

# INSPECTION REPORT

## **UPTON-UPON-SEVERN CE PRIMARY SCHOOL**

**Upton-upon-Severn**

LEA area: Worcestershire

Unique reference number: 116853

Head teacher: Mark Mumby

Lead inspector: David Marshall

Dates of inspection: 15<sup>th</sup> – 18<sup>th</sup> September 2003

Inspection number: 258263

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	187
School address:	School Lane Upton-upon-Severn Worcestershire
Postcode:	WR8 0LD
Telephone number:	01684 592259
Fax number:	01684 594341
Appropriate authority:	The Governing Body
Name of chair of governors:	David Owen
Date of previous inspection:	19 <sup>th</sup> November 2001

## **CHARACTERISTICS OF THE SCHOOL**

Upton-upon-Severn is a controlled Church of England school with 187 pupils on roll: 96 boys and 91 girls. There are very few pupils from minority ethnic groups. There are two pupils with English as an additional language and they are at an early stage of language acquisition. Twenty-four pupils have special educational needs and one has a statement of specific need. The main feature of pupils' special needs is slower than average language development.

The school is currently in its second year since being in special measures. The school is in a pleasant rural area. Pupils live in a variety of local authority and housing association accommodation as well as private housing in the immediate vicinity of the school. Other pupils travel by bus from outlying villages and by private transport from further afield. Pupils' attainment on entry to the school shows a wide range of ability and variation between intakes – but is broadly average. There is a significant level of pupil mobility; for example 40 per cent of the pupils in Year 5 have changed over the last three years.

The school received a Healthy Schools Award in 2003 and a School Achievement Award in 2003.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
27681	David Marshall	Lead inspector	Foundation Stage Special educational needs Science Music Physical education Information and communication technology
13448	Dawn Lloyd	Lay inspector	
25203	Robert Cooke	Team inspector	Mathematics History Geography Religious education
20404	John Evans	Team inspector	English Art and design Design and technology

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school.** Its caring atmosphere results in the very effective personal development of all pupils. They achieve well and make good progress because the teaching is good throughout the school. Standards in many subjects are above average by the time the pupils leave. The school is very well led and managed, and the head teacher motivates and influences both staff and pupils very effectively. **The school provides good value for money.**

The school's main strengths and weaknesses are:

- The pupils are achieving well and standards are good in English, mathematics and science by the time pupils leave school.
- There is a high level of commitment to include all pupils in all aspects of the school's provision.
- The head teacher provides very good leadership. His management is very effective and this promotes further improvement. He is well supported by the governors.
- The school has very good links with the local community.
- In most subjects, the curriculum is well planned to ensure a very good range of opportunities for all pupils, and is based on a careful assessment of their progress.
- The co-ordinators of some subjects have little planned time to monitor the provision and standards in their subjects. In the curriculum for art and design, this leads to a lack of opportunity for pupils to develop a full range of skills and attain the standards expected for their age.
- Pupils assessed as having special educational needs are well supported. However, the targets for improvement in their individual education plans are imprecise and need to be reviewed to be fully effective. One result of this is the undue time some pupils take to settle in their new classes at the beginning of the year.
- There are very good arrangements for promoting and monitoring discipline and pupils' behaviour.

Since the school was inspected in 2001 **the rate of improvement has been good**, and has built on its success in coming out of special measures faster than planned. This is largely due to the very effective work of the head teacher. His monitoring of provision, and the very good school improvement plan based on this, give a strong lead to all involved.

### 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	D	B	B
Mathematics	C	D	A	A
Science	C	C	A	A

*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.*

In the Foundation Stage, the children are on course to reach the early learning goals set for them and some will exceed them. The children are well taught and achieve particularly well in their personal and social development. Pupils continue to make good progress and by Year 2 standards in reading are average, and writing and mathematics are above average. **Throughout the school pupils are**

**achieving well and standards are above average in English, mathematics and science** by the time pupils leave. Standards in music are also above average by the time pupils leave the school. Attainment in art and design is below average because the range of opportunities for pupils is limited. Overall, pupils with special educational needs make good progress and achieve well.

**Provision for pupils' moral and social development is very good.** For their spiritual and cultural development it is good. As a result, pupils have **very positive attitudes to school**. They are enthusiastic and motivated, and enjoy coming to school. **Pupils' behaviour is good at all times. They form very good relationships** and are keen to help each other and enjoy each other's success. **The school's attendance rate is above the national average.**

## QUALITY OF EDUCATION

**The quality of education provided by the school is good. The quality of teaching is good.** This is based on teachers' consistently high expectations and the care they take to make sure all pupils are well involved in all lessons. In the Foundation Stage, the teaching is good and helps children to settle into school well and develop good learning habits. In Years 1 and 2 good teaching reflects teachers' care to use language carefully, to explain well and to question effectively. This gives pupils, including those with English as an additional language, the confidence to express their own ideas, and enables them to achieve well. In Years 3 to 6, teaching is good as teachers have good subject knowledge and very clear planning. The links made between different subjects mean that activities are particularly valuable. The emphasis on self-evaluation enables pupils to learn well and leads to them acquiring independent learning skills and to their good personal development. There is particularly effective teaching in Years 5 and 6 and so pupils make especially good progress. Teachers throughout the school know the pupils well and use this knowledge to provide effectively for pupils with special educational needs and so these pupils make good progress

**Overall the school provides a good, well-balanced and stimulating curriculum.** The many extra-curricular and additional activities enrich the curriculum very well. Literacy and numeracy skills are well developed and pupils also achieve very well in science and music. The curriculum in art is weaker and this affects pupils' progress. **Partnerships with parents are good.** Parents are kept well informed of their children's progress and support the school well. In particular the Friends of the School Association is a very active organisation whose fund raising has enabled many of the significant changes in the school's learning environment to take place. **The school provides very effective care for all of its pupils.**

## LEADERSHIP AND MANAGEMENT

**The head teacher provides very good leadership** that promotes a constant drive for improvement. He has established a very clear school improvement plan that enables **the management of the school to be very good.** The monitoring of standards, teaching and learning is very strong in the core subjects of English, mathematics and science. The governors organise their work well and make a good contribution to school improvement. Overall, **governance is good.**

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

**Parents have a good regard for the** school and recognise the many improvements the head and staff have secured in the last three years. The pupils enjoy school and recognise the way they are supported so well.

