

INSPECTION REPORT

DROITWICH CHAWSON FIRST SCHOOL

Droitwich

LEA area: Worcestershire

Unique reference number: 116672

Headteacher: Mr G Hughes

Lead inspector: Derek Watts

Dates of inspection: 16 to 19 May 2005

Inspection number: 266755

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Community
Age range of pupils:	4 to 9
Gender of pupils:	Mixed
Number on roll:	431
School address:	Wych Road Droitwich Worcestershire
Postcode:	WR9 8BW
Telephone number:	01905 773264
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Linda Steele
Date of previous inspection:	17 to 21 May 1999

CHARACTERISTICS OF THE SCHOOL

Droitwich Chawson First is a much larger than average school of its type. Most pupils come from a White British background. About three per cent of the school population come from other ethnic backgrounds including mixed, Asian and Chinese. Few pupils speak English as an additional language. The proportion of pupils with special educational needs and those with a statement of special educational needs is below the national average. The pupils' special educational needs include moderate learning, speech or communication, social, emotional and behavioural difficulties. The socio-economic circumstances of the school's intake are diverse but average overall. A below average proportion of pupils leave and join the school during the school year. The school received a School Achievement Award in 2004. Children's attainment on entry to the reception varies from year to year. It was average for the current reception classes.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22092	Derek Watts	Lead inspector	Foundation stage Science Information and communication technology Design and technology Physical education
10329	Brian Sampson	Lay inspector	
8864	Peter Clifton	Team inspector	English English as an additional language Religious education History Geography
31029	Peter Thrussell	Team inspector	Mathematics Art and design Music Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Droitwich Chawson First is a good school with some very good features. Pupils achieve well because of the good teaching they receive. Across the school, pupils are attaining above average standards overall. The school has a very positive ethos where all pupils are valued and included in the range of activities provided. Leadership and management are good overall with the headteacher providing very good leadership. The school provides very good value for money.

The school's main strengths and weaknesses are:

- Provision in reception is very good and consequently children get a very good start to school.
- The headteacher provides very good leadership and direction for the school.
- Teaching and learning are good in English, mathematics, science and information and communication technology (ICT).
- Pupils have very positive attitudes to learning and behave very well.
- The balance of the curriculum, religious education and links between subjects are under-developed.
- Partnerships with parents, the community and other schools are good.
- The school has strong teamwork among the staff and a good capacity to improve.

Overall, the school has made very good improvement since its last inspection in May 1999. This is because of the very good steps put in place by the headteacher. The four main key issues for improvement after the last inspection have all been tackled very well. Standards in writing have improved from below average to above average in Year 2, and from average to above average in Year 4. In ICT, standards have improved from below average to above average across the school due to considerable improvements in teacher expertise and resources. Teaching and assessment are more consistent and much improved; now there is a higher proportion of very good and better teaching and no unsatisfactory teaching. In addition, leadership and management and the partnership with parents have both improved from satisfactory to good levels.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
Reading	C	C	A	B
Writing	B	C	B	B
Mathematics	C	C	A	B

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

Pupils' achievement is good overall. Children's attainment on entry to the school varies from year to year but was average for the current reception classes. Children in reception

achieve very well and most are likely to reach the expected early learning goals by the end of reception, and a significant proportion should exceed these. The youngest children are achieving particularly well. The school's national test results for Year 2 in 2004 were well above average in reading and mathematics and above average in writing. These results were well above average overall and a significant improvement on the previous two years. This is because the Year 2 year group in 2004 was a higher attaining group than usual, teaching had improved and the impact of subject leaders has improved. In the current Year 2, standards are above average in speaking and listening, reading, writing and mathematics. Pupils are achieving well in these areas because of good teaching. Standards in the current Year 4 are above average in English and mathematics. These pupils have achieved well from their prior attainment in Year 2. Standards in science are above average across the school and achievement is good. Across the school, standards in ICT are above average and pupils' achievement is good. Pupils with special educational needs are achieving well because of the good teaching and effective support they receive. Standards in religious education are in line with the locally agreed syllabus; pupils are achieving satisfactorily rather than well, because the curriculum is less well developed than in other subjects.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good. Pupils have very positive attitudes to learning. They behave very well in lessons and around the school. Relationships between pupils, and between adults and pupils, are very good. Pupils' understanding of their own cultures is good but that of other cultures is sound. Attendance and punctuality are satisfactory.

