

# INSPECTION REPORT

## **CUTNALL GREEN C of E (VA) FIRST SCHOOL**

Droitwich

LEA area: Worcestershire

Unique reference number: 116875

Headteacher: Mrs. M. Humphreys

Lead inspector: Mrs. D. Brigstock

Dates of inspection: 11-13 October 2004

Inspection number: 266172

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  
School category: Voluntary Aided  
Age range of pupils: 4-9  
Gender of pupils: Mixed  
Number on roll: 84

School address: School Lane  
Cutnall Green  
Droitwich  
Worcestershire  
Postcode: WR9 0PH

Telephone number: 01299 851256  
Fax number: 01299 851041

Appropriate authority: Governing body  
Name of chair of governors: Mr. R. Johnson

Date of previous inspection: November 1998

## CHARACTERISTICS OF THE SCHOOL

Cutnall Green C of E (Voluntary Aided) First School provides education for pupils aged between four and nine. At the time of the inspection, there were 84 pupils on roll including 10 full-time children in reception. The school is smaller than average. Pupil mobility is higher than average due to families moving in and out of the area. Pupils are admitted from the local area and, increasingly, from the neighbouring town of Droitwich. Almost all pupils are of white British origin and no pupils speak English as an additional language. The proportion of pupils with special educational needs is 23 per cent, which is above average, and the proportion of pupils with a Statement of Special Educational Need is also above average. Most pupils with special educational needs have moderate learning, or speech and communication difficulties. The school's socio-economic circumstances are above average and the proportion of pupils eligible for free school meals is well below average. Children's attainment on entry to reception varies from one year to the next. It is above average this year, but was below average overall for the current Year 3 and Year 4 pupils.

The school received a 'School Achievement Award' and a 'Healthy Schools Award' in 2003. In 2002 it gained the 'Investors in People' award.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23067	Mrs. D. Brigstock	Lead inspector	Foundation Stage, Science, Information and Communication Technology, Art and Design, Music
11575	Mrs. C. Fish	Lay inspector	
22397	Mr. S. Fowler	Team inspector	English, Mathematics, Design and Technology, Geography, History, Physical Education, Personal, Social and Health Education, Special Educational Needs

The inspection contractor was:

Serco QAA  
Herringston Barn  
Herringston  
Dorchester  
Dorset  
DT2 9PU

Any concerns or complaints about the inspection or the report should be made initially to the inspection 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](http://www.ofsted.gov.uk)).

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>9</b>
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>12</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>17</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>20</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 and 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>34</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**The school's effectiveness is good** and it provides good value for money. Pupils' achievement is good overall due to good leadership and management, good teaching, an enriched curriculum and pupils' very good attitudes to learning.

The school's main strengths and weaknesses are:

- Pupils of all abilities achieve well throughout the school.
- The quality of teaching is good, so pupils are learning quickly.
- The leadership and management of the school have enriched the curriculum very well.
- Information and communication technology (ICT) is not used well to support other areas of the curriculum and systems for assessment are unsatisfactory in this subject.
- The attitudes, behaviour and personal development of pupils are very good.
- Very good links with the local community and other schools aid pupils' learning.
- The success criteria in the school improvement plan (SIP) need to be more specific.
- The school hall is too small and unsatisfactory for physical education lessons.

The school's improvement since the last inspection is good overall. School improvement planning is now better, but could still be more effective. Policies and schemes of work have been put into place for all subjects. The monitoring of attendance has improved. The outdoor play area for the youngest children is excellent. Homework is now used well to involve parents in their children's learning and pupils' individual targets are in place. Good achievement has been maintained. The school has improved its resources for ICT but these resources are not yet used well enough in lessons.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
reading	A	A	B	C
writing	A*	C	C	E
mathematics	A	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*

**Achievement is good** in English and mathematics, and satisfactory in physical education for pupils in Years 2 and 4. Pupils with special educational needs (SEN) achieve well because of the good support they get. Currently, pupils in Year 2 are attaining above average standards in English and mathematics. Standards in Year 4 are now above average in English and mathematics. The results in the table above show that standards in reading and mathematics were above average, and average in writing in 2004. Compared to similar schools, results were average in reading and mathematics and well below average in writing. This is due to the

well above average percentage (35 per cent) of pupils with SEN in this year group, whose attainment on entry was well below average. However, the pupils who did not have special needs, exceeded national standards in all three subjects, representing good achievement from their attainment on entry. No judgement is made on pupils' achievement in science as no direct teaching was seen. The attainment on entry of the current reception class is above average. Children are achieving well, and their attainment is improving as a good rate. They should attain the goals they are expected to reach, and a considerable proportion will exceed these, by the end of reception.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good.** This is a significant strength of the school. Pupils enjoy school, have very positive attitudes towards learning, and their behaviour is very good. Relationships between adults and pupils are very good. Attendance is satisfactory.

## **QUALITY OF EDUCATION**

**The quality of education provided is good. Teaching and learning are good overall.** There is a large proportion of very good teaching, particularly in Years 3 and 4. Teachers promote pupils' learning particularly well through making links between subjects, and their expectations of what pupils can achieve, and how much they can learn independently, are high. Their insistence on high standards of behaviour is very good and ensures no time is wasted. Teaching assistants are well informed, and have very good relationships with pupils, particularly those with SEN. Teachers have improved their knowledge of ICT and use interactive whiteboards well. However, teachers do not make enough use of classroom computers because of system problems and to a lack of knowledge about the programs available, and so miss opportunities to use ICT in all curriculum subjects. Teachers' use of assessment is satisfactory overall. It is good in mathematics and English but unsatisfactory in ICT. It is inaccurate in science, where teachers' assessments are too low. The school looks after pupils' care, welfare, health and safety very well and provides them with good support and guidance. The curriculum is good and is enriched very well. Although the excellent external accommodation is used effectively, the school hall is too small for whole classes to do gymnastics safely at the same time.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good overall.** The governors, headteacher and key staff have a good understanding of the school's strengths and weaknesses and how to improve further. The headteacher has a clear vision for school improvement and provides a good role model for staff. The leadership of the Foundation Stage is good. The roles of several subject coordinators changed at the beginning of this school year and their effectiveness is currently satisfactory overall. The governing body is good. Governors possess a wide variety of skills, which benefit the school. They fulfil all their statutory duties. However, the signs of success written into the SIP are not detailed enough. This limits the governors' capacity to follow the progress being made towards meeting set targets.

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

From discussions and the results of the questionnaire, parents and pupils are satisfied with what the school offers. The inspection team supports their positive views of the school.

## **IMPROVEMENTS NEEDED**

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

- Improve teachers' knowledge of the software available to them for planning and delivering lessons using ICT.
- Improve assessment systems for science and ICT.
- Seek ways to improve the effectiveness of the SIP.
- Investigate ways to increase the size of the school hall.



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

### **STANDARDS ACHIEVED BY PUPILS**

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

*Achievement is a measure of how well pupils are doing, taking their progress and capability into account.*

Achievement is good overall. Currently, standards are above average in reception, Year 2 and Year 4 in the subjects inspected.

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

- Achievement for pupils with special educational needs is good.
- Standards in speaking and listening and reading are above average by Year 2 and well above average by Year 4.
- Standards in mathematics are above average in Year 2 and well above average in Year 4.
- Children in reception are achieving well and standards are above average.

