

# **INSPECTION REPORT**

## **ST PETER'S PRIMARY SCHOOL**

Bromyard

LEA area: Herefordshire

Unique reference number: 116666

Headteacher: Mr M Holt

Lead inspector: Mrs H Evans

Dates of inspection: 13 –15 October 2003

Inspection number: 257945

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:	3 – 11
Gender of pupils:	Mixed
Number on roll:	234
School address:	Cherry Tree Close Winslow Road Bromyard
Postcode:	HR7 4UY
Telephone number:	01885 483237
Fax number:	01885 483829
Appropriate authority:	Local education authority
Name of chair of governors:	Mr P Gallagher
Date of previous inspection:	15 March 1999

## CHARACTERISTICS OF THE SCHOOL

Saint Peter's is a larger than average primary school in Bromyard, a market town in Herefordshire. The pupils are taught in a modern building that was built to replace the old school some years ago. As part of the school, there is a designated unit that provides for 12 pupils all with moderate learning difficulties. At the time of the inspection, there were 234 pupils in the school including 27 who attend the Nursery on a part-time basis. As a result of housing developments in the locality, the numbers in some classes are greater than the school was initially intended to cater for. For this reason, in some year groups there are mixed age classes. Most of the pupils are from white families and all but one pupil, who speaks fluent English, speaks English as their first language. There are more boys than girls especially in the Reception class and Year 6. There are no hot school meals provided and the packed lunches that are available for those pupils who qualify for free school meals are not very popular. Many of the pupils who qualify for free school meals bring their own lunches from home, as do their friends. The below average number of pupils who claim their entitlement is unlikely to be a true reflection of the number of families who actually qualify. There are 21 pupils with special educational needs, which is about average. Four of these children are supported through their personal statements of educational need. The school gained the School's Achievement Award In 2002 as a result of the high standards achieved by pupils. The grounds are very attractive and provide a good range of opportunities for work and play. On entry to the Nursery and to the school children's attainment varies. Overall it is below that expected of most children of the same age nationally.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21374	Mrs H Evans	Lead inspector	Science Information and communication technology Design and technology Religious education English as an additional language
9874	Mr M Milwain	Lay inspector	
30075	Mr M Duggan	Team inspector	English Geography History Physical education Special educational needs
15236	Mrs M Thorpe	Team inspector	Mathematics Art and design Music Foundation stage

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a very effective school.** Most pupils achieve very well and make very good progress especially in mathematics, science and English. Teaching is very effective and, as a result, pupils learn very well. The subjects taught meet the needs of pupils of all ages and abilities. Pupils develop as mature and confident individuals. They are keen to learn and are willing to demonstrate what they know and how they make reasoned judgements about new experiences in the light of previously completed work. The school is at the heart of the community and it is led and managed very well by a team of people committed to seeking ways of finding excellence. Finances are managed very well and the school provides very good value for money.

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

- Well above average standards in mathematics and science.
- Above average standards in English, information and communication technology and design and technology and religious education.
- The Foundation stage enables all children to make a very good start to their formal education.
- Purposeful and very well-targeted teaching makes good use of an interesting curriculum.
- Effective assessment procedures that are used very well to inform planning for learning.
- There is strong leadership and management.

Since the previous inspection the school has successfully addressed all of the identified weaknesses and has made very good improvement.

### STANDARDS ACHIEVED

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

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average  
Similar schools are those with similar percentages of pupils eligible for free school meals*

**The achievement of children and pupils across the school is very good.** Most children attain all of the expected learning goals by the end of Reception except those in communication, language and literacy. This is because many have poorly developed skills in this area of learning when they join the Nursery. The strategies aimed at remedying these deficiencies are very good. Overall they make very good progress and achieve very well. Pupils' achievement is also very good in Years 1 and 2 and in Years 3 to 6. The standards attained in statutory tests at the end of Year 2 in all subjects tested are at least average when compared with schools nationally and a significant number of pupils achieve higher levels. By the end of Year 6, for the past four years standards have been maintained at a level that exceeds national expectations in mathematics and science and matches or exceeds the national average in English. This pattern has been maintained in the most recent tests in 2003. Standards in information and communication technology and in design and technology across the school exceed national expectations and in all other subjects pupils' attainment is in line with the expectations. In all subjects there are instances where groups of pupils perform particularly well.

**Pupils' personal qualities and their spiritual, moral, social and cultural development are very good.** Pupils like school and respect the established values. Most arrive early and are eager to learn. Pupils are rarely late and most have very positive attitudes to school. In lessons and around

the playing spaces pupils' behaviour is predominantly very good. Pupils' attitudes to learning and their respect for what the school is offering them are obvious in lessons and in the way they tell of learning experiences, residential visits and competitions with other schools. Pupils' very good understanding of spiritual, cultural, moral and social aspects of life is enriched by the many opportunities to celebrate sporting events, attend concerts, sing with the choir and compose music. They perform for parents and the community to a high level. These strong elements play an essential part in achieving the harmonious and well-balanced community that makes up this school.

## **QUALITY OF EDUCATION**

**The quality of education is good as a result of the high level of good and very good teaching, using the well-organised curriculum.** The quality of teaching is predominantly good and in more than four lessons in ten was seen to be very good. Teachers use the many opportunities provided within the curriculum to reinforce the learning that has taken place in one subject to encourage pupils to practice the skills acquired in another; such as using literacy skills to extend learning in history and science. The development of the work of the teaching assistants in the past year is enabling them to offer increased help and encouragement to pupils of all levels of prior attainment. This enables pupils to learn very effectively and to achieve very well. The school uses the rich learning environment within classrooms and in the attractive grounds to good effect. Residential visits and excursions to places of educational interest extend pupils' learning opportunities very well. These features all contribute well to the way that pupils attain at a consistently good level. The school maintains good links with parents. Pupils are cared for well and they are encouraged to be independent learners.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are very good.** The headteacher leads the school very effectively and has a strong vision for the school's future. His work sets a clear direction for the teaching and support staff as well as for the governing body. The deputy headteacher is new this term and his role is being developed gradually. The governors' decisions are managed well and follow the priorities set out in the very detailed plans for school improvement. These comprehensive documents are rather cumbersome and need to be refined. The subject co-ordinators work effectively to ensure that lessons are well planned and that the decisions about the curriculum are carried through in a systematic and well-structured way. The leadership and management of the Foundation Stage is particularly good.

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

In conversations, at the meeting with parents and in the replies in questionnaires the majority of parents expressed a high level of satisfaction about the school. A few parents would welcome better lines of communication about their children's activities. This is recognised by the school and plans are in place to improve this aspect. The inspection team considered that the quality of documentation sent to parents is crisp, clear and informative. Most pupils have very positive views of the good things that the school offers them although a small number have concerns about the aggressive behaviour of a few of the pupils. This unacceptable behaviour does occur from time to time and is dealt with effectively by the staff. None was seen to take place during the inspection.

## **IMPROVEMENTS NEEDED**

There are no significant weaknesses remaining but the headteacher, staff and governors should consider the following recommendation:

Review and distil the information contained in the wealth of useful and diagnostic documentation that supports planning for every aspect of the work of the school. Then create a simpler, more user friendly long-term school improvement plan.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Standards attained in English, mathematics and science by the end of Year 2 are in line with average attainment and are better than those in similar schools. By the end of Year 6 standards exceed expectations in English and are well above national averages in mathematics and science.