QUALITY OF EDUCATION

The quality of education is good. Teaching and learning are good overall. In reception, teaching and learning are very good and this contributes to children's very good achievement in the areas of learning. Teaching and learning are good in Year 1 to 4 with some examples of excellent teaching. The curriculum is satisfactory overall. The Foundation Stage curriculum for children in reception is good. The areas such as English, science and ICT are well planned. However, the balance of the whole curriculum is not always secure and the links between subjects in Years 1 to 4 are not fully developed. Religious education receives too little time and has not been improved to the same extent as other areas. The school has already begun revising the curriculum to further increase creativity and the links between subjects. A good range of activities is provided to enrich the curriculum, including: choir, football, basketball, table tennis, tennis, cricket, rugby, gymnastics and dance. Care, welfare and support for pupils are very good. Links with parents and the community are good. The partnership with other schools in the area is good and this enables a smooth transfer to the middle school.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher provides very clear leadership and direction. This, coupled with strong teamwork amongst the staff, is contributing significantly to a clear culture of continuous improvement. The headteacher and staff have created a very positive school ethos where pupils can learn well and where parents feel welcome. The headteacher is well supported by the deputy and other key staff. The role of subject leaders is generally well developed, particularly in English. The school's performance is effectively monitored and evaluated. The findings lead to clear action to bring about improvements. The effective monitoring and development of teaching has contributed to its improvement. Governance is good. The governors support and challenge the headteacher well and have a clear understanding of the school's strengths and

development. They are well led and make a valuable contribution to the school's effectiveness. All statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' views of the school are very positive. Parents are very pleased with all aspects of the school and very few have expressed any concerns. Pupil progress, leadership, approachability, good teaching and high expectations are some of the strengths identified by parents. Pupils are also very happy with their school and participate well in the activities offered. The inspection team agree with the positive points identified by parents and pupils.

IMPROVEMENTS NEEDED

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

- Revise the curriculum in order to improve the balance and the links between subjects.
- Raise the profile of religious education in order to raise pupils' achievement.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is good overall. Standards are above average overall in reception, Year 2 and Year 4. Both boys and girls achieve well regardless of their starting points.

Main strengths and weaknesses

- Children achieve very well in reception.
- Achievement and standards have improved very well in ICT.
- All groups of pupils, including those with special educational needs, achieve well.
- Pupils achieve less well in religious education than in other subjects.

Commentary

1. When children start school, their attainment is broadly average. By the time they leave at the end of Year 4, standards are above average. This good achievement is due to:
 - consistently good teaching and learning;
 - their very good attitudes to learning;
 - effective leadership in English, mathematics, science and ICT which is improving standards, and
 - the effective support received by pupils with special educational needs.
2. Most children in the reception classes are likely to attain the expected early learning goals in personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; creative development; and physical development. A significant number of children are likely to exceed these. Children are achieving very well because they receive very good teaching and are provided with a well-planned and stimulating curriculum.

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

Standards in:	School results	National results
reading	17.2 (15.6)	15.8 (15.7)
writing	15.8 (14.5)	14.6 (14.6)
mathematics	17.3 (16.6)	16.2 (16.3)

There were 82 pupils in the year group. Figures in brackets are for the previous year.