#### **Commentary**

1. There are several reasons why pupils with special educational needs achieve well throughout the school. They are provided with good levels of targeted support from their teachers and the learning support assistants, based on accurate teacher assessments. Individual pupils' targets are regularly evaluated and reviewed, and new targets are shared with parents to aid progress. Pupils are removed from the school register for SEN when they have achieved the required standards.
2. Standards tend to fluctuate from one year to the next, because of the small number of pupils in each year group and the relatively high percentage of pupils with SEN within the school. For example, although a well above average proportion of the 17 pupils in Year 2 achieved above average standards in reading in 2004, overall, standards in reading were average. Despite these fluctuations, the trend for improved standards in recent years is above the national trend. This is monitored well through the school's extensive, individual pupil tracking system, which plots pupils' progress from reception to Year 4 against national trends. The tracking system clearly identifies pupils' good rates of achievement from one year to the next.
3. For the current Year 2, standards in reading and speaking and listening are above average, and are average in writing. From their average attainment on entry, this represents good achievement in reading and speaking and listening and satisfactory achievement in writing, caused by teachers' accurate use of assessments to plan challenging work which takes pupils' learning forward at a good rate and the good role models they provide, particularly in speaking. Raising standards in writing is rightly identified as a need in the current SIP and several new initiatives are being put into place to raise pupils' achievement in this area.
4. Despite the well above average percentage of pupils with SEN in the current Year 4, standards here are now above average in writing and well above average in speaking and listening and in reading. This represents good achievement over time, when the below average attainment on

entry for these pupils is taken into account. This good achievement is due to sustained good teaching, which meets the needs of all groups of pupils.

5. Standards in mathematics in Year 2 in 2004, were average but this year standards are above average. As in English, despite the high percentage of pupils with SEN, standards are well above average in the current Year 4 and pupils' achievement is good throughout the school due to consistently good teaching, an enriched curriculum and opportunities for talented pupils to be taught alongside older pupils. Standards in physical education are average overall for pupils in Years 2 and 4 and their achievement is satisfactory. Although the school uses the outdoor environment well for physical education, the hall is too small for older pupils to use as a class and this is restricting their achievement. Standards in swimming are well above average and pupils' achievement is very good due to good teaching and the use of the local swimming pool for pupils in Years 3 and 4.
6. No direct teaching of science was seen during the inspection. Teachers' assessments in science indicate that standards in Year 2 in 2004 were well below average overall, although an average proportion of pupils attained above average standards. However, this is not confirmed by the inspection findings. An extensive scrutiny of work and discussions with pupils from each year group indicate that standards are average overall in Year 2 and above average in Year 4. On these judgements, achievement is satisfactory by Year 2 and good by Year 4.

*The table shown in this commentary gives average points scores for pupils. Each level in the National Curriculum is given a number of points. Pupils are expected to move on one point every term, so if a school's scores are one point above the national, their pupils are, typically, a term ahead.*

**Standards in national tests at the end of Year 2 – average point scores in 2004**

Standards in:	School results	National results
reading	16.6 (17.4)	15.8 (15.7)
writing	14.6 (14.5)	14.6 (14.6)
mathematics	17.0 (17.3)	16.2 (16.3)

*There were 22 pupils in the year group. Figures in brackets are for the previous year*

7. Attainment on entry fluctuates annually. In the current reception class there are just ten children and the majority of them started school with above average attainment. Children's achievement is good within this broad band of above average because:
  - the teacher has additional time to work with individual children, as the teaching group is so small;
  - their planned work and practical activities are closely matched to their learning needs, which are accurately identified in up-to-date teacher assessments; and
  - their teacher's expectations are high.

Although the inspection took place near the beginning of their first term, indications are that standards in their skills of communication, language and literacy, mathematical development, creative and physical development are already above average. Standards in personal and social skills are well above average and improving well because of the good role models that staff provide. It is likely that most children will easily attain the Early Learning Goals they are expected to reach by the end of the year, and the majority will exceed them.

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

The pupils' attitudes and behaviour are very good overall. Pupils' personal development, including their spiritual, moral, social and cultural development, is very good. Attendance is satisfactory and punctuality is good.

## Main strengths and weaknesses

- Pupils' very positive attitudes contribute very effectively to their learning.
- Most pupils' behaviour is very good.
- Pupils are very supportive of each other and relate to each other, and to adults, very well.
- Pupils are enthusiastic about school and readily take on responsibilities.
- The monitoring of attendance has improved and is now good.

## Commentary

8. The pupils have very positive attitudes to school. From the time they first start they very happily come in to school without any fuss. Children in the Foundation Stage have very good attitudes to learning, achieve well and are likely to exceed the goals set for them in their personal and social development. They really enjoy what is being offered to them and quickly learn the routines. Older pupils are equally enthusiastic; they are eager to get on with their lessons and expect to work hard and to learn. They follow instructions and begin to work on their set tasks quickly because they listen carefully to what their teachers say and are eager to learn. Nearly nine out of ten pupils who responded to the questionnaire said they found their lessons were either always, or usually, interesting and fun. They are keen to learn and are prepared to work hard when the teaching is stimulating. Very occasionally, attitudes slip. This occurred when pupils from Year 2 returned to mixed age classes in the afternoons, and a few, mostly boys, tended to 'show off' in an immature way.
9. The school sets very high expectations of behaviour and has a straightforward and visible procedure to help reinforce it. For example, each class has a 'rocket' on the wall, which acts as a straightforward and visible way of encouraging and reinforcing expectations. The pupils have to move their name from the silver level on the 'rocket' down into the orange or red level if they misbehave, or up in to the gold level if they do something particularly well, highlighting their standards of behaviour. During the inspection, behaviour seen both in and out of the classrooms was very good. However, about half the pupils indicated in the questionnaire that sometimes some pupils do not behave as well as they should. This is probably because the pupils' expectations of behaviour are also high and thus any departure from this is seen as a concern. The parents expressed no concerns about behaviour or bullying; no pupil expressed any concern about bullying during the inspection, and none was seen. Pupils with SEN enjoy good relationships with their support assistants and work effectively as individuals or in small groups. They try hard and are happy to be withdrawn from lessons when required to do so. On returning to the lesson, teachers provide them with opportunities to share their work with their classmates and this helps them to feel valued.
10. The very good relationships between pupils and staff make a key contribution to the hard working and wholehearted atmosphere in school. The staff are very good role models for the pupils and very high levels of trust and respect are built between them and the pupils, reflecting the very good provision for spiritual, moral, social and cultural development.
11. Assemblies, together with experiences both in and outside lessons, provide very good opportunities to explore the spiritual side of life. Cultural development is very well promoted, for example through specifically planned activities and experiences. Most recently, a topic focused on India, where the pupils learnt about Indian crafts, art, dance and music. The pupils are encouraged to show concern for others, for example, by inviting lone pupils to play with them at playtime. Their awareness of their own culture is developed through special events and educational visits which successfully widen their horizons. They develop a sense of other people's lives and problems through, for example, raising money for children's charities. Pupils' spiritual, moral, social and cultural development has improved since the last inspection.

12. The pupils develop a sense of living in a community because they very willingly take on tasks that help the school to run smoothly. They are encouraged to look after their own and others' property, and to take on responsibilities such as taking the register back to the office. Older pupils deliver the correct number of cartons of milk to each class, operate the tape recorder and overhead projector and set out and put the chairs away in assembly.
13. The registers are now monitored on a weekly basis and any absence, for which no acceptable reason has been given to the school, is followed up, usually by letter. The registers are now also monitored by the educational welfare officer on a regular basis. The school actively discourages parents from taking holidays during term time. Requests for a holiday form must be made to the headteacher in person; the discussion which ensues often dissuades parents from taking a holiday in term time. These procedures have raised the level of attendance since the last inspection. There were no exclusions last year.

**Attendance in the latest complete reporting year (%) 2003/4**

Authorised absence		Unauthorised absence	
School data	5.0	School data	0.1
National data	5.4	National data	0.4

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

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education is good. Teaching and learning are effective. The curriculum is good and it is enriched very well. Pupils' care support and welfare are very good. Links with parents are good and links are very good with the local community and other schools.

**Teaching and learning**

Teaching and learning are good. Assessment is satisfactory.

**Main strengths and weaknesses**

- There is a high proportion of very good teaching, particularly in Years 3 and 4, and the quality of teaching in reception is consistently good.
- The management of behaviour is very good throughout the school.
- The use of ICT to support teaching and learning in the curriculum is unsatisfactory.
- Assessment systems are good in English and mathematics but inaccurate in science and unsatisfactory in ICT.
- In subjects other than ICT, teachers exploit links across the curriculum very well and this effectively promotes pupils' learning.
- Pupils with special educational needs are supported well in their learning.

