

INSPECTION REPORT

BADSEY FIRST SCHOOL

Evesham

LEA area: Worcestershire

Unique reference number: 116651

Headteacher: Mrs E M Spencer

Lead inspector: Julian Sorsby

Dates of inspection: 13th – 15th September 2004

Inspection number: 266350

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Community
Age range of pupils:	5 to 10 years
Gender of pupils:	Mixed
Number on roll:	254
School address:	School Lane Badsey Evesham Worcestershire
Postcode:	WR11 7ES
Telephone number:	01386 830325
Fax number:	01386 830325
Appropriate authority:	The Governing Body
Name of chair of governors:	Dr Peter Phillips
Date of previous inspection:	26 th April 1999

CHARACTERISTICS OF THE SCHOOL

Badsey First School is an average size primary school with 254 pupils who are taught in a mixture of single and mixed age classes from reception to Year 5. Approximately 28 per cent of pupils have special educational needs. This is above average, and in some year groups the proportion is well above average. Three pupils have a statement of special educational needs, this being average for a school of this size.

Only one pupil is of a background other than white British and all pupils speak English as their first language. Pupils are drawn from a range of socio-economic backgrounds which are average overall. Pupil mobility and the proportion of pupils eligible for free school meals are low.

Children's attainment on joining the school varies widely within each year's intake and from year to year. It is presently as expected for their age. The average standards reached by pupils each year are affected by the differing proportion of pupils with special educational needs in each year group.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
14042	J Sorsby	Lead inspector	
9736	J Brasier	Lay inspector	
24805	A Cogher	Team inspector	Areas of learning for children in the foundation stage English Art and design
25778	A Hicks	Team inspector	Mathematics Science Design and technology Geography Music
23010	L Watson	Team inspector	Information and communication technology History Physical education Religious education French Provision for pupils with special educational needs

The inspection contractor was:

Penta International
Upperton House
The Avenue
Eastbourne
East Sussex BN21 3YB

Any concerns or complaints about the inspection or the report should be made initially to the contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

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	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	16
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGE 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	29

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school, with many very good features, that enables all pupils to achieve well and to develop positive attitudes to school and to learning. The needs of all pupils, including those who have special educational needs, higher attaining and gifted and talented pupils are met, and the school is providing a good quality of education. The school's pastoral work is of a high calibre. Pupils and parents are very happy with the school, which is providing good value for money.

The school's main strengths and weaknesses are:

- Standards in all subjects inspected, that is English, mathematics, science, information and communications technology (ICT), religious education, art and design, music, history and personal, social and health education are above average and pupils achieve well throughout the school.
- The quality of teaching, learning, the curriculum, planning and provision overall is good.
- The enrichment of the curriculum, particularly in art and music and the celebration of pupils' achievements is very good.
- The quality of leadership by the headteacher and all her management colleagues, and by the governing body is very good.
- Pupils' attitudes, relationships and behaviour and provision to promote the school's warm and caring ethos and learning ethic are all significant strengths of the school.
- Parents contribute significantly to the life of the school and to their children's education.
- In a small minority of lessons the quality of teaching is not as good as the school's norm.
- It is not always made clear to pupils what they have to do to improve.

The school was last inspected in April 1999. It received a positive report then and has improved well subsequently. Standards have risen in mathematics as has children's achievement in reception. Pupils' attitudes and behaviour are better and provision for pupils with special educational needs has improved. The care, support and guidance of pupils has further improved and the curriculum has been well enriched. Difficulties with assessment of pupils and the use of assessment data to help plan lessons that accurately meet individual pupils' needs have been overcome and assessment is now a strength of the school. The school's relationship with parents is now a significant strength.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	C	A	B	C
writing	B	A	B	C
mathematics	B	B	B	C

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

Pupils achieve well. In the national tests for pupils in Year 2 in 2003, standards were above average in reading writing and mathematics, demonstrating good achievement. They were average compared to similar schools. While 2004 comparisons are not yet available, it is known that standards fell. This was anticipated and reflected a much higher than usual number of complex special educational needs among the pupils concerned. Nevertheless, they still achieved well and standards were higher than expected. Pupils now in Year 2 and those in Year 5 have above average

standards in all subjects inspected except science in Year 2 in which standards are average. Pupils are achieving well throughout the school, including children in reception. Those with special educational needs, gifted and talented pupils and higher attaining pupils achieve as well as all other pupils. Having been addressed by the school, there are no differences between the achievement of boys or girls. **Pupils' personal qualities, including their spiritual, moral and social development, are good.** Pupils have very good attitudes to learning and they behave very well. Attendance rates are above average and punctuality is very good.

QUALITY OF EDUCATION

The school provides a good quality of education; the quality of teaching is good overall as is pupils' learning. Teaching in all year groups and all subjects inspected is good. Good procedures are in use for assessment in reception and in English, mathematics and science throughout the school. The information collected is used well to plan lessons that meet individual pupils' needs and to set individual targets for pupils. These feature helpfully in teachers' lesson planning. Marking does not consistently tell pupils how to improve their work. Analysis of data is also used well to identify areas for development and the school's strengths and weaknesses. Teachers plan well in teams and use team teaching well in some subjects such as science. Good use is made of teaching assistants to support pupils, especially those with special educational needs. Lessons are characterised by teachers making learning fun for pupils, using their subject knowledge well and by the very high expectations they have of pupils' behaviour. Pupils rise well to the challenge and throughout the school they learn well. Very good provision is made for pupils who have special educational needs. Parents are very supportive of their children's education and make a significant contribution to its quality. Learning is further enhanced by very good links with the community and other schools. The school is very well staffed with qualified and experienced teachers and support staff. Resources and accommodation are very good. The school provides a good curriculum which is well enriched through extra-curricular activities and provides a particularly good range of experiences in the arts.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school is very good overall. Governors use their very good knowledge of the school in providing very good leadership, participating fully in setting the school's direction and in carrying out their statutory responsibilities very well. The highly respected headteacher similarly provides very good leadership. She seeks the best from all her staff and supports and develops them so that they meet her expectations. She is very well supported by the hard working and dedicated deputy headteacher and the assessment and special needs coordinator. Good management of the school by senior managers and subject leaders has been the catalyst for pupils' good achievement.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with the school. They value the quality of the education received by their children, and the closeness with which the school works with them. Pupils enjoy the school very much and feel valued and respected.

