

INSPECTION REPORT

TENBURY C of E PRIMARY SCHOOL

Tenbury Wells

LEA area: Worcestershire

Unique reference number: 116850

Acting headteacher: Mrs J R Swann

Lead inspector: Mr J Heap

Dates of inspection: 9 – 11 February 2004

Inspection number: 258090

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:	3 to 11 years
Gender of pupils:	Mixed
Number on roll:	273
School address:	Bromyard Road Tenbury Wells Worcestershire
Postcode:	WR15 8BS
Telephone number:	01584 810 234
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs L Rickett
Date of previous inspection:	27 April 1998

CHARACTERISTICS OF THE SCHOOL

Tenbury is a Church of England primary school that caters for pupils between the ages of three and eleven. It is situated in Tenbury, near to the town of Leominster. There are 260 pupils (full-time equivalent) on the roll of the main school: 148 boys and 112 girls. This is above the average sized school in England. The roll has decreased in recent years. Pupils arrive at school reflecting the full range of attainment levels, but overall attainment on entry is below average. Pupils are organised into nine classes, seven of which have more than a single age group of pupils. The pupils come from a large rural and semi-rural area which has few significant signs of deprivation. Housing ranges from local authority estates to private individual dwellings. Around 20 per cent of pupils are brought to school by bus because they live significant distances from the school. The vast majority of pupils are white and a proportion are from a small range of minority ethnic heritages. Five per cent of pupils are entitled to free school meals: this is well below the national average. There are 49 pupils (19 per cent) on the register of special educational needs and the majority have specific learning, moderate learning, communication or behavioural difficulties. This is around the national average. These figures include the twelve pupils who attend the special education centre on a part-time basis. Six pupils (2 per cent) have a statement of special educational need, which is around the national average. There has been upheaval on the staff with the previous headteacher being away from school for a long period of time. The deputy headteacher has led the school for two years. The school received a School Improvement Award and a Charter Mark in 2002.

The school has a 26-place nursery which is nearly full. Children enter the nursery at the age of three years, and the children in the most recent intake have relatively low scores in literacy and social skills.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18824	J Heap	Lead inspector	Physical education Areas of learning in the Foundation Stage English as an additional language
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24528	G Muton	Team inspector	English Art and design Music
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30559	J Taylor	Team inspector	Science Geography History Special educational needs
30075	M Duggan	Team inspector	Design and technology

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	17
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	19
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	30

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **satisfactory** school, that has some significant strengths. Children in the nursery and reception classes achieve well because the teaching is good. In the infant and junior classes achievement and teaching are satisfactory. Provision for pupils' personal development is effective and pupils have good attitudes to school and work, and they behave well. Leadership and management are sound. Consequently the school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- Overall, standards in English for 11 year olds in the 2003 national tests were above average when compared to similar schools, mainly because a greater than average number of pupils achieved the higher Level 5;
- Pupils with special educational needs achieve very well because the provision is highly effective;
- Effective provision for pupils' personal development leads to good attitudes, behaviour and relationships;
- Pupils benefit from the very good contribution of parents and effective links with the community and other educational establishments;
- Standards in mathematics are not high enough, particularly in investigations and problem-solving;
- There is insufficient use and development of numeracy and information and communication technology skills throughout the curriculum;
- The quality of evaluation by the governing body is unsatisfactory because the aims of the school are not sharp enough;
- Information for parents is unsatisfactory.

The school has made sound improvements since the last inspection. Successes include:

- standards in national tests at age 11, particularly in English at the higher Level 5;
- improved leadership and management, including much greater involvement by the subject coordinators and governing body in improvement planning;
- the quality of teaching is better, with no unsatisfactory teaching and improved use of assessment information;
- statutory requirements are fully met.

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	C	B
mathematics	E	C	D	D
science	D	D	C	C

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

Overall, pupils' achievement is **satisfactory**. Children enter reception with levels of ability that reflect the full range, but are below average overall. Children achieve well and by the time they enter Year 1 most will meet the goals they are expected to achieve by this age in personal, social and emotional development, communication, language and literacy, mathematics and creative development. Standards are above expectations in knowledge and understanding of the world and physical development. By the end of Year 2, standards are average in reading, writing and mathematics. This represents satisfactory achievement for most pupils. By the end of Year 6, standards are average in English, mathematics, science and information and communication technology. Pupils' achievement is satisfactory in Years 3 to 6. Although most of the evidence shows standards to be high enough,

there is room for improvement in mathematics. Pupils from minority heritages achieve well in class and in national tests. Pupils with special educational needs make very good progress towards the targets set for them. There are too few opportunities for pupils to use their numeracy and information and communication technology skills throughout the other subjects.

Overall, pupils' personal development is **good**. Provision for and cultural development is satisfactory. The strengths are in the good provision for spiritual, moral and social development. Consequently, pupils' attitudes are good and they invariably behave well. Pupils like coming to school and attendance is satisfactory and punctuality is good.

QUALITY OF EDUCATION

Overall, the quality of education is **satisfactory**. The quality of teaching and learning is **satisfactory**, but inconsistent. The best teaching is seen in nursery and reception where there is evidence of very good practice and children are very interested in the lessons and do a great deal of work. Overall, in Years 1 to 6, the quality of teaching and learning is satisfactory. During the inspection the amount of good and better teaching far outweighed the satisfactory. However, the analysis of pupils' work shows inconsistencies in marking and in the matching of tasks to individual pupils. Pupils with special educational needs are taught very well, particularly in the specialist centre.

Overall, the curriculum is satisfactory. The programme for the reception class is broad. In Years 1 to 6, the curriculum is satisfactory, with good opportunities for enrichment. There are too few opportunities for pupils to use their numeracy and information and communication technology skills across the full range of their work. The steps taken to ensure pupils' care, welfare, health and safety are satisfactory and this helps to consolidate the sound working ethos in the school. Overall, links with parents are satisfactory. Parents make a significant contribution to their children's learning through supporting initiatives and helping at home. However, there are too few opportunities taken to seek parents' views and act upon them and the quality of information about their children's progress is unsatisfactory. The school has good links with the community and other schools that have helped to bring about improvements in provision.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management are **satisfactory**. The work of the governing body is satisfactory, but they have yet to link the aims of the school with the evaluation of what is going on. The acting headteacher has done well in difficult circumstances to ensure that the school has not unduly suffered and she is leading soundly. She has a clear vision for the school and this has led to improvements in the key areas of standards and teaching. Although management is satisfactory overall, there are still inconsistencies in areas of the school's work that have not been resolved.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have positive views about the school. They are particularly pleased with the quality of teaching and the way that their children are expected to mature. Pupils have a good opinion of the school, they enjoy school, like their teachers and feel that they work hard and do well.

IMPROVEMENTS NEEDED

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

- Improve standards for the higher attaining pupils;
- Improve the use and development of pupils' learning skills, particularly in numeracy and information and communication technology;
- Improve the setting of aims and evaluation by governors and management;
- Improve links with parents by:
 - seeking, valuing and acting on their views;
 - providing better information for them.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, achievement is **satisfactory**.