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

- Standards in English, mathematics and science are above average by the end of Year 6.
- Standards in information and communication technology exceed national expectations.
- Standards are good in design and technology and religious education.
- The standards attained in all other subjects are at least in line overall with national expectations and in all of these subjects some pupils perform at higher levels.

#### **Commentary**

1. From a below average base on entry children in the Nursery and Reception classes, known as the Foundation Stage, make very good progress and achieve very well. By the end of Reception, almost all children have attained the expected levels in most of the areas of learning except in communication, language and literacy, where their achievement remains just below the desired level. Work to remedy this deficiency is in hand and all of the children do well.
2. In Years 1 and 2 pupils standards are already in line with national expectations in English, mathematics and science and are on course to be above the national average by the end of Year 2. By the end of Year 6 standards are above the national average in English, and are well above in mathematics and science. To achieve these standards pupils learn very well and make very good progress throughout the school. In other subjects standards are very well supported by pupils' skills and achievements in English and mathematics. A strength of the school is the way in which pupils of all attainment levels are very well supported in lessons and are helped to learn particularly well by being constantly encouraged and enabled to pursue their own interests through independent research and personal study. Across the school achievement is very good.
3. In mathematics pupils learn very well and use their knowledge and understanding of number without hesitation. They manipulate numbers using multiplication and division, confident that the inverse rule will always help them to find the easiest way of solving a problem and then checking their result. By the end of Year 6 pupils select and use the most comfortable method for themselves to solve problems in geometry or in calculations involving fractions and decimals and then explain their selected process to the class.
4. Standards in science are also well above the national average. Pupils across the school show how they are learning to be scientists rather than which scientific facts they have learned. By the end of Year 6 pupils show good scientific knowledge and the work in their books and that displayed in classrooms shows good experience of all of the parts of the curriculum for science that need to be covered.
5. Work in information and communication technology (ICT), as a direct result of the greatly improved facilities, is stimulating and challenging. Since the last inspection, the increased skills of the teachers have enabled pupils to make very good progress. Standards for pupils in all classes are now better than those found in most schools and by the end of Year 6 the majority of pupils are attaining standards that are well above the expected level. Pupils are



confident when using computers for word-processing, to enhance work in English, history and geography or to organise and review data in science, mathematics and design and technology.

6. Standards in design and technology are above those found in most schools nationally by the end of both Year 2 and Year 6. Pupils' designs are not only well conceived but are followed through with sensible evaluations and improvements.
7. Pupils with special educational needs (SEN) make very good progress and reach standards close to their capabilities. As a result of good and sometimes very good teaching, linked to effective support by teaching assistants, these pupils achieve very well.

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

Standards in:	School results	National results
Reading	16.1 (15.8)	15.8 (15.7)
Writing	14.3 (13.6)	14.4 (14.3)
Mathematics	16.8 (16.4)	16.5 (16.2)

*There were 30 pupils in the year group. Figures in brackets are for the previous year.*

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

Standards in:	School results	National results
English	28.7 (27.9)	27.0 (27.0)
Mathematics	29.9 (29.2)	26.7 (26.6)
Science	31.0 (30.3)	28.3 (28.3)

*There were 42 pupils in the year group. Figures in brackets are for the previous year.*

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

Pupils have good attitudes to their work and to the school. They behave well and are eager to attend. Attendance is above the national average. Pupils' personal development including their spiritual, moral, social and cultural development is very good.

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

- Pupils have very good relationships with one another.
- Pupils behave very well.
- The school council makes a good contribution to pupil's personal development.

#### **Commentary**

8. Pupils have very good attitudes to school they behave very well. They involve themselves fully in lessons. They are eager to offer their ideas and readily discuss their work with one another and with adults. Pupils co-operate well with each other, and in lessons they willingly share resources. When playing outdoors they continue to behave very well towards one another. Teachers use a wide range of teaching strategies to suit the differing needs of the pupils, and as a result, pupils learn to work very well both collaboratively and independently.
9. Amongst the wide range of school visits on offer, the bi-annual residential visits are greatly appreciated by the pupils. These visits give pupils the opportunity to develop their confidence and independence and to experience life outside the family circle. Pupils are willing to take responsibility for tasks around school and many are keen to serve on the school council.

This group of elected members gives pupils from Year 2 upwards a chance to develop debating skills and to learn to make choices.

10. Members of staff act as good role models for their pupils. They have high expectations of pupils' conduct, and as a result, pupils behave very well. During the period of the inspection there was no evidence of bullying or any other form of oppressive behaviour. Pupils like school and enjoy playing and working with their friends. The school's policy regarding pupils with special educational needs is very inclusive and every child has the opportunity to be involved in all of the schools' activities. As a result these pupils have a positive attitude to all subjects and work with real commitment. They are encouraged to work alongside their friends both collaboratively and independently.
11. The outcomes of the provision for pupils' spiritual moral, social and cultural development are very good. Pupils learn about the major world faiths together with the visual arts and music curriculum. During the period of the inspection pupils in Years 5 and 6 spent a day visiting the Anne Frank exhibition in Hereford. Following this visit there was a whole school assembly during which pupils reflected about the events surrounding the holocaust in a very moving way.

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

Authorised absence		Unauthorised absence	
School data	5.1	School data	0.0
National data	5.4	National data	0.5

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

#### **Ethnic background of pupils**

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – any other mixed background
Asian or Asian British – any other Asian background

#### **Exclusions in the last school year**

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
216	0	0
1	0	0
2	0	0
1	0	0

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

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

The quality of education is good and the quality of teaching is predominantly good with almost half being very good. Curriculum provision is good and is enriched by many opportunities for reinforcing work learned in class, in the community where its relevance is made clear to pupils.

#### **Teaching and learning**

The quality of teaching observed during the inspection was never less than good and was very good in almost half of the lessons seen. One lesson was judged to be excellent. As a result, pupils learn well and make rapid gains in their knowledge and understanding of the programmes of work that they study.

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

- Teachers have very good knowledge and understanding of the subjects that they teach.
- They have very good relationships with the pupils.

- Teachers have high expectations that challenge thinking.
- Lessons are organised very well and work is very well matched to pupils' needs and to their earlier learning.
- Planning is detailed and precise indicating a good range of methods.
- The pace of lessons is good and there is good use of time.
- Strategies for assessment are carefully planned and information gathered is used very well.

## Commentary

### *Summary of teaching observed during the inspection in 39 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	18 (45%)	21 (53%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

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

12. In all lessons teachers' knowledge of the subjects taught is secure and the objectives set were clearly explained to pupils. Whenever possible they link their teaching to earlier work or to practical experiences that most pupils remember. Lessons are well organised and teachers' planning is detailed and thorough. The methods chosen and the available resources are always suitable. Teachers always engage pupils' interest at the start of lessons and the pace of learning is brisk. Challenging work is evident in all classes and as a result of the very positive relationships there is a shared sense of fun in learning. With more classes in Years 3 to 6 than in Years 1 and 2 during the inspection there were more very good lessons observed in the classes for older pupils but the quality of teaching is of a high standard across the school.
13. All teachers follow the agreed marking policy meticulously as an important strand of the well-structured assessment procedures. The procedures have a clear focus for analysis of strengths and weaknesses and setting short measurable targets for improvement. As a result, work is always very well matched to pupils' abilities whether when working in groups or sometimes as individuals. Since the last inspection assessment and its use to promote work matched to pupils' ability has been greatly improved. The success of this work is an important part of the reasons for the improved and sustained gains in pupils' achievement.
14. The teaching of pupils with special educational needs is effective and pupils make good progress in relation to their relative abilities. Most teachers are skilful at briefing classroom assistants who make a significant contribution to pupils' learning. The school has effective systems in place to identify, assess and monitor pupils with special educational needs. Individual education plans include challenging but realistic targets with review dates.
15. The use of the trained classroom assistants in lessons is helping to increase the rate of learning as their skilled intervention when pupils think that they are 'stuck' is enabling lessons to move at a brisk pace where everyone builds well on the sense of success. Homework is set at suitable levels and during the inspection was seen to be a positive aid to learning.