## IMPROVEMENTS NEEDED



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

- The clarity of targets in the individual education plans for pupils with special educational needs so that teachers can quickly match work to individual needs.
- The checks made by curriculum co-ordinators on provision in subjects, and particularly in art and design, so that standards are raised further.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

**Pupils' achievements and standards have improved significantly since the last inspection. Achievement in Years 1 to 6 is good. Standards in all the core subjects are above average by the time pupils leave school. Pupils also achieve above average standards in music.**

#### Main strengths and weaknesses

- Children make good progress through the Foundation Stage, and the majority achieve the early learning goals in all areas of learning set for children of this age.
- Pupils continue to make good progress in Years 1 and 2 and by the age of seven the majority of pupils achieve standards that are in line with those expected for their age in reading, but above average in writing and mathematics.
- By the time they leave the school, pupils have achieved well and acquired above average skills in literacy and well above average skills in numeracy and science.
- Attainment in art and design is below average.

#### Commentary

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

Standards in:	School results	National results
Reading	15.7 (14.4)	15.8 (15.7)
Writing	16.2 (12.2)	14.4 (14.3)
Mathematics	18.1 (14.4)	16.5 (16.2)

*There were 26 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	28.1 (25.7)	27.0 (27.0)
Mathematics	28.7 (25.7)	26.7 (26.6)
Science	29.9 (28.8)	28.3 (28.3)

*There were 41 pupils in the year group. Figures in brackets are for the previous year*

1. Inspection findings confirm the good progress indicated in the test results above. Results of tests in English, mathematics and science taken by eleven year olds in 2002 improved considerably on those achieved in 2001. Pupils enter the school with prior attainment generally average or below. Results in national tests in reading, writing and mathematics taken by seven year olds have improved significantly over the past three years. When compared to similar schools, pupils' attainment in 2002 was average in reading but well above average in writing and above average in mathematics. The proportion of pupils achieving the higher Level 3 in mathematics was above average. When compared with their prior attainment at the end of Year 6 pupils have made very

good progress. In 2002, standards in English were above average and well above average in mathematics and science. Targets for achievement in English and mathematics tests in 2002 were exceeded.

2. By the time they leave school, pupils develop sound speaking and listening skills, which enable them to join in discussions confidently. Many are enthusiastic readers who have a good knowledge of books and authors and can express their preferences confidently. They use their skills to find information in the library; they use CD-ROMs and the Internet well. In mathematics, pupils have a good understanding of place value and a grasp of the four operations in number that they can apply to solve problems. They have a good recall of number facts, they can work with very large numbers and those with three places of decimals and they understand the relationship between fractions, decimals and percentages. In science standards among eleven years olds are well above those expected of pupils their age. They have a good understanding of the units they have studied. In their work on life processes and living things, for example, they understand what living things need to survive and how this is affected by various habitats and food chains. Higher attaining pupils have a grasp of photosynthesis. Throughout Years 3 to 6 pupils develop very good skills of scientific enquiry. Standards in information and communication technology (ICT) are broadly in line with those expected of eleven year olds.
3. In other subjects, standards in religious education, history and geography, design and technology and physical education are in line with those expected at the end of both key stages. In music, standards pupils achieve are above those expected for their age at the end of both key stages. In art and design, standards are below those expected at the end of both key stages due to the lack of opportunities afforded to all pupils.
4. Throughout the school pupils with special educational needs make good progress and achieve well. The very good support of classroom assistants contributes positively towards the good progress the pupils make. The school's ethos of inclusion and the values that underpin its approach to teaching and learning help ensure that the needs of pupils are identified and met by teaching and non-teaching staff. A significant proportion of these pupils achieve average levels in national tests by the time they are eleven. However, the targets in some of the pupils' individual education plans are not sufficiently sharp to enable teachers to quickly understand what they need to work on when pupils enter new classes and some time is wasted as teachers get to grips with what pupils need to do next.
5. There are a small number of pupils with very specific special needs and concern was expressed by some parents over the school's provision. The attention to detail paid by the school, and the very considerable amount of time devoted, reflects well on its desire to do their best for all pupils. The school has, within its constraints, made every effort to meet these pupils' needs and has been largely successful.
6. The attainment and progress of learning of pupils with English as an additional language are consistent with those of the school as a whole.

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

**Pupils have positive attitudes to learning, behave very well and form constructive relationships with one another and with adults in school. Their attendance and punctuality are good.**

### **Main strengths and weaknesses**

- Attendance is good, and is supported by an effective policy, consistently implemented.
- Attitudes to learning are very good: pupils are enthusiastic and responsive.
- Behaviour in lessons and around the school is very good, in response to teachers' high expectations.
- The school's positive ethos successfully encourages pupils to form very good relationships with one another and with their teachers and adult helpers.
- Pupils are developing self-confidence and willingly undertake responsibility.

## Commentary

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

Authorised absence		Unauthorised absence	
School data	4.8	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.*