Main strengths and weaknesses

- At ages seven and 11, the trends in national test results are above the national trends.
- At the age of 11, standards in the 2003 national tests were above average in English and science.
- In nursery and reception achievement is good.
- Pupils with special educational needs and those in the special education centre achieve very well.

Commentary

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

Standards in:	School results	National results
Reading	16.0 (17.0)	15.7 (15.8)
Writing	14.5 (14.0)	14.6 (14.4)
mathematics	16.0 (16.2)	16.3 (16.5)

There were 33 pupils in the year group. Figures in brackets are for the previous year

- 1 In the table above, standards for seven year olds were around the national average in reading, writing and mathematics. However, when compared to similar schools, reading standards were below average and in writing and mathematics they were well below average. The proportion of pupils attaining the higher Level 3, were average in reading, below average in writing and well below average in mathematics. According to teacher assessments standards were above average in science. Over three years, results in reading were a little above average and in writing and mathematics they were a little below average. There was no significant difference in the attainment of boys and girls in mathematics, but girls are doing better in reading and writing. The school's trend in test results is above the national one.

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

Standards in:	School results	National results
English	27.4 (27.0)	26.8 (27.0)
mathematics	26.3 (26.6)	26.8 (26.7)
science	29.1 (27.8)	28.6 (28.3)

There were 57 pupils in the year group. Figures in brackets are for the previous year

- 2 In the table above, results for 11 year olds were average in 2003 for English and science and below average in mathematics when compared with all schools nationally. In comparison with similar schools results were above average in English, below average in mathematics and average in science. Overall, results were average in comparison to all schools and similar schools. The proportion of pupils attaining the higher Level 5 was above average in English, below average in mathematics and average in science. Over three years, results

were a little below average in English and science and below average in mathematics. The trend is inconsistent but, overall, it is above the national trend. Girls outperform boys, particularly in English.

Work seen during the inspection

- 3 In nursery and reception, children move from being below average on entry to meeting the nationally identified early learning goals by the time they enter Year 1. Standards are expected to meet the expected level in personal, social and emotional development, communication, language and literacy, mathematical development and creative development. Standards are higher in knowledge and understanding of the world and physical development.
- 4 In English, standards at the ages of seven and 11 are average. Throughout the school, pupils listen carefully and usually provide good, interesting responses to questions. Pupils speak clearly and from an early age give detailed reasons when expressing opinions. By the age of seven, pupils read accurately at their own level and show good knowledge of letter sounds that help them to read words they have not seen before. Higher attaining pupils know about non-fiction books and what a contents page tells them. Pupils' writing communicates meaning and the basic skills of handwriting, spelling and punctuation are, at least, satisfactory and overall, seven year olds achieve satisfactorily. By the age of 11, standards in reading and writing are average. Higher attaining pupils make particularly strong progress in handwriting and achieve well in punctuation and style of writing. They read well and often with challenging texts. However, library skills are underdeveloped. The majority of pupils spell and punctuate accurately. Overall, 11 year olds achieve satisfactorily.
- 5 In mathematics, standards are average and achievement is satisfactory. Pupils achieve the expected standards in all areas of the subject, but there is little evidence of attainment that goes to the higher levels. However, in Year 2 the higher attaining pupils are adding up three and four digit numbers. Basic skills are sound. The work in Year 3 shows that pupils build well on this solid base and they are making good gains. By Year 6, the majority of pupils are already reaching the expected standards in number, measures and shape. Higher attaining pupils are just reaching higher standards in areas such as finding number patterns and finding the perimeter of rectangles. These pupils are capable of more at this time.
- 6 In science, standards at the age of seven and 11 are average and pupils are achieving well. These standards are rising and this is reflected in the improving trend in national test results. By the age of seven, pupils are developing a good understanding of materials and know that forces move objects. Pupils respond positively to suggestions about how to find things out and use simple equipment. By the age of 11, pupils are knowledgeable about different forces and most of what they know comes from investigation. However, these opportunities are too few. Furthermore, there are not enough occasions when pupils' numeracy and information and communication technology skills are used in science work. This is mainly because of an overuse of commercial worksheets.
- 7 In information and communication technology, standards are average at the ages of seven and 11. This is a significant improvement on the standards found during the previous inspection. Basic computer skills are developed well and there is useful work relating to information-finding, spreadsheets and sensing. However, the use and development of skills across the full range of subjects is not as wide as it could be and is an area for improvement that is recognised by the school.
- 8 Standards and achievement in religious education will be dealt with in a report commissioned by the local diocese.
- 9 In other subjects, standards in history and geography are average and achievement satisfactory. There is insufficient information to make secure judgements in art and design, design and technology, music and physical education.

- 10 Pupils with special educational needs achieve very well including those who spend part of the day with the Special Education Centre. Progress is measured against the targets set in pupils' individual education plans and as part of the school assessment procedures for all pupils. Individual education plans are reviewed each term and pupils and parents are invited to participate. Targets are clearly stated and measurable. Teachers adapt work to match the needs of all pupils. There is a sound link between the targets specified in individual educational plans and lesson planning. Those pupils who receive specialist tuition in the Special Education Centre have very specific targets and their work is very closely matched to their age and level of attainment in the acquisition of basic literacy and numeracy skills, and as a result they achieve very well. Teachers' liaise with learning support staff to plan how best to support pupils with learning and emotional difficulties. The very small number of pupils from minority heritages achieve well and performed well above the expected level in the national tests of 2003.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school and learning are **good**, as is their behaviour. Their overall personal development is also **good**. Pupils' levels of attendance are **satisfactory** and their punctuality is **good**.

Main strengths and weaknesses

- Pupils like school and are interested in learning.
- Pupils consistently behave well and there have been no exclusions.
- Good quality relationships enhance the learning environment.
- Although pupils' spiritual, moral and social development is promoted well, the provision to strengthen their cultural awareness is only satisfactory.

Commentary

- 11 The positive manner in which pupils arrive in the morning and settle to their work confirms their liking for school. They listen well in lessons, follow instructions, generally take care with their presentation and are pleased when they do well, especially if their work merits a star or a 'school stamp'. They concentrate, persist when they find difficulties and work well in pairs or small groups to reach a common goal. The attitudes of the youngest children are particularly positive and help them to make good progress when working and playing.
- 12 Some parents raised concerns about pupils' behaviour and unresolved bullying, but no pupils mentioned these as concerns to them and, during the inspection, pupils behaved well. The school has expended considerable energy over the past year on adopting a positive and consistent approach to behaviour management and this is having good effect. The number of recorded incidents of poor behaviour is decreasing and staff are particularly skilled at averting potential problems before they arise. The school operates as an orderly community in which pupils move around the site sensibly, are friendly, polite and helpful, and take good care of the environment. Parents' work on improving the grounds means that pupils have items of interest to occupy them at break-times, with the outcome that behaviour in the playground is also good overall.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Asian or Asian British – any other Asian background
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
210	0	0
1	0	0
1	0	0
24	0	0