## The curriculum

The quality of the curriculum is good overall with some very good features. It ensures that the range and quality of learning experiences for all pupils are very effective. The accommodation, inside and outside, is good. It is used well to enrich many areas of the curriculum.

## Main strengths and weaknesses

- Very good provision for special educational needs.
- Very good extra-curricular provision.

- Good transition procedures from primary to secondary schools.
- Good accommodation which allows curriculum to be delivered effectively.
- Good provision for social, personal and health education.
- The strategies for teaching literacy are good, and for numeracy are very good.

## **Commentary**

16. The curriculum meets all statutory requirements. It is broad, balanced and relevant, providing a wide range of learning experiences from which all pupils benefit. This is a significant improvement since the previous inspection. The last report also indicated that the way that pupils in the special educational needs unit were excluded from too many of the mainstream classes was unsatisfactory. This has been rectified and special educational needs provision throughout the whole school is now very good. Pupils who are based in the unit are included very successfully in all of the mainstream activities. The National Literacy and Numeracy Strategies are being used effectively, and the good planning and schemes of work for all other subjects ensure that every pupil receives their full entitlement. The good use made of literacy, numeracy and ICT across other subjects is another very positive and pleasing feature.
17. A very good range of additional curriculum opportunities enrich the pupils' learning outside of classes. These include a wide variety of sports, music and chess clubs as well as day trips and residential visits. Highlights amongst these are the bi-annual educational visits to London and the Pioneer Centre, Cleobury Mortimer, Shropshire. The school ensures that all pupils, regardless of ability or gender, have equal access to all of these extra-curricular activities and promotes very good inclusion.
18. The provision for pupils with special educational needs is very good overall. It is very well co-ordinated by an experienced and highly committed teacher. Individual educational plans for pupils with SEN are detailed, reviewed and updated regularly, and are integrated well into the teachers' everyday planning. In all lessons the curriculum is adapted carefully and sensitively to enable pupils with special needs to work well alongside their friends. Sometimes this is achieved with the skilled help of teaching assistants. The co-ordinator, together with the SEN specialist teacher, monitors the effectiveness of these plans on a regular basis, setting new targets when required to meet the needs of individual pupils.
19. The accommodation inside and outside is good. It lends itself well to the delivery of the whole curriculum. Rooms used particularly productively include the ICT suite, the SEN unit the library and wide corridors for art and design. A room has been identified for the creation of an additional facility for long-term art and design and design and technology projects in order to enhance these subjects further. The spacious outside environment contains a netball court, football pitches and an adventure playground, all of which stimulate learning. Regarded highly is the large willow arch, which was planted and is now tended carefully by the pupils. Resources to support learning are at least adequate in all subjects and are good in mathematics and science.

## **Care, guidance and support**

Pupils receive good guidance and support, and are well cared for. Their work and activities are monitored carefully and their views and ideas are sought through the school council and are acted upon in a sensitive manner.

## **Main strengths and weaknesses**

- Care for, and welfare of, the pupils is good.
- There are good relationships between staff and pupils.
- Teachers know their pupils well.

## **Commentary**

20. The school takes very seriously the need to ensure the welfare, health and safety of its' pupils and staff. The premises committee of the governing body carries out regular health and safety inspections. The cleaner-in-charge and her staff ensure that the building is clean and well maintained.
21. There are good procedures in place for child protection. The named person for child protection attends formal training sessions and ensures that the knowledge gained is passed on to all members of the staff. This is a marked improvement since the time of the last inspection. The school ensures that pupils with special educational needs always work in a healthy and safe environment. This includes activities both indoors and out, to which these pupils have equal access.
22. The relationship between pupils and staff is very good and the staff provide good role models for their pupils. Pupil's personal development is well monitored and teachers provide good guidance for pupils in this area of their development. Relationships between pupils are very good.
23. The school council provides pupils with a forum in which their suggestions for changes in the life of the school can be heard in a democratic way. Pupils clearly appreciate this opportunity to serve the school and their fellow pupils.

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

The school works well in partnership with parents and the community.

## **Main strengths and weaknesses**

- Very good links with other schools and training establishments.
- The schools' role in the community.

## **Commentary**

24. The results of the pre-inspection questionnaire to parents and the comments made at the parents meeting indicate that the majority of parents are very well satisfied with the work that the school does. Relationships with parents and carers are still at a satisfactory level. Informative and interesting newsletters sent to parents at the start of each term provide useful curriculum information about what is happening for each separate class.
25. The school's induction process enables parents to make a useful contribution to the learning of pupils in the Reception class. Homework is used sensibly to reinforce what is taught in lessons, and through this parents make a contribution to their children's learning. There are three parent's evenings each year that enable parents to talk to the staff about their child's progress. These meetings are very well attended and most parents meet with teachers to discuss their child's work, achievements and progress. Annual reports on pupils' progress are issued at the end of the summer term that reflect what has been achieved and targets for improvement. Parents have the opportunity to discuss these with the teachers at the final parents meeting of the year.
26. Parents are involved fully in the initial process of recording their children's special educational needs. They are informed regularly about their targets, invited in to discuss progress and

attend the annual reviews of those with Statements of Special Educational Needs. The school works closely with the services personnel from the local education authority. The SEN co-ordinator's one day per week in school input is invaluable, as she is also part of the Learning Support Services team and brings special expertise to the school.

27. The school maintains very strong links with its partner high school, and there are very effective arrangements for the transfer of pupils from Year 6 to Year 7. Visits to St Peter's by staff from the high school, and 'taster days' at the high school for pupils in Years 5 and 6, ensure that pupils move smoothly to secondary education. St Peter's also has very good curricular and sporting links with the high school.
28. The school makes a good contribution to the local community through music and drama. This extra curricular work also strengthens the school's links with the church especially at Christmas, Easter and Pentecost.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management by the headteacher and key staff are very good. All of the key issues from the last inspection have been successfully addressed. Leadership and management have been improved significantly since the last inspection. The governance of the school is good.

### **Main strengths and weaknesses**

- The very clear vision and drive of the headteacher in leading the school.
- The very strong leadership and management by the headteacher and senior staff in raising standards and achievements.
- The governors now have a good understanding of the school and play an important role in monitoring and strategic planning.
- The inspirational leadership and management of all aspects of the Foundation Stage ensure that children achieve very well.
- The budget and accounting systems are managed very well and governors are successful in their evaluation of best value.

