaginatively so that pupils' learning skills are being extended effectively. Teachers work confidently because they are well supported by an effective subject leader. She has good understanding of the strengths and weaknesses of the subject and leads improvement effectively. She has ensured that the target-setting and tracking process is effective. In this respect, practice is better developed in English than it is in subjects such as mathematics and science. However, the use of comments to indicate ways pupils can improve when marking and opportunities for pupils to assess their own learning are inconsistent. The evaluation of performance in English is good and contributes well to the rising standards in school.

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

57. Pupils make good use of their literacy skills in other subjects. The pupils' good writing skills mean that they are enabled to write effectively in subjects such as geography and history. Their well developed speaking and listening skills ensure that pupils are able to make interesting and valid contributions to the discussion and questioning sessions that form a regular feature of much work in other subjects.

### **MATHEMATICS**

Provision in mathematics is **good**.

## **Main strengths and weaknesses**

- Standards are average in Year 2 and above average in Year 6.
- Achievement is good in mathematics.
- The quality of teaching and learning is good.
- Mathematics is very well led and managed.
- There are aspects of marking, target setting and pupils' self evaluation of their learning that could be enhanced.
- There is good use of mathematics across the curriculum.

## **Commentary**

58. Standards are currently average in Year 2 and above average in Year 6. They vary from year to year, as shown in the Year 6 national test results in 2003. However, pupils achieve well in mathematics. There is no difference in the achievement of boys and girls or by those from minority ethnic backgrounds. Staff are adept at providing work that challenges pupils well, regardless of whether they are higher, middle or lower attaining. Pupils build good knowledge and skills in basic numeracy and many are quick to calculate straightforward problems mentally. They also develop good strategies to tackle more complex arithmetic in written form. The curriculum is good and provision generally enables pupils to build knowledge, skill and understanding in all aspects of mathematics, including the problem solving and investigation strand.
59. Mathematics is well taught and this ensures that learning is effective. Particular strengths of teaching include the use of methods that stimulate learning very effectively, the very good insistence on high standards of behaviour and the promotion of equality of opportunity in learning. Teaching assistants generally give good support, enabling pupils such as those with special educational needs to learn well. There is effective use made of homework to support learning and the degree of expectation and challenge is generally good. For the future, there is room to improve marking, which is not consistently informative about ways to improve the work or well enough tied into the targets that are set for pupils. These targets are also inconsistently promoted at times. The use of ICT in mathematics is satisfactory but is developing well. Pupils learn well. They build skills, knowledge and understanding at good rates and they work hard. They do not have enough opportunities to evaluate how well they have learned in lessons, which is the area for development within the good assessment system in mathematics.
60. Mathematics is a well led and managed subject. The subject leader has good understanding of the subject performance and is influential in bringing improvement. Provision in mathematics has improved well since the previous inspection because of the commitment and hard work of all staff. There is every prospect that it will maintain this momentum and that standards will rise further.

## **Mathematics across the curriculum**

61. There is good use made of mathematics in other subjects. The scrutiny of work demonstrated that pupils put their mathematics skills and knowledge to good use in subjects such as science, design and technology and physical education. The practice provided in these subjects sharpens performance and gives pupils greater confidence to tackle problems and devise their own methods of completing mathematically based tasks.



## SCIENCE

Provision in science is **good**.

### Main strengths and weaknesses

- Pupils achieve above average standards by the end of Year 6.
- The pupils are confident and able to manage an investigation very well.
- Teaching and learning quality is good.
- Science is well led and managed.