IMPROVEMENTS NEEDED

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

- Improve the quality of the minority of teaching and learning, which is satisfactory, to the usual good quality present.
- Ensure that all marking informs pupils how to improve their work.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

STANDARDS ACHIEVED IN AREAS OF LEARNING, SUBJECTS AND COURSES

Almost all pupils, including those with special educational needs, higher attaining pupils and gifted and talented pupils achieve well. Standards in all subjects inspected are above average in Years 2 and 5, except for science in Year 2 in which standards are average.

Main strengths and weaknesses

- Most children in reception achieve well.
- The school makes good provision for gifted and talented pupils and consequently they achieve well.
- Pupils with special educational needs achieve well because they receive good support.
- In science, some higher attaining pupils do not always achieve to their full potential because of insufficient opportunities for them to write extensively and investigate independently.

Commentary

1. Although most children join reception with average standards in their areas of learning, there is a range of standards present, from below expectations to above expectations. As a consequence of good teaching and very good support for children with special educational needs, they achieve well overall. In their personal, social and emotional development, many exceed the expected standards by the end of reception, as do some children in their communications, language and literacy skills and their mathematical development. Most children achieve the expected standards in their knowledge and understanding of the world and in their creative and physical development. Some children do not achieve as well as they might in some areas of learning because they are given insufficient help and guidance in choosing and persevering in appropriate play during child led activities. The overall improvement in children's achievement is the result of the hard work and good management by the new team of staff in the two reception classes.

2. The following table demonstrates that in 2003, pupils in Year 2 achieved scores that were above the national average in reading, writing and mathematics. Compared to similar schools, standards were average.

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

Standards in:	School results	National results
reading	16.9 (17.2)	15.7 (15.8)
writing	15.8 (15.8)	14.6 (14.4)
mathematics	17.3 (17.1)	16.3 (16.5)

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

3. As anticipated by the school, standards were lower in the 2004 tests as a consequence of a much larger than usual number of pupils with special educational needs. Nevertheless, the test results were better than anticipated and pupils achieved well given their standards on entry to reception.

4. In voluntary tests sat by pupils in Year 5 in 2004, scores were also lower than those achieved in 2003. This year group also had a larger than normal number of pupils with special educational needs that affected overall standards. However, these pupils also achieved well.

5. The standard of work of pupils now in Years 2 and 5 is above that expected for this stage of the academic year. Standards are above average in English (reading and writing in Year 2), mathematics, ICT, religious education, art and design, music, history and personal, social and health education. Standards in science are average in Year 2 and above average in Year 5. In science higher attaining pupils do not always achieve to their full potential because of insufficient opportunities to write extensively and investigate independently. Pupils are achieving well throughout the school as a consequence of good teaching.

6. Pupils with special educational needs achieve well in relation to their capabilities and learning targets. Analysis of assessment data shows that some of these pupils reach comparable standards with those of their classmates. Since the last inspection, standards in mathematics have improved, as has children's achievement in reception.

PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES

Attitudes and behaviour have improved since the last inspection, are now very good and a major strength contributing to pupils' achievement. Pupils' personal development and rate of attendance are good.

Main strengths and weaknesses

- Pupils' interest in lessons provides a very good foundation for learning.
- The school has very high expectations of conduct and pupils rise well to the challenge.
- Assemblies and personal, social and health education lessons are effective in promoting moral and social development.
- Relationships are very good.
- Cultural development is strong in the arts but weak in relation to Britain's multicultural society.
- Good attendance reflects pupils' high level of enthusiasm for the school.

Commentary

7. Pupils are very keen to answer questions and contribute their own ideas to lessons. They listen with respect to others' viewpoints and show pleasure in the achievements of others. Pupils say that nearly everyone works hard. They work well together, for example, in a religious education lesson in which they helped each other making a diva (a lamp with religious significance to Hindus). Relationships throughout the school are very good and reflect the school's caring and inclusive ethos in which every individual is valued and respected.

8. In response to the school's very high expectations, pupils exhibit mature behaviour. They and their parents say that there is no bullying and that behaviour is good. Pupils relish opportunities to do jobs independently and to accept responsibility for aspects of school life. In the last reporting year, one pupil caused considerable concern and was excluded several times before being permanently excluded. These processes were carried out with due attention to the rights and needs of the individual concerned.

9. Most pupils with special educational needs have positive attitudes towards learning. They understand their targets and work hard to achieve them. As they get older, pupils become more involved in the assessment of their own progress and the development of new targets.

10. Pupils are very conscious of what is right and what is wrong and have a strong sense of fair play. Their spiritual, moral and social development is good and is well supported by the themes of assemblies, by the school's curriculum for personal, social and health education and by the well

known and understood *Golden Rules* that enumerate the basis of good behaviour and relationships in school. Consequently the school operates as a harmonious community in which upsets or disagreements are rare. Pupils are encouraged to think deeply about such issues.

11. Because of the emphasis the school has placed on developing the curriculum beyond the core subjects of English, mathematics and science, pupils have a good knowledge and enjoy many experiences of indigenous British culture, particularly art and design and music. Through subjects such as history and geography they have developed a broader knowledge of some cultures from around the world. However, their knowledge and understanding of multi-cultural Britain is limited.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	4.7
National data:	5.4

Unauthorised absence	
School data :	0.2
National data:	0.4

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

12. The attendance rate is good and is above the national average. This reflects pupils' enjoyment of school.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
220	3	1
1	0	0
1	0	0
31	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

As at the time of the last inspection, the school is providing a good education. Teaching is good and pupils learn well. The curriculum meets statutory requirements, motivates pupils well and is very well enriched by a very good range of extra-curricular activities. The school has worked hard to give a good, broad education in the arts and, in addition, is now focusing on sport.

TEACHING AND LEARNING

The quality of teaching is unchanged since the last inspection and is good. Much improved since the last inspection, a good range of assessment data is collected and put to good use in lesson planning and in setting individual pupils' targets.

Main strengths and weaknesses

- There are good procedures for assessment in English, mathematics, science and in the reception classes and good use is made of assessment data in setting individual targets and planning lessons.
- The overall quality of teaching and learning are good.
- Assessment data is used well to identify areas for development and the school's strengths and weaknesses.
- Teachers plan well and use teaching assistants well to support pupils, especially those with special educational needs.
- A minority of lessons are less effective than others.
- In some areas of learning in reception, children are given insufficient help and guidance in choosing and persevering in appropriate play during child led activities.
- Marking does not adequately inform pupils how to improve their work.