### **Commentary**

29. The headteacher and senior staff provide very good leadership and management in the commitment to raising standards and providing a very good education for all pupils. They have very high level of commitment for the school's vision of providing an inclusive and wide-ranging curriculum to meet the needs of all pupils. The headteacher has remained firmly committed to all aspects of pupils' education and welfare over the years and pupils and parents know his expectations. He leads by example when taking whole school assemblies, teaching and working with parents. The very good provision for ICT and the Achievement Awards gained for very high standards are two recent examples of the effectiveness of the leadership and management.
30. The leadership and management by the Foundation Stage co-ordinator and commitment of the entire team including parents is reflected in the high levels of achievement of children who enter the Nursery class with a wide range of skills and needs. The management of work to support the areas of learning in the Nursery and the Reception class is outstanding.
31. The special educational needs provision, which is very good overall, is led and managed well. The SEN co-ordinator, together with the specialist SEN teacher, monitors these pupils' individual education plans very closely. In collaboration with class teachers they have built up a wide range of effective resources to support and enhance these pupils' learning.
32. The role of the governors has been strengthened since the previous inspection. They have a good grasp of the school's strengths and needs and use this knowledge when planning future

developments. They have worked successfully to develop strategies for ensuring that racial equality is fully embedded into the policies and patterns of work throughout the school. Although they support the headteacher and staff, governors use their meetings and committees to question proposals and evaluate decisions. They now hold the headteacher and senior staff more accountable for standards and developments within school. The chair of governors, who is also the chair of the finance committee, is a frequent visitor to the school and works in partnership with the headteacher. All but the newest governors, have undertaken the local education authority's training.

33. The governing body is effective in monitoring the work of the school; all members participate well, bringing many skills and a high level of expertise to the task. They have a very strong sense of the school's place in the community. They are very effective critical friends of the school and minutes of the devolved committees and full governing body's meeting are meticulously maintained.
34. The school is very efficient in its strategic use of resources. Financial planning and control are very good and accounts are regularly audited. The governing body now takes full responsibility for the monitoring of the school budget, with the headteacher very effectively exercising day-to-day financial control within agreed boundaries. The very capable administrative staff work well together with the senior management team. They ensure that the budget is tightly controlled and expenditure meets curricular planning and pupils' needs. Governors set targets for the headteacher and monitor the effectiveness of their plans and procedures. They are successful in evaluating best value when making decisions or costing improvements.
35. Very good performance management systems are securely in place for the teaching staff including the headteacher. All targets are clearly linked to curricular development and to aspects of the school improvement plan. Although the school improvement plan includes the priorities identified in the subject co-ordinators' development plans; its format is unwieldy. The main document does not give a succinct overview of plans, intended costs and the effectiveness of initiatives although all of this required information is readily available in school.

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

Income and expenditure (£)	
Total income	703,138
Total expenditure	686,052
Expenditure per pupil	1,610

Balances (£)	
Balance from previous year	58,685
Balance carried forward to the next	17,086

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

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

36. Provision for children in the Nursery and Reception classes is very good overall. Although there is a wide range of ability the majority of children enter school with attainment that is below the average of most children nationally and is well below in communication, language and literacy. Most children achieve very well as a result of very well planned successful teaching and support. Staff ensure that the precise learning needs of all children are identified early through excellent assessment systems and very effective links with families. Subsequently, all children including higher attaining children and those with special educational needs, receive very high quality support and achieve very well. The outdoor area is greatly improved since the previous inspection and teachers' planning is very good for all areas of learning. The leadership and management of the six areas of learning is outstanding. A particular strength of this is seen in the way that children and their parents are fully involved with the planned work.

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

Provision for this area of learning is **very good**.

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

- Very well planned activities and resources increase children's independence and their ability to work in groups.
- Very good teamwork ensures strong support for those who need direction.
- Very good progression in the range of activities between the Nursery and Reception classes.

#### **Commentary**

37. This area of learning is given a high priority throughout the day. Consequently, children achieve very well in the way they work and play together and share equipment and, in the Reception class, are well placed to achieve the levels expected for their age group.
38. The staff work as a very effective team and children are introduced sensitively, but thoroughly, to good social conduct including classroom routines. All staff have a very good knowledge of the needs of young children. They take time to talk to them and use praise very effectively to raise children's self-esteem. Relationships between staff and children are very good. Nursery nurses and support staff in both classes make very good contributions to all aspects of children's development. In the Reception class children build on their previous knowledge of class routines and take on more responsibility for their learning. They adapt very well to working both as a class and in small groups and enjoy shared activities, for example, taking on the role of doctor and patient in the surgery and sharing in the actions of the book "We're Going on a Bear Hunt".

### **COMMUNICATION, LANGUAGE AND LITERACY**

Provision for communication, language and literacy is **very good**.

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

- Teaching is very good and is very carefully focussed towards developing children's language skills in all activities.
- All classroom support staff are very well involved in the planning and assessment during activities.



- Organisation of resources and planned activities, which ensure that children use accurate vocabulary.
- The successful introduction of 'Story Sacks' has increased opportunities for reading.

### **Commentary**

39. In the Nursery children achieve very well and make good gains in speaking and listening, and in reading. Although higher attaining children are well placed to achieve the expected early learning goals in writing, some children will not achieve all of them. Most children listen attentively to stories and instructions for each activity. They quickly develop from making few responses and responding with actions to answering in one word and then in short phrases. This is because of the high levels of encouragement. They successfully name the characters in stories such as 'The Three Bears'. Although most children retell the story accurately, the lower attaining are less confident. In the Reception class most children 'read' stories by referring to the pictures and over half the children read stories with repetitive text. During the inspection all children were very interested and involved in 'We're going on a Bear Hunt'. They all learned the first four lines of the chorus, the higher attaining children remembering at least six lines. They make good attempts when copying their names and many children are beginning to form letters correctly.
40. The staff introduce a modified literacy hour gradually so that children recognise links between speaking, reading and writing. In group work, support staff are very well used in planning and assessing children's levels of response and interaction in questions and answer sessions. There is a very good balance between teacher talk and opportunities for children to respond. Writing skills are well developed from sharing books and linking reading and writing skills. There are many well-planned activities such as writing messages inside greetings cards and opportunities for practising writing patterns that improve standards. The use of 'story sacks' to enable parents to continue at home work that has been started in school is a very successful initiative.

## **MATHEMATICAL DEVELOPMENT**

Provision in this area of learning is **very good**.

### **Main strengths and weaknesses**

- Teaching is very good; teachers know individual children's levels of attainment and rates of progress because of the excellent and rigorous assessment and monitoring procedures.
- Children have many opportunities for using numeracy skills in other areas of learning.

### **Commentary**

41. Children make very good progress from below average standards on entry to children in the Reception class being well placed to achieve the early learning goals by the end of the year. Higher-attaining children are on course to exceed the expected standards. As a result of the very good teaching children develop mathematical skills in a wide variety of practical activities in both classes. Children in the Nursery identify circles, squares and triangles and count objects to 10, often with support. In the Reception class the majority of children count from zero to ten and the higher attaining children extend this to 20. They recognise a wide range of two- and three-dimensional shapes and straight and curved edges. All activities are very well matched to children's number skills. Consequently, they reinforce their number recognition and understand the concept of more and less than.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- The very rich range of opportunities provided to extend children's experiences.
- Teachers' use of displays and practical activities to motivate children and reinforce learning.
- The very good relationships between adults and children develop their confidence and increase their motivation.