7. Pupils enjoy coming to school. Their attendance is above that found in similar schools, there is no unauthorised absence and punctuality is good. Rigorous monitoring procedures encourage good attendance and identify the few families who need support in ensuring that pupils attend regularly and arrive on time.
8. Enthusiastic participation in lessons shows that pupils are eager to learn and keen to do well. They work hard, maintaining their high levels of interest and concentration throughout the whole lesson. They are proud of their achievements and are anxious to show what they can do. They are also quick to recognise and celebrate the success of others, as in a Year 5 physical education lesson, where the demonstration of a much improved sequence of movements drew spontaneous applause from the rest of the class. Pupils are equally enthusiastic about the wide range of extra-curricular activities available to them. They are happy to give up their own time to take part in sporting and musical clubs, which extend and enhance their learning experiences. They think this is a good school, which is still improving.
9. Because teachers have consistently high expectations, pupils accept that good behaviour is the norm. The CCC code (Caring, Conscientious, Courteous) is constantly reinforced, so that pupils understand and observe it at all times. The code, along with class rules that the pupils agree among themselves, and the positive incentive of earning 'Golden Time', ensures that behaviour is always good, both in lessons and around the school.
10. Relationships throughout the school are very good. Pupils co-operate well when working in pairs or groups, supporting one another, discussing their work and taking turns fairly. Bullying is rare: as one pupil explained, the school's emphasis on caring means that people think before they act. Pupils get on very well with their teachers and adult helpers and are polite, friendly and helpful to visitors.
11. Most pupils are developing self-confidence and growing in maturity. Opportunities to take on responsibility, for example, as members of the school or class councils, or as team or sports captains, are willingly accepted. Older pupils, particularly, understand that they are seen as role models by the younger ones, and are proud to set a good example.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

**This is a good school.** Pupils achieve well and make good progress both academically and in their personal development. Teaching is good throughout the school. The school is very well led and managed by the head teacher. **The school provides good value for money.**

### Teaching and learning

**The quality of teaching has improved from the time of the last inspection. Teaching and learning are good throughout the school. There was, in particular, much very good teaching and learning in Years 3 to 6.**

### Main strengths and weaknesses

- The quality of teaching has improved from the time of the last inspection.
- Teachers have very good management skills and so lessons are well organised and pupils develop very good attitudes to learning.
- Lessons are well planned and pupils are appropriately challenged.
- The pace of lessons is brisk and teachers use a good range of methods and groupings that are well matched to the lesson's purpose.
- Teachers have very good questioning skills and explain tasks well – as a result pupils are occupied at all times.
- Both opening and closing discussions are used well to motivate pupils and offer additional challenges.
- Teachers and assistants support pupils well and use praise very effectively. Work is marked well and so pupils know what to do to improve.
- The deputy head teacher and senior teachers provide very good examples of best teaching practice, particularly in their attention to detail, enthusiasm and class management.

### Commentary

#### *Summary of teaching observed during the inspection in 29 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	7	16	5	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. The teaching in the Foundation Stage is good. The adults are very aware of the differing needs of the children on entry and provide a broad curriculum. They rightly emphasise language and social skills and the children make good progress in these aspects. Planning clearly identifies what children are to learn, and all activities selected are a good preparation for when the children start the National Curriculum. Children of all abilities are given good support and so their progress is good. Classroom organisation is good and the teacher makes the best possible use of the good range of resources to achieve the early learning goals for children of this age.
13. The good teaching at Key Stage 1 reflects teachers' care to use language carefully to bring clarity to their explanations and to improve the accuracy and quality of pupils' speaking and listening.

Teachers question effectively. In most lessons teachers target their questions carefully, taking account of pupils' differing needs and abilities. This builds pupils' self-esteem, gives them the confidence to express their own ideas, and enables them to make good progress.

14. Teaching is good, and often very good, in Key Stage 2, where teachers have good subject knowledge and very clear planning. The links between different subjects that these teachers make produce activities that are particularly valuable. A strong emphasis on self-evaluation leads to pupils acquiring some independent learning skills and to their good personal development. Pupils learn well. The very effective teaching in Years 5 and 6 is an example of where the considerable individual teaching strengths of these teachers have been utilised to the very best effect and is a model of best practice for all other teachers.
15. Teachers throughout the school know the pupils well and use this knowledge to provide well for pupils with special educational needs. Teachers have very good relationships with their pupils and manage them very effectively, which results in increasingly good behaviour. They use praise well to modify behaviour and reward good work. They are careful to cater for all pupils – regardless of their individual needs. Despite this good overall picture, the targets in the pupils' individual education plans are not always helpful as they are too general and difficult to assess. This has presented some difficulties in the recent past with pupils with very specific needs. The measures taken by the school, such as training courses taken by teachers and the purchase of additional resources, have been good and should go a long way to easing parents' concerns.
16. The care, patience, understanding and firm discipline exhibited by the teachers and learning support assistants are very good for all pupils. This ensures the inclusion of all pupils in all activities. The very good quality of support given to the looked-after children in the school, of which there are a significant number, is a good example of this very good provision.
17. Within the lessons seen, the quality of teaching observed of pupils with English as an additional language was good.
18. The quality of whole-class teaching in the literacy and numeracy sessions varies, but is generally good. Teachers give very clear instructions to pupils and listen carefully to pupils' replies and questions, and show they value them all. Teachers are careful to use the completed work of pupils as good examples. This means the best responses and work are constantly reinforced and all examples of challenging behaviour kept in check. This keeps all pupils' attention focused and results in good progress. There is a good school policy for marking pupils' written work that encourages the frequent use of feedback to pupils, which is related to the aims for learning in the lesson. Mostly, teachers mark pupils work carefully, giving each pupil clear advice on how to improve. Homework is used appropriately and well to support pupils' progress throughout the school.

## **The curriculum**

**The school provides a good, broad curriculum with a wide range of opportunities for enrichment.**

## **Main strengths and weaknesses**

- Planning is good with year groups working in pairs.
- The school provides a very good range of extra-curricular activities that are well attended.
- The curriculum is enriched by arts weeks and curriculum days and very good use is made of the local area.

- The curriculum is well supported by visiting specialists and members of the community.
- There is good peripatetic music support.
- There are good cross-curricular links.
- There is good provision for personal, social and health education and citizenship.
- There is good provision for pupils with special educational needs although some individual education plans are insufficiently focused.
- Pupils' contact with and knowledge of other faiths and cultures is limited.
- There are some shortcomings in art.