3. In the 2004 National Curriculum tests for Year 2, the school's results were well above the national average in reading and mathematics and above average in writing. The results were well above average overall. When these results are compared to similar schools, using the free school meals method, the results were above average in all three areas. The tests results in 2004 were a considerable improvement on previous years, when they were well below average overall in 2001 and average in 2002 and 2003. A number of factors contribute to the improvements and the high results. The year group was higher attaining than usual and entered the school just above average. Improvements to the quality of teaching in Year 2 and effective leadership, particularly in English, have also played a part.

4. The current Year 2 is a lower attaining year group than the previous year and entered the school below just below average. Standards are above average in speaking and listening, reading, writing and mathematics. Most pupils, including higher attainers and those with special educational needs, are achieving well because of good teaching.
5. In the current Year 4, standards are above average in speaking and listening, reading, writing and mathematics. These pupils are achieving well, based on their average prior attainment in Year 2. Good teaching and effective subject leadership contribute to these above average standards and the good achievement.
6. Standards are above average in science in the current Year 2 and Year 4. Pupils are achieving well because of good teaching. The school has increased the opportunities for practical and investigative work. As a result, pupils are developing and applying scientific skills well.
7. In ICT, standards are above average across the school and pupils are achieving well because pupils are well taught and have regular teaching of ICT skills in a computer suite. At the time of the last inspection, standards were below average in Year 2 and Year 4 and pupils' progress was unsatisfactory. Improvements in resources and to teacher confidence and expertise contribute to these very good improvements. While there are several good examples of pupils using ICT well to support their learning in others subjects, this good practice is not consistent across the school, though it is satisfactory overall. Standards in religious education are in line with those expected by the locally agreed syllabus. Pupils are only achieving satisfactorily in this subject rather than well. This is because of satisfactory teaching, an underdeveloped curriculum and insufficient time devoted to the subject.
8. Pupils with special educational needs are achieving well overall. This is because they receive good support from teachers and teaching assistants.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good whilst their personal development is good. These have all improved since the previous inspection. Attendance and punctuality are satisfactory.

Main strengths and weaknesses

- Pupils' interest in school life and the range of activities provided is very good.
- Pupils' relationships with others are very good.
- Pupils' confidence and self-esteem are very good.
- The school sets high expectations for pupils' conduct and successfully works to achieve them.
- Pupils have a very good understanding of the difference between right and wrong.
- Pupils have a very good appreciation of the responsibilities of living in a community

Commentary

9. Most pupils in the school get on very well together. The school expects very good behaviour and pupils respond well to these expectations, particularly pupils from reception to Year 2. There has only been one temporary exclusion in the last twelve months. Children are proud of their school. They open doors for visitors and say good morning. The school is a tidy place with very little litter. No graffiti or vandalism was

seen. The school has good procedures to deal with the rare incidents of bullying or harassment. Pupils themselves say that incidents such as these are rare. They are given confidence to report incidents through talking about them in lessons.

10. The school works hard to stimulate in pupils a desire to learn, and this shows in the very clear, confident way in which pupils conduct themselves. Pupils like their lessons and the wide range of activities provided by the school. In most lessons pupils' interest and concentration levels were high. The after-school clubs, such as football and the choir, involve a very high percentage of pupils and the breakfast club is also popular.
11. Pupils' willingness to be enterprising and take responsibility is good. The democratic, weekly elected forums are very popular and successful. The recently elected 'prime minister' is a new initiative to develop pupils' understanding of a democratic process and the responsibilities which go with this. Special trained friends work well in helping shyer pupils to integrate and there are always volunteers for assembly and lunchtime duties.
12. Pupils' moral development is very good and staff are very good role models. Rewards and sanctions are well known by pupils and celebration assemblies are a proud place to be. Classes make up their own rules. They are clearly well aware of the less fortunate in life, particularly in their own school, and do all that they can to accept and help them.
13. Spiritual development is good. Pupils show mutual respect for each other's feelings and appreciate that not all have been brought up under the same circumstances. They are asked to consider this and other points in silent prayer, for example when they have been personally challenged in telling the truth.
14. Cultural development is satisfactory overall but pupils' understanding of local culture is good. For example, pupils are well aware, through projects, of the salt trade history of Droitwich. They also take part in the local music festival and recently sang songs in the local celebration of VE Day. Multi-cultural aspects are less well developed although the pupils do visit a Hindu Temple in Birmingham and also learn about Chinese New Year and some aspects of Divali and Judaism.