Commentary

Summary of teaching observed during the inspection in 31 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0(0%)	4(13%)	20(64%)	7(23%)	0(0%)	0(0%)	0(0%)

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

13. The quality of teaching is predominantly good, with some very good teaching taking place. Almost one in every four lessons observed was satisfactory, and none was unsatisfactory. Overall, the quality of teaching is similar to that reported at the time of the last inspection. Few staff then present now remain and, at this early stage of the school year, as well as all teachers getting to know their pupils, almost half the teachers, having changed classes, were teaching particular age pupils for the first time.

14. Most teaching is characterised by high expectations, particularly of behaviour, with teachers motivating their pupils well and pupils enjoying learning and doing so well. Teachers have good subject knowledge, the pace of lessons is usually brisk and the very good range of resources is well used, including the very recently installed interactive white boards. Assessment, which was a weakness at the time of the last inspection is now good and data collected is used well to set individual pupils' targets and in teachers' lessons planning. Particularly effective is team planning by groups of teachers, and on occasion, team teaching.

15. Teachers have detailed notes on every pupil's targets in English and mathematics and use these well in their planning. However, marking of pupils work does not consistently inform them how to improve their work, and this misses an opportunity for learning.

16. Teaching for pupils with special educational needs is good and consequently they learn well. Teachers know their pupils' learning and personal needs well and they brief support staff effectively so they can provide very effective support. In most lessons, teachers take care to involve pupils in class discussions and ensure they participate fully in all activities.

17. In some areas of learning in reception, children are given insufficient help and guidance in choosing and persevering in appropriate play during child led activities. Consequently, some spend little time on individual activities, moving from one to another far too rapidly and hence gaining little from the experience.

18. Although no teaching was seen that was less than satisfactory, the least successful lessons were characterised by:

- The pace of the lesson was too slow, limiting learning

- Teachers' questioning was not sufficiently probing to challenge pupils' understanding
- Expectations could have been higher given pupils' ability
- Pupils were not given sufficient opportunity to take responsibility for their own learning, for example in science lessons where some higher attaining pupils did not have sufficient opportunity to write extensively or research independently

19. However, in each such lesson, pupils' learning was satisfactory and progress was made.

THE CURRICULUM

The curriculum provision is good overall with very good enrichment through a broad range of extra-curricular activities. The accommodation and resources are very good.

Main strengths and weaknesses

- There is a good curriculum very well enhanced through extra-curricular activities.
- Provision for pupils with special educational needs and for gifted and talented pupils is very good.
- Provision for personal, social and health education and in art is very good.
- The accommodation and learning environment are of a high standard and the school is very well resourced.
- Provision for pupils' moral, social and spiritual development is good but provision for pupils' awareness of Britain's multi-cultural society is inadequate.
- The school has made good provision in the arts and is developing its sports curriculum well.

Commentary

20. The curriculum in reception and Years 1 to 5 meets statutory requirements well, including provision for religious education and collective worship and has improved since the last inspection. The school has schemes of work in place which they adapt to make cross curricular links, most effectively in ICT. French is taught for 20 minutes per week to Years 3, 4 and 5, by a native French speaking parent volunteer. A lunchtime club is also being planned. Planning and teaching of art and music has been much enhanced and the school is now successfully turning its attention to sport, in cooperation with a local secondary It is a success of the school that its work to broaden pupils' experiences in the full range of subjects taught has resulted in standards in all inspected subjects being above average.

21. A broad range of extra-curricular activities is provided both at lunch time and at the end of the day and almost all pupils participate in one or more such activities. It is a notable strength of the school that almost every member of staff actively supports one or more clubs. Provision for personal, social and health education is good. This is taught as a separate subject, through cross curricular links and through special events. Sex education is dealt with well in this context as is raising pupils awareness of the dangers associated with drugs. The curriculum includes visits from theatre companies and outside speakers, visits to places of historical interest and provides residential visits for older pupils. Most notably, regular visits by artists give every pupil a most enjoyable annual opportunity to work alongside an artist and to improve his or her skills. One such visit was observed during the inspection, and pupils produced excellent Tudor banners, linking their art and history work very effectively.

22. Pupils with special educational needs are well supported in the classroom with effective support from teaching assistants. Teachers plan the use of this support well so that pupils with special educational needs are included in the lessons. The school fully meets statutory requirements and the pupils' individual education plans are effective in raising rates of progress.

23. The school has identified a number of gifted pupils whose needs are being met through cooperation with a group of local schools. For example, those pupils who excel in mathematics or in

sport are given opportunities to extend their studies through liaison with local secondary schools. The school has a full complement of well qualified and experienced staff including a generous provision of highly skilled teaching assistants. This is more than sufficient to meet the needs of all pupils.

24. The school provides well for pupils' spiritual, moral and social development through careful lesson planning and through assemblies which are of a religious and spiritual nature. Pupils develop well in this area. For example, when a teacher asked her young class what are the ways in which a person can feel, one young girl responded "I feel with my heart".

25. The school's accommodation is very good. Maintained at a high standard, classrooms are large, light and well ventilated and provide a very comfortable learning environment which itself is enhanced by very good displays of pupils work. The school has a range of specialist facilities, such as an adventure playground and very extensive and well utilised grounds. Resources for learning are very good and have recently been added to with the installation of an interactive white board in every classroom as well as the school hall.

CARE, GUIDANCE AND SUPPORT

Pastoral care and welfare provision have improved since the last inspection and are very good. Pupils are well involved in the day to day life of the school. The support, advice and guidance given to pupils are also good.

Main strengths and weaknesses

- This is a very caring school. Teachers and teaching assistants have a strong concern for their pupils' well-being and progress.
- Academic support and guidance, although good, is restricted by marking not consistently informing pupils how to improve their work.
- There are very good arrangements for the induction of pupils, including those arriving during the school year.
- In partnership with a commercial organisation, the school provides a very supportive breakfast, after-school and holiday club for pupils.

Commentary

26. Teachers and teaching assistants know their pupils very well and those who experience problems receive much support and encouragement.

27. Assessment has improved significantly since the last inspection and each pupil has well considered targets in English and mathematics. Marking, while evaluative, does not consistently inform pupils how to improve their work, thus missing an opportunity for learning to take place.

28. Pupils with special educational needs are very well supported. Their progress is carefully monitored. They are encouraged to discuss their needs and ways in which they can make progress towards their targets, contributing well to their achievement.

29. Welfare is well provided for, with several staff trained in handling some pupils' ongoing medical conditions. First aid arrangements in the school are particularly good. The health and safety of pupils is a matter that receives ongoing attention and the school's procedures are very well carried out, with appropriate support from governors. All pupils have strong and trusting relationships with adults and each has at least one adult to whom they feel confident to turn with problems. The school complies with the local arrangements for child protection.