## Commentary

19. There is a good, clear plan for the delivery of the National Curriculum with an appropriate plan for regular review and improvement. The delivery of the curriculum is well monitored by the head teacher and senior staff. All pupils have equal access and opportunity to all aspects of the curriculum.
20. The school provides a wide range of extra-curricular activities, that are well attended by pupils. Activities include sport, the arts, music and a wildlife club. School teams were the Malvern District rounders champions in 2002 and the area tag rugby champions in 2000 and District Shield winners in 2003. The help of parents, governors and sports specialists enhances extra-curricular activities. An annual residential visit provides good outdoor opportunities for older pupils.
21. Through the good, timetabled programme, the personal, social and health aspects of the curriculum are good. These are well supported by a good behaviour policy that is consistently followed and the school's 3 C's policy (caring, conscientious and courteous). A local police constable and a friend of the school provide regular support with talks to older pupils about bullying and citizenship. The school nurse has delivered a series of annual talks to the older pupils to support sex education. The school and class councils provide good opportunities for pupils' social development and citizenship. Discussions known as 'circle time' are widely used to enhance pupils' understanding of social and moral issues. There is a good policy for health education and the school has participated successfully in a healthy schools project. Although the school has improved its provision for cultural education through arts weeks and the use of some visitors from different ethnic backgrounds, the pupils' contact with and knowledge of other faiths and cultures are limited.
22. The local area is well used and enhances pupils' knowledge and skills in geography, history and science. Religious knowledge and understanding are helped by close links with the local church. The rather limited use made of educational visits to enhance the religious education curriculum has been identified as a priority for development. Other aspects of the curriculum are enhanced by curriculum days such as science, music, number and geography days when there is a whole-school focus on one aspect of the curriculum. These days have had a positive impact on developing pupils' knowledge, skills and understanding and provide many opportunities for good links to be made between different subjects.
23. There is good provision for pupils with special educational needs, but some individual education plans are insufficiently focused to give teachers and pupils clear directions for improvement. There is some inconsistency in the delivery of the art curriculum to ensure appropriate progression and continuity.

## Care, guidance and support

**Good arrangements for the pastoral care of children, their welfare, health and safety, create a secure learning environment in which children flourish.**

### Main strengths and weaknesses

- Clear procedures to ensure health and safety are carefully implemented.
- Caring staff know pupils very well, and form trusting relationships with them, so that their individual needs are met.
- There are good induction arrangements for new pupils.

### Commentary

24. All staff closely follow the principles of a comprehensive health and safety policy. Regular checks of the building and grounds are carried out and any identified defects immediately remedied. Risk assessments are properly completed, especially in connection with school trips, and pupils are well supervised at all times. Safe practices are meticulously observed during lessons, for example in physical education lessons and in the use of the Internet, and pupils are encouraged to adopt a healthy lifestyle. There are good arrangements for routine medical care and first aid and staff pay particular attention to any specific medical needs of children, for example allergies. All staff are aware of their responsibilities in relation to child protection. As a result, the school offers a secure environment where pupils are happy and can concentrate on their learning, and where parents can be confident that their children are well looked after and safe.
25. All staff know pupils well, so that they can identify any personal needs and give appropriate help to meet them. Because pupils trust their teachers and adult helpers, they know that they can broach any problem and be certain that it will be dealt with sensitively and in confidence. Teachers routinely monitor pupils' personal development, as well as their academic achievement. Rewards such as team points and recognition in assemblies are effective in spurring some pupils on to greater efforts, while older pupils find that individual advice and guidance given as work is marked and assessed, helps them understand what they need to do to improve and motivates them to try harder.
26. The school is justifiably proud of the arrangements it makes to help new children settle in. In the Foundation Stage, an extensive programme of home visits by school staff and visits to school by new children and their parents ensures that the start of school life is as smooth and happy as possible. Pupils joining the main school from other areas are similarly welcomed, with a designated 'buddy' for the early days, to make the transition easy and minimise any potential disruption to the learning process. One parent was particularly impressed with how quickly her daughter made friends and fitted into school life.



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

**The school works effectively with parents, most of whom are very happy with what it provides. Existing strong links with the church and town are being extended to enhance the school's profile in the local community. There are good links with other schools.**

### **Main strengths and weaknesses**

- The quality and range of information for parents is good
- There is regular consultation with parents, formal and informal, and their views are taken into account.
- Substantial support is given by the very active Friends' Association.
- There are strong and improving links with the local community.

### **Commentary**

27. When children start in the reception class, comprehensive induction arrangements include shared information and a period when staff and parents work productively together to help children settle quickly and easily. Children soon develop positive attitudes to learning as a result of the joint efforts of staff and parents to establish comfortable daily routines. In the main school, written information for parents is clear, concise and relevant. Regular newsletters from the head teacher and notes from class teachers keep parents well informed about day-to-day matters, while annual reports and formal consultation meetings ensure that parents are kept up to date on the progress their children are making.
28. The majority of parents find the school approachable and responsive to their needs. Daily informal contacts with school staff give parents plentiful opportunities to discuss any concerns or queries they may have. Individual concerns are taken seriously and handled effectively. Where particular issues are highlighted, for example, following a recent survey of parental views, the school takes appropriate action to deal with them. Parents are also strongly represented within the governing body and the Friends' Association, so that the school is always aware of their feelings and priorities.
29. The Friends' Association is very active and contributes substantially to pupils' progress and personal development by providing additional resources and helping to create a stimulating learning environment. Organised events, which are very successful in raising funds for the school, also draw together pupils, parents and staff in a range of activities that strengthen the school's sense of identity.
30. There are strong links with the local community through visits and visitors, the children's participation in local events and displays of their work in places such as the local library. Staff, parents and the Friends' Association are working hard to enhance the school's profile, to help raise pupils' self-esteem and underpin the positive ethos that contributes to their personal development.

## Leadership and management

The leadership and management of the school are good. The governance of the school is good.

### Main strengths and weaknesses

- The governing body fulfils its statutory and other duties well.
- The head teacher is a very effective leader and manager.
- All staff work very effectively together and share a commitment to high standards.
- The school evaluates its own performance very well and uses information very well to promote improvement.
- Key staff make a strong contribution to the effectiveness of the school. However, some subject leaders have too little opportunity to monitor standards and promote improvement.