### Commentary

42. Some children in the Nursery class have limited experiences and communication skills when they enter school. Their opportunities to achieve are developed systematically over time and they make very good progress across a wide range of activities. Children in the Reception class achieve well and are well placed to reach the levels expected by the end of the year.
43. Children benefit from a very wide range of rich and exciting opportunities within each class and the creative use of the school grounds and the local environment. Throughout each day children are involved in many activities. Learning is very well developed by the investigative approach about the environment and themselves. Work on display, photographic evidence and planning shows that children have many opportunities for learning across all areas. In the Nursery, children have many opportunities for making models, designing birthday cakes and making party decorations. This is extended to the Reception class. Children use construction equipment well, fitting wheels on machines and shapes on rods. They learn about the human body and the skeleton in the 'Bromyard Surgery'. Teachers use their skills very well to extend children's knowledge of different cultures and religions through a wide range of practical activities. Children are taught many of the customs associated with the Hindu festival of Diwali and, in the Nursery, use Asian cooking utensils in addition to those which they see at home. ICT is incorporated well into children's learning and all children are confident when they use the computer suite.

## PHYSICAL DEVELOPMENT

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

### Main strengths and weaknesses

- Very good planning which incorporates very effective use of the outdoor area.
- Stimulating activities, which develop children's physical skills in writing and drawing.

### Commentary

44. Children enter the Nursery with physical skills close to those expected for their age and they achieve very well. In the Reception class they are well placed to achieve above average standards in some aspects of the area of learning with strengths in using large apparatus. This is because the good planning and the very good quality of the teaching helps them to achieve to their maximum.
45. Children in the Nursery learn to throw balls with increasing accuracy and develop good hand and eye co-ordination. They handle a wide range of construction equipment as well as paint brushes and scissors with good levels of dexterity. Records show that children use a wide range of movements when they create sequences of different shapes. They use pushing, pulling and rolling movements as they concentrate on moving along the floor. During the inspection, children progressed very well from manipulating modelling clay into birthday cake

shapes in the Nursery class to designing 'Get Well' cards in the Reception class where they cut round shapes carefully and learned to hold pencils with the correct grip.

## **CREATIVE DEVELOPMENT**

Provision for creative development is **very good**.

### **Main strengths and weaknesses**

- Very good planning related to children's abilities and interests yet providing very good challenges.
- Teachers use a very wide range of media, which results in children learning in very attractive surroundings and developing confidence and a wide range of skills in the use of colour, texture and shape.
- The development of musical skills and the creative aspects of physical skills.

### **Commentary**

46. The enriching variety of creative opportunities related to this area of learning contributes to very high levels of achievement in this area and improved learning in other areas. Most children in the Reception class are well placed to reach the expected goals at the end of the year and exceed them in the musical aspect.
47. As a result of very good curricular and resource planning, and the very good teaching, children develop confidence in using an increasingly wide range of resources. This develops very well from the Nursery class where children experience a wide range of new activities to the Reception class where they select the most suitable materials for their purpose. They use a wide variety of media including paint, crayons, fabric and three-dimensional shapes to create pictures, sculptures and models with a good feel for texture and shape. Children develop their speaking and listening skills very as they discuss the materials used and compare designs. In music they sing with accurate pitch and a good feel for rhythm and dynamic range and use a wide range of tuned and untuned percussion instruments well.
48. Teachers successfully develop in children great enjoyment good imaginative skills when sharing and retelling stories. In the Reception class children took on the roles of characters in the "We're Going on a Bear Hunt" story and discussed the feelings of the parents, the children and also the loneliness of the bear.

### **Outstanding assessment and transfer arrangements in the Foundation Stage**

**This is an example of outstanding practice, by the leaders of the Foundation Stage.** They have developed an excellent range of strategies for assessing and monitoring all academic and personal aspects. Alongside this the impact on continuous and purposeful parental/carer involvement results in an equally excellent effect on children's learning.

The impeccably detailed assessments result in teachers gaining excellent insight into children's needs before they begin the formal learning process. The strong links between the school and parents established in this way set the scene for the future work of the school. The very effective, yet easily managed procedures, involve families at every step and enable precision tracking of all aspects of children's progress and achievement very well.

These immaculate records contribute to excellent transfer information for the next class and termly reports to parents.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

The provision for English is **good**.

#### Main strengths and weaknesses

- Teaching is good overall, and is frequently very good.
- Attainment by the end of Year 6 is above the national average.
- Achievement for pupils, including those with special educational needs is good.
- Inclusion is very good.
- Literacy is used effectively in other subjects.
- Leadership and management of the subject are good.
- Learning support assistants are deployed well.

#### Commentary

49. Attainment at the end of Year 2 is in line with the national average in reading, writing, speaking and listening. By the end of Year 6 attainment is above the national average. Overall this is an improvement since the previous inspection. During the past five years the results in the National Curriculum tests for Year 2 pupils have fluctuated but were generally in line with national averages. The exception was 2001 when there was a dip in reading. Results in the Year 6 National Curriculum tests indicate an upward trend, accelerating from 2000, with attainment well above the national average in 2002.
50. The good input of teachers and time invested well by support staff have a significant impact on the progress that pupils make. This good and sometimes very good teaching, combined with the pupils' good attitudes and willingness to succeed, ensures that achievement for all pupils, including those with special educational needs, is good. Learning is enhanced further by the specialist support offered in the special educational needs unit and booster classes for higher attainers.
51. The pupils start in Year 1 with skills in communication, language and literacy below expectations for this age group. As a result of the planned programme of work and the hard work of pupils, teachers and support staff, many become confident communicators by the end of Year 2. They demonstrate good listening skills when responding to the teacher's questions about sequencing instructions. Most pupils are attentive and eager to contribute to discussions, as observed in a Year 6 lesson debating the circumstances surrounding the publication of Anne Frank's Diary. The introduction of drama is beginning to impact positively as illustrated by pupils in the special educational needs unit in role-playing the 'Three Billy Goats Gruff'.
52. Reading is promoted strongly in the school. The effective use of 'story sacks' in the younger year groups ensures that parents' involvement is beneficial. As a result, the enthusiasm for most pupils to read begins early. For example, they eagerly discover the meaning of words relating to character traits while reading books such as, 'Little Red Riding Hood' and, 'Jack and the Beanstalk'. By Year 6 the majority reads fluently and with good expression that reflects the meaning of the text. Whilst the average and more able pupils use the context of the story to figure out the meaning of unfamiliar words, less able pupils find this a more difficult task.
53. As the pupils get older the quality of creative and descriptive writing improves. In Years 5 and 6 a good depth of reading experience is reflected in their written work. By Year 6 many use exciting language to convey meaning, hold the reader's interest and develop ideas. For

example, written work by Year 6 pupils studying Anne Frank's Diary included lines such as, *'How glad I am to get away from that annoying Anne. She is seriously mental.'*

54. Throughout the school pupils enjoy composing poems. A Year 2 poem, 'Dragon Talk', includes the following verses:

*'Last night I heard a dragon talk  
What amazing things it said  
About the people that it eats  
Before it's time for bed.'*

The standard of writing in all classes is good and by Year 6 pupils write in a neat, cursive style, of which they are rightly proud.

55. The subject is led and managed well, which is a significant improvement since the last inspection. The subject leader deploys effectively the services to evaluate the quality of teaching and learning and to advise colleagues. Results of tests are analysed carefully and challenging targets are planned well for the next stage of pupils' learning. She is a keen advocate of the subject and is committed to raising standards further.