30. The school's involvement with independent breakfast, after school and holiday clubs provide very good support, in particular for the children of working parents. All pupils are welcome and the school has made very effective arrangements to include those of limited means.

31. Pupils told inspectors how pleased they are with the way they had been introduced into the school, both in reception and at later stages. This is made possible by the very good links the school has with other schools in the area and with the onsite independent nursery.

PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY

There are very good links with parents, other educational institutions and the community representing a further strengthening since the last inspection.

Main strengths and weaknesses

- The information provided for parents is good.
- Parents think very highly of the school and provide very good practical support.
- Local schools work well together with particular benefit to the curriculum and teaching.
- The school is the hub of the village community, with consequent pastoral and curriculum benefits.

Commentary

32. Parents are overwhelmingly supportive of the school, praising its headteacher and staff. In their responses to the pre-inspection questionnaire and at the parents meeting, parents commented very favourably about the manner in which the school communicates with them. There are informative newsletters, a brief but clear annual report by governors and an attractive prospectus. Comprehensive annual academic reports and regular consultation evenings keep parents well informed about their children's progress and targets. Parents appreciate the opportunity to attend class assemblies and the approachability of all teachers. Highlights of parental support are the playground equipment bought by the Parent Teacher Association, sports coaching and French lessons provided by a native French speaking parent volunteer.

33. The school involves and consults parents of pupils with special educational needs from the earliest stages of identification and in subsequent reviews of their children's progress. Parents are kept well informed of developments arising from meetings with support agencies. Parent's knowledge and experience of their children's progress is highly valued and contributes well to pupils' achievements.

34. Links with local primary schools and the high school result, for example, in joint musical events for both choirs and orchestra, sporting events and country dancing. Another high school provides support for the sports day and is launching a number of opportunities for pupils to participate in a variety of sporting pursuits.

35. People who live in the village are often in school to help or share their experiences, such as the local historian. Villagers participate in open days, bazaars and Harvest Festival. Several churches are involved with the school and the school values the support it receives from local business partners.

LEADERSHIP AND MANAGEMENT

This school is very well led and well managed. Governors fulfil all their statutory duties very well.

Main strengths and weaknesses

- The quality of leadership of the school by the headteacher, the deputy headteacher, assessment and special needs coordinator and governors is very good. The management of the school is good.
- The quality of leadership and management of individual subjects is good.
- Staff work hard as a unified team to raise standards.
- The school makes good use of all available data to monitor its performance and set its priorities.
- The principles of best value are applied well.
- The headteacher is deeply committed to the development of pupils and staff in a caring environment.
- Some inconsistencies in the quality of teaching require more rigorous monitoring.

Commentary

36. This is a very well run school. The headteacher together with the deputy headteacher and the assessment and special needs coordinator provide very good leadership that focuses on raising pupils' standards, improving their achievements, ensuring that each is fully benefiting from their experiences and that all are happy. Planning is very firmly based on a detailed understanding of the school's and individual pupil's strengths and weaknesses and on governors' decisions about the development of the school. For example, the school has focused on differences between the attainment of boys and girls, and these no longer exist. Simultaneously a decision was taken to broaden the curriculum and provide pupils with a richer experience in the arts. Listening to music in the school and seeing the fine examples of art work displayed around the building provides testament to the success of this initiative. Great care is taken to ensure that all pupils, regardless of ability, benefit equally. The caring attitude of the headteacher is reflected by governors and staff, and they and pupils' parents hold the headteacher in high regard. This is a strong team that works together for the benefit of all.

37. Governors play a very successful and active role in the school's decision making and in its day to day life. They are often present in the school lending support, and their knowledge of the school and necessary areas for development is very good. They are a great asset to the school and their council and guidance are highly valued by the headteacher and her colleagues.

38. Subject coordinators carry out their role very well. This is made possible by the constructive manner in which the headteacher manages staff, enabling them to develop and deliver. Managers appreciate the confidence the headteacher has in them, and they don't let her down. Consequently pupils benefit from very good planning, a very well enriched curriculum, teachers' good subject knowledge and caring and supportive staff.

39. Only in relation to the use made of monitoring the quality of teaching is more vigilance required. Teaching is regularly monitored, but this has not yet resulted in a consistently good quality of teaching across all lessons, and one in four lessons remains satisfactory.

40. The school's financial planning and management support its development well. Consequently despite only average income, the school is very well resourced and staffed and the accommodation is of a high calibre.

41. The management of special educational needs is very good. There is an effective team of support staff. The co-ordinator regularly liaises with teaching staff and support agencies. There is a good range of resources within the school. The school's documentation for pupils is clear, concise and kept up to date. The school spends its allocated funds well.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	574 616	Balance from previous year	89 491
Total expenditure	548 028	Balance carried forward to the next	116 079
Expenditure per pupil	2 149		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

42. The attainment of children admitted into the two reception classes varies from year to year. The overall attainment of children in these classes seen during the inspection was broadly average. The newly formed team of teachers and support staff work closely with each other to ensure that teaching is consistently good and as a result children learn well. Very good support is provided for children with special educational needs. Overall, children achieve well. Teachers and teaching assistants have a shared commitment to improve the provision further.

43. Very good links to the local nursery school, and productive relationships with parents ensure that children settle very quickly into school. This close liaison ensures teachers have the information they need to plan activities for children that build successfully on their previous learning. Joint projects such as the "Lads and Dads" project where dads are encouraged to become more involved in their children's learning make a valuable contribution to children's overall achievement. Assessment procedures are good. Teachers make good use of the information they gather to plan activities that successfully take children's learning forwards. Improvement since the last inspection has been good. The good quality provision has been maintained since the last inspection; the Foundation Stage curriculum has been successfully implemented and resources have improved.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children's social skills are good and they develop good attitudes to learning.
- Relationships are very good and children receive very good levels of care.
- Adults provide good role models and manage children well.
- Activities support children's independence although some children find making choices and sustaining concentration difficult.