### Commentary

31. Governors have an accurate, up-to-date grasp of what the school does well and where improvement is needed. They are well informed about the work of the school and the standards it achieves and draw on a very good range of relevant expertise. There are good arrangements linking governors with specific improvement targets. This increases the effectiveness of planning. Governors are involved fully and effectively in shaping the vision and direction of the school and setting targets for improvement. They are fully involved in all financial planning and challenge and support school staff constructively, promoting improvement. Although the carry-forward figure looks large it is very carefully planned for and represents the final payments on school improvements that they have designed and monitored very effectively. These improvements, such as the library, ICT suite, offices and staff room, have made a significant impact on the life of the school, the opportunities for pupils and, therefore, the progress they make.

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

Income and expenditure (£)	
Total income	545320
Total expenditure	449219
Expenditure per pupil	2280

Balances (£)	
Balance from previous year	84031
Balance carried forward to the next	96100

32. The head teacher's clear vision and purposeful, good-humoured leadership have inspired significant improvement since the previous inspection. The results are seen in above average standards, the warm, positive ethos of the school, pupils' very good behaviour and attitudes to school, and the high standards of teaching and learning. Teaching and non-teaching staff provide strong positive role models and show concern for pupils' individual needs. This enables pupils to learn effectively, grow in confidence and work constructively with one another. The emphasis on inclusion is strong and effectively realised. High aspirations and a resolute emphasis on raising achievement are reflected in all areas of the school's work.
33. Senior staff monitor standards thoroughly and make very good use of performance data to analyse standards and set targets. This has been a key factor in the school's improvement. There is a strong sense of teamwork in the school. All staff work very well together, united by shared values and common purpose. Teachers' and learning assistants' personal targets are carefully aligned with school priorities. Secure planning and communication arrangements ensure that action taken

is understood by all staff and implemented consistently. The action the school takes on its priorities for development is rooted in detailed, accurate information and is rigorously reviewed.

34. Key staff make a valuable contribution to the school's effectiveness. For example, the infant and junior co-ordinators help to make all practice coherent within different age-groups and ensure continuity between them. Some subject leaders have tracked standards and monitored teaching and learning, for example in English and mathematics, feeding their findings back to teachers and sharing good practice constructively. However, some subject leaders, for example those for history, geography, physical education, art and design and design and technology, have had little to do this. As a result, their grasp of standards and the quality of teaching and learning in their subjects is insecure and they cannot plan as effectively for improvement. The school's practice of linking most of subject leaders' monitoring time to school priorities means that subjects identified as currently low priorities, for example art and design, are not monitored thoroughly enough, with the result that weaknesses that affect pupils' standards go unchecked.

## 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.

Children start school at the beginning of the year in which they have their fifth birthday. They enter the reception class on a full-time basis if their birthdays is before 1<sup>st</sup> March, or on a part-time basis if they are born later in the year. At the time of the inspection there were 21 children in the class, eight of whom were full time. Attainment on entry is very varied, with some children having poorly developed personal, social and language skills. Despite this, by the time they enter Year 1, standards are likely to be in line with expectations in communication, language and literacy, and personal and social development, because of the consistently good teaching by, and teamwork between, the teacher and teaching assistant. By the end of their reception year, most children, including those with special educational needs and English as an additional language, are also likely to meet the early learning goals in mathematics, creative development, physical development and knowledge and understanding of the world.

#### Main strengths and weaknesses

- The good quality of relationships with parents results in children settling into school well.
- All children achieve well, regardless of their standards when they entered school, in all areas of learning.
- There is a well-planned, practical curriculum and consistently good teaching that focuses on those who have most need.
- There is a very good balance between directed activities and those that children can choose.
- The classroom provides an environment where children have good opportunities to develop their speaking and written skills.
- The outdoor play area is limited.

#### Commentary

35. Provision in **personal, social and emotional development** is good. Children are quick to respond to class routines and begin to organise themselves appropriately. At this stage of the year many children have difficulty in sustaining concentration but because of good support from adults they become able to persist with activities. They progress well as there are frequent opportunities for children to work together, alone or in a variety of small groups, such as when using construction resources or role-playing. Children' confidence is developed well as all staff welcome children's contributions. The teacher and teaching assistant set a very good example for children to follow. They work together as a team and as a result the children see the value of co-operating with one another. Provision in **communication, language and literacy** is good. Lessons focus well on supporting and developing language for all children. This enables them to learn well in all areas of learning. Adults use clear speech in discussions, share books and provide writing opportunities. Children enjoy listening to stories and are beginning to understand that text has meaning. Many labels and instructions are attractively displayed around the classrooms and children are encouraged to read them. Children make good progress from an often low start because of the variety of games, methods and activities that are used to help them speak, read and write, to learn their sounds and write correctly. There is good provision for **knowledge and understanding of the world**. A wide range of practical activities helps children to achieve well. In

a good lesson, adults encouraged children to use talk when discussing parts of their body. The large-size painting and good sequencing activities were skilfully used to move the children outside to check on what they had discovered. Good opportunities are provided for children to use the computer in the classroom, where they demonstrate sound control of the mouse. Good learning opportunities are provided for children to learn about their own cultures and beliefs and those of other people. Provision in **physical development** is satisfactory. Many children manage their own clothing before and after physical education activities. The children have their own play time, which is well supervised. They use the outdoor area in which to climb, jump and play with large and small equipment. However, this area is small and does not have much scope for adventurous play. Provision in **creative development** is good. All children enjoy a good range of creative activities that develop their imagination and give them opportunities to experiment with a variety of materials. For example they paint, draw and develop cutting and sticking techniques to make their own objects. They have many opportunities to sing, and to use musical instruments. They use the classroom computer to 'paint' pictures and have good control of the mouse.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

**Provision for English is good. Standards in English are above average by the time pupils leave the school. This represents a significant improvement since the last inspection.**

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

- Pupils make good progress through the school and achieve well.
- Pupils' writing is good overall but some pupils continue to make unnecessary spelling errors.
- The teaching of English is consistently good and often very good.
- The school provides well for pupils of differing abilities.
- Pupils' attitudes to learning are very good.
- The management of English is good.
- Pupils use writing well across the curriculum.