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

- 13 The school has a happy atmosphere which is based on good quality relationships stemming from the motto, 'Respect yourself, others and the school'. Staff treat pupils with courtesy, and pupils respond in a similar fashion; they think about others' needs and are generally patient when others are having their say. They include fully in their activities those pupils who have special educational needs and the few who are not of British origin.
- 14 The attitudes, values and personal qualities of pupils with special educational needs are developed very well. Thoughtful enquiry as to how pupils feel is included in the daily registration process in the Special Education Centre. This forms part of the personal and social development of these pupils and is indicative of the very high standard of care they receive. All pupils with special educational needs have developed a good attitude to learning. They behave very well both in the classroom and in the playground. Those with emotional and behavioural difficulties receive good support so that they are aware of the high standards expected of them and they usually respond positively.
- 15 The school has a suitably varied programme of assemblies which are sometimes held in year groups, sometimes as a whole school and sometimes led by one of the local vicars. The themes cover a range of moral and social issues, illustrated by stories from a number of different cultures. Pupils listen well to the messages and, when asked, are quick to volunteer their thoughts, which show that they are reflecting on what they hear. In lessons, too, they think about, for instance, qualities that define a person's character and they have opportunities to respond to music. Pupils have a clear understanding of, for example, the need to care for the environment and those who are less fortunate than themselves and are generous in their charitable giving. They have a good sense of fair play and are keen to take on responsibilities, which they carry out well. The range of visits and visitors, combined with good displays, extends pupils' cultural appreciation but work in their books shows little evidence that this features large in everyday school life.
- 16 For a number of years, pupils' attendance levels have been sustained at around the national average, with the great majority of absence created by illness or other appropriate reasons. Almost all pupils arrive punctually at the beginning of the day.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.5	School data	0.0
National data	5.4	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall, provision is **satisfactory** Teaching and learning are **satisfactory**. The curriculum is **satisfactory**. Care and welfare are **satisfactory**. Links with parents are **satisfactory** and with the community are **good**.

Teaching and learning

Overall, the quality of teaching and learning is **satisfactory**.

Main strengths and weaknesses

- The quality of teaching and learning in the special education centre is very good.
- Teaching has improved because there were no unsatisfactory lessons observed.
- Teaching is good In the nursery and reception.
- Throughout the school, teachers insist on high standards of behaviour.
- Homework supports teaching and learning very well.

Commentary

Summary of teaching observed during the inspection in 48 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6 (13%)	26 (54%)	16 (33%)	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.

- 17 No unsatisfactory teaching was observed compared to around one in ten lessons at the time of the last inspection. One of the main reasons for this is the better use of assessment to match work to individual pupils and track pupils' rates of progress and their achievements. Furthermore, there is a greater emphasis on setting pupils targets for improvement, particularly in English and mathematics.
- 18 In the main school, the strongest practice is in nursery and reception and this means that the children achieve well and make good progress. As a result, levels of attainment rise from below average to average at the time the children enter Year 1. The most significant factors in this include:
- very good lesson planning;
 - high levels of encouragement for the children;
 - very good and engaging resources that help the children to enjoy their work and gain appropriate skills and knowledge;
 - very strong insistence on orderly conduct by a good staff team that leads to these young children applying themselves well to their tasks and doing a lot of work.
- 19 The overall standard of teaching in Years 1 to 6 is satisfactory. There are common strengths, such as:
- good subject knowledge;
 - pupils are given lots of encouragement in lessons and in the comments written in books;
 - the insistence on high standards of behaviour;
 - the very good use of homework to extend and reinforce learning in lessons.
- 20 All of these attributes play a significant role in developing orderly classrooms where pupils have good attitudes to their work. They also promote average standards and satisfactory achievement. However, these standards are not higher because planning, expectations and the use of assessment information are no more than satisfactory. Consequently, work is

broadly matched to individual needs but there is a lack of precision in relation to the highest attaining pupils. The evidence for this comes from, for example:

- the lack of challenge for higher attaining pupils in mathematics;
- the limited use and development of numeracy and information and communication technology skills throughout the curriculum;
- the overuse of commercial worksheets in subjects such as science.

The shortcomings mean that pupils do not become as confident as they should at learning independently, particularly the highest attainers.

21 In relation to assessment, the school has good and rigorous, but incomplete, procedures that provide them with a great deal of information. These include on-going teacher judgements on pupils' levels of attainment and also the collation and analysis of pupils' results in statutory and non-statutory national tests. However, the use of this material is best in:

- the nursery and reception classes;
- the Special Education Centre.

Consequently, the teaching, learning and achievement are better than in other areas of the school. The use of assessment in Years 1 to 6 is satisfactory and benefits the majority of pupils, but does not bring a sufficiently sharp focus to the judgements about higher attaining pupils.

22 Teaching of pupils with special educational needs is very good including those pupils who are taught basic literacy and numeracy skills within the Special Education Centre. Teachers have copies of recent individual education plans so that the stated targets can be incorporated into lesson plans. Pupils with learning difficulties benefit equally from all classroom activities although some pupils need additional support so that they can experience success.

Teachers ensure pupils of all ability levels are constantly and appropriately challenged so that they are working to the very best of their ability. The role of the support assistant within a lesson is usually carefully planned and they make a very good contribution to the teaching team. Assessment and tracking procedures of pupils identified as having difficulties in learning are very good and are used well to ascertain the rate and levels of achievements. This includes close checking in the Special Education Centre of emotional and behavioural events which may impact on the pupils' learning and personal development.

23 There are links with the local authority special educational needs support service and the behavioural support team. The school has very good access to the educational psychologist service. Representatives from the speech and language service make a significant contribution to the specialist teaching which some pupils need. They provide expert advice and learning programmes for pupils as well as high quality in-service training. There are regular team meetings between the professionals involved with pupils deemed to have special educational needs to provide support and advice for parents and those teachers who are responsible for these pupils.

The curriculum

The breadth of curricular opportunities is **sound**. Opportunities for enrichment are **good**. Accommodation is **good** and resources are **satisfactory**.

Main strengths and weaknesses

- Provision for pupils with special educational needs is very good.
- Provision for personal, social and health education and citizenship is good.
- The curriculum provides good equality of opportunity and all pupils benefit equally and well from what the school offers.
- Preparation for pupils' later stages of education is good.
- A range of interesting activities, clubs, visits and events enriches the curriculum and supports learning.

- The number of support staff throughout the school is good.
- There is insufficient use and development of numeracy and information and communication technology skills in other subjects.