Commentary

44. Children achieve well in this area of learning and many exceed the expected standards by the end of their reception year. Teaching is good, and all adults provide positive role models with the result that children learn well and develop the good social skills necessary to work and play together constructively. They are able to co-operate, share, take turns and communicate their needs to others. Children are managed well, treated with a great deal of respect and cared for very well. Very good relationships enable children to develop positive attitudes and an enthusiasm for learning that provides a good foundation for their future learning in Year 1. In all areas of learning activities are organised to encourage children to become increasingly independent. Many children are able to make choices and sustain concentration during these activities. They are able to organise their own time and complete tasks well. However, a small minority of children find this difficult, particularly when the focus of the activity is not clear to them and they do not receive the help and guidance they need to enable them to use their time productively. Where this occurs in other areas of learning

children's achievement, whilst satisfactory, is not as good as it could be. Teachers have correctly identified the need to devise and implement a system of working that will provide these children with the support they need to improve their independent learning skills.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Well-planned and organised activities ensure basic skills are taught well.
- Activities have a clear focus and children understand what they are expected to achieve.
- Children are given many opportunities to develop their communication and literacy skills.
- Assessment information is used well to plan activities that build well on earlier learning.

Commentary

45. All children achieve well in relation to their individual starting points. By the end of their reception year most children reach the expected standards and some exceed them. Children learn well because teaching is good and in both the adult led and free choice activities children understand what they are expected to achieve. As a result children work productively and sustain good levels of concentration. Teachers make good use of assessment information. Planned activities are well matched to children's learning needs, and are sufficiently challenging to take children's learning forward at a good pace. Structured schemes of work are used effectively to support children's understanding of the sounds that letters make, and how to write letters correctly. Teachers and teaching assistants pursue every opportunity to engage children in conversation and they provide good examples of speaking and listening. This approach supports children's learning well. A good range of play opportunities enable children to practise their skills and become confident writers and speakers. For example, in the role-play writing area children make greetings cards and write letters; while planting pansies children talk about the equipment they are using. Reading is promoted well as an enjoyable and fun activity. Children listen well and are keen to talk about and join in with stories. Parents support their children well by sharing books with their children at home. The "Lads and Dads" project provides additional valuable opportunities for dads to work with the school to improve children's achievement.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Basic skills are taught well.
- Children learn well because activities have a clear focus.
- The emphasis on practical activities ensures children's understanding in mathematics is secure.

Commentary

46. Good teaching based securely on good assessment information ensures children learn well. Most reach the expected standards in this area of learning by the end of their reception year, and some exceed them. Adult led activities are tightly focused on the learning of specific knowledge and skills. Children are motivated and respond well in these sessions and as a result achieve well. They are encouraged to match, count and order objects and become familiar with numbers in everyday situations. When working independently, children are able to practise what they have learned in a range of practical activities. Children understand what is expected of them when engaged in these activities because the clearly defined tasks are well explained. Consequently they work hard and achieve well and become confident in all aspects of mathematics.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Good resources are used well to motivate children to learn.
- Children achieve well when working with adults.
- When working independently some children find it difficult to choose activities and maintain concentration.
- Teachers plan well to ensure children experience all aspects of this area of learning.

Commentary

47. Teachers use assessment information well to plan activities that encourage children to explore the world around them. Most children reach the expected standards in all aspects of this area of learning by the end of their reception year. Teachers' planning ensures children learn much of the underpinning knowledge for subjects such as science, ICT and geography that they will encounter in Year 1. Overall, teaching and children's learning are good. In adult led activities that have a clear focus for children's learning, resources are used well to stimulate children's interest and this ensures that they achieve well. However, children's achievement overall is satisfactory. This is because when working independently some children find it difficult to choose an activity and maintain their concentration. During these activities children are not always clear as to what they are expected to do and as a result their achievement is not as good as it could be.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Resources are used well to support children's learning.
- Children learn and achieve well in adult led activities.
- Some children find it difficult to work on their own and this limits their achievement overall.

Commentary

48. Overall children learn well because teaching in adult led activities is good. Most children reach the expected standards by the end of their reception year. Children's overall achievement is satisfactory. They achieve well when supported by adults but when engaged in free choice activities their achievement is often satisfactory. This is because the expected outcome of the activities is not always clear to children, and some find it difficult to concentrate on a task for long enough to complete it. A good variety of resources including the outdoor area are used well to help children improve their control over their bodies. Many activities support children's learning in other areas. For example, when working together to control the movement of a large parachute, children also learn to co-operate and work as a team.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Activities are well matched to children's interest levels.
- Children achieve well when working with an adult.
- Some children are unable to take full advantage of the creative activities on offer to them without adult support.

Commentary

49. Most children reach the expected standards by the end of their reception year. Teaching and learning are good because activities are well matched to children's interest levels. Children's achievement is satisfactory overall. It is good when working with an adult because adults are skilled at using questioning and discussion to help children think imaginatively. However, it is not always as good as it could be when they are working independently. This is because some children do not have the imaginative skills necessary to take full advantage of the creative activities on offer to them. Teachers are aware of the need to provide these children with additional support to enable them to develop their creativity effectively.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards are above average in Year 2 and Year 5.
- Good teaching ensures pupils of all abilities learn and achieve well.
- Assessment information is used well by teachers to plan work to meet the needs of all pupils.
- Pupils' attitudes to their work are very good and they work hard.
- Marking does not consistently inform pupils how to improve their work.

Commentary

50. Standards seen during the inspection in Years 2 and 5 were good in speaking and listening, reading and writing. Pupils of all abilities, including those with special educational needs make good progress and achieve well. Improvement since the last inspection has been good. Assessment procedures, and the use made of the information gathered to guide teachers' planning are now good and resources to support pupils' learning have improved.

51. Pupils have many opportunities to develop their speaking and listening skills both in and out of the classroom. Subject specific vocabulary is taught well and discussion and debate are regular features of lessons. Relationships are very good and pupils of all abilities are encouraged to contribute to these sessions. They do so, secure in the knowledge that what they say will be valued and as a result develop good levels of self-esteem and a confidence that enables them to learn well. School drama productions are enjoyed by pupils and provide additional opportunities for pupils to develop and practise further their speaking and listening skills. The good standards pupils reach are a consequence of this good provision.

52. Pupils write for a variety of purposes and in a range of styles. They present their work well and use an increasingly good range of vocabulary as they move through the school to make their work interesting to read. Pupils' spelling is generally accurate and they confidently use their knowledge of letter sounds to attempt to spell unknown words.

53. The structured reading programme is organised well to provide pupils with a good range of books that they find interesting and suitably challenging. Reading skills are taught well and pupils of all ages and abilities have a good range of strategies to help them work out unfamiliar words. Opportunities are pursued in lessons to help pupils improve their fluency and expression. Pupils read together out loud and teachers provide good role models as they read to pupils. As a result of these good features pupils develop good reading habits. Parents generally provide good support for their children by sharing books with them at home. By the end of Year 5 pupils can locate books with ease in the library and regularly use information books to support their learning in other subjects.