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

56. Throughout the school the pupils' literacy and language skills are being applied and improved constantly in other subjects. Examples include listening to and carrying out instructions in physical education, and using specific vocabulary in writing up science experiments, illustrated well in Years 4 and 5. In religious education there are good opportunities for pupils to develop their skimming or scanning skills for research, while mathematical problem-solving engages fully reading and thinking processes, seen to good effect in a Year 2 lesson. Overall the promotion of language and literacy across the curriculum is good.

## **MATHEMATICS**

The provision in mathematics is **very good in all areas**.

### **Main strengths and weaknesses**

- There are very high levels of achievement throughout the school.
- Standards in Year 6 are very high.
- The subject benefits from very effective leadership and management.
- There is exceedingly rigorous monitoring, assessment and tracking which guide teachers' planning for all pupils. This includes those who are gifted and talented pupils and those with special educational needs.
- The curriculum is greatly enriched with very strong emphasis placed on investigations.
- Pupils' have very positive attitudes to and confidence in mathematics.
- There is very good teaching that results in very good learning overall.

### **Commentary**

57. The work in this subject is highly successful in raising standards. This contributes to the high levels of improvement since the previous inspection especially in the range and scope of investigations.
58. By Year 6, the majority of pupils are very confident mathematicians who use a wide range of methods for problem solving and delight in investigations. They understand and apply their knowledge of the angle properties of triangles and quadrilaterals to more complex shapes. They have a very good understanding of the equivalence of fractions, decimals and percentages and apply this knowledge to challenging investigations because of their very

good mental skills they calculate speedily and explain their reasoning. Pupils present their results neatly and manipulate numbers easily and confidently.

59. The majority of pupils in Year 2 have good knowledge and understanding of place value to over 1000, know many multiplication tables and add and subtract two-digit numbers mentally and three-digit numbers on paper. They apply number skills very confidently to measurement and data-handling.
60. Very good teaching contributes to very high levels of achievement and all aspects of teaching are very good. Teachers have very good subject knowledge and understanding; planning for each ability group is of a very high quality. Teachers question pupils and challenge their thinking. Their expectations of skills and learning are always shared with pupils and checked at the end of the lessons. Consequently, pupils know how well they have achieved. Homework extends what has been covered in class and gives good opportunities for consolidation and revision.
61. The very high quality of support given by classroom assistants, including those who support pupils with special educational needs contributes positively to pupils' achievements. The very well planned use of ICT resources including the computer suite contributes to raising standards.
62. The school has very successfully and rigorously introduced the National Numeracy Strategy. This is constantly reflected in the wide variety of methods chosen by pupils when investigating and calculating often using large numbers. They search for patterns in numbers and shapes and select from a wide range of mathematical processes when multiplying and dividing and justify their reasoning. The language of mathematics has been very well taught and developed and enriches pupils' understanding and confidence in problem solving.
63. Other contributory factors to the high levels of improvement and pupils' good progress are the very good leadership and management by the co-ordinator, the very effective monitoring of teaching and planning, and the very good range of assessment procedures and target setting. The co-ordinator has a very good understanding of the strengths and weaknesses of all aspects of mathematics and is committed to improving the achievements of all. Teachers and the co-ordinator very carefully track pupils' progress and the resulting information is used to guide teachers' daily planning, grouping and curricular review. The very good range of resources, books and ICT are very effectively used to enhance the quality of pupils' learning and to raise standards.

### **Mathematics across the curriculum**

64. There is very effective use of mathematics across the curriculum. The computer suite and the use of ICT in the classrooms enhance pupils' understanding in many areas of numeracy and mathematics. These include problem solving, creating symmetrical patterns in art and design and accurate measurement in science and design and technology. Understanding in mathematics is also used well when working to compare historical periods in times past. The application and use of large numbers and co-ordinates is demonstrated very well in geography.

### **SCIENCE**

Provision for science is **very good**.

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

- Pupils achieve very well and above average standards have been maintained for several years.
- Teaching and learning are consistently very good throughout the school.
- The subject has been very well led for the past four years.

## Commentary

65. Very good teaching enables pupils to achieve standards that are above average by the end of Year 2 and well above average by the end of Year 6. The standards at the end of Year 6 are consistently high because the school concentrates on pupils being scientists and conducting interesting experiments and investigations. This allows pupils in Year 3 to 6 to build on the good practices established in Years 1 and 2. Pupils of all prior attainment get a fair deal as work is matched very closely to their earlier experiences. Those with special educational needs succeed because, besides having specially tailored work, they are very well supported by skilled teaching and well-informed classroom assistants. Those pupils capable of working independently are provided with many opportunities to go beyond the level of the majority of the class and to discover for themselves the next steps in the process being studied. This means that time is used well and all pupils are encouraged to work to their capacity.
66. Teaching and learning are very good in all year groups. The good relationships that allow teachers and pupils to work well in a calm and purposeful way allow for times for reflection and fun. Lessons are very well planned often including options for individual development that extend the pattern of learning into interesting by-ways that then lead back into the main purpose of the lesson. These activities provide strong links that make knowledge secure through a variety of experiences. Resources and pupils are managed well and in lessons the different approaches regularly make the speed of learning brisk and time flies. Teachers question pupils very skilfully, causing them to think of answers to solve problems and to demonstrate their understanding of complex issues. Assessment procedures are built into lessons in the planning stage and possible alternative strategies are listed to engage pupils' imagination and to extend their thinking should the first approach fail to capture their interest. Teachers use these processes to adapt their work within lessons and into the next steps in planning as they find out where pupils have mastered work or where they need additional reinforcement. Marking is thorough, in books and often beside pupils, where a comment or a word is enough to refocus pupils' thinking.
67. The subject co-ordinator for the past four years has recently been promoted to another school and the new post holder has adopted his very good systems. Following a recent audit of resources, which are generally good, he has already allocated time to monitor planning. The time allocated for him to observe colleagues in the classroom and to offer support that was used to good effect by the previous post-holder will be continued in the coming months.

## INFORMATION AND COMMUNICATION TECHNOLOGY

The provision for information and communication technology is **good**.

### Main strengths and weaknesses

- Strong leadership has had a very positive impact on improving the quality of provision.
- Pupils throughout the school achieve well and standards are now above the expected levels.
- Teaching is good overall and is very good for pupils in Years 3 to 6.
- The use of the subject to promote and extend learning in other subjects is very well developed.

## Commentary

68. At the time of the last inspection, standards were only in line for pupils at the end of Year 2 and were below expectations by the end of Year 6. The improvements in this subject have been impressive. There is now a well equipped computer suite, all staff and many parents have undertaken training and the scheme of work ensures that all aspects of the curriculum are taught. As a result, standards are now above those expected nationally. The most capable pupils are working at levels expected for the next phase of education, in part because their skills in mathematics are so good.