**Commentary**

**Summary of teaching observed during the inspection in 22 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
-----------	-----------	------	--------------	----------------	------	-----------

0	8	12	2	0	0	0
---	---	----	---	---	---	---

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.*

14. Eight out of the 22 lessons observed were very good. There were examples of very good lessons throughout the school, but most of them were in Years 3 and 4. These very good lessons were characterised by teachers' high expectations of what their pupils could achieve, detailed planning and preparation, which catered for the needs of different age groups and pupils of different attainment in the class, and the very efficient deployment of teaching assistants and resources. The very good learning that took place made effective links between different subjects such as English and history.
15. The quality of teaching in reception is consistently good. The reception teacher has taken advantage of having a small year group of ten children to make very accurate assessments of their knowledge and achievements, which she uses well to plan the next steps in their learning. She has been able to spend additional time working with individual children whose communication and language skills are not as well developed as the rest of the class, and has a very secure knowledge and understanding of the Foundation Curriculum and how children of this age learn. Consequently, she provides them with stimulating, practical learning activities, which make full use of the indoor and outdoor classrooms and ensure their good achievement.
16. Throughout the school, teachers' management of pupils' behaviour is very good, even when faced with isolated instances of initial resistance to learn. The learning activities they plan for their lessons arouse the curiosity and interest of pupils, and both teachers and teaching assistants are consistent in building pupils' self-esteem. Classroom displays are attractive, informative and value pupils' work. Teachers mark work positively, referring to pupils' individual targets for improvement. The consistent use of the 'rocket' system in each class works well as pupils throughout the school understand this system of rewards. All adults provide very good role models for pupils in their own behaviour and use of language.
17. Teachers make very good links in pupils' learning. For example, while teaching about our solar system in science, they improve pupils' learning by:
  - making connections with the recent history of space travel;
  - encouraging questioning skills when pupils 'interview' famous people in this field;
  - planning the painting and/or construction of models of planets, and
  - providing opportunities for pupils to listen to and appreciate music from the 'Planets Suite.'
 Teachers' knowledge and understanding in most curriculum areas is good. The one exception is in using ICT. Those teachers with interactive whiteboards use them well to begin and end lessons, but teachers do not plan the use of ICT well enough in lessons or series of lessons. There are too few examples of pupils using ICT on a daily basis in any subject due to a lack of practice recently, as the computer systems have suffered several failures. This lack of ICT use is the reason why the quality of teaching is good rather than very good.
18. Teachers' assessments are good in English and mathematics. They accurately record what pupils know and can do from their own observations and from the results of tests that are taken annually. Teachers' marking is informative, helpful, and refers to pupils' own individual targets. The results of teachers' assessments are used well to plan the next steps in learning for different groups of pupils within each class and this attention to detail is an important factor in pupils' good achievement. Assessments in science however, are too low and do not accurately reflect pupils' attainment. To rectify this, the coordinator for science has purchased a new assessment system, which will be implemented when staff training in its use has been given. The assessment system for ICT is not working effectively. Examples of pupils' work are supposed to be saved in individual folders so they can be accessed each year and standards awarded. However, many pupils' files have been lost, through the computers being returned to factory settings, and as a result, teachers have lost the evidence base on which to award standards.

19. The teaching of pupils with SEN is good. These pupils learn effectively at their own pace because of the good quality individual learning programmes that are provided and the support that they receive from teachers and learning support assistants within lessons. The learning support assistants are very effective because they liaise closely with the coordinator for special educational needs and individual teachers and feel part of a professional team. They give good support to both individuals in their care and to groups of pupils within lessons.

## **The curriculum**

Curriculum provision is good overall. It is broad and enriched by a very good range of extra-curricular activities, particularly in sport and music. Accommodation and resources are good, overall.

## **Main strengths and weaknesses**

- The curriculum is enriched by a very good range of clubs, educational visits and visitors.
- Policies and schemes of work have significantly improved since the time of the previous inspection.
- The school provides good support for pupils with special educational needs.
- Planning for pupils' personal, social and health education is good.
- There are insufficient planned opportunities for pupils to use ICT across the curriculum.
- The external accommodation is excellent and is used very effectively.
- The school hall is too small to enable all aspects of physical education to be taught effectively.

## **Commentary**

20. A comprehensive programme of clubs, visits and visitors enriches the curriculum. Extra-curricular provision includes clubs for football, netball, gardening and tag rugby. In addition, pupils have opportunities to participate in the school choir and recorder groups, peripatetic violin tuition, and music and dance festivals with other local schools. A planned programme of visits and visitors enriches the curriculum. For example, pupils visit Bishop's Wood as part of their geographical studies, Birmingham Art Gallery to develop their appreciation of art and design and the Black Country Museum to help them to develop their historical awareness. Visitors to the school include dance and music teachers and visiting performers, such as theatre groups and Indian dancers. The school also organises special focus weeks such as when hosting a visiting 'Star Lab' as part of their current topic on 'Spectacular Space.' The school provides a wide range of learning opportunities through curriculum innovation and has established very strong curriculum links with the local high school, particularly in the field of performing arts. These varied experiences enrich the curriculum very well and provide pupils with good opportunities for learning.
21. At the time of the previous inspection, curricular policies and schemes of work were not up-to-date and this weakness has now been eradicated by the headteacher. Statutory requirements for the National Curriculum are now met and the National Literacy and Numeracy Strategies have been implemented well, which contributes to the well above average standards in aspects of English and mathematics seen in Year 4. The core subjects of English and mathematics, plus some science, are now taught in single-aged classes and this has the potential to improve standards still further. Other subjects are taught as part of a planned whole-school topic, and although this recently adopted strategy is proving popular with pupils and staff, the school are aware of the need to carry out a careful audit to ensure that all subjects are allocated appropriate curricular time.
22. Provision for pupils with SEN is good and pupils achieve well. Their needs are identified early in their school life and suitable individual programmes of work are set for them. As pupils

progress through the school, they receive good support from learning assistants within lessons, and when withdrawn to work as individuals and small groups. Parents are informed of their children's progress and are invited into school when statements and targets are reviewed. As a result, parents have a good understanding of their children's progress.

23. There is good planning for pupils' personal, social and health education. The school has developed a policy and scheme of work that includes an appropriate level of sex, drugs and race education. Personal, social and health education is taught effectively as a discrete subject and all classes experience regular 'circle time' sessions, where emerging problems can be discussed. Pupils participate in the national 'Fruit and Vegetable' scheme and the school received a Healthy School Award in 2003.
24. A key issue from the previous inspection was to provide adequate resources for ICT and to ensure that pupils have regular opportunities to develop their skills in this curricular area. This issue has not been addressed satisfactorily. Although the school has invested in new computers, they are not used effectively. Pupils do not have sufficient access to the computers within classrooms because teachers do not plan consistently for their use within lessons and do not have a thorough knowledge of the software available to them. There is insufficient direct teaching of ICT, and it is not used effectively to support teaching and learning in other curricular areas.
25. The school grounds are very attractive, interesting, well planted and contain well-designed conservation areas including a large pond, which is surrounded by a fence. Pupils have access to playground areas that provide an attractive and stimulating environment. The new outdoor classroom for pupils in the Foundation Stage has immediate access from the reception classroom. This excellent outdoor accommodation is used very effectively to enhance learning in a variety of curricular areas, such as for establishing mathematics trails, conducting science experiments and experiencing a range of art and design activities. There have been recent improvements to the internal accommodation, including a new classroom, an extension to a classroom, and a resource area, and the school has been repainted throughout to provide an attractive, clean and stimulating learning environment. However, the school hall is very small and is unsatisfactory for physical education lessons. As a result, teachers cannot effectively deliver aspects of the physical education curriculum, notably lessons in dance and gymnastics, for whole classes, and this restricts pupils' learning.

## **Care, guidance and support**

The school has very good systems and procedures to ensure pupils' health, safety and welfare. It provides them with good quality support and guidance. Good systems are in place to take pupils' views into account.