54. Lessons based securely on the expectations of the National Literacy Strategy are well planned, and resources are used effectively to motivate pupils to learn. Assessment procedures are good. Teachers make effective use of the information they gather to track how well pupils are progressing, to set individual targets for pupils and to plan work that meets the learning needs of individuals and groups of pupils. Although teachers regularly mark pupils' work, the quality of marking is inconsistent and it does not always inform pupils how to improve their work. Teaching assistants work closely with teachers to ensure that pupils, including those with special educational needs, receive the help they require to improve. Teachers' expectations of what pupils can achieve are good. They manage pupils effectively and as a result pupils work hard and behave well. The best

learning takes place in lessons that move at a good pace and are well structured. However, there is some inconsistency across the school. Where the pace of lessons slows and parts of the lesson go on for too long pupils' learning, whilst satisfactory, is not as good as it could be.

55. Leadership and management of English are good. Monitoring information, including the analysis of assessment data is used to identify whole school improvement issues. All staff work hard to address the issues identified and are committed to continuous improvement in all aspects of the provision for English.

Language and literacy across the curriculum

56. Overall, pupils make satisfactory use of their literacy skills to support their learning in other subjects. Pupils' learning of subject specific vocabulary is good and they use it well in class discussions and their writing. Whilst pupils are able to write in a variety of styles they do not use their skills extensively in other subjects. For example, opportunities for extended writing could be improved in science. Pupils use their ICT word processing skills to good effect to present their work and access the Internet to source information.

FRENCH

No lessons were being taught at this stage of the school year and insufficient other evidence was seen on which to base judgements.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards in Year 2 and Year 5 are above those expected for the time of year.
- Pupils of all abilities achieve well because the quality of teaching is good.
- Pupils' very good attitudes contribute well to the smooth running of lessons and to their own achievements.
- Teachers do not always make best use of questions to probe and develop pupils' understanding
-

Commentary

57. With the school year barely started, many Year 2 pupils already have a good grasp of addition and subtraction, they handle money confidently and measure familiar objects in centimetres. One lesson explored well how to subtract by counting backwards, building effectively on what pupils already knew. Pupils made good progress, and especially higher attaining pupils who, by the end of the lesson, worked out for themselves how, for example, to find $20 - 12$ as $20 - 10 - 2$, working in their heads as they went along.

58. Teachers have high expectations and plan well. They organise lessons effectively for pupils of different ages and abilities. Classroom assistants work well with small groups of pupils who have special educational needs. They record progress and feed information back to the class teacher at the end of the lesson, which is very helpful when planning the next stage of learning. This good teamwork ensures that pupils with special educational needs achieve well. Higher attaining pupils achieve well because teachers plan very precisely for their needs, based on the detailed assessment information they collect from lesson to lesson.

59. Pupils respond well to the demands that are made of them and to the brisk pace that they are set. They are well motivated to learn and their very good behaviour ensures that lessons proceed smoothly. Their sustained efforts in the longer term lead to good progress and achievement. For example, hard work in Year 4 has ensured that most pupils just starting Year 5 already have well-developed calculating skills, confidently managing mental and written methods for whole numbers, decimals and simple percentages. Many have a good understanding of angle, area and perimeter, and the metric system. They are well placed to attain above average standards by the end of the school year.

60. Teachers explain work well generally, but often do not follow up with probing questions to test whether pupils fully understand. They assess work regularly and keep good records of progress. Each pupil is set targets for improvement and teachers use them effectively when planning work.

61. There has been satisfactory improvement in mathematics since the last inspection. Teaching quality is now more consistent as the National Numeracy Strategy has become firmly embedded in the school. Good achievement by all pupils has been maintained.

MATHEMATICS ACROSS THE CURRICULUM

62. Pupils' mathematical skills are satisfactorily reinforced and enhanced by their use in other subjects, which helps them understand the practical application of mathematics. They are used well in science, for instance to record data and to analyse results of investigations graphically.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils reach above average standards by Year 5.
- Pupils achieve well because the quality of teaching is good overall, but even more could be expected of higher attaining pupils in Year 3 to Year 5.
- In some lessons questioning is not sufficiently demanding to probe and develop pupils' understanding.
- Teachers keep good records of pupils' progress.

Commentary

63. Pupils just starting in Year 2 are working at the levels expected for their age and their achievement is satisfactory. They know for example that plastic and metal are waterproof but that paper is not, they name parts of plants such as the stem and roots, and they experiment with toys to discover the effects of pushes and pulls on how they move. In Year 3 to Year 5 classes are combined so that all pupils of the same age are taught together in groups of mixed ability. Teaching is shared between two teachers. Joint planning is good, expectations are high and this arrangement generally works well. Practical investigation is central to learning and pupils use their numeracy skills well to present and analyse experimental data. For example older pupils draw graphs to investigate how shadow lengths change over the course of a day.

64. The way science is organised is particularly effective in teaching the wide range of factual knowledge that pupils need to learn and is the principle reason that standards are above average by Year 5. With the new school year just started, pupils in Year 5 already know, for example, how to separate different sized solids in mixtures by sieving and how properties of materials affect their suitability for thermal insulation. They understand basic systems of the human body, for instance that the skeleton both supports and protects internal organs. Although pupils achieve well overall, higher

attaining pupils could do even better because they have too few opportunities to investigate independently and report in the depth to which they are capable. They often carry out individual work that requires them to insert words on a pre-printed worksheet, or to give one word answers. This limits the opportunities for them to learn by writing longer answers that demonstrate their understanding.

65. Pupils behave well and enjoy science because lessons are interesting. They are keen to show what they know and join in discussions enthusiastically. In one lesson seen, good questions drew out well what pupils already know about the solar system. Pupils helped to correct each other's misconceptions such as "The sun is the biggest planet." – "No it isn't, it's a star – a ball of gas!" However, in some lessons questions are not used as effectively. For example, having established that marble is a natural material, the teacher missed opportunities to explore, for instance, what else pupils know about its origins and properties.

66. Teachers assess pupils' progress regularly throughout the year against the learning objectives set out in the course of study. Assessments are a good combination of teachers' routine marking and specific, knowledge-based tests. Results give a clear record of progress for each pupil and help teachers to plan later work.

67. Standards are similar to those reported at the last inspection and the quality of teaching has improved slightly in Year 1 and Year 2. Improvement since the last inspection is satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good.
- ICT is used well for Internet research and in the teaching and learning of other subjects.
- Leadership of the subject is good and has had a positive impact on teaching.
- The range and quality of resources is very good.
- Assessment and monitoring procedures are not sufficiently developed.