Commentary

- 24 Provision in the Foundation Stage (nursery and reception classes) is good. In Years 1 to 6, the curriculum is broad and provides all the required subjects for all pupils. Furthermore, the overall programme is enhanced by the effective provision for personal, social and health education. The national strategies for literacy and numeracy are well incorporated into the teachers' planning. However, there is some imbalance in individual subjects. For example:
- in mathematics, there is insufficient attention given to problem solving and investigations and too few opportunities to use numeracy skills in other subjects;
 - in information and communication technology there are indications of the use and development of skills across the range of other subjects, but less than is normally expected.
- There is a satisfactory number of teachers for the needs of the curriculum and there are a good number of support staff who make a good contribution to the learning.
- 25 Pupils with special educational needs participate in the same curriculum offered to other pupils. Tasks are adapted when necessary, or additional help is provided to ensure they can experience success. All pupils have equal access to the curriculum and activities outside lessons. The recommendations of the revised Code of Practice for pupils with special educational needs are fully implemented. Pupils with special educational needs benefit from the high level of care provided by all staff and the very good relationships that exist generally throughout the school. There are very good, sensitive arrangements for those pupils who are part of the Special Education Centre and are due to transfer to high school. They also have opportunities to develop their social, spiritual, moral and cultural skills through the wide range of additional activities offered including riding with the Riding for the Disabled group. There is a strong commitment to ensure that all pupils benefit equally from all aspects of the life of the school.
- 26 There is good liaison with the high school. For example:
- Year 6 pupils have two 'taster' days there and can use facilities such as the computer suite and science laboratory;
 - mathematics, information and communication technology and Year 7 teachers from the high school visit this school to help with smooth transition;
 - literacy and numeracy teachers from the high school have observed lessons in Year 6.
- 27 Opportunities for out-of lesson enrichment are numerous, including chess and choir and a number of pupils have music lessons on the keyboard, percussion, flute and clarinet. Football, netball, tag rugby, cricket, rounders, athletics and a gym club for Years 1 and 2 all feature after school. Visitors to the school include the vicar and rector, who both visit regularly, firemen, the police and artists. A theatre company has visited the school following a visit by pupils in Years 4, 5 and 6 to the Birmingham Repertory Theatre. Residential visits to Snowdonia for Years 3 and 4, and to the Isle of Wight for Years 5 and 6 take place annually. The school also participates successfully in the Herefordshire Festival.
- 28 Overall, the accommodation and outside areas for physical education, play and games are good. The computer suite, installed since the last inspection, is now acknowledged to be too small and the school has advanced plans for a larger room which will enable all pupils in a class to have better access to the computers. Resources for English and special educational needs are good and in other subjects they are satisfactory. In the nursery and reception classes accommodation and resources are good.

Care, guidance and support

The school provides pupils with **satisfactory** care, guidance and support and involves them in its work to a **satisfactory** degree.

Main strengths and weaknesses

- Although staff offer good support to pupils in many ways, some safety concerns were identified during the inspection.
- There are good arrangements to help pupils settle at school.
- Pupils with special educational need are supported very well by their teachers and support staff and as a result make good progress.
- Teachers use targets well for the youngest children and in the Special Education Centre but elsewhere the information gained from monitoring is not capitalised on sufficiently well.

Commentary

- 29 Pupils feel comfortable in school and they are well cared for if they have accidents or feel unwell. There is generally good supervision in the playground and pupils move safely to the buses at the end of the afternoon. The school carries out regular risk assessments, including detailed ones relating to educational visits, and teachers pay good attention to health and safety during lessons. However, inspectors raised some safety concerns with the school which are already being looked in to. Staff are alert to any changes in pupils' general well-being and there is a named person with responsibility for child protection who has provided training for other staff about local procedures and what to do should they have concerns. However, there is no other person who has received full training in this area and there is little written guidance for staff to follow. These omissions are part of governors' areas of responsibility.
- 30 Staff show interest in what pupils have to say and they gain good knowledge of them as individuals which they use well to offer them pastoral support. Monitoring of pupils' behaviour is acted on to help them grow in self-discipline and consideration for others. House points and older pupils' records of achievement also provide a log of pupils' attitudes and particular successes.
- 31 The youngest children settle well into nursery, after a visit with their parents or carers, and move up to reception class with little difficulty because they are used to taking part in joint activities with the older ones. There are good preparations for pupils transferring to secondary school which start relatively early in Year 6 and accelerate during the summer term. The transition of pupils from the Special Education Centre is particularly sensitively handled, providing them with a long period in which to acclimatise themselves. Pupils are involved in considering, for instance, school rules and how their surroundings could be improved but, as yet, there is no formal means, such as a school council or regular questionnaire, through which they can express their views and really contribute to how the school is run.
- 32 Pupils with significant learning and behavioural and emotional difficulties benefit from specialist tuition in the mornings so that they can develop their literacy and numeracy skills according to their age and ability. In the afternoon these pupils are fully integrated into mainstream classes so that they can benefit from working alongside their peer group. The school assesses and checks the progress of pupils with special educational needs within the same mechanism for all pupils and particularly through the review of individual education plans. No pupil is disapplied from the National Curriculum.

Partnership with parents, other schools and the community

The school's partnership with parents is **satisfactory**. The partnership with the community and other schools is **good**.

Main strengths and weaknesses

- Parents provide much practical and financial support for the school which make a significant contribution to the pupils' education.
- The school does not provide parents consistently with sufficient information.
- The school makes good use of opportunities provided by the wider community.
- Links with other schools enhance the provision for pupils.

Commentary

- 33 In their responses to the questionnaire and when speaking directly with inspectors, parents were overwhelmingly positive about the school. They appreciate the good quality teaching and that their children are expected to work hard and are encouraged to mature. Throughout the year parents support their own children's learning through, for instance, regularly hearing them read and they also support the school as a whole through volunteering help in classrooms and raising significant funds. These have recently been used to provide extra books, to replace the hall curtains which were in shreds, and generally to augment the school's own resources. The most significant recent parental contribution has been the great efforts put into enhancing the outside environment which has helped to improve break-time behaviour and also provided an outside classroom.
- 34 The school operates an 'open door' policy and the majority of parents find staff approachable and helpful, but it does not provide enough, regular information for them. Other than for pupils who have special educational needs, there is only one consultation evening a year to discuss individuals' progress, held in the autumn term. Pupils' written progress reports include much detail about what they have studied during the year but little hard information about whether they are working at levels that are average, above or below those expected for their age group. Comments such as '...designed a money container within her capabilities and was pleased with the result' do not say much about a whole year's work. At the beginning of the year teachers now provide an outline of what topics will be covered by different year groups, but there is scant guidance on how parents can help their children. The school provides suitable notice of important dates but too often relies on pupils to inform their parents about, for instance, imminent fund-raising cake stalls or non-uniform days, which can lead to much upset for those pupils who do not remember to pass on messages. Although governors attach a questionnaire to the back of their annual report, its wording elicits only a minimal response and the school does not report back to parents any issues that arise out of their comments.
- 35 Pupils take part in a variety of musical activities during the year which enhance their skills and also entertain others. Teachers make good use of the town when, for instance, pupils visit the pump rooms or compare its facilities with a village in India. They arrange a considerable number of visits further afield and there are close links with St Mary's church which is used for particular celebrations as well as a resource for art and design and aspects of religious education. Members of the community contributed generously to the ground improvements.
- 36 Very close links with the high school extend beyond the arrangements to help pupils move easily from Year 6 to Year 7. Recently, high school staff have provided considerable help with information and communication technology and, through meetings of high school and other neighbouring primary school staff, subject leaders usefully exchange ideas and information. Offering the recent playground games training for lunchtime supervisors to those from other schools, has resulted in an invitation for Tenbury's supervisors to take part in first aid training elsewhere. There are also good links relating to sports activities.
- 37 Targets agreed by the special educational needs co-ordinator and the class teacher are shared with parents and when appropriate with pupils. Parents are invited to attend the regular review of individual education plans and the annual review of statements of special

educational need. An additional parents evening has been arranged so that parents have a further opportunity to meet with classteachers. The parent governor who is also the governor with responsibility for special educational needs provides a valuable channel for providing information and support to parents and an important link with teachers.