Attendance in the latest complete reporting year 2003 to 2004 (%)

Authorised absence		Unauthorised absence	
School data	5.7	School data	0.5
National data	5.1	National data	0.4

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

15. The school's good procedures to promote attendance have ensured that it has now improved on last year's figures. Last year, the school's attendance levels were below the national average and unauthorised absence was above. For the current year, both attendance and unauthorised absence are close to the national average. Punctuality, including parents' and carers' efforts, is satisfactory overall although the school still has persistent latecomers. It records the details and effectively follows up such cases with parents.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good overall. Teaching is good and pupils make good gains in their learning. The school has effective assessment systems and assessment is generally used well to inform planning and teaching. A satisfactory curriculum is enriched by a good range of activities. Pupils' care, welfare, health and safety are very good. The support, advice and guidance for pupils are good. The school has effective partnerships with parents, the community and other schools.

Teaching and learning

Teaching and learning are good overall and this contributes well to pupils' good achievement. Assessment procedures are good and assessment information is used well to guide planning.

Main strengths and weaknesses

- Teaching and learning are consistently very good in reception.
- Pupils are very well managed.
- Strategies to develop speaking, listening, reading and writing are effective.
- Pupils' use of numeracy and ICT in other subjects is inconsistent.
- Teaching and learning have improved through effective monitoring.

Commentary

16. Teaching and learning were judged to be good during the last inspection. They are still good, but there have been significant improvements. During this inspection, a higher proportion of good and better lessons were seen and there was no unsatisfactory teaching. Furthermore, the quality of teaching and learning in English and mathematics from Years 1 to 4 was good overall while it was satisfactory last time. The proportion of good or better teaching is higher than is normally found on primary school inspections. Strong teamwork among the staff, effective leadership and good systems for monitoring and developing teaching all contribute to good teaching and learning. This improved teaching has led to a raising of standards and achievement.

Summary of teaching observed during the inspection in 48 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (4%)	12 (25%)	26 (54%)	8 (17 %)	0	0	0

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

17. Teaching and learning are consistently very good in the three reception classes. As a result, children make very good gains in acquiring knowledge, skills and understanding. The teachers have a very good knowledge of the Foundation Stage curriculum and how children of this age learn. Consequently, children are provided with an interesting and stimulating range of activities. These motivate them and maintain their interest. Support staff are very well deployed and make a valuable contribution to children's learning. Teachers and support staff use an effective blend of direct teaching with allowing children to explore and discover.

18. In Years 1 and 2 teaching and learning are good overall and range from satisfactory to very good. The very good lessons were seen in English, mathematics, science and physical education. In Years 3 and 4, teaching and learning are good overall and range from satisfactory to excellent. Excellent lessons were seen in English and science in Year 3 and very good lessons were seen in mathematics.
19. Lessons are well planned and clear learning objectives are identified. These are effectively shared with the class so that pupils know what they are expected to learn. Teachers show a good command of the National Curriculum subjects and their often lively and enthusiastic approach engages and encourages the pupils.
20. Throughout the school, children and pupils are very well managed. Teachers and support staff have set high expectations of behaviour and the vast majority of pupils respond very well to these. Teachers have established very good relationships with their pupils. Most lessons are lively and interesting and humour is used constructively. As a consequence, pupils are engaged and interested and they behave very well. Learning time is rarely lost through dealing with inappropriate behaviour. Pupils' very positive attitudes to learning contribute to their good achievement.
21. Teachers create numerous opportunities to develop pupils' speaking and listening skills in a range of subjects. Pupils acquire new vocabulary and are given good opportunities to talk in pairs or groups, or present to the whole class. Pupils are becoming clear and confident speakers. Strategies for the teaching of reading are very effective, particularly in reception and in Years 1 and 2. Similarly, pupils have good opportunities to apply and develop writing skills in a range of lessons. However, the use of word processing as a powerful tool for drafting and editing is underdeveloped in a number of classes.
22. The school has effective systems for assessing and recording pupils' attainment, particularly in English, mathematics and science. In the main, assessment information is used well to inform planning and teaching. As a result, tasks are usually well matched to pupils' attainment and needs and so pupils are appropriately challenged. However, on occasions, tasks in mathematics, science and ICT are not well matched to pupils' attainment or capabilities.