Commentary

68. As at the time of the last inspection, having achieved well, pupils' standards in Years 2 and 5 are above average. By the end of Year 2, pupils carefully produce tally charts showing types of vehicles passing the school and correctly transfer these to an RM Starting Graph Program. With this they create accurate pie charts with explanatory keys. Having measured their hand spans, pupils enter data into a program which orders their results. Most pupils are able to write questions relating to these and then save and print their work. Pupils know how to use paint programs to produce portraits and seaside scenes. Most are able to successfully program a moving floor robot. By the end of Year 5 they have developed their skills and knowledge well. They confidently produce slide shows on topics of their choice and proudly talk visitors through the production of their presentations. They build on previous experiences to produce more complex programs for a programmable toy, recording their instructions first and making use of a greater number of functions. They know how to write, send and receive e-mails and are learning new strategies to speed up their use of the Internet to research topics.

69. Teaching is good and pupils, including those with special educational needs, learn well. Teachers are confident and make good use of their own learning experiences to guide pupils through new programs and introduce new techniques. Lessons are well planned and resources well organised. Pupils are encouraged to learn and use new vocabulary and as a consequence, older pupils discuss their work confidently and clearly. Pupils enjoy the wide range of new technology now

available to them and work together very well as they explore and learn. The competent support staff are well deployed to ensure pupils of all abilities receive the support they need. Pupils are given valuable opportunities to share their learning experiences and to evaluate their learning, when feeding back at the end of lessons. This good practice enables teachers to assess pupils' progress and plan future learning.

70. Leadership and management are good. The co-ordinator has a clear vision of how to continue to improve pupils' standards with particular emphasis on using the projectors and interactive white boards recently installed in each classroom and timetabled use of the new laptops. All the staff have worked hard to familiarise themselves with the new technology and their dedication and enthusiasm contribute significantly to pupils' learning. Pupils' work is regularly celebrated in displays around the school and both staff and pupils use the digital camera to record pupils' activities, many of which are posted on the school website. The new website is also to be used to facilitate school-home learning. With the new technology installed, the next area for development is a new scheme of work and a more informative and useful method of assessing pupils' learning and future needs.

INFORMATION AND COMMUNICATION TECHNOLOGY ACROSS THE CURRICULUM

71. ICT is used well in the teaching and learning of all classroom based subjects, through the use of the new interactive white boards and lap top computers. Pupils are encouraged to use ICT and do so to good effect in many subjects. When studying forces in science, pupils produce spreadsheets showing the results of their investigation into the distance travelled by toy vehicles on carpet and wood. They use their ICT skills well to produce tree diagrams when learning to classify animals or identify musical instruments. A range of software is also used very effectively by pupils to enhance the presentation of their work, for example the writing of short stories, poems and accounts of visits and the production of posters.

HUMANITIES

No **geography** lessons were seen and insufficient evidence was available at this early stage of the school year on which to base judgements concerning pupils' standards. Year 2 pupils follow Barnaby Bear's world travels and know for example that he has to take different types of clothing for holidays in Spain and Norway because the climate varies. They draw and interpret simple maps, for example in a study of "Staying Safe in Badsey" and they compare the terrain and life on a Scottish island with their own. Year 5 pupils develop sound map skills, for example locating the world's major mountain ranges and drawing sketch maps of Sri Lanka to show the major features of the terrain. They learn a good range of geographical terms, for example drawing diagrams and explaining how river features, such as meanders and gorges, develop.

HISTORY

Provision in history is **good**.

Main strengths and weaknesses

- Good links are made with literacy and good opportunities are provided for writing.
- Good use is made of visits and visitors to motivate pupils and enhance their learning.
- Assessment and monitoring procedures are insufficiently developed.

Commentary

72. As at the time of the last inspection, pupils' standards in Years 2 and 5 are above average. All pupils, including those with special educational needs, achieve well.

73. Pupils' understanding and use of historical language is good. Written work indicated their good knowledge of the periods they study, is of good quality and makes good contributions to pupils' writing skills as well as to history. They use their speaking and listening skills very well when discussing The War of the Roses and the beginning of the Tudor Period. They produce thoughtful, probing questions when asked what they would like to find out about Henry VIII's life style. Year 2 pupils demonstrate good powers of observation and keen interest when looking at pictures of seaside scenes taken a hundred years ago and fifty years ago and comparing them with recent photographs. Pupils enthusiastically discuss the changes and differences they notice in the photos they have been given by parents and grandparents and show a good understanding of how lifestyles, buildings and entertainment change over time. When studying topics such as the Romans and Egyptians pupils make good use of their ICT skills to search Internet sites in order to further their knowledge and understanding.

74. The quality of teaching and learning is good. Teachers have a good understanding of the concepts being taught and provide stimulating activities and resources. As a result, pupils make good progress. When studying the Romans, pupils in Years 3 to 5 participated in a "Roman Day" on which they were given Latin lessons, taught Roman numerals and enjoyed a Roman style lunch and "chariot" races in the hall. There are strong links with the community. The Fire Brigade visited the school when pupils learnt about the Gunpowder Plot, the Royal British Legion was involved with a Remembrance Day Assembly and pupils' work on Ancient Egypt has been displayed in Evesham Public Library.

75. The curriculum is well enhanced by visits to places such as Pershore Abbey and the Chedworth Roman Villa. Pupils also benefit from practical experiences such as living in a Viking camp which they enjoyed when visited by a group from Malvern. Parents and governors contribute artefacts and accompany pupils on their visits. Pupils' work is assessed termly and this is used to amend the rolling programme of learning. Regular discussions take place between staff but time for more formal monitoring of teaching and learning has yet to be allocated. There are no whole school procedures for monitoring pupils' developing knowledge and understanding of history.

RELIGIOUS EDUCATION

Provision in religious education is **good**.

Main strengths and weaknesses

- Good leadership and teaching ensure that pupils achieve well and standards exceed the expectations of the locally agreed syllabus.
- Good links are made with literacy, especially the development of speaking and listening skills.
- No opportunities have been made for pupils to visit non-Christian places of worship.

Commentary

76. As at the time of the last inspection, pupils' standards in Years 2 and 5 exceed the expectations of the locally agreed syllabus. They have a good understanding of the world's major faiths. Their written work shows they have listened well and retained the knowledge they have gained in lessons. Pupils learn about the Old and New Testaments and enthusiastically discuss their visits to Pershore Abbey and the artefacts they saw there. They show a good understanding of their significance. Pupils learn about the festivals, holy books and rituals associated with different faiths and learn to compare and respect the faiths of others. Although pupils have not visited any non-Christian places of worship, they know what they would expect to find there.