69. By the end of Year 2 pupils understand the various forms of communication such as CD-ROM's, tape recorders, text and photographs. They use the computer for word processing, using the mouse confidently, and are beginning to find their way around the keyboard and icons. They confidently log on, edit text, save their work and log off. By Year 6 many pupils are confident and competent users of computers. They know the usefulness of information and communication technology (ICT) in their work and in the outside world. For example, pupils readily collect information and present it on spreadsheets and graphs. They use secure search engines to access websites on the Internet. Their skills in control technology are equally strong, as the school has good access to an extensive range of relevant software. This is made possible through close links with the local secondary school.
70. Teaching is good overall and is very good in Years 3 to 6. This has a positive effect on raising standards. All teachers have good subject knowledge and present their requirements to pupils with confidence. Lessons are planned well and the learning objectives are made very clear. Emphasis is placed on the development of relevant technical vocabulary. Teachers achieve a good balance between formal instruction and the time allowed for pupils to practice skills. This results in good learning. In all lessons, the pace is brisk and learning is broken down into manageable steps. Skilful questioning fully involves pupils in their own learning and support is well targeted at those who need it most. Positive attitudes and good behaviour are important factors in pupils' achievement in lessons.
71. Leadership of the subject is good and strategies to raise standards have been very well managed. Classes for staff, pupils and parents have been very well attended and have enabled everyone to share and practise skills. The co-ordinators have carried out a comprehensive whole-school audit to evaluate their impact. As a result, there is a very good overview of provision and standards across the school. Very good assessment systems are used well to chart progress and to enable teachers to provide relevant follow up work.

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

72. The use of ICT across the curriculum is strong. Teachers' planning for other subjects identifies opportunities for its use. In ICT lessons teachers and pupils often use work from other subjects as the means to develop computer skills. Very good skills in mathematics help pupils to develop advanced skills in the subject. Literacy skills are improved by the pupils' growing proficiency in word processing and by the use of programs to improve their skills in reading and spelling. Pupils use CD-ROMs and the Internet regularly for personal research in other subjects such as history, geography and art and design. Data handling in science, using computer skills is another good development.

## **HUMANITIES**

### **Geography and History**

Provision in history and geography **is satisfactory**.

### **Main strengths and weaknesses**

- Literacy skills are used well for research.
- Good use of visits and primary source material to support history.
- Good contribution to social, moral and cultural development.
- Lack of challenge for higher-attaining pupils.

### **Commentary**



73. Attainment in history and geography is in line with national expectations at the end of Years 2 and 6. This is similar to the judgement of the previous inspection. Discussion with pupils shows that their knowledge and understanding in all year groups are close to those expected nationally in both subjects. When prior attainment is considered pupils, including those with special educational needs, make good progress. They also achieve well due to overall good teaching, especially in history, and effective use of primary source materials to stimulate interest. In Years 1 to 2, pupils' knowledge and understanding is not always reflected in their written work.
74. Discussions in lessons about the effect that the Roman invasion had on the Celts' way of life contribute well to pupils' moral, social and cultural development. Analysis of pupils' work indicates a lack of challenge for higher-attainers and as a result many of them only manage to reach the level of skills expected for pupils of the same age when their skills in English and mathematics indicate that they might well do better. The school is alert to this and has prioritised work to extend study in these subjects for the present academic year. Pupils' skills in personal research and private study often mean that they bring to lessons additional information that is used by pupils and teachers to increase the scope of the planned work.
75. The study of both subjects is, enriched by extensive educational visits which have included the Malvern Environmental Centre, the Natural History Museum in London, Hereford Cathedral and the River Severn. A pleasing feature is the close link between St Peter's and Pongwe Primary School in the Tanga region of Tanzania. This interesting work has been initiated by the current teacher in Year 4.
76. The co-ordinator has been in the post for just a few weeks but her work so far is imaginative and good. She is well qualified, enthusiastic and keen to raise standards. Despite her limited time in post her input has been positive. Resources are at least adequate; they are stored safely are maintained well and are readily accessible to pupils and staff.

## **Religious Education**

Provision in religious education **is good**.

### **Main strengths and weaknesses**

- Pupils have a good range of opportunities to visit places of worship.
- Teachers are knowledgeable about the subject and promote a strong interest in the faiths and traditions of others.

### **Commentary**

77. Religious education is taught in accordance with the locally agreed syllabus. Pupils attain good standards by the end of Years 2 and 6. This is better than the findings of the previous report. Pupils learn about the Hindu, Jewish, Christian, Muslim and Sikh faiths and have visited a number of churches, mosques and other places of worship. Across the school, pupils have clear ideas about the traditions, customs and dress of the different cultures and their books show the detail that has gone into the work. One set of lessons reflected the creation stories from many cultures and pupils have compared the similarities in the different traditions across the world. Pupils know stories from the Old and New Testaments and from the sacred books of other than the Christian faith. Work in Year 1 about 'Mary Jones and her Bible' has been used well to involve pupils in links with times past, geography and Literacy.
78. Teaching is always at least good and during the work about the holocaust it was very good. Lessons are very well planned. Teachers are careful to avoid dogma and give respect to artefacts and beliefs, even when not from their own personal faith. Teachers tell faith stories well with meticulous regard to spiritual content. They encourage pupils to consider all the main features of the story, especially the feelings and emotions of the key characters.

Teachers draw out the similarities between Christianity, Hinduism and Sikhism well with regard to their sacred texts and prophets. Lessons have a good pace and teachers have high expectations that work in the subject will contribute to pupils' personal as well as academic development.

79. The co-ordinator manages the subject well. Steps have been taken to ensure that all pupils, including those with special educational needs are taught all of the agreed areas of the syllabus. Assessment opportunities are simple, effective and practical. Resources are well cared for and make a positive contribution to work in classes and to displays around the school. Religious education makes a strong and important contribution to the pupils' spiritual, moral, social and cultural development.

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

### **Art and Design**

Provision in art and design is **good**.

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

- The introduction of a structured scheme of works which gives guidance to all teachers.
- The good range and progression in artistic skills reflected in the displays to school.
- The opportunities for pupils to use the school environment and other areas of the curriculum as stimuli for creativity and the development of artistic skills.
- The use of sketchbooks is a particular strength.

#### **Commentary**

80. The curriculum is enriched by the opportunities to use a wide range of media. A new scheme of work has been introduced since the time of the previous inspection and as a result standards have improved. Attainment of Year 6 pupils was then below expectations and progress was unsatisfactory. Pupils now achieve national expectations and make good progress.
81. Pupils' artistic skills develop well as they progress through the school. They incorporate art from a range of cultures and different historical periods into their work. They build on a well-structured range of skills and consequently are very well motivated and confident when experimenting with new techniques. Although insufficient lessons were observed to make a judgement on teaching, the analysis of the wide range of work displayed in school and pupils' sketch books showed good progress and standards above national expectations. In one lesson observed the teaching and learning were excellent. Art makes a very positive contribution to pupils' spiritual, moral, social and cultural development. Insufficient lessons were observed to make an overall judgement on teaching.
82. In Years 1 and 2 pupils become increasingly skilled in using a wide range of techniques and materials. Their observational drawing and work on pattern are more detailed as they grow older. Pupils are encouraged to observe carefully and they draw detailed sketches of flowers and portraits. They explore texture, colour and line and paint in the style of Leonardo da Vinci.
83. In a Year 6 lesson observed, pupils worked with clay making pots in the style of Aztec designs. They took pride in their work and used materials carefully and sensitively. There are many opportunities for higher attaining pupils and those with special educational needs to make good gains in learning. Mathematical shapes and patterns are developed well as pupils explore texture and design and there are many opportunities for ICT to be used in the development of a wide range of artistic skills.