## **Main strengths and weaknesses**

- The staff have very good knowledge of the pupils as individuals.
- The school provides a safe, secure and welcoming environment for its pupils to work and play in.
- A very good induction programme helps pupils settle in very quickly when they start school.
- The pupils have a voice and are involved well in making decisions in the school.

## **Commentary**

26. The pupils develop very good relationships both with other pupils and with all the adults in school. All pupils who responded to the questionnaire said there was an adult in school who they would go to if they were worried and this is an excellent response. This trust helps to

develop the pupils' confidence because they know that they are important and their concerns are taken seriously, leaving them free to get on with their learning. Pupils help to set their own learning targets, and their teachers provide them with good support and guidance. Annual reports show that teachers know their pupils very well. Whilst all staff have good knowledge of each pupils' personal development, this aspect of monitoring is informal. Personal and academic successes are celebrated very well each week in a special assembly and recorded in a 'Gold Book' and this helps staff to track their progress.

27. All pupils' assessments are recorded well in tables and on graphs. These graphs provide an accurate picture of how well individual pupils are achieving compared to national trends. It is a good system which provides the information teachers need to set future targets. In addition, clear records are kept for pupils with SEN and effective monitoring by the SEN coordinator and class teachers contributes to the good progress of this group of children. Pupils with SEN are identified at an early stage of their school career and regularly assessed, and a wide variety of information is recorded to help identify their current attainment. The information gained is used most effectively to provide suitable new work for individual pupils.
28. All risk assessments and necessary checks on alarms, appliances and equipment are carried out very well and very promptly; there is very good provision for first aid and to support any pupil with a specific medical condition. Pupils were well supervised at all times during the inspection and no hazards to pupils' health or safety were seen. There are very good procedures for child protection because the staff are reminded about them in a rolling training programme; they are also part of the staff induction programme. The pupils work and play in a very safe environment.
29. As part of the induction procedures, three visits are made to the school during the summer term at different times of the day, so that parents and their children know what to expect when they start school. From the beginning, they are encouraged to bring in and hang up their coats and bags and to get ready for the day. Shortly after the beginning of term, they do this with very little prompting and all are happy to leave their mothers, usually at the school gate. Parents speak very highly of the induction process. Inductions at other times are equally good because of the very good sense of friendship and responsibility shown by the other pupils.
30. Although the school does not currently have a school council, the pupils' views are still well sought. They are involved in decisions during assemblies and within classes about, for example, the school rules and playground behaviour. Because of their input, they feel more involved and are more willing to abide by the decisions made. Most pupils believe that their ideas are listened to and acted on and this increases their sense of identifying with the school.

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

The school's partnership with its parents is good. Links with the local community and with other schools are very good.

### **Main strengths and weaknesses**

- The parents are very supportive and happy with what the school provides.
- Good quality information is provided for parents, but reports could be improved.
- The school makes good use of its local and wider community to support and enhance pupils' learning.
- Pupils make a very smooth transfer to other schools.

### **Commentary**

31. The parents who attended the meeting prior to the inspection, or who returned the questionnaire, expressed good levels of satisfaction about the school's work and their



partnership with it. They particularly like the high expectations, the good teaching and the fact that their children like school and settle quickly, and inspectors agree with these views. At the meeting, and during the inspection, the small size of the hall was mentioned as a limiting factor for the involvement of parents in their children's time in school. The hall is too small and the disruption to the school day of creating a larger space is too difficult. Some parents are able to support the school by hearing readers and helping in classrooms or on trips, and most happily contribute to the school through helping or attending fund raising events. A measure of the strength of their support is the speed with which the money to build a new classroom was raised. The school receives good support from parents of pupils with SEN, who regularly attend review meetings to contribute to their children's learning.

32. The only minor concern from the questionnaire is about the information parents receive about how their children are doing. This was found, in part, to be correct. The annual reports to parents contain details of what their children have done, but are less clear about what needs to be learned next in all subjects, although targets are set in English and mathematics. The prospectus and governors' annual report to parents, criticised in the previous report, now meet statutory requirements, although the impact of professional development on teaching and learning could be elaborated. Other information received is of good quality, and includes details of what the pupils will be learning in different subjects, so that parents are able to help them.
33. There are particularly good links with the local Parochial Church Council which funds transport for pupils to visit churches, either as part of their lessons or to attend religious services. Visits to local places of interest and visitors from the local community all support the school in its work and give the pupils an insight into a wider world. The school received very good support, when building its new classroom, from local businesses and industry, who contributed generously either financially or in kind. The local football club is actively involved with the school, providing training sessions and after-school football coaching.
34. The parents speak highly of the very smooth transition made by their children to the middle schools. This transition is helped by the visits made by the pupils and by teachers from these schools visiting the pupils. This process has already started for the move next September, giving the Year 4 pupils plenty of time to adjust to the change. Very good links between the local cluster of first schools and the shared events organised for the pupils ensure that many know each other before they move to their middle schools. The school belongs to the Droitwich pyramid of schools and this provides a varied and interesting range of learning opportunities and events where staff and pupils can work together.

## **LEADERSHIP AND MANAGEMENT**

The school is well led and effectively managed. The headteacher and key coordinators provide good leadership and the work of other subject coordinators is satisfactory overall. The governance of the school is good.

### **Main strengths and weaknesses**

- Good leadership and management have ensured good improvement since the last inspection.
- The governors, headteacher and senior managers have a good understanding of the school's strengths and weaknesses and what needs to be done to improve further.
- The success criteria in the SIP need to be better defined.
- The headteacher is very committed to including all pupils in all the school has to offer.
- The headteacher provides a very good role model for staff in terms of curriculum development and teaching, but her current teaching commitment is reducing her time to monitor and evaluate the teaching of other staff.

## Commentary

35. Overall the school's improvement since the last inspection has been good, due to improved leadership and management of the school. All key issues have been tackled successfully. The priorities in the SIP and the strengths and weaknesses of the school, identified by the governors, the headteacher and key staff, match those found by the inspection team.
36. Many aspects of the work of the governing body work well. For example;
- the governors have an extensive range of expertise, particularly in the areas of finance, the Foundation Stage and building development;
  - they are well organised and improve their own performance through relevant training courses;
  - they have a good understanding of the principles of best value, as shown in the improvements they have led in the school's accommodation and in the way they are monitoring the financial impact of the current school organisation;
  - they fulfil all their statutory duties;
  - they support the school well through taking an active role in monitoring its work through visits and through the information they receive from the headteacher, including monitoring the outcomes in the SIP;
  - they are well led by an enthusiastic and committed Chairperson who is ready to challenge decisions and priorities in the SIP.

The aspect they really need to focus on now relates to the success criteria in the SIP. These criteria do not include numerical targets in English and mathematics, making the full governing body's role in evaluating the school's success more difficult than necessary.

37. This year, several teachers have changed year groups and curriculum responsibilities and, as a result, have not yet had the time to monitor classroom practice for their subjects, although they have conducted scrutinies of work and all have action plans to improve provision. They have a good understanding of their roles. Currently, their effectiveness is satisfactory overall because of these changes. Where leaders have not changed their responsibilities, for example in the Foundation Stage, their leadership and management is good, being well established and effective in bringing about improvement. The science coordinator, having identified the problem with teachers' assessments, has purchased a new assessment scheme and planned staff training sessions in its use so that future assessments are more accurate.
38. The ICT hardware purchased by the school is up-to-date and is now working in all classrooms and the school's investment in new technology has been substantial. However, recent problems with the hardware, resulting in frequent servicing, led to several computers being returned to factory settings. As a consequence, many pupils' records of completed work, and assessments have been lost. This has not been the fault of the management of the school. The current coordinator is new to the post and is well qualified and well informed. Her action plan focuses on raising standards and leading ICT development forward. ICT development rightly remains a key priority in the SIP.
39. The headteacher is fully committed to including pupils with SEN in all school activities, including extra-curricular activities, in order to stimulate their interest in learning. This, and the involvement of parents, has a positive impact on their attitudes towards learning. The coordinator for SEN is knowledgeable and manages this aspect very well. She has clear procedures for dealing with pupils with SEN and a good understanding of the Code of Practice. She works well with other teachers and the learning support assistants, and keeps clear records of the progression of pupils over time.
40. The headteacher's vision of school improvement is good. She has led innovation, such as the increased creativity of the curriculum, very well. As a result of these changes, the school's learning environment has been greatly improved. Also, the introduction of arts weeks and a

good focus on music and art, in partnership with parents and with other local schools, has improved pupils' spiritual, moral, social and cultural education, and enriched the curriculum very well. Since the headteacher's appointment, several new staff have also been appointed. The headteacher places a very good emphasis on this aspect of her role, and both she and the governors, are prepared to take the risk of not appointing staff who do not fulfil their requirements, or do not share the school's vision. As a result, the current staff have the expertise, skills and commitment to fulfil the school's needs well.