The curriculum

The school provides a satisfactory curriculum with good opportunities for enrichment. Accommodation and resources are good.

Main strengths and weaknesses

- The curriculum in the Foundation Stage is good.
- Links between different subjects are yet to be developed fully.
- Provision for religious education is inconsistent and so pupils do not achieve as well as in their other subjects.
- All pupils have full and equal access to the curriculum.
- There are very good opportunities to participate in sport.

Commentary

23. There has been some good improvement in the curriculum since the last inspection, when the provision for ICT was unsatisfactory. A computer suite has been installed and classrooms now have interactive whiteboards. This is enabling skills to be taught consistently, so raising standards and achievement in ICT.
24. Schemes of work are in place for all subjects and topics for each subject are mapped out for different years, showing how learning will progress throughout the school. In English and mathematics, the use of the national strategies as a framework has helped to raise achievement. However, in some other subjects, in particular religious education, provision is not always as effective; checks are not always made carefully enough on how well pupils are learning and how their skills, knowledge and understanding are developing. The school recognises that work needs to continue on improving the effectiveness of the whole curriculum through making relevant and purposeful links between subjects, including the use of ICT, to enrich and enliven pupils' learning. Such improvements are already very evident in reception, and are developing in Year 1. The good planning for personal, social and health education is already made through links with different subjects; the new co-ordinator has introduced a more structured approach; circle time has been introduced where planned and immediate issues can be raised.
25. The school is careful to ensure that all pupils are provided for equally. In English and mathematics especially, pupils are set in Years 2 to 4, enabling work to be planned and matched more readily to individual ability and need. Pupils with special educational needs are fully included in the life and learning of the school. The provision for them is well organised and supported, enabling them to make good progress in developing both their social and learning skills to more fully access the curriculum.
26. The school does much to enhance the curriculum through extra-curricular activities, visits and visitors. This is very much appreciated by pupils and parents. A very wide range of sporting activities is offered, with clubs for football, basketball, table tennis, tennis, cricket, rugby, gymnastics, dance and taekwondo. Local clubs provide coaching and there are many opportunities for pupils to take part in competitive sport. An Arts Week, visiting theatre groups and musicians, school choirs and opportunities to take part in an annual music festival contribute to the good provision for the arts. Pupils' visits to local museums, places of worship and other places of interest help to bring learning alive.
27. The school is well staffed. The use of teaching assistants is well planned and often provides effective small group tuition both in and out of classrooms. Good resources are used well to enhance pupils' learning. The accommodation is good with particular strengths in the foundation stage. The outside areas provide good facilities for sport, imaginative play and other learning, with playground furniture and markings, a pond and sensory and science gardens. A new building is planned that will provide workshop areas for practical subjects and contribute to the school's curriculum development.

Care, guidance and support

The provision for pupils' health, safety, care and welfare is very good. Pupils' support, advice and guidance is effective. The involvement of pupils through seeking, valuing and acting upon their views is also good.

Main strengths and weaknesses

- Very good steps are taken to ensure pupils work in a healthy and safe environment.
- Induction arrangements for pupils are very good.
- Pupils are very satisfied with the school.