LEADERSHIP AND MANAGEMENT

The quality of leadership and the effectiveness of management of the school including the contribution of the acting headteacher and key staff are **satisfactory**. Governance of the school is **satisfactory**.

Main strengths and weaknesses

- The acting headteacher has provided sound leadership and management during a long period of uncertainty.
- The acting headteacher and key staff have implemented some improvements.
- The management of the provision for pupils with special educational needs is very good.
- School systems and procedures are insufficiently focused upon raising achievement.
- The school's induction arrangements for new staff are very good.
- Financial management is good.

Commentary

- 38 The acting headteacher has achieved her main goal of keeping the school running smoothly during a long period when she has not known with any certainty how long she would be holding the position. She has made a number of sound management decisions including the reallocation of posts of responsibility and the restructuring of the senior management team.
- 39 The school's results in national tests have continued to improve while the acting headteacher has been in post. The acting headteacher and temporary senior management team have implemented other improvements and changes including:
- a complete revision of the school's behaviour policy and the way in which school discipline is managed.
 - a very good partnership project with parents to improve the school grounds
 - the 'setting' of pupils in groups according to their prior attainment in literacy and mathematics.
- 40 However, inconsistencies in the implementation of some procedures and a lack of rigour in some areas of self-evaluation and monitoring have had a limiting effect upon raising levels of achievement. For example:
- the system for tracking pupils progress through the school is not yet complete;
 - mathematics has been identified as a focus for improvement but there has been insufficient involvement of the whole staff to find ways of raising achievement;
 - the role of subject coordinators has improved from the time of the last inspection but is still insufficiently focused on raising achievement throughout the school.
- 41 Although some work has been done to identify the next steps in learning for some groups of pupils, there remains much to be done to ensure that this is happening throughout the school so that teachers, pupils and parents are all aware of what needs to be done to improve achievement.

- 42 Overall, governance is satisfactory. This judgement takes into account stronger elements of their work, but it also highlights some significant shortcomings. The stronger elements include:
- good support for the school that is informed by training and advice from the local education authority;
 - improved committee structure and checking on the work of the school through meetings with coordinators who provide reports about their subject;
 - greater understanding of government produced information that highlights strengths and weaknesses in pupils' standards.
- 43 However, this is only half of the story because significant shortcomings in the work of the governing body means that their role in the strategic development of the school is unsatisfactory. The main problem here is in the lack of clarity in the school aims and the lack of understanding that these aims form the basis for their evaluation of what is going on in the school. For example, there are no clear, published aims concerning:
- the achievement of higher standards;
 - the preparation of pupils for life in a multicultural society;
 - the development of a strong partnership with parents.
- 44 The impact of these omissions is that they are all areas in need of development and identified in this report. As a result of the shortcomings in governance, the governing body finds it difficult to operate effectively as evaluator, or as 'critical friend'. Furthermore, this makes the job of planning for improvement one that is primarily in the hands of management and the governors becoming over-reliant on reports from management rather than being in a position to initiate improvement.
- 45 The acting headteacher has managed the budget well; she has made good short term decisions as well as alerting the governors to the long term implications of rising costs and falling school numbers. The budget surplus is around 10 per cent and includes devolved capital funding which is appropriately earmarked for improvements in the premises.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	737,300
Total expenditure	687,589
Expenditure per pupil	2,241

Balances (£)	
Balance from previous year	24,125
Balance carried forward to the next	73,836

- 46 The special educational needs co-ordinator, the specialist teacher in the Special Education Centre and the responsible governor have a very clear vision of how to develop special educational needs provision further. They are rightly dedicated to, and successful at, ensuring all pupils benefit equally and fully from all aspects of school life. The recommendations of the most recent Code of Practice for pupils with special educational needs have been fully implemented. The school benefits from a dedicated team of support assistants who provide very good support. The governor with responsibility for special educational needs is very aware of the provision made for pupils who experience learning, emotional or behavioural problems. The governor makes a significant and positive contribution to the special education team. She plays an active role in the management and leadership of provision for special educational needs.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **good**, which is similar to the judgement of the last inspection.

Main strengths and weaknesses

- Good induction programme.
- Good teamwork.
- Liaison between Nursery and Reception is good.
- Teaching throughout Foundation Stage is good.
- Outdoor areas used effectively.
- Opportunities to develop language skills not always followed up.
- Assessment procedures are good.

Commentary

- 47 Children's attainment on entry to the reception class from the Nursery as four year olds in September is below the levels expected for this age in communication, language and literacy and personal and social development. By the end of reception, attainment in all six areas of learning is at least in line with what is expected nationally from this age group. In physical development and knowledge and understanding of the world children exceed the expected standards.
- 48 Induction arrangements are good. Positive links are established with parents, all of whom support the work of the school well, prior to children entering the Nursery. Good, shared information between all teachers and nursery nurses in the Foundation Stage ensures that all members of staff are aware of the children's standards before the children enter Reception. The overall management of the department, which includes effective, regular assessment, currently overseen by the Years 1 to 2 co-ordinator, is good. She is supported well by the teachers in both the nursery and reception classes. Owing to overall good teaching in both the reception and nursery, and the time invested wisely by the nursery nurses, the children, including those with special educational needs, make good progress and achieve well.

Personal, Social and Emotional Development

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

Main strengths and weaknesses

- Adults provide good role models.
- Teaching is good.
- Good balance between free choice and directed activities.
- Limited personal and social skills.
- Good opportunities for learning through play.

Commentary

- 49 The children's personal and social development is given high priority and to good effect, and learning in this area is good. Children make these good gains mainly because they are encouraged to be independent and make choices about their activities, such as playing in the sand and water or constructing models from plastic blocks. The good emphasis on the play

curriculum in the nursery ensures that children's development of language, mathematical and social skills is enhanced. Teaching is strong and supportive with all adults acting as very good role models who help children to form positive relationships and to care for others, exemplified well during snack times. Consequently children's confidence increases and they feel secure, as observed in several free choice and teacher-initiated activities, both indoor and out.

Communication, Language and Literacy

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

Main strengths and weaknesses

- Teaching is good.
- Effective deployment of nursery nurses.
- High levels of support for children with special educational needs.
- Opportunities to develop language not always followed through.

Commentary

50 Children make good progress and achieve well in communication, language and literacy throughout the nursery and reception classes. This is mainly due to the challenging environment, exemplified by:

- the effective dialogue between children and adults;
- the opportunities to extend thinking and communication skills through play, for example when engaging in pretend conversations while making porridge in the Bears' House, or building roads, tunnels or bridges using plastic and wooden blocks.