#### **Commentary**

36. Pupils attain average standards in writing and above average standards in reading by the age of seven. For many pupils, standards in speaking and listening are below average at this stage, reflecting the lack of confidence in speaking many pupils have on entry to the school. However, pupils progress well in all aspects of English because of the consistently good teaching they receive and this is sustained through the school.
37. By the time they leave the school, most pupils are confident writers. They express themselves clearly, using apt vocabulary, and show a good grasp of grammar and punctuation. More able pupils write with energy and versatility, draw on a wide vocabulary and range of expression and make few mistakes. However, due to some imprecision in the targets in individual education plans, some less able pupils, despite the care they take with their work, continue to make limited progress, such as too many mistakes with their spelling. Pupils of all abilities produce a good amount of work. They take pride in the quality of their writing and present their work attractively in a well-formed fluent hand. Most pupils read well for their age by the time they leave the school. They read a good range of texts fluently, accurately and with good understanding. Most junior pupils speak clearly and confidently, adapting their language to the situation and the needs of the listener.

38. Teachers set high standards and are skilful in enabling pupils to progress towards them. They manage pupils positively and thoughtfully, praising and recognising their achievements. Lessons are interesting, engaging pupils well and inspiring them to do their best. Lively, flexible questioning draws well on teachers' detailed knowledge of pupils and accurately targets pupils' individual learning needs. Work is carefully planned to challenge pupils at the right level. This enables pupils of differing abilities to progress and achieve well.
39. Pupils' attitudes to learning are very good. This reflects the skill and sensitivity of teachers and teaching assistants in their management of pupils, the caring ethos, the warmth of relationships and the strong positive examples that staff present. Pupils work hard and concentrate well. They behave very well, are polite towards adults and each other, show suitable independence and, when working together, support each other thoughtfully and generously.
40. The subject leader is enthusiastic, knowledgeable and effective, and her attention has helped to raise standards in the subject. Teachers use the results of monitoring and the analyses of results very well to target areas for improvement and this has raised standards, for example in reading.

### **English across the curriculum**

41. Pupils use language, especially writing, consistently well across the curriculum. For example, they present arguments, describe investigations or narrate historical events well. In some lessons they use word-processing in relevant ways to improve the quality of their writing. This reflects the school's well-organised planning for English and the effectiveness of subject leadership in co-ordinating teachers' pursuit of high standards.

## **MATHEMATICS**

**Provision for mathematics is good throughout the school. Standards are above average in Years 2 and 6. Pupils in Years 3 to 6 achieve well and make good progress against their prior attainment.**

### **Main strengths and weaknesses**

- There is good planning and high expectations from all teachers.
- Homework throughout the school is regularly set and marked.
- Lessons have good pace and appropriate challenges for different attainment levels.
- Pupils are well supported, work well together and respond well to teaching.
- Teachers use good challenging questioning and involve all pupils.
- Work is well presented and reflects clear expectations by teachers.
- Teachers have good subject knowledge.
- The subject is well managed with good monitoring and support.
- There are good systems for tracking pupils' progress and identifying strengths and weaknesses. All pupils have challenging end of year National Curriculum level targets.
- Although work through the school shows good progression, some tasks in Years 1 and 2, through lack of precision in individual education plans, are not well matched to pupils' ability.

## Commentary

42. There has been a significant improvement since the last inspection when standards were below average in Year 6 and well below average in Year 2. Pupils in Year 6 make good progress throughout the school and achieve good standards by the time they leave.
43. Teachers plan their lessons well and use appropriate and challenging questioning, especially in the early parts of lessons. Teachers have good subject knowledge and high expectations of pupils' understanding, behaviour and the presentation of work. In most lessons there are suitably challenging and different activities for pupils of different levels of attainment.
44. Homework is regularly set and shows an increasing range of activities for older pupils. Homework is well used throughout the school, particularly for problem-solving activities. Work at home is well supported by parents who occasionally make constructive and informative written comments for teachers. Pupils are also encouraged to respond to teachers' queries and do so effectively.
45. Pupils are encouraged to estimate from an early age and develop good understanding through an increasing range of mathematical activities as they progress through the school. However, at the time of the inspection there was very limited evidence of data handling, practical work and work on shape, space and measures in Years 1 and 2.
46. Pupils are well supported in lessons with teaching assistants appropriately deployed and teachers circulating or focusing on particular groups where support is required. This enables pupils with special educational needs to make good progress.
47. In almost all lessons seen the pupils displayed good and often very good behaviour. They form very good relationships and work well together. They respond well to teachers and support staff.
48. The subject leader is non-class based and provides good leadership. She monitors planning well and gives good support to staff and groups of pupils. There are good systems in place for the assessment and tracking of pupils' progress. A system of analysis gives clear and detailed information about strengths and weaknesses for groups and individuals. These are appropriately addressed. The school has identified the provision of better specific short-term targets for individual pupils as an area for development. For instance, in some lessons in Years 1 and 2 lower attaining pupils showed limited understanding and produced a limited amount of work. School-based targets are realistic and based on secure information.

## Mathematics across the curriculum

49. Cross-curricular development is a school priority in the current school improvement plan. The way ICT is being used to extend pupils' mathematical knowledge, skills, and understanding is a good example of this development. Pupils use mathematics in other subjects well. For example, pupils are involved in drawing graphs and taking accurate readings in science.

## **SCIENCE**

**Provision in science is good. Pupils achieve well throughout the school, and attain standards well above those expected for their age by the time they leave school.**

### **Main strengths and weaknesses**

- Pupils attain above average standards by the time they leave school.
- There is very good focus on investigations that builds well as pupils progress through the school.
- Lessons are well planned and well resourced.
- The subject is well managed with good monitoring and support.
- There are good systems for tracking pupils' progress and identifying strengths and weaknesses. All pupils have challenging end of year targets.
- The subject is now well resourced.