### Commentary

62. The pupils show interest and enthusiasm in their science lessons. They are achieving well and reaching average standards by the end of Year 2 and above average standards by Year 6. Standards are similar to those of the time of the last inspection. Teaching is never less than good and is sometimes excellent. Lessons are well planned and use the pupils' previous knowledge very well to extend and develop their reasoning and thinking skills.
63. Pupils in Year 2 make satisfactory progress. They are learning the elements and principles of fair testing and are confident when using scientific vocabulary. In a Year 3 lesson, pupils used their previous knowledge well to recognise how to measure the hardness of various rocks from the local area. The very good planning and preparation for the lesson enabled the pupils to determine their own test and gave them considerable independence when planning their investigation. Pupils collaborated effectively and worked well in small groups to plan and conduct the test. Results were well presented by all pupils, who recorded their work accurately and confidently. Higher attaining pupils were well challenged to identify the permeability of particular rocks and to use the very good information presented as part of a display to research their answer.
64. Year 6 pupils develop and use scientific vocabulary with confidence as they progressed their investigation on conserving energy. The very good use of the key vocabulary, as the teacher introduced the particular aspect of conserving energy at home, engaged the pupils' interest and their response to the challenging questions about heat loss. They were very confident in setting up a fair test and understood well the principles that lay behind such a test. Pupils with special educational needs were well supported in their investigations by the group and they achieved as well as their classmates in their understanding about conservation of heat, contributing well to the intense discussion on which material would be effective
65. Resources are good and the pupils' confident use of the available materials to set up their model house to measure heat loss exemplified the good knowledge and understanding that has been taught and learnt in previous lessons. The emphasis on pupils using their investigative skills produced high quality work so that they are able to make predictions and test out their theories. They are confident and respond well using their knowledge well to predict likely outcomes of their investigations. They record their work well and use reporting skills they have learnt in literacy to record their investigations. Pupils in Year 6 are very confident about using a variety of data handling techniques, including the use of ICT, and the recording of data in table forms in order to make comparisons. The use of ICT in science is generally sound and is being extended as part of the school's effective focus on such cross-curricular links.
66. There is an established scheme of work and a range of good resources to support the teaching of the subject. They are well organised and very accessible. They are used very effectively throughout the school. Pupils' work is not marked consistently and in some cases does not give sufficient guidance so that pupils can improve their work. However, the assessment of individual pupils' progress is good and results are used to plan the next stages

of learning. Whilst teachers have sound knowledge of pupils' overall achievement in science, the target setting and tracking process is inconsistent.

67. The curriculum, based on national guidelines, is planned very carefully so that there is clear progression of pupils' skills and building up their knowledge base. The curriculum is reviewed effectively at frequent intervals. The school makes good use of its grounds in work to broaden pupils' science skills and knowledge. Science is well led and managed by the knowledgeable and influential subject leader. The subject has been a school priority for improvement and the development of the curriculum and teaching and learning, together with good staff training programmes has enabled the school to raise standards in the subject.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology is **good**.

### **Main strengths and weaknesses**

- Achievement is good, whilst attainment is average.
- The quality of teaching and learning is good.
- There is a good curriculum for ICT, with emerging links with other subjects.
- Resources are good; they are used efficiently to build pupils' skills and knowledge.
- Leadership and management are good.

### **Commentary**

68. The school has improved its curriculum for ICT effectively and the links to other subjects are developing well. However, the school is, rightly, still seeking to extend such links. It recognises this is an on-going priority and is working hard to develop the ICT input into more subjects. Pupils are already building skills and knowledge in ICT well. Achievement is good as a result. Standards are average in both Years 2 and 6. Although these standards may appear to be less successful than when the school was last inspected, the subject has moved on rapidly since that time. The school has kept up with the rapid expansion of the use of ICT and is preparing pupils well for further extended work in the subject. Pupils have very positive attitudes towards the subject and are keen to research, investigate and use available software to extend their learning. The subject is well taught by teachers growing in confidence about their own skills. The use of interactive whiteboards is supporting teachers effectively but pupils are not yet given enough opportunities to use them equally skilfully. Nevertheless teachers provide learning experiences that interest and motivate the pupils well. An example of this was observed in Year 6 when pupils used the computer as a helpful research tool. This enhanced well their knowledge and understanding of the current topic about the Olympic Games.
69. Pupils, regardless of backgrounds and abilities, do well in their ICT work. They are able to work in small groups in the ICT suite as well as in their classrooms. They sometimes work individually and sometimes in pairs. Pupils in Year 1/2 class more often work in pairs. They are mutually supporting one another with patience and skill. In a mathematics lesson they use the computer to complete halving and doubling tasks with expertise and skill. In a Year 6 lesson pupils used a flowing banner for a headline, set the text in different columns and centred the text skilfully. They then added to their work by giving a colour background to their poems produced to a poetry machine format. The internet provided a well-informed evidence base for pupils researching knowledge of the Olympic Games in the same year group.
70. The level of ICT resources is good. The number of computers in the computer suite and around the classrooms ensures pupils can gain appropriate levels of access. Many of them have no home access to computer in order to support their developing needs. Resources are used effectively by teaching and teaching assistants to develop skills, knowledge and understanding.