41. Up until September 2004, the headteacher and other senior staff made regular visits to classrooms to monitor the work going on and this information fed into the school's well-established performance management procedures. The observations they made identified strengths and weaknesses in the school's provision and clearly identified concerns or future training needs. The outcome of this monitoring was a rise in standards of teaching and learning and the development of efficient target setting and tracking procedures which clearly identify individual pupils' gains in learning in reading, writing and mathematics. This academic year, the headteacher has undertaken a large proportion of class teaching, after some governors and parents expressed concerns about pupils being in mixed age classes. This teaching commitment has severely reduced the time she has for future monitoring and evaluation of the quality of teaching and learning throughout the school. The governors need to weigh the effects of their commitment to providing single age classes in the mornings against both its financial implications and the loss of time for the headteacher to lead and manage the school in the next stage of its development.

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

Income and expenditure (£)	
Total income	264,968
Total expenditure	272,881
Expenditure per pupil	4590

Balances (£)	
Balance from previous year	12,503
Balance carried forward to the next	4,590

42. Considering the good achievement and above average standards being attained by Year 4, and taking into account that the school's income per pupil is broadly average for a first school, the school is providing good value for money.

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

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

43. The provision for children in reception is good. Four-year-olds are admitted to the school each September. All of them have had some form of pre-school experience. The year groups are small, and children's attainment on entry varies quite widely from year to year. However, it was above average overall for the ten children currently in reception, particularly in their personal and social development and speaking and listening skills.
44. Children's achievement is good because of well-focused and planned teaching, which builds on their prior learning. The planned activities are stimulating and hold children's attention well. This is an improvement since the last inspection. The teacher has a very good understanding of the different ways in which children learn and plans a curriculum that is interesting and well implemented. The teacher is the coordinator; her leadership and management skills are good and her assessments of what children know and can do are up-to-date and accurate in every area of learning. They provide valuable information on what children need to learn next to improve further. Other adults who work in reception are well trained and understand the objectives of the planned activities.
45. A key issue from the last inspection was to improve outdoor provision for children under five. The coordinator designed the current outdoor learning area. It is now excellent and used very well throughout the day. Also, since the last inspection, parents, governors and the local community have raised money to supply the reception class with a good range of up-to-date resources including three computers. An interactive whiteboard is due to be installed later this term.

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

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

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

- Children's achievement is good and standards are well above average.
- Children have a good understanding of what to eat to stay healthy.
- Relationships between staff, children and parents are very good.

#### **Commentary**

46. Children already have an impressive knowledge of how to stay healthy. They can explain why sugary foods are bad for them, and can sort foods into different food groups with prompting. They have learned that bread and pasta are made from cereals that grow in fields, and have made bread from raw ingredients. They know that exercise is good for them and why they should wash their hands before eating.
47. The quality of teaching is good. Not only are activities planned which enrich children's learning, such as the design and resourcing of the role-play areas, but also the teacher and other adults provide very good role models for children to follow. This successfully raises children's expectations on how to behave and communicate with other children.
48. Children are well mannered and polite to each other and to adults. They care for resources well, as shown when they play in the 'Health Centre' and 'Fruit Shop' set up in their classroom

or when working with the teacher to make a plate of 'food' from materials. Here, they shared the resources and made positive comments on each other's efforts. Most of the current reception group are likely to easily exceed the goals expected in this area of learning because their social skills and attitudes are so mature for their age.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Most children's speaking and listening skills are above average and they achieve well.
- The teacher's partnership with parents is an important factor in children's good achievement in reading.
- The level of interaction between children is better in the afternoons when the class is larger.

### **Commentary**

49. Children have very good speaking and listening skills. Most speak in clear sentences and engage well in conversations with adults, listening to responses and then replying. They express their likes and dislikes clearly and with reasons. The higher attaining children recognise their written names and can write their first names on their work. From a scrutiny of the work completed by last year's reception class, children's progress in learning to write is rapid. Those children with learning difficulties are quickly identified and different work is prepared for them to assist their learning, ensuring their good achievement.
50. The quality of teaching is good. Teachers and other adults provide good role models and listen intently to children. The learning activities the teacher provides are well planned to take children's learning forward at a good rate and teachers' assessments are accurate and up-to-date. These assessments are used well to plan the next steps in learning for individual children. Those children with less well-developed speaking and listening skills benefit from being in a small group as the teacher has additional time to encourage them to use a wider range of vocabulary with increased confidence. From current evidence it is likely that most children will exceed the goals expected for them in this area of learning.
51. Although the children have only been in school for just over five weeks, the higher attaining children have already learned several words and initial sounds. Parents help children's learning through sharing books and practising the new words at home. They have training in this from the teacher shortly after the beginning of term. The 'communication' book, which goes daily from school to home and back, contains comments and assessments from parents and the teacher, and this partnership is successful in ensuring children's good achievement.
52. There is a good range of books in the classroom which children access freely when doing independent activities. They enjoy sharing books with adults and talk about them with enthusiasm, turning the pages with care. In the mornings, when there are only ten children in a large space, the level of interaction between children, for example, in negotiating who will take on which role in the 'Health Centre,' is considerably less than in the afternoons, where there are more children in the class and more opportunities to learn through talking to each other.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

## **Main strengths and weaknesses**

- The outdoor classroom is used well for children's learning.
- Children achieve well and most are likely to exceed the goals expected for them.
- Children are provided with an interesting range of learning activities.

## Commentary

53. Lessons are well planned with clear learning objectives and an interesting range of activities to promote mathematical development. For example, in lessons about sequencing in the outdoor classroom, children used conkers, sticks, pebbles and fir cones to make repeating patterns, with a good level of independence for their age. The outdoor classroom is used well for planned mathematical activities such as counting and sequencing. Indoors, children made patterns with coloured pegs and their learning was further reinforced in colouring activities, where they replicated patterns with stripes, dots, flowers and 'zigzags' to form a larger collage.
54. The highest attaining children can jump backwards and forwards on a number line to count and to say what number, up to ten, is one more or less than another. Lower attaining children are counting up to five fairly accurately. Children are well on course to exceed the standards expected for their age. They are learning the names of simple shapes and can sort rectangles, squares, circles and triangles into groups. They can access a computer program to practise identifying mathematical language such as wide and narrow. Children's achievement is good, within the broad band of above average attainment, because the teaching is good. The teacher is broadening children's knowledge and understanding of early mathematical concepts through the provision of a wide range of good, practical learning opportunities.
55. It is too early in the term for the current reception class to record number sentences. However, a scrutiny of work from last year shows that by the end of the year, children progressed to doubling numbers to 20 and solving and recording simple addition and subtraction problems. They could also record o'clock times.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

56. It was not possible to make an overall judgement of provision or standards in this wide area of learning, but the work seen was good. Children were fascinated by their learning about the solar system and know that the sun is a ball of fire and stays still and that the Earth moves. They have looked at a good range of photographs depicting different parts of Australia because 'Barnaby Bear' has visited there.
57. From a scrutiny of work completed last year, the outdoor environment plays an important part in children's learning. The current, youngest Year 1 children clearly recall which wild animals live in the grounds and can accurately describe the life cycle of a butterfly, all of which they learned in reception.

## PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

### Main strengths and weaknesses

- Children are achieving well because the quality of teaching is good.
- For their age, children get dressed and undressed well and keep their clothes in order.
- Children's physical skills are above average for their age.
- Children move to music well.