### **Commentary**

50. Infant pupils attain average standards by the age of seven. This reflects good progress as many pupils come into school with below average knowledge and understanding of the world. Also the lack of confidence in speaking that many pupils have on entry to the school restricts their progress when undertaking the well-planned investigations at this stage. However, pupils progress well in all aspects because of the consistently good teaching they receive and this is sustained through the school.
51. By the time they leave the school, most pupils are confident in their investigative skills and achieve above average standards in all aspects of science. They conduct themselves well, know how to make a test fair and have learnt to be neat in all their presentations. More able pupils draw on a wide scientific vocabulary and range of expression and make few mistakes. They take pride in the quality of their writing and present their work attractively in a well-formed fluent hand.
52. Teachers manage pupils well by good use of praise and recognising their achievements. This enables all pupils to meet the high expectations teachers have at all times. Good questioning makes lessons interesting, keeps pupils interested and inspires them to do their best. Teachers know pupils well and work is carefully planned so that pupils of all abilities progress and achieve well.
53. The subject leader provides good leadership. He monitors planning well and gives good support to staff and groups of pupils. There are good systems in place for the assessment and tracking of pupils' progress and this has enabled the significant improvement since the last inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

**Provision in ICT is good.**

### **Main strengths and weaknesses**

- There is a very good ICT suite that is well used.
- Pupils make good progress through the school and achieve well.
- Teaching is consistently good.
- The school provides well for pupils of differing abilities.



- Pupils' attitudes to learning are very good.
- The management of the subject is good, although the co-ordinator has little time to monitor the effectiveness of her planning and pupils' achievements.

## Commentary

54. Pupils achieve standards that are in line with expectations for their age by the end of Year 2. They are now making good progress in Years 3 to 6, and achieve above expectations in some aspects of the ICT curriculum. Teachers are now taking the opportunity to plan activities that will use skills acquired in ICT lessons in other subjects of the curriculum.
55. By the end of year 2, pupils are able to program a moveable toy, record their writing and amend it in a word-processing program and put data into the computer to produce a graph. They are able to search on a CD-ROM for information useful to them in a class topic. By the time they leave the school pupils are able to put together a multi-media presentation that uses all the skills they have learnt in previous years. Work on data handling is also a level above that expected for their age. Pupils are able to use the Internet well and safely due to the care taken by the school.
56. Teaching throughout the school is good. Teachers have good subject knowledge due to the training organised by the good subject co-ordinator. Teachers now have appropriate expectations of what they want pupils to achieve and, therefore, plan for pupils to meet the full range of activities outlined in the school's good scheme of work. Although the subject is very well managed by the co-ordinator it is clear that there is little time for her to monitor standards and the use of the very good resources to ensure maximum progress for all pupils.

## ICT across the curriculum

57. There were several examples of pupils using ICT effectively in other subjects during the inspection. For instance, the use of the Internet in history and geography is one of many examples where pupils are now using ICT skills in other subjects.

## HUMANITIES

### Geography and History

**Provision for these subjects is satisfactory. Pupils' achievement is satisfactory in Years 1 and 2 and good in Years 3 to 6 in geography and history.**

### Main strengths and weaknesses

- Most lessons are well managed with clear instruction and good cross-curricular links, because teachers work well in pairs to plan units of work. Pupils experience a good range of topics and develop a good range of skills.
- There are good assessment practices.
- Pupils behave well in lessons and respond very well to tasks set.
- Teachers provide a good balance of written work, supportive photocopied material and pupils' own illustrations.
- Pupils show good understanding of maps, directions and changes over time.
- Key words not always corrected, especially for younger pupils.
- Youngest pupils have not yet established good work habits.
- There is no co-ordinator release for systematic and regular monitoring of work.

## Commentary

58. Teachers generally plan their lessons well. Particularly good practice was seen in the organisation of geography field trips where worksheets had been prepared, groups organised and maps, clipboards and colouring implements were ready for the pupils. The lessons were enhanced by clear instructions, good probing questioning and high expectations by teachers of the pupils' capacity to learn new facts and to behave well. In one history lesson seen there were good cross-curricular links with art, ICT and English. The teacher and the support teacher joined in the lesson with enthusiasm and provided good examples. As a result good learning took place and some high standards were achieved.
59. In most lessons the pupils behave well and sometimes very well, but some of the youngest pupils are still establishing good work habits. As a result achievement is higher in Years 3 to 6 than it is in Years 1 and 2.
60. The presentation of pupils' work is satisfactory and teachers make some constructive comments. There are some examples of good practice such as in a geography book when a teacher writes "In which season....why?" and the child responds, "Summer, because it's warmer." However, marking is often limited and key words are not always corrected.
61. There are good assessment processes by which pupils' progress is checked against suitably graded objectives. However, a lack of release time for co-ordinators and a lack of systematic regular monitoring of pupils' and teachers' work are areas for concern.
62. Very good use is made of the local area, particularly for field trips that link geography and history. These provide a good range of learning opportunities and the pupils know their local area well. By Year 4 pupils have a good understanding of man-made and natural features and mapping skills are developing well.
63. No specific reference was made to the non-core subjects in the last inspection. However, there is evidence that good progress has been made in reviewing resources and schemes of work and in improving curriculum provision. In most lessons the pupils work well and make good progress.

## Religious education

**Provision for religious education is satisfactory. The standards attained by pupils in Years 2 and 6 are in line with those normally expected of pupils at this age.**

### Main strengths and weaknesses

- Most lessons are well managed with clear instructions, because teachers work well in pairs to plan units of work.
- Pupils experience a good range of topics and develop a good range of skills.
- Some lack of confidence is shown by teachers with religious education and their lessons lack religious content.
- Opportunities for contact with other faiths and cultures are limited.

## Commentary

64. Pupils' work shows good progress on a good variety of themes. The Year 2 work in particular, on 'belonging', baptism, presents and the Christmas Story, shows a good standard of written work

that also reinforces literacy aims well. In Year 6 the work on Sikhism shows the quality of planning and high expectations of the teacher.