The majority listens attentively and uses appropriate vocabulary in response to the teachers' questions, as observed in a lesson where the children role-played some scenes from 'Goldilocks and the Three Bears'. A significant number, especially in the nursery, are still in the early developmental stage of language and literacy. Nevertheless these children make constant improvement, as a result of the staff's hard work and the purposeful learning atmosphere they create. By the time the Reception Year is completed attainment in reading, writing, speaking and listening is on target to meet the nationally expected early learning goals. Occasionally, opportunities to develop children's language skills during free choice activities are not always used fully.

Mathematical Development

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children start in Reception with below average calculating skills.
- Teaching and learning are good.
- Resources are used well.

Commentary

51 Children enter the nursery with mathematical skills below those expected nationally, but due to good teaching and use of resources they make good progress and achieve well. The strengths are:

- the good match of work to children's levels of attainment and interests;
- the high expectations of all staff;
- the good use of resources.

Children, especially those with special educational needs, need constant support to count objects accurately but staff members ensure that every opportunity is taken to develop this skill. For example, in a nursery lesson pupils counted model bears and placed them on a grid, 'next to', 'in front of', 'behind', thus reinforcing mathematical vocabulary. In this respect nursery nurses' time is invested well. Some higher-attaining children identify correctly two and three-dimensional shapes by the end of Nursery. By the end of Reception attainment of the majority in all aspects of mathematics is in line with national expectations. Higher attaining children count confidently to 30 and carry out simple addition and subtraction to five without support.

Knowledge and Understanding of the World

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

Main strengths and weaknesses

- The quality of teaching and learning is good
- Standards are above expectations and achievement is good
- Good use of the outdoors environment

Commentary

52 Throughout nursery and reception, the strengths in the teaching are:

- the very encouraging ethos;
- high expectations of work and behaviour.

As a result of this effective practice children begin to understand more about the place in which they live and how they and others grow from babies to adulthood by going on walks in the local areas and comparing family photographs from different ages. In science lessons they are beginning to understand the basics of a fair test as they investigate whether materials are waterproof, as observed in a reception class. Children enjoy these activities, exemplified well in another reception lesson on investigating the properties of magnetism and in a nursery class constructing aeroplanes and rockets from junk materials. Many use the computer competently and move the mouse accurately to paint pictures and complete simple mathematical problems using click and drag techniques. The school outside environment is used well for nature and scientific work and as a result many children explain accurately why sunshine and water are necessary for the growth of plants, flowers and trees. During these lessons they investigate construction materials and take great delight in designing and making model houses and toys.

Physical Development

Provision in physical development is **good**.

Main strengths and weaknesses

- Children learn well through play.
- Good standards in gymnastics.

Commentary

53 By the end of reception children's physical development is above what is expected nationally. Through play with table-top games, modelling materials such as play-dough, brushes and crayons, they improve their control well, as observed in both nursery and reception. All children, including those with special educational needs, learn well through play in movement and co-ordination skills as a result of well-set tasks. They respond well to instructions and are developing a good awareness of space and consideration for others as they perform

gymnastic sequences, as observed in a Reception movement lesson. They develop good co-ordination and confidence as they move on and off apparatus, illustrated well in an outdoor reception physical activity session. Space awareness is enhanced as children are encouraged to select safe and sensible routes while riding and propelling tricycles and four-wheeled toy buses in the play area.

Creative Development

Provision in creative development is **good**.

Main strengths and weaknesses

- Opportunities for role play good.
- Sometimes play activities are not monitored

Commentary

54 Children are presented with a wide range of creative activities each day, and the balance between free choice and more structured work is good. The opportunities for using different media are good and children are developing satisfactory skills in handling paint brushes, scissors, glue-sticks and collage materials while painting and producing friezes, for example winter wonderland scenes. They play imaginatively with the well set-out resources and equipment, as observed during free choice activities in both nursery and reception. In role-play they enjoy activities in the play corner 'Three Bears' House', but sometimes these lack monitoring which results in many children preferring to play alongside rather than with others. Children enjoy singing, as in a mathematics lesson using nursery rhymes and jingles well to stimulate learning.

SUBJECTS IN KEY STAGES 1 and 2

English

Provision in English is **satisfactory**.

Main strengths and weaknesses

- At the ages of seven and 11, standards are in line with national expectations.
- The writing of the higher attaining eleven year olds is very good, but library skills are insufficiently developed.
- The use of literacy skills across the range of other subjects is better than at the time of the last inspection.
- Assessment procedures do not effectively identify the next steps pupils must make in their learning in order to improve.

Commentary

55 Overall, the majority of both seven and eleven year olds attain standards which are in line with national expectations in both reading and writing. Speaking and listening skills are also about average. However, the proportion of seven-year pupils exceeding national expectations is lower than average especially when compared with similar schools. About a third of eleven year olds achieve standards above national expectations which is about average when compared to similar schools.

56 By the age of seven, pupils speak clearly, use a wide vocabulary and provide sufficient detail for the listener. They listen attentively and usually make appropriate responses when spoken to. Most pupils are, at least, sound readers with a good understanding of plot and characters.

Pupils write simple and accurate sentences that are well organised. Most pupils produce interesting, descriptive pieces that are punctuated accurately.

- 57 By the age of 11, most pupils are confident and articulate talkers. They express their thoughts, evaluate written work and listen to the opinion of others. Most pupils read expressively and make helpful and thoughtful comparisons with other books and characters they have read before. Library and research skills are less well developed. Pupils are competent in a wide range of writing techniques and there is increasing attention paid to writing for a purpose. Higher attaining pupils are using paragraphs and make good, expressive choices in their use of vocabulary. The quality of the basic skills of handwriting and spelling is high.
- 58 Overall, the quality of teaching is satisfactory. In lessons observed teaching ranged from satisfactory to very good. However, all the evidence shows that there are inconsistencies in the teaching overall. In the best lessons, teachers:
- have good, and often very good, relationships with their pupils;
 - are insistent about high standards of behaviour and the presentation of work;
 - demonstrate good subject knowledge, including knowledge of the National Literacy Strategy;
 - encourage pupils well;
 - use homework well to further learning, including the efficient monitoring and management of pupils' reading.
- 59 Some teachers' marking of pupils' work is good or very good and they give effective guidance to pupils on how to improve. This is especially true in the case of the more capable eleven year olds whose exercise books and displayed work are a joy to look at. As a result of the strengths in teaching the overall progress of pupils in Years 2 and 6 has been good. Nevertheless, there are areas for development, such as in the use of assessment. For example:
- assessment procedures do not focus sufficiently upon raising achievement for all pupils, consequently teachers are not always clear about the next steps groups of pupils have to make in their learning in order for them to improve;
 - pupils are not fully aware of what they have to do to improve.
- 60 Overall, leadership and management are satisfactory. The subject leader has introduced the use of a new group-reading scheme in an effort to improve comprehension skills and with the help of a colleague is devising an excellent assessment system for this scheme. She has monitored the quality of teaching and done some monitoring of pupils' work. However, partly as a result of the difficult circumstances the school has been operating in, there has been an insufficient focus upon the consistent implementation of procedures and the raising of achievement throughout the whole school.