## Commentary

58. The teacher plans physical activities in all areas of the curriculum. In the hall, children learn to move to and interpret music well because the teacher sets a good example to them and encourages them well, using praise to spur them on to greater efforts. In the classroom and in the outdoor learning area, children practise and refine their movements in other areas of

learning; for example, in jumping two footed along a large number line. When sorting small objects, drawing, painting, or 'spearing' leaves onto sticks, children refine their fine motor skills and become more dextrous. Their achievement is good within this broad band of above average attainment as their skills improve.

59. Children are familiar with the routines of getting changed for PE lessons and do so without making a fuss. They can all jump, about two thirds of them can hop and they can all skip well when travelling around the hall. They are beginning to put together a series of movements to form a sequence. When moving to 'Bubble' music children can dance as if 'growing,' 'floating,' and 'twisting.' They are aware of their own space and of others around them and understand, that when they exercise, their hearts beat more quickly.
60. In the classroom children can pick up and sort small objects using tweezers and they manipulate play dough well. Their skills in physical development are above average for their age and they are all on course to meet the Early Learning Goals in this area. Most children will easily exceed these.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Children have a good knowledge of colour for their age.
- The teacher has high expectations resulting in good standards of finished work.
- Children have good opportunities to use the role-play areas.

### **Commentary**

61. During the inspection children explored the outdoor play areas and classroom to find leaves of different shapes in autumn colours. They did this well, 'spearing' their chosen leaves onto a stick carefully. They know the names of all the primary colours and can talk about how to make secondary colours. For example, they know that red and yellow make orange. Children achieve well, and it is likely that they will attain the goals expected for them in this areas of learning, and most will exceed them.
62. The quality of teaching is good and the teacher has expertise in this area. The teachers' plans clearly identify links between areas of learning which promote children's greater understanding. For example, during their learning about the solar system, children made individual collages of night and day to a very high standard, choosing appropriate colours and materials in their finished work. After direct teaching, children could glue and stick their materials very tidily and cleanly, resulting in polished pieces of artwork for display.
63. Children take on the roles of shopkeeper and customer, doctor and patient with enthusiasm. They make sure that instruments such as the stethoscope are put away in the right place in the 'Health Centre' and that shopping is paid for and money goes into the till in the 'Fruit Shop.' Children cooperate well in these activities, having conversations and taking turns to act out their favourite roles. Several role-play themes are planned throughout the year to complement other work being taught, for example Chinese New Year.

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

### **ENGLISH**



Provision for English is **good**.

### **Main strengths and weaknesses**

- The quality of teaching and learning is good and consequently pupils achieve well.
- Standards in reading are well above average.
- Pupils have very good opportunities to develop their speaking and listening skills.
- Assessment and analysis of performance data are used effectively to monitor progress.
- Standards in writing need improving.

### **Commentary**

64. Standards in English tend to fluctuate because of the small number of pupils in each year group and the relatively high percentage of pupils with SEN within the school. For example, although an above average number of pupils in Year 2 attained above average standards in writing in 2004, overall standards in writing were average compared to schools nationally, but well below average compared to similar schools. For the current Year 2, standards in reading and speaking and listening are above average, whilst writing is at an average level. There are a particularly high percentage of pupils with learning difficulties in the current Year 4. However, currently, standards are above average in writing and well above average in speaking and listening and reading. This represents good achievement in reading and speaking and listening and satisfactory achievement in writing from this group's attainment on entry.
65. Although there are mixed-aged classes within school, pupils are now taught in single year groups for English in the mornings and this enables teachers to accurately plan work for pupils of the same age. Teaching is good and has an emphasis on helping pupils to develop their literacy skills through purposeful and enjoyable activities that enable them to achieve well. For example, in a lesson in Year 4, pupils engaged in role-play to act out scenes from their class book and this helped them to write their own playscripts. Learning objectives are made clear at the beginning of each lesson and are usually revisited at the end of the lesson so that pupils can identify the progress that they have made. Pupils with SEN make good progress because of the good support that they receive from their effective learning support assistants. A significant strength of teaching in all years is the teachers' good overall interpretation and use of the National Literacy Strategy, which contributes effectively to pupils' learning. Pupils work well in lessons both as individuals and within groups. They are aware of their individual targets and this gives them guidance on what they need to do to improve their writing.
66. Pupils achieve well in reading throughout the school. Most are confident readers, reading with fluency and expression. Pupils in Year 2 have a good grasp of phonics, which enables them to decode words quickly whilst retaining the meaning and the flow of the text. By Year 4, most pupils read accurately and with expression. They understand what they are reading and can identify the main characters and events in stories. Pupils express their own preferences for reading matter, name their favourite authors and illustrate good library skills. Good reading resources within school contribute to the well to the good achievement.
67. All adults, including teachers, teaching assistants and non-teaching staff make a positive contribution to the development of pupils' speaking and listening skills. Pupils are encouraged to talk to and listen to adults and their peers well in lessons. For example, in a lesson in Year 3, pupils re-enacted a press conference from the time when the American astronauts returned from the moon. Individual pupils took on their role with great confidence and maturity and enjoyed the opportunity to use their historical awareness to compose and answer questions. Teachers are very effective at engaging pupils with probing questioning that encourages them to think carefully before responding. They end lessons by giving pupils opportunities to share their work with the rest of the class, so developing their language skills and their range of vocabulary well. By the time that they reach Year 4, the majority of pupils are confident speakers with very good speaking and listening skills.

68. Leadership and management by the coordinator are currently satisfactory. The coordinator for English has only recently returned to school. She has a clear view of standards within her subject and works closely with other members of the staff to ensure continued improvement. She has sound subject knowledge and has helped to secure improvements since the last inspection. There is now a policy and scheme of work which match the requirements of the National Literacy Strategy. The coordinator regularly monitors planning, moderates work produced throughout the school, and has observed some teaching. At the time of the last inspection, data was not sufficiently analysed but this is no longer the case. There is now an assessment policy for English that includes data analysis and effective systems for tracking the progress of individual pupils. The coordinator helps to ensure that pupils with learning difficulties make good progress in English because they are provided with good levels of support from their teachers and learning support assistants.
69. The outcome of the coordinator's observations accurately identifies the need to raise standards in writing and this is now a priority in the SIP. Teachers work together to establish writing workshops linked to topic work, whilst opportunities for extended writing are now included within the timetable. For example, during the inspection week, pupils in Year 3 wrote newspaper reports as part of their topic on "Spectacular Space". All pupils have writing targets within their books and teachers refer to these within lessons. However, there are some missed opportunities to improve writing standards. For example, there is scope to use some of the regular planned guided reading sessions for guided writing.

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

70. Pupils are given satisfactory opportunities to develop their language and literacy skills across other areas of the curriculum and this contributes significantly to their very good achievement in speaking and listening and reading. For example, in science, pupils in Year 4 wrote stories about "An Alien Landing" as a result of their visit from the 'Star Lab,' whilst pupils in Year 1 made links in their learning between art and design and English when designing and writing about 'Magic Wallpaper'. However, there are too few opportunities for pupils to use computers within lessons to support their learning. Although there are computers in all classrooms, they are not used effectively to encourage pupils to engage in independent research activities or to promote good writing standards throughout the school.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Standards are above average in Year 2 and well above average in Year 4.
- The quality of teaching and learning is good and pupils achieve well.
- Pupils are now taught in smaller year groups.
- Assessment and analysis of performance data are used effectively to monitor progress.
- ICT is not used sufficiently to support teaching and learning in mathematics.

### **Commentary**

71. Standards in mathematics tend to fluctuate because of the small number of pupils in each year group and the relatively high percentage of pupils with SEN within the school. In the 2004 national tests for pupils in Year 2, standards in mathematics were average compared to similar schools and above average compared to schools nationally. Currently Year 2 pupils are attaining above average standards. Although there is a particularly high percentage of pupils with SEN in the current Year 4, inspection findings support school assessment information:

standards are now well above average in this year group. Achievement by Year 2 and Year 4 is good and pupils with SEN are well supported by teachers and learning assistants and also achieve well.