65. The visits that pupils make to the parish church for harvest, Easter and other festivals make an important contribution to pupils' knowledge. Pupils write well on these topics and in discussion show that they understand the reason for these festivals and their significance. There are few opportunities at the moment for pupils to visit other places of worship. This has been highlighted as a priority in the school improvement plan. Teachers plan opportunities for drama work and art and design that are linked to religious education, and carry these out well. Pupils are justifiably proud of their Diya lamps and palm crosses.
66. Some teachers display less confidence in their knowledge and understanding of religious education than in geography and history. Although there is a clear scheme of work appropriately linked to the Worcestershire Syllabus that provides a secure base for planning, the content of some lessons bears little relationship to religious education. This is sometimes due to a lack of clarity in establishing specific learning aims for the individual lessons.
67. The subject leader provides good leadership. She monitors planning well and gives good support to staff and groups of pupils. There are systems in place for the assessment and tracking of pupils' progress and this has enabled improvement since the last inspection.

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

### **Art and design**

**Provision for art and design is unsatisfactory.**

### **Main strengths and weaknesses**

- Standards in art and design are below the expected levels by the time pupils leave the school.
- The subject leader has had too little opportunity to make any impact.
- Too little emphasis is given in planning to covering a suitable range of work and building progress.

### **Commentary**

68. By the time they leave the school, pupils have not learned enough about the work of different artists and have not gained experience of a wide enough range of skills, such as sketching. With support, average and brighter pupils begin to reveal insight into a very few art works they have encountered, but their recall is tentative and insecure. Most pupils recall using only a narrow range of simple techniques and the work in their books is underdeveloped in quality and range.
69. The subject leader is enthusiastic and strongly committed to improvement. However, until recently, she has had too little time to monitor standards and the quality of teaching and learning or to enable good practice to be shared and encouraged. She has informally gained a sound grasp of the weaknesses in the subject but, so far, has had no opportunity to raise standards.
70. The school's overall planning arrangements for art and design do not ensure that pupils build the necessary skills securely and improve steadily from year to year. This is because they allow unduly long gaps in learning and do not give enough emphasis to the required range of knowledge and skills.

## **Design and technology**

**The provision for design and technology is satisfactory**

### **Main strengths and weaknesses**

- Pupils' attitudes to learning in design and technology are excellent.
- Planning arrangements allow the time between opportunities for pupils to experience the subject to be too long.

### **Commentary**

71. Standards in design and technology are in line with expectations by the time pupils leave the school. Pupils plan projects carefully, considering the tools, materials and fixing procedures they will use. They describe how they modify their projects as they progress and evaluate their finished product against original design criteria. When explaining products they have completed, such as musical instruments and models using cams, pupils show great pride in their work. They generously appreciate each other's work and support each other very well.
72. With the current group of pupils, learning in design and technology appears more effective than learning in art. This reflects more effective use of planning to guide teachers' expectations and differences in the frequency of the pupils' learning. The subject is well monitored by the co-ordinator despite the lack of time being afforded for this in a very crowded improvement plan.

## **Music**

**The provision for music is good.**

### **Main strengths and weaknesses**

- Standards in music are above the expected levels, especially by the time pupils leave the school.
- The opportunities for performance by pupils are good.
- The quality of extra-curricular activities, including peripatetic instrumental tuition, is very good.

### **Commentary**

73. Pupils achieve well and attain above the standards expected for their age and enjoy the many music-making activities provided for them. This reflects the many changes and improvement since the last inspection. The tuition provided by the visiting instrumental teachers, in violin, flute, saxophone, clarinet and keyboards, adds a great deal to the good provision throughout the school. The school orchestra and choir further enhance the provision for older pupils. This enables the more able pupils to achieve well. The many pupils who play musical instruments attain particularly good standards in their ability to read and play music.
74. Pupils in Years 1 and 2 sing well and show good control of pitch, rhythm and dynamics. They compose and perform simple songs well. They are introduced to a good range of different musical experiences.
75. In Years 3 to 6 pupils have many, good, musical opportunities and they achieve well. Their performances, both as a choir and in musical plays such as *Willy Wonka and the Chocolate*

*Factory*, are very good. The way Year 3 pupils responded to the effective teaching to build up a song based on playground games was good. They showed a good understanding of rhythm and were able to maintain the shape of the melody very well. Pupils in Year 6 were deeply absorbed in an excellent lesson where they were composing lyrics to songs to reflect a belief or attitude. They showed a very good understanding of music in its many forms and how it can be used. These two lessons clearly demonstrate the overall good quality of the teaching of music.

76. The subject is very well managed and monitored by the co-ordinator who gives unstintingly of her time to run the choir and orchestra. This enables her to monitor the progress and achievement of many pupils.

## **Physical education**

**Planning shows that the provision for physical education is satisfactory.**

### **Main strengths and weaknesses**

- A good range of activities – including competitions against other schools.
- A good emphasis on acquisition of skills through teachers' careful planning.
- Good use of outside expert help for games in extra-curricular activities.

## **Commentary**

77. Standards in physical education are in line with expectations by the time pupils leave the school. There is no difference in standards between boys and girls. The school, and especially the co-ordinator, has done all they can to improve the range of outdoor work since the time of the last inspection. The effect has been an improvement in the pupils' knowledge, skills and understanding in games activities in Years 3 to 6. Pupils are now achieving to the limit of their ability.
78. The teaching observed on the inspection, all in the junior years, was good. Teachers' expectations are high. In gymnastics pupils were well encouraged to perform a range of jumps with good precision. They showed good control and considerable poise, and tried hard to improve. All the pupils, in both lessons, concentrated very well and used the lesson time to the full. By skilfully using demonstration, and structuring the lessons so that pupils faced increasing challenges, the teaching ensured that pupils were taken to the limit of their capabilities and, therefore, made good progress.
79. The range of additional activities, mainly after school, is making a very effective difference to the pupils' levels of achievement. Those completed during the inspection were very well, and enthusiastically, attended.
80. The co-ordinator organises the subject well but as she is in the Foundation Stage has little actual contact with the innovations she has introduced. Her support of her colleagues is good, and she relies heavily on their reports to monitor the progress pupils are making.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

*Inspection judgement*

**Grade**

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

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

*poor (6); very poor (7).*