Commentary

28. This is a very caring and safe school within which pupils' learning can flourish. The headteacher is the named child protection person. He ensures that all staff are relevantly trained and all confidential documentation is locked away. There are currently some looked-after children in the school, but no refugees or travellers.
29. Health and safety procedures are very good. The named health and safety persons and a trained governor have carried out thorough and regular risk assessments. Regular fire drills are held and all escape routes are accessible and clearly marked. All fire, physical education and portable electrical equipment is checked as required. The school has caring and efficient procedures for dealing with and recording accidents and administering medicines. There are several trained first aid personnel. Good use is made of outside professional help such as the police and school nurse. The school has an effective and up-to-date internet safety policy, witnessed by parents.
30. Pupils spoken to confirmed that induction arrangements are very good. They emphasised that their original fear of joining somewhere new hadn't arisen. Some fourteen feeder nurseries and play schools are visited by staff prior to joining and even after children have been here for two or three weeks another home visit is made in case problems have arisen.
31. From consulting pupils it is clear that all have a good and trusting relationship with at least one or more adults in the school. Pupils know that they will be listened to by a sympathetic ear and comforted, whether it is a query on learning or more personal problems. Teachers know all pupils well and during the inspection it was clear how much children trusted the staff by talking to them.
32. The school involves its pupils well through regular forums, suggestion boxes and just generally talking to them in class and assemblies. Recently pupils complained that football took up too much of the playground during break times. Consequently a grass practice pitch is being marked out. Pupils are pleased with the teaching they receive and the opportunities to participate in a wide range of activities.

Partnership with parents, other schools and the community

Links with parents, the community and other schools are good, as are the school's extended services and educational support programmes.

Main strengths and weaknesses

- Parents are very satisfied with the education the school offers.
- The school would like to see more parents help their child's education at home on a more consistent basis.

Commentary

33. Discussions with parents and an analysis of the returned questionnaires indicate that parents and careers hold the school in very high regard. They are particularly pleased with the progress their children make, the leadership and management of the school, the approachability of the headteacher and staff, induction arrangements, the good teaching, the high expectations set by the staff, homework and the range of extra activities provided. The results of the parental survey were extremely positive and few parents expressed any concerns. The inspection team endorses the parents' very positive views.
34. Parents receive good information. The governors' report and prospectus comply with statutory requirements. Pupils' academic reports cover all subjects, are easy to understand, say what a child can do and give realistic targets. Parents appreciate the informative weekly newsletters and attendance at educational and 'meet the teacher' evenings is good. The school has an open door policy. For parents who speak little or no English the school arranges translators.
35. The school is good at involving its parents. Recently they have been in to a tasting of the newly installed school lunches and have also volunteered to run the garden maintenance programme. The school is very appreciative of its very energetic Friends Association, which has raised funding for the merry go shelter in the playground, video cameras in each class and a donation to the Forum.
36. Parental contribution to learning is good in school, where parents can be trained to help with readers. At home, involvement is satisfactory and some parents listen to children read or help with projects and topics. The school has good procedures for adult literacy, which has been running for three years. It is clear that this has had a marked benefit upon pupils' work in raising standards.
37. Good links with the community enhance pupils' learning and contribute well to their personal development. The local clergy visit regularly and take assemblies, whilst pupils have ethos visits to the local church. Local businesses are keen to help out where they can and the pupils often visit old folks' home to sing songs. The pupils support several local and national charities and have a clear appreciation that others are less fortunate than themselves.
38. Droitwich Chawson First is part of an effective cluster of local schools where staff share professional knowledge and experience. The mechanism for transfer to middle school is good and so the transition is a smooth one. The Year 4 pupils spoken to said they were looking forward to their new school. There are close links with a local teaching college and secondary students are welcomed for work experience.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good overall. The headteacher provides very good leadership and is well supported by senior staff. The governance of the school is good.

Main strengths and weaknesses

- The headteacher has a very clear vision and provides very good direction for the school.