Literacy across the curriculum

- 61 Overall, the use and development of literacy across the curriculum is satisfactory. The development and use of writing in other subjects has improved from the time of the last inspection and is now good. Teachers frequently provide a range of different opportunities for pupils to write in history, geography and religious education. Although the library is open at lunchtimes for optional use by pupils there is insufficient attention paid to library research skills during lessons.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Teaching and learning are at least satisfactory and sometimes good.
- Provision for pupils with special educational needs is very good.
- There is improvement in pupils' standards.
- Greater challenge is needed for higher attaining pupils, especially those in Years 2 and 6.
- Improvement is required in problem solving and investigations.
- There is insufficient application of mathematical skills across the curriculum.

Commentary

- 62 Inspection evidence indicates that standards are in line with all schools nationally in both Years 2 and 6. However, greater challenge is required for the higher attaining pupils to reach the higher Level 3 at the age of seven and the higher Level 5 at the age of 11. Pupils generally achieve satisfactorily and make good progress. Provision for pupils with special educational needs is very good and they are well supported by the teachers and teaching assistants. In lessons, these pupils benefit equally from what is on offer. There is no difference in the performances of boys and girls.
- 63 Teachers confidently use the guidance of the National Numeracy Strategy. They share the lesson objectives with the pupils and this is reviewed at the end of lessons when they confirm whether the purpose of the work was understood and if they had any problems. A key feature of the good lessons is good questioning by the teachers that helps to keep the lesson moving at a brisk pace. This was particularly noted in a lesson with pupils in Years 5 and 6 where pupils were given quick fire questions at the beginning of the lesson on their seven times table. Pupils are given target cards so they know exactly what they have to do to improve. Analysis of work and observation in lessons indicate that although there is some problem-solving and investigatory work, there is not enough. Pupils are polite and behave well in lessons. The quality of teachers' marking and comment varies from the often congratulatory and encouraging to the more useful remarks that are constructive and encourage improvement. Homework is regularly set and this was observed on a number of occasions.
- 64 Overall, leadership and management are satisfactory. The subject coordinator has been in post since September 2003 and has made a sound and confident start. The school is rightly focusing on improving mathematics and he realises what has to be done. The school has made satisfactory improvement since the last inspection.

Mathematics across the curriculum

- 65 There are some areas in the curriculum where a link has been established with mathematics. There has been some data collection in some subjects and line graphs were noted in science, Venn diagrams and pie charts in geography. In an information and communication technology lesson with Years 1 and 2, pupils represented data using a pictogram and with Years 3 and 4 pupils used commands to draw shapes. Overall, there is less numeracy across the curriculum than is normally seen. This is an area for development.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Improvements in the quality of teaching are leading to rising standards, particularly in Years 3 to 6.
- Good attitudes to learning and very good behaviour.
- The quality of marking is inconsistent and does not ensure consistency support and guidance for learning.
- The overuse of published worksheets to record pupils' work, is limiting the quality of higher attaining pupils' work.

Commentary

- 66 By the ages of seven and 11, standards are broadly average. These standards are rising and pupils, including those with special educational needs, are making good progress. In Year 2, pupils consolidate their knowledge about thermal insulation and how heat could be conducted. This is made more meaningful when pupils are asked to design a variety of objects including the kind of clothes necessary to protect them from severe cold when visiting Lapland. In Year 6 pupils investigate different kinds of forces, which includes testing pneumatic rockets. This creates a stimulating and exciting period of investigation when some pupils are made aware of the function of upthrust and the balance of forces. A few pupils know about Newton's Law. However, pupils' opportunities to investigate problems and test their own hypotheses are limited. They do not refer to the concept of fair testing and the links necessary to strengthen learning through a variety of subjects and topics are not sufficiently developed. There are too few examples of pupils' using information and communication technology to either research their projects, to record and analyse data or record their practical investigations.
- 67 Overall, teaching is satisfactory. The strengths of the teaching include:
- sound planning and good relationships that allow pupils to work in a calm purposeful atmosphere;
 - the high expectations of teachers that are reflected in the good presentation of work. However, this focus often dominates the limited quality of the marking;
 - the skilled support of classroom assistants that enables lower attaining pupils to benefit from working together and explore through scientific enquiry;
 - the good questioning that engages pupils' interest and helps them to solve problems and demonstrate their understanding.
- 68 Although teachers endeavour to match all work to pupils' levels of attainment there are too few opportunities for higher attaining pupils to work independently and go beyond the level of the rest of the class and discover for themselves what comes next in the process being studied. Teachers try to match work with pupils' earlier experiences but do not adapt tasks sufficiently. Usually, pupils record their work according to the direction of published worksheets. This inhibits higher attaining pupils because they have the literacy skills to record their findings successfully in writing. Marking is inconsistent and does not always help pupils recognise how they can improve their work. All pupils are attentive and well behaved in class.
- 69 Overall, leadership and management are satisfactory. The subject co-ordinator has effectively managed the subject so that the quality of teaching and learning are improving. The coordinator has responsibility for the management of other subjects so his support for colleagues is limited, and has led to him sharing responsibility for checking teaching and learning with the local authority science advisory teacher. The school recognises that

improvements are needed, particularly in developing assessment procedures that give teachers the information they need to match work more closely to all pupils' needs.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- By Year 6, pupils' attainment has improved since the last inspection when it was below national expectations.
- Teachers' and pupils confidence and competence in the subject are much higher than at the time of the last inspection.
- There have been significant resource developments, including new computers in a new suite. However, the school's heightened ambitions mean that the suite is now considered to be too small.
- There is good liaison with the high school.
- There is insufficient use and development of information and communication technology skills to support teaching and learning across the curriculum.

Commentary

- 70 Standards are average by Year 2 and Year 6. This is a very good improvement on the judgement of the last report when pupils' attainment by Year 6 was judged to be below national expectation.
- 71 By both Year 2 and Year 6 pupils' basic skills are developed well. Pupils regularly use the computers in the suite and also those in the classrooms which was noted in a number of lessons. Pupils are confident in the use of the mouse. They can store and retrieve work and log on and off. In the computer suite, pupils work well in pairs together and ensure that each take it in turns on the computer. Pupils achieve satisfactorily and progress well.
- 72 The quality of teaching and learning is at least satisfactory and often good. Teachers have become more confident in their own skills which has had a beneficial effect on pupils' learning. The school makes good use of teaching assistants and students during lessons to ensure that pupils understand what they are doing. Pupils with special educational needs achieve well. Pupils are enthusiastic and obviously enjoy the subject. They generally behave well in lessons. There are no noticeable differences between boys' and girls' attainment and all pupils have equal access to computers.
- 73 The co-ordination of the subject is undertaken by a newly qualified teacher. She is given valuable support by the school secretary. The teacher is very knowledgeable and has made a satisfactory start. Once she is fully qualified in September 2004, she will take full control of the subject and has the capacity to move the subject forward. Assessment takes place at the end of each unit that is taught. There is good liaison with the high school teacher who comes into school to see what pupils in Years 5 and 6 can do.
- Information and communication technology across the curriculum**
- 74 There was some evidence of skills, knowledge and understanding being used across the curriculum, for example, word processing in history, research in geography and the use of CD ROMs. In the lessons observed, Years 1 and 2 used information and communication technology to represent information graphically. In Years 4 and 5, pupils' worked successfully on spreadsheets and in science with a sound sensor. However, the use of information and communication technology is limited and this is recognised by the school as an area for development.