72. The good teaching is characterised by:
- clear learning objectives in lessons;
  - effective use of teachers' questioning skills which develop pupils' thinking skills well;
  - capturing pupils' interest and full engagement in lessons;
  - good planning, based on prior assessments, which matches activities and tasks to pupils' needs;
  - a good level of challenge;
  - good use of praise;
  - the very valuable contribution of learning assistants; and
  - the use of time limits, which increase the pace of lessons by challenging pupils to complete their work in a set time.

Since the last inspection, the school has successfully implemented the National Numeracy Strategy and all classes now have a daily lesson in mathematics. Teachers have good subject knowledge and encourage pupils to use appropriate mathematical vocabulary. For example, in a very good lesson in Year 4, pupils could name a wide range of 2D and 3D shapes and responded confidently to questions about their properties. Each lesson concludes with an opportunity for pupils to explain how they have completed their tasks and to think about and discuss the strategies that they have employed. These opportunities are very effective in developing pupils' thinking skills. Most pupils enjoy their work in mathematics. They work well as individuals and within groups and share ideas and resources sensibly. Regular homework for all classes supports learning in mathematics.

73. At the time of the previous inspection, curricular inconsistencies occurred where pupils were taught in mixed-aged classes. This is no longer a weakness, as the school has recently implemented single year group teaching for all pupils, which has proved very effective in supporting pupils within smaller groups. In one good lesson in Year 1, for instance, pupils carried out an investigation into different combinations of number that would give the same total. This was a challenging activity but because of the small number of pupils, the teacher was able to target support where it was needed. In the same lesson, a very small group of pupils with learning difficulties were taught by a teaching assistant. She knew her pupils very well and was able to provide them with the individual attention that they needed. As result, they all made good progress and this did much to raise their self-esteem.
74. There is good use of assessment and data analysis to ensure that pupils' progress is monitored closely and that support is targeted appropriately. The school makes good use of information from national tests to set targets for improvement for both teachers and pupils. For example, pupils now have individual targets in mathematics. The school has developed extensive information on the progress of pupils in terms of gender and ability and is beginning to use this to identify areas of weakness. Work is marked on a regular basis with some encouraging comments on how pupils can achieve further improvement.
75. Leadership and management of this subject are satisfactory. Although the coordinator is very new to the post, she has already developed an action plan for future development. This includes the monitoring of planning and learning throughout the school and the development of procedures to assess the ability of pupils in using and applying their mathematical knowledge. She is aware of the need to extend the use of ICT to support teaching and learning in mathematics.

### **Mathematics across the curriculum**

76. Pupils make satisfactory use of mathematics as part of their work in other subjects and consequently learn the practical application of their skills. For example, pupils use their measuring skills in science and design and technology, and pupils in Year 4 had observed

pieces of ice to monitor time and temperature as it began to melt. However, these opportunities are under-developed. This is particularly evident in the use of ICT, where there are insufficient opportunities for pupils to collect and represent information through the use of computers, and data handling remains the weakest area of mathematics.

## SCIENCE

*This subject was sampled because no lessons were timetabled on the inspection days, although an extensive evidence base was collected.*

77. The school has reorganised its curriculum into topic areas. Lessons within 'topic' times from Monday to Wednesday are connected to, but do not necessarily focus on, the scientific elements of learning. However, on the final two days of the week, discrete lessons in science take place in single year groups. The science curriculum is enriched well by use of the grounds for environmental science and from visitors such as 'Star Lab.' An extensive scrutiny of work and discussions with pupils from each year group indicate that standards are average in Year 2 and above average in Year 4. Teachers' assessments are inaccurate and record that standards are lower than this but do record that an average proportion of pupils attained the higher standard of Level 3.
78. When talking to pupils in Year 4, they described some of the fair testing procedures they had used and said how much they enjoyed science, particularly the experiments they complete. For example, they recall testing the strength of different papers, finding out which magnets were the strongest, and their learning about solids and liquids. Pupils in Year 2 can name several different types of tree that grow in the school grounds and know the conditions for growth. They can make predictions and describe how they would make up a fair test for discovering what material would be most likely to slow down a toy car on a ramp. They talk confidently about the positions of the planets, and some of their characteristics, in our solar system.
79. Pupils' work shows they cover all the necessary elements of the science curriculum in each year group with a strong emphasis on developing the skills of investigating and experimenting. Work in books is well marked and different tasks are set for different groups within each year group. For example, pre-prepared writing frames are provided for lower attaining pupils so that they have more time to record their investigations in science.
80. The topic aspect of science has very good links to other subjects such as art, music, history, dance and English. Pupils in Year 4 used skills learned in literacy to write about the visit of the 'Star Lab' using bullet points to make specific points, and using correct punctuation, for example when writing, "Wow! The star lab looks enormous!" They used scientific skills well to investigate what would be the best sort of rock the Egyptians could use to build the pyramids. Pupils in Year 2 wrote a letter from Neil Armstrong to Earth, describing his moon landing, and made a chapatti healthy snack when learning about food groups and healthy eating habits.
81. Leadership and management are good. The science coordinator has not, unlike other staff, changed her subject responsibility this year. She monitors the planning and pupils' books well, and advises teachers which parts of the curriculum should be taught in discrete year groups and which can be included in topic work. She has monitored the quality of teaching and learning in classrooms and is aware of the problem with teachers' assessments being too low, has bought a new assessment system for the whole school to implement, and planned whole staff training in its use. She has been very successful in leading the development of the external learning environment, which is now a rich resource for the school.

## INFORMATION AND COMMUNICATION TECHNOLOGY

*This subject was sampled because no lessons were timetabled on the inspection days.*

82. A key issue from the last inspection was to improve resources for ICT to meet the requirements of the curriculum. Since the appointment of the headteacher, resources have improved considerably and there are now networked computers in every classroom, plus two interactive whiteboards, with another on order, and digital camera equipment. The school has suffered problems with its computer systems in the recent past, but these are now resolved.

However, although the interactive whiteboards are used well in lessons, and pupils are also beginning to use them in whole class teaching sessions, not enough use is made of classroom computers and progress since the last inspection is unsatisfactory overall.

83. There is evidence to show that pupils in Year 2 can change the font, colour and size of text and they have word-processed some of their work. Pupils in Year 3 are learning some of the functions of the interactive whiteboard in their classroom. Records of some pupils' previous work is kept on files which can be accessed from class computers but many records have been lost by external contractors who returned computers to factory settings when servicing them, so a complete picture of what individual pupils have achieved is not available. Assessments are out of date and a judgement on pupils' achievement cannot be made accurately. The school believes that most pupils have access to computers at home but has no information on what ICT skills pupils have learned at home. Therefore planning to improve pupils' skills is insecure as there is no 'baseline' for individual pupils.
84. Teachers do not have a thorough knowledge of the programs available on the class computers. This is because the computers have been 'out of action' so frequently, and so have not been used enough in lessons. There is little evidence to show that ICT is either planned for or used well in other subjects, for example, both in science and in mathematics, pupils have spent time drawing graphs rather than learning how to use a data-handling program.
85. Leadership and management of ICT are currently satisfactory. The coordinator took on this subject responsibility at the beginning of term and has a good knowledge and understanding of the subject and what needs to be done to improve provision. The development of ICT is a high priority in the school improvement plan, and now that the quality and amount of resources have improved and are working, the school is in a good position to implement the curriculum more effectively.