71. ICT is well led and managed. The subject leader is well informed, hard working and very supportive to her staff colleagues. She gives good guidance and is working hard at ensuring that ICT is being increasingly used adeptly to further learning in other subjects. This is as well as creating opportunities so that it is being developed as a skill in its own right. Strengths and weaknesses have been clearly identified and shared with all staff. Plans are effectively drawn up to improve the provision which gives the subject positive prospects for the future.

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

72. ICT is already being taught as part of the work in other subjects. This ensures the skills are being built systematically. However, the school has clearly identified the need to increase opportunities to use ICT more successfully in its school improvement plan.

## **HUMANITIES**

### **Geography**

73. Work was sampled in geography but no lessons were seen and it is not possible to make a judgment about provision in this subject. Geography is planned in line with national guidelines. Pupils in Year 2 compare their local environment with a different type of environment such as an island. Pupils in Year 6 learn particular mapping skills and suitable vocabulary connected with the water cycle.
74. Standards are average by the end of Year 2 and Year 6. It was not possible to make a judgement about teaching but evidence from pupils work both in their books and on display indicates that pupils have experienced a well managed school project based on Japan. This project has made very good use of the placement of Japanese visitor and pupils throughout the school have identified with the location, culture and key features of the country. Pupils in Year 6 make good use of their mathematical skills to use six figure co-ordinates to locate specific locations on ordinance map. Pupils in Year 2 use a computer program successfully to locate geographical information in order to build up a picture of the seaside location.

### **History**

Provision in history is **good**.

### **Main strengths and weaknesses**

- Attainment in history is above average by the end of Year 6
  - There is a rich and stimulating curriculum.
  - Good use is made of the local resources, visits and visitors to enrich the subject.
  - History is a well led and managed subject.
75. Standards in history are average at the end of Year 2 and above average by the end of Year 6. It was not possible to form a judgement about the quality of teaching in history as insufficient lessons were seen during the inspection. Evidence has been gathered from planning, pupils' work, discussions with them and from the very good displays around the school.
76. A lively and interesting curriculum has evolved in recent years where the school has endeavoured to create meaningful and relevant opportunities to promote higher standards in history by the end of Year 6.
77. Pupils' awareness of the past by the end of Year 2 is developing well. They are aware of the impact of Florence Nightingale on medical care in Victorian times and retell the life story of

Grace Darling to good effect, using interesting vocabulary and empathising how hard it must have been to row the small boat across stormy seas to the shipwreck.