HUMANITIES

- 75 In **geography** and **history**, there is insufficient evidence to form an overall judgement about the provision. Indications from analysing pupils' work and discussions with pupils and subject leaders are that standards are in line with expectations nationally and similar to those at the time of the last inspection. During the time of the inspection the timetable did not allow for history lessons to be seen as the subjects are taught in alternate terms. Curriculum planning ensures both subjects receive adequate time within the timetable. In history, pupils in Year 2 study the differences between life in Victorian times and now. They are able to write about the similarities and differences between kitchen facilities of Victorian times and their own homes. In Year 6 more recent history is studied, for example significant events of the Second World War and the Festival of Britain. In geography Year 6 pupils are learning about the principal rivers of the British Isles. Pupils behave very well and are interested in their lessons. Tasks need to be adapted further so that they present a greater challenge to more able pupils and allow less able pupils to experience success.
- 76 There are some links with other subjects, principally literacy. However, links with other areas are not so prominent and pupils have too few opportunities to use and develop their basic skills in literacy, numeracy and information and communication technology to research and report their findings more fully. Pupils' recording is constrained by the frequent use of published worksheets that limits their writing. Pupils' workbooks show that marking could be used more constructively to guide and direct their learning. Resources are adequate. Too often pupils' access to first hand evidence is restricted and they are reliant on secondary sources, for example, books and published worksheets.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Physical education

Owing to the small proportion of the full provision for physical education being observed, it is not possible to make secure judgements relating to provision and overall attainment and achievement. However, through observing lessons, analysing planning and talking to the coordinator it is possible to make secure judgements about provision, teaching and leadership and management.

Main strengths and weaknesses

- The school provides a very broad curriculum, including a wide range of activities outside lessons;
- Attainment in swimming is good;
- Leadership and management are good.

Commentary

- 77 By the age of seven, pupils have average passing, catching and moving skills in netball. They have good coordination and this improves as they receive appropriate coaching. Pupils enjoy activity and are keen to join in and do well. Boys are a little more skilful at catching and tend to be more vigorous in their pursuit of the ball. By the age of 11, pupils have satisfactory soccer skills. Boys and girls retain control of the football for adequate periods in 'slalom-like' activities. Presently, the ball is a little distant from the foot, particularly with the girls but they are making noticeable progress.
- 78 Swimming lessons are provided for pupils in Years 3 to 6, with the greater number in Years 3 and 4. Pupils gladly take up the challenge of obtaining badges and certificates that lead to Amateur Swimming Association awards. About one-third of the Year 6 pupils obtain the bronze medallion, which is a highly sought after award. By the end of Year 6, around 90 per

cent of pupils will swim at least 25 metres which is the government's benchmark for 11 year olds. The rest of the pupils are confident in the water.

- 79 In the four lessons observed throughout the school, the overall quality of teaching was satisfactory. In the best lesson, a Year 3/4 dance session, the strengths included:
- clear lesson objectives that provided pupils with a great deal of paired and group work in which they could discuss their own and others' work;
 - good choice of music that kept pupils interested and enthusiastic;
 - good management and control that ensured pupils understood the intricate dances and used space well.
- The other lessons had similar strengths, but warm-ups occasionally lacked focus on appropriate body parts and sometimes lessons did not have enough activity. This is a particularly important consideration on a cold, winter day.
- 80 The coordinator is very keen and enthusiastic. just prior to inspection she led a party of staff and pupils on an extended residential stay in Snowdonia, which is one of three similar events. Checking on provision and standards is an integral part of her work and links well with the school's acquisition of a charter mark for football. Activities outside lessons, such as clubs for netball, football and cross-country, broaden the interest and appeal of this subject. Furthermore, these activities support successful competitive engagements locally. Pupils are encouraged equally to take part in what the school offers and to engage beyond the school. Success is identified within the school and one pupil is installed on the more able register for her achievements in cross country.
- 81 In **art and design**, three parts of lessons were observed, pupils' work on display was analysed and conversations were held with pupils and the subject coordinator. Overall, the quality of teaching observed was good and this confirms the impression gained from display and in sketchbooks. The main strengths were:
- good planning and preparation that stimulates the pupils and captures their interest;
 - good and precise questioning that checks on pupils' knowledge and extends their understanding;
 - plenty of opportunities for pupils to use a range of materials;
 - very good management of the lessons, particularly in the Year 5/6 class.
- 82 The coordinator for the subject is a creative teacher who is very committed to the subject. She has introduced the use of sketchbooks throughout the school; both teachers and pupils are using these to increasingly good effect as a means of collecting ideas.
- 83 In **design and technology**, there was insufficient evidence to make an overall judgement on standards and provision in this subject. Subject planning is detailed and comprehensive. It follows the national guidelines and is adapted appropriately to meet the schools' needs. Teaching in the two lessons observed in Years 5 and 6 was effective in helping pupils to develop their design, planning and making skills. Good opportunities were provided in both lessons for pupils to make decisions about the tools and materials they wanted to use and to work out solutions to any problems they encountered. As a result of the teachers' expertise and the pupils' positive attitudes to the subject, all achieved soundly and were proud of the progress they had made.
- 84 In **music**, only one lesson was observed during the inspection. The quality of singing of Year 6 pupils in this lesson was above national expectations. The school has a music room stocked with a good range of musical instruments. A new scheme of work provides good support for non- specialist teachers. A school choir open to all junior pupils performs at a number of community events. Pupils have opportunities to learn the recorder. Pupils are involved in a number of musical performances throughout the year.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- Issues relating to safety, health and sex education are explored well.
- Effective liaison with outside agencies promotes good teaching and learning of difficult issues.

Commentary

- 85 An integral part of many areas of learning is the effective provision for personal, social and health education. The police talk to pupils in Years 5 and 6 about drug awareness. An education caravan periodically visits the school to highlight for pupils some significant health education issues and the work is carefully matched to the pupils' needs and ages. There is a detailed sex education programme for the older pupils and parents are invited to see an instructional film before it is shown to the pupils.
- 86 In Years 1 and 2, the one satisfactory lesson seen during the inspection, provided these young pupils with opportunities to consider: the choices that they make, the meaning of rules and how to take turns in discussions and value everyone's opinions. The classteacher soon realised that pupils were having difficulty with the idea of making choices, so she used a range of methods to improve this, including:
- asking pupils to give examples from their own experiences of good and bad choices they have made and their responses revealed that they did have a clear view;
 - using finger puppets to illustrate ideas and views and this engaged the pupils' interest.
- The basic skills of speaking and listening were developed well in the lesson and pupils showed good attitudes and behaved well.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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