- Teamwork among the staff is strong and there is a clear commitment to quality and improvement.
- Leadership roles are well distributed and are developing well.
- Some areas of the curriculum, such as religious education, are managed less effectively than others.
- School self-evaluation and improvement planning are good.

Commentary

39. The headteacher is experienced and effectively inspires and motivates the staff. He has a good vision that is successfully articulated and shared by staff, pupils and governors. Very clear emphasis is placed on leadership by others, teamwork and providing high quality teaching and learning. The headteacher is highly visible around the school and knows the pupils well. He visits classes regularly and is constantly providing encouragement and feedback to pupils. Pupils frequently bring good work to show the headteacher. He takes an enthusiastic interest in pupils' achievements and provides encouraging comments on their efforts. Pupils feel proud and they know that their work is valued. The headteacher has taken effective steps to build the partnerships with parents and involve them more in their children's learning. The school is open and parents are actively encouraged to get involved. The headteacher rightly has the confidence of the parents, pupils, staff and the governing body, and has been a major influence on improving teaching, raising pupils' attainment and improving pupils' care, support and guidance.
40. A very positive school ethos has been created by the headteacher and staff, where all pupils and staff are valued. Teaching and non-teaching staff work efficiently and effectively together. There is a clear commitment to high standards, high quality teaching and learning and continuous improvement. The strong teamwork and professional commitment among the staff contribute significantly to pupils' academic and personal development.
41. The headteacher and senior staff are effective in fostering good leadership at all levels. The strong leadership team possesses a wide range of educational expertise. The very good leadership in English has contributed to above average standards and very good improvements in writing since the last inspection. Similarly, effective leadership in ICT has led to very good improvements in both provision and standards. The school has started revising the curriculum in order to promote greater creativity and stronger links between subjects. This is an appropriate priority, because while areas of the curriculum such as the Foundation Stage, English, mathematics, science and history are strong, the balance and time devoted to other subjects is less effective. In particular, the curriculum for religious education is less well developed and this results in satisfactory pupils' achievement in this subject rather than good.
42. The management of the school is good. The administrative support staff are friendly and efficient. They support the headteacher and staff well and make a valuable contribution to the smooth day-to-day running of the school. Self-evaluation is effective and the school uses the findings well to bring about improvements. The headteacher and senior staff have a clear overview of teaching throughout the school. They monitor teaching regularly and the findings are reported back to governors and to staff. The local education authority has been used well in the monitoring and development of teaching, which has directly contributed to the school's consistently good quality of teaching. Subject co-ordinators, particularly those for English, mathematics and ICT, examine samples of pupils' work and hold pupil discussions in order to monitor

standards and provision. Some have not yet had opportunities to observe and support teaching but there are plans for this in the near future. National Curriculum test results are systematically analysed and strengths and weaknesses in pupils' learning are identified. The findings of self evaluation and data analysis lead to action for improvement. For example, effective action has been taken to improve the teaching and pupil achievement in areas such as writing and ICT. However, RE has not received sufficient attention and therefore is less well developed.

43. The school and governors have appointed some high quality teaching staff in recent years. They set clear criteria and have good procedures to help ensure that only good teachers are appointed. The effective selection of teachers is another contributory factor the raising of achievement and other school improvements. Induction procedures are good and this enables new staff to become effective members of the organisation quickly. The good teamwork and supportive culture amongst the staff also contribute well to the induction process.
44. The governors work well together and are effectively led by an experienced and enthusiastic Chair. Members of the governing body bring a wide range of experience and use this well. For example, they make particularly good use of governor expertise in areas such as finance and science education. Governors make regular visits to the school and receive information about the school's performance from the headteacher and subject co-ordinators. The governors have a clear understanding of the school's strengths and development needs. They are both supportive and appropriately challenging. All statutory duties are fulfilled.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	962,438	Balance from previous year	141,258
Total expenditure	1,006,753	Balance carried forward to the next	96,943
Expenditure per pupil	2,385		