84. Pupils' work is displayed very attractively so that it is given value and provides good example for other pupils. A system for assessing pupils' attainment and progress is closely linked to the taught curriculum. The scheme of work is based on national guidance and emphasises features such as observational drawing which are strong in the school. In a lesson where the teaching was excellent the teacher developed the work of young, perceptive artists.

### **An example of an excellent lesson in a Year 4 art class**

**This was a dynamic and inspired lesson; an integral part of the pupils' artistic development.** Pupils rose to the challenge of interpreting the Herefordshire landscape in tones of one colour and their final work was outstanding. Pupils show eagerness and very high expectations. They listen with wrapt attention when reviewing previous work, searching for the hallmark of success. Their artistic skills were very well challenged. Materials were impeccably organised. Pupils listened, asked questions and chose vantage points giving a clear panorama of hills, fields, hedges and fences. Then they created powerful landscapes, within minutes they created a tonal tapestry from the pale distant tones of the hills to the strong lines of the foreground. The teacher's excellent knowledge and understanding was in continual use as he challenged pupils' thinking and used his assessment of their abilities to increase their observational and artistic skills. There was purpose and pace in this lesson; challenges for the gifted and talented and sensitive support for those who need it. Everyone was very successfully included.

### **Design and technology**

Provision in design and technology is **good**.

### **Main strengths and weaknesses**

- Total commitment to usefulness and high quality of products made.
- Shared planning about the nature and purpose of work undertaken.
- Enthusiasm and interest of pupils of all ages.
- Pupils delight in showing and using products that they have made.

### **Commentary**

85. The small number of lessons observed and the collection of completed work indicate that standards attained are above national expectations at the end of both Year 2 and Year 6. This is because teachers work together well with the skilled guidance of the subject co-ordinator. Work is clearly linked to a purpose and ideas are carried through to fruition. The items are designed to meet a need and are then used in other lessons or productions. They have to be functional and durable. During the process of design and making all ideas are tested and then those that prove to be unsuitable are modified, enhanced or re-worked until they are of an acceptable standard. In this way pupils learn that only high quality work is acceptable. Following work through design books from its inception to the completed product showed great maturity by some pupils whose recorded work showed that they had persevered for a considerable time before getting it exactly right. The work seen showed very positive links with science and art and design. Pupils know very well which subject they are working in but slip easily into a pattern of using and selecting information learned in other subjects in order to complete their present task.
86. The quality of teaching seen was good and the way in which books are marked and work on display indicates that across the school teachers work to the same high standards. This is because the subject is led and managed very well and the resources provided for pupils are good both in the testing stage and for the final products. In food technology, when pupils designed healthy meals, the teacher offered advice and suggestions but pupils' own research and ideas led the work very successfully. Pupils were eager to share their work with others and were keen to explain how they had developed their earliest ideas through to completion.

### **Music**

Provision in music is **good**.

### **Main strengths and weaknesses**

- The subject has a high profile throughout the school.
- The wide-ranging opportunities for performing both in the school and in the local community.
- The range of educational visits, for example, to Elgar's birthplace.
- The opportunities for instrumental tuition in Years 3 to 6.
- Pupils' knowledge and understanding of music from a range of styles and cultures.

### **Commentary**

87. Insufficient lessons and activities were observed in order to make a judgement on standards at this early stage in the term. However, from the lessons observed and discussions, pupils throughout the school achieve well. Teachers' files show how the subject is led and managed in a clear and positive way. The work of the co-ordinator in supporting colleagues is clearly seen as a cohesive thread through the planning for the subject.
88. Pupils throughout the school benefit from a wide range of opportunities to perform. Although insufficient lessons were observed to make an overall judgement on teaching, the lessons observed were good and contributed to high standards in the lessons observed. In Year 1 pupils joined in singing and rhythm activities with a good feel for the style of the music and maintained a steady beat. They listened carefully and worked well together to improve their performance.
89. In a Year 5 and 6, lesson pupils achieved well in their knowledge and understanding of musical notation. They know the time values of crotchets, quavers and minims and recognise and clap the rhythms of a combination of notes. They concentrated and responded well to the challenges set after a stimulating and well-organised introduction. The teacher planned a wide range of activities involving the recognition of note values and rhythmic interpretation. As this inspection took place early in the school year, choirs and instrumental groups have not been fully established although the recorder ensemble played during each assembly. Pupils played accurately and with a good feel for rhythm.
90. The headteacher and staff ensure that all pupils in Year 3 learn to play the recorder and that older pupils have opportunities for tuition in woodwind, brass or stringed instruments. There are many opportunities for gifted and talented pupils to excel and those with special educational needs to be included in all activities. During assemblies pupils listen to and appreciate music from a wide variety of cultures rhythms and styles. During the inspection week, they listened to Jewish music and this was related to the Years 5 and 6 studies of the life of Anne Frank.
91. Music makes a very positive contribution to pupils' spiritual, moral, social and cultural development. Pupils, parents, staff and members of the community are very proud of the wide range of opportunities for pupils' performances both in school and in the community especially singing carols to senior citizens and the carol service in the local church as well as school concerts.

### **Physical Education**

Provision for physical education is **good**.

## **Main strengths and weaknesses**

- Participation in most local and district sports competitions.
- Pupils are enthusiastic.
- Very good extra-curricular sports clubs.
- Good overall teaching with examples of very good teaching.

## **Commentary**

92. Attainment at the end of Years 2 and 6 is close to national expectations. In the lessons and clubs observed the pupils, including those with special educational needs, make good progress. Based on prior individual skills and team contribution pupils achieve well, due to their own enthusiasm, keenness to improve and good coaching. School records indicate that standards in swimming meet national expectations with many pupils swimming distances of 800 and 1,000 metres by the end of Year 6.
93. Pupils in all year groups know the importance of warming up and cooling down exercises in relation to muscle tone, heartbeat and breathing. In Year 2 pupils' movements are performed with confidence as they construct thoughtful, simple sequences, working at different levels as they interpret music during 'time and tune'. They show increasing control and use of speed and tension to express feelings and moods as they get older. For example, pupils in a Year 6 lesson combined balance, poise and elevation in linking travelling movements satisfactorily during a gymnastics lesson.
94. The school places a strong emphasis on developing physical ability, healthy life-styles and positive attitudes. School teams take part in friendly and local and district football, netball and cross-country competitions. Good community links are formed with the local schools' pyramid from which valuable in-service training is derived.
95. The quality of teaching is good overall and during the inspection instances of very good teaching were observed. The subject is managed and organised well by the knowledgeable and enthusiastic co-ordinator supported by a team of teachers. Many teachers willingly devote time generously to after-school practises. A good scheme of work and detailed planning ensures that the full range of physical education activities is covered. This is a significant improvement since the last inspection.

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

96. Work in this aspect of the school is undertaken through a cross-curricular approach as seems fitting. No lessons were observed during the inspection although in lessons in science, literacy and religious education pupils' development in this area was supported very well. The school considers that pupils' personal development is at the heart of all of its work. Within the curriculum there is good provision for health education including teaching about sex education and drugs awareness. Pupils' understanding of working together in a safe environment is being fostered through the ongoing work of the school council and through the class discussions that inform the council representatives about what their friends wish to be on the agenda. To support this pupils also use the school's suggestion box to raise agenda items that are important to themselves and their class.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2

<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	2

<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
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

<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
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).*