## HUMANITIES

*Religious education was not inspected because of the Voluntary Aided nature of the school. This will be inspected separately in a Section 23 inspection.*

*Geography and history were sampled.*

86. The coordinator for geography and history has only been in post for a period of weeks and has had insufficient opportunity to review long-term and medium-term planning to ensure that they reflect current requirements and cater for the needs of mixed-aged classes. She is aware of the need to monitor standards of teaching and learning throughout the school and to carry out a curricular audit to ensure that both subjects are allocated appropriate curriculum time. At the time of the previous inspection, standards in history and geography were in line with national expectations and pupils made satisfactory progress. However, there were no up-to-date schemes of work to support either subject; resources were only adequate and pupils in Year 4 had no access to ICT. History and geography are now taught as part of planned whole-school topics; resources in both curricular areas are good and a programme of visits and visitors enriches the curriculum. From looking at pupils' work, there is every indication that standards are broadly average and similar to those seen at the time of the previous inspection.
87. In the very good lesson seen in **history** in Year 3, the teacher used resources very effectively, which helped maintain a high level of interest. For example, in one lesson she used resources effectively to make lessons interesting and to maintain pupils' interest. During this lesson, pupils re-enacted a press conference from that time and individual pupils took on their role with great confidence and maturity, enjoying the opportunity to use their historical awareness to compose and answer questions and promoting their literacy skills effectively. Although there is some evidence of the use of ICT within both history and geography lessons, teachers do not

plan to provide pupils with regular opportunities to carry out independent research using either the school library or the Internet.

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

*Physical education was inspected in full and is reported below. Music, art and design and design and technology were sampled.*

88. One good **music** lesson was seen in a mixed class of Year 1 and 2 pupils during the inspection. In this lesson, pupils learned to read notation, to play a short tune and then to write and perform their own short piece of music. The teacher modelled activities well, provided good quality resources, used the teaching assistant effectively, and the lesson had good pace. By the end of the lesson, pupils' good learning was clear.
89. In assemblies, pupils sing tunefully and confidently. The school has a good range of extra-curricular activities and regularly takes part in concerts in partnership with other local schools. Pupils become familiar with the work of composers through topic lessons, where music is used as a stimulus for learning, and to create atmosphere, and before and after assemblies. During the inspection, pupils were learning to recognise and appreciate parts of the 'Planets Suite' by Gustav Holst. They were also learning facts about the composer.
90. Music is used well to promote pupils' spiritual and cultural education. Pupils have learned to appreciate, make and dance to Indian music in a whole school topic and received specialist advice and support in their learning from visitors to the school.
91. One good **art and design** lesson was seen in a mixed class of Year 1 and 2 pupils. In this lesson, pupils' standards in their knowledge and understanding of colour, and how to vary the tones and tints of colours, were above average. The lesson was very well planned and the objective, to re-create the 'Sunflowers' by Van Gogh in the form of a collage, was made very clear, so pupils knew why they were mixing colours and what the outcome would be.
92. A very good lesson was seen for the younger Year 1 pupils, who are taught in the reception class in the afternoons. In this lesson, pupils learned to print with leaves. They printed the leaves in a repeating pattern and used autumn colours, also in a repeating pattern. All pupils used a well defined routine of selecting the leaf, and the colour of paint. They all covered their leaves with paper before using the rollers and all discarded that paper properly after it was used. At no time did they mix any colours or get any paint on either the rollers or themselves. In this lesson pupils' concentration and behaviour were excellent, their learning was very good, and the standards they attained were well above average.
93. There is a wealth of evidence around the school of pupils' artwork and their learning. Teachers have a good knowledge of the curriculum and all attended a day's training on using the work of famous artists at the National Gallery in London. As a result, pupils have interpreted the work Degas and Pissarro well. The outdoor environment is used well throughout the school both for improving pupils' skills in drawing and for them to construct pictures from natural objects, which are then photographed. The standard of finished work is above average throughout the school and some teachers clearly have considerable expertise in this area which is put to good use in raising pupils' achievement.
94. Art and design are used very well to promote pupils' spiritual and cultural education. Artists in residence have led workshops on using textiles, for teachers and pupils, on Indian designs resulting in large, very well presented wall hangings from each year group. Parents have raised money specifically for events such as these and have also been involved well in the workshops. The curriculum has been extended and there are now strong links to other areas of the curriculum such as music, history and science. The coordinator is well trained, has expertise, and her leadership and management are good.

95. **Design and technology** is planned and taught as part of whole-school topics. No lessons were planned during the week of the inspection and consequently no judgement can be made about provision or standards in either key stage. A portfolio of pupils' work demonstrates that teachers plan to cover all of the required programmes of study.

## Physical Education

Provision for physical education is **satisfactory**.

### Main strengths and weaknesses

- The curriculum is enriched by a good range of extra-curricular clubs and activities.
- Standards in swimming are well above average.
- Some aspects of physical education cannot be taught effectively because the school hall is too small.

### Commentary

96. Standards are average in dance and gymnastics but well above average in swimming. Pupils' achievement is satisfactory overall, but good in swimming. In the lessons seen the teaching was good or better. Teachers set the right tone for lessons by changing into appropriate clothing and through their willingness to participate in physical activities. They give appropriate attention to health and safety aspects, such as warming up at the start of a lesson and cooling down at the end. Most pupils demonstrate positive attitudes in physical education lessons and during after-school club activities. The standard of behaviour reflects directly the quality of teaching. Good class control has a major impact on lessons and teachers retain firm control but are warm in praise for good behaviour and performance. As a result, pupils have a very clear understanding of what is expected, respond appropriately and make progress during lessons. Most pupils respond well and enjoy their lessons. They co-operate happily in paired and group activities and enjoy the opportunity to perform and to comment on the performance of others. For example, even the youngest pupils could select their favourite movements from their 'Bubble' dance.
97. Pupils clearly enjoy the opportunities provided for participation in additional team sports and sporting clubs, such as football, netball, skipping and tag rugby. The school has established close links with the local sports college and many physical activities, such as dance and gymnastics festivals, are provided as a result. Visiting specialists come into school to demonstrate good practice and this has a positive impact on teaching and learning throughout the school.
98. At the time of the previous inspection, swimming lessons did not take place. Pupils in Years 3 and 4 now enjoy swimming lessons at the local leisure centre. These lessons are very well planned and organised and as a result, swimming standards are well above average. In the current Year 4 class, for example, over half of the pupils have already achieved the nationally expected Year 6 standard of swimming twenty-five metres unaided and, in the lesson observed, these pupils had progressed sufficiently to begin developing life-saving skills.
99. The school has access to excellent external accommodation and this is used effectively to enable participation in a range of sporting activities and games. However, the school hall is too small to accommodate physical education lessons and some aspects of the physical education curriculum cannot be taught effectively. For example, there is insufficient apparatus to allow pupils to fully develop their skills in gymnastics and this restricts the progress that they make. In some lessons where teaching is good, learning can only be satisfactory because



pupils have to remain inactive for long periods whilst they wait for their turn. The hall directly adjoins the Year 4 classroom and the noise created proves a distraction in some lessons.

100. Leadership and management are satisfactory. The coordinator has only been at the school for a very short time and the impact of her leadership is yet to show fully. However, she has already drafted a new policy for physical education, established close links with the local sports college and pyramid schools, and completed an action plan for future development. She is aware of the need to monitor standards of teaching and learning throughout the school and to extend pupil assessment in swimming to other aspects of the curriculum for physical education.

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

*This area of the curriculum was sampled.*

101. The school has made improvement in pupils' personal, social and health education by developing a policy and scheme of work, which includes attention to healthy living, sex, drugs and race awareness. PSHE is firmly embedded into the curriculum in subjects such as science and religious education and all pupils learn the responsibilities of living in a community. The implementation of weekly circle time sessions for each class contributes to pupils' ability to listen to what others have to say and gives pupils opportunities to discuss any issues that have emerged within school. These sessions contribute significantly to the very good attitudes and relationships seen and ensure that the school operates as a harmonious community. Pupils are given good opportunities to take responsibility within school, such as when they take attendance registers to the school office or set out equipment in the classrooms. They are eager to perform these tasks and do so efficiently. Pupils participate in the National 'Fruit and Vegetable' scheme and the school received a Healthy Schools Award in 2003. The subject supports learning in other curricular areas well, particularly English.
102. Pupils do have opportunities to influence their own learning, such as when developing their own class rules or nominating representatives to feed back within lessons. However, as yet, the school has not established class councils or a school council in order to give pupils opportunities to share their ideas with others in a formal setting and to experience democracy at first hand.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	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	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	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	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
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).*