78. Pupils develop a strong sense of enquiry as they move through the school, researching the Egyptian lifestyle and important gods, whilst recognising the influence they and the Greeks had on the civilised world. The very good use of original material at the local museum relating to the events in the civil war enable pupils in Year 4 to interpret from these sources the events and conditions leading to the Battle of Worcester. Pupils experience living history sessions that promote effectively their understanding of particular periods of time. They can sequence events throughout the ages by the end of Year 6. Pupils are confident in their use of the Internet to find information, and technology is used well to demonstrate how soldiers might have felt when they were preparing for the battle at Worcester.
79. Teachers promote the skills of enquiry well through the choice of interesting practical activities. These include the making of artefacts or completing a trail of clues to solve problems about the way people lived in the past. Pupils produce very good pieces of writing using their literacy skills to good effect. Their interest and enthusiasm manifests itself in the well presented projects covering a range of historical topics. Pupils in all year groups compile a series of presentations to share with their class and the school in order to widen their knowledge, skills and understanding.
80. History is well led and managed. The subject leader has firm understanding of the quality of education and standards. She has firm and sensible ideas for the future enhancement of history.

### **Religious education**

*The governors have invited the Section 23 inspector to report on religious education. For this reason, this subject is not included here.*

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

81. Owing to timetable arrangements, few lessons were seen in art and design, design and technology and physical education. Two lessons were observed in music. The scrutiny of work and teachers' planning indicates that standards in these subjects are **above average** by the end of Year 6 and that the achievement of pupils of all backgrounds is **good**.

### **Art and design**

82. There is some good quality work on display about the school that celebrates the diversity of the curriculum and the pupils' effective development of skills and techniques in art and design. There is a very good range of materials used, including three-dimensional work. Links to other subjects are strong and pupils' cultural education is developed very effectively through art and design. The subject is well-led and managed and planning focuses squarely on the development of skills and knowledge, which are assessed effectively. Art and design is clearly a strength of the school because of its very good curriculum.

### **Design and technology**

83. From all the available evidence, teaching and learning appear to be good and pupils achieve well in design and technology. There is good focus on the principles of planning, design, and making, evaluating and improving products. The quality of slippers made by Year 6, for instance, is very good. Even the youngest pupils discuss how well their designs have resulted in the desired outcomes. They are well skilled at suggesting ways to improve their work. There are some good links to literacy and numeracy in the work in design and technology. The subject is well led and managed and the quality of the curriculum is very good. The contribution

to pupils' spiritual, moral, social and cultural education and their personal development is very strong.

## **Music**

84. In addition to the lessons observed a small sample of work in a portfolio was also made available. In consequence it is not possible to make a secure judgement on the standards, teaching, learning and achievement of pupils throughout the school. However, from the small amount of evidence available it is clear that music has a high status in the school's work. The school provides a range of opportunities that ensures that all aspects of music making as recommended in national guidance are being well covered. Apart from work in lessons extra curricular activities in music making involve a good proportion of pupils. Some pupils benefit well from the extra instrumental tuition that is also a regular feature of the school's provision.

## **Physical education**

85. Standards in physical education are above average in swimming, as shown by the school's records. Most pupils attain the desirable 25-metre length well before they leave school. In the Year 6 lesson observed, pupils were developing their athletics skills very effectively; their achievement was very good. They showed initiative in planning and organising the activities and worked with independence and considerable responsibility. They evaluated their achievement with conspicuous success. There were very good links to mathematics in this lesson as pupils plotted their performance. The school's participation in sporting activities is excellent and the programme of extra curricular sporting and physical education activities makes a profound contribution to the quality of education and achievement. There are very good links with other schools, parents and the community in these enrichment events.

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

86. There were few opportunities to observe the formal provision for pupils' personal, social, health and citizenship education. For this reason, reporting here is not in full detail. However, it is evident that the school provides effectively for the pupils' personal, social and health education. Appropriate arrangements are in place for the teaching of sex education that involves the school nurse. The dangers of drug abuse are also taught with consideration and this usefully involves the local police liaison officer. Parents are welcomed as partners in the pupils' learning in this respect.
87. The pupils are developed very effectively as people. They are enthusiastic, friendly and polite and show very good concern for the needs of others. It is clear that the personal, social, health and citizenship education of pupils is a success story in school. This is manifest in the very good relationships and attitudes and excellent behaviour in school.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	1
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

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