77. Teachers have good knowledge and understanding of the subject and provide a wide range of stimulating experiences for their pupils. As a result, the good quality of teaching and learning has been maintained and pupils continue to achieve well. Sensitivity towards world faiths is encouraged and lessons promote pupils' spiritual development well. A good range of resources, including ICT, is used well to enrich pupils' learning experiences. Visitors, such as local youth workers, missionaries and ministers effectively support the teaching and learning of the subject.

78. The good leadership and management of this subject has been maintained. The subject manager monitors pupils' work and discusses their progress with teachers. A good range of resources has been provided for staff and pupils and opportunities for visits and visiting speakers are regularly reviewed in order to broaden pupils' experiences and enhance their learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

ART AND DESIGN

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

Main strengths and weaknesses

- Standards are above average and pupils throughout the school achieve well.
- Very good use is made of visiting artists to enrich pupils learning.
- The subject makes a good contribution to pupils' personal and social development.

Commentary

79. Standards are above average in Years 2 and 5. Pupils throughout the school enjoy their art and design lessons and achieve well. The scheme of work, supported by good resources and the very good use of visiting artists ensures that pupils experience working with a wide range of media and learn a good range of techniques. Pupils' work is displayed well around the school and serves to promote the very good ethos of the school through the value it places on pupils' efforts.

80. The quality of teaching and learning is good. Teachers plan lessons that successfully build on pupils' previous learning. They give good demonstrations and explain tasks carefully. Consequently pupils of all abilities are clear about what they are expected to achieve and work hard to succeed. Pupils are encouraged to constructively evaluate their own and others work. Teachers assess pupils' work during lessons and make suggestions as to how it might be improved. Pupils' good achievement is in part a consequence of their positive response to the evaluation of their work and the guidance they are given.

81. The school is committed to broadening pupils' experiences in art and design. Each term they have the opportunity to work with artists who specialise in for example, clay, textiles and painting. Pupils' learn and achieve well in these sessions and produce work of a good quality. Their personal and social development is supported well as they work together on large-scale projects. For example, Year 5 pupils show very good levels of co-operation and collaboration as they work with a textile artist to design and make banners based on the patterns found on Tudor clothing. Pupils' work is regularly exhibited at venues in the community including Evesham library and Worcester Cathedral. Pupils are proud of having their work displayed in this way.

82. The subject is well led and managed. The commitment to enhancing pupils' creative experiences through the regular use of visiting artists has secured good improvement since the last inspection. Pupils' access to these artists has improved their knowledge and skills and enabled them to experience using a wider range of media and techniques.

DESIGN AND TECHNOLOGY AND PHYSICAL EDUCATION

No design and technology or physical education lessons were observed and because the inspection took place very early in the school year, no evidence of past work in design and technology was available to scrutinise. No judgments have therefore been made in either subject.

MUSIC

Provision in music is **good**.

Main strengths and weaknesses

- Standards, especially in singing, are above those expected by the end of Year 5.
- Teaching is good.
- Music contributes well to the programme of curriculum enrichment.

Commentary

83. A well-qualified music specialist teaches all classes. The quality of teaching is good throughout the school and leads to high standards of work, especially in singing. When learning new songs, close attention to musical accuracy from the start, such as insistence on correct pitch and rhythm, quickly develops the quality of performance. Pupils achieve well. For example, those in Year 3 to Year 5, and especially the school choir, sing one- and two-part songs confidently, accurately and expressively.

84. Lessons are a good mix of listening, composing and performing. All pupils are actively engaged from the start. Finished work is imaginative, well rehearsed and performed confidently. For example, solo and group playing in a Year 5 “African drumming” composition captured the mood well by its carefully chosen rhythms and variety of musical expression. Pupils’ musical creativity was developed well in one lesson that explored ways to represent the sea using just vocal sounds. Imaginative use of long and short sounds and variations in volume evoked well images such as a calm sea or waves crashing onto rocks. The teacher uses the school’s very good resources and the large hall well in lessons. Regular tape recordings of pupils’ work during lessons demonstrate clearly the progress they make.

85. Pupils have good opportunities for instrumental tuition from visiting specialists. The violin group in particular plays to a good standard. All pupils take part in school Christmas productions and the school choir also performs with others at local venues. Performances are popular and contribute well to the school’s curriculum enrichment programme.

86. The school has maintained the good provision and standards reported at the last inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- Good teaching ensures pupils develop good personal and social skills.
- Opportunities to support pupils’ learning through other subjects and aspects of the school’s work are pursued well.
- Good leadership and management ensure the provision is improving.
- Procedures to assess pupils’ progress are inconsistent across the school and so not as effective as they should be.

Commentary

87. Pupils achieve well and reach a good standard of personal development because the provision is integrated well into the curriculum and other aspects of the school’s work. Improvement since the last inspection has been good. The school follows a scheme of work that enables teachers to plan activities that meet the needs of pupils. Pupils have a very positive relationship with adults in the school based securely on mutual trust and respect. Within this supportive environment pupils

learn well and develop a good understanding of their role within their school community. In lessons pupils are helped to identify their personal strengths, and deal with emotions such as anger in a positive way. Discussion and debate are used well to explore issues in a constructive way. All pupils' views and opinions are equally valued and as a result pupils develop good levels of self-esteem. Very good enrichment activities provide valuable additional opportunities for pupils to develop their skills. For example, when taking part in sporting activities and working in groups with artists on large pieces of work, pupils learn to work in teams. The very good levels of co-operation and collaboration between pupils during these activities and in lessons are evidence of the success of the provision. Although teachers know their pupils well, whole school procedures to assess and record pupils' individual development are inconsistent across the school. The school is aware of the need to improve this aspect of the provision to ensure that pupils' learning takes full account of what they already know, or do not know.

88. Many opportunities are provided for pupils to learn about health issues, including those related to sex and drugs education. These issues are well integrated into subjects such as science, and visitors such as the school nurse are used effectively to provide specialist input in lessons. In addition, specific issues relating to the environment and world issues such as global education are tackled well and ensure pupils' develop an understanding of their responsibilities as citizens outside the school community.

89. This aspect of the school's work is well led and managed. The co-ordinator has a clear vision for the improvement of the provision based on the results of a comprehensive whole school audit. She is knowledgeable and provides good support and guidance for other teachers.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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