45. Financial planning and management are good and effectively support the school's educational priorities. The school has a higher than usual carry forward but this funding is earmarked for the improvements in accommodation being undertaken in the summer 2005. The school has a lower than average expenditure per pupil. Given the school's positive pupil outcomes, it provides very good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

46. Provision for children in the three reception classes is very good and so all children get a very good start to school. Attainment on entry to the school varies but has been broadly average during the past two years. The school has very effective induction procedures to help children settle into reception quickly. The quality of teaching in reception is very good and children make very good progress in acquiring knowledge, skills and understanding. The teaching assistants are effective and work well with the teachers. The Foundation Stage curriculum is well planned and implemented. Children are successfully taught all areas of learning through interesting fortnightly themes. The theme during the inspection was 'Little Red Riding Hood'. Children achieve very well and standards are above average by the end of reception in all areas of learning. The younger children who join later make particularly rapid progress. Accommodation and resources are good and used well to promote learning. The leadership and management of the Foundation Stage are good. Teachers and support staff work very well as a team and share their ideas and expertise. This very effective teamwork, coupled with good planning, leads to consistently high quality provision in all three classes. Since the last inspection, teaching, learning and children's achievement have improved from good to very good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve very well because of very good teaching.
- Adults are outstanding role models for children.
- An interesting and stimulating environment for children to learn has been created.

Commentary

47. All children are excited about learning and are highly motivated because of the very good teaching they receive and the broad range of interesting activities provided. The teachers and support staff model courtesy and value all children's contributions. Very clear expectations of learning and conduct have been established. Relationships between adults and children are very good. As a result, children are courteous, friendly and relate well to adults and to their peers. They participate in activities with enthusiasm, share and take turns. Most children are gaining confidence and can work either independently or collaboratively as required. All three classrooms are bright and vibrant with high quality two-and three-dimensional displays reflecting the theme and current work. The attractive classrooms and the very good atmosphere created by the staff form an environment conducive to learning.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching and learning are very good and as a result children achieve very well.
- Speaking and listening skills are developed very well in all activities.
- Reading and writing skills are promoted very well.

Commentary

48. All three teachers and support staff take every opportunity to develop children's language skills. Speaking and listening and the development of children's vocabulary pervade many activities. For example, in a very good dance lesson where children explored the movement and expression of Little Red Riding Hood and the wolf, words such as scary, silent, skipping and prowling were promoted well in the introduction. Teachers read books to the children with animation and expression. They are good role models for reading and the children sit quietly and listen with interest and enthusiasm. Children have developed a love for books due to the encouragement of the staff. Books are read to the children on a regular basis and there are plenty of good quality books available in the reading corner for children to explore. Children handle these with care and study the illustrations and text with interest. Children use a variety of methods to recognise words. Children are given a variety of opportunities to develop writing skills. In their work on homes, they write their own addresses on large postcards. Most children are beginning to form letters correctly. In one very good lesson, higher attaining children retold the story of Little Red riding Hood by creating a series of sentences. Letters were clearly formed and some are beginning to use capitals and full stops correctly.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Teaching and learning are very good and children achieve very well.
- Mathematical activities are imaginative and stimulating.

Commentary

49. Children achieve very well in this area of learning because of the very good teaching they receive. Most children can count up to 20. Lower attaining children recognise numbers 1 to 6 and higher attaining children can recognise and order numbers beyond 20. In one very good activity, children were making a birthday card for Grandma. Children wrote Grandma's age on the card, such as 93 or 75. Higher attaining children showed a clear understanding of numbers up to 100. Children use a range of ICT well to develop their numeracy skills, including desktop computers and programmable floor devices.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teaching and learning are very good and children achieve very well.
- A wide and interesting range of activities is provided.
- ICT supports children's learning well.

Commentary

50. Teaching and learning are very good and closely linked to a range of planned themes. A very broad range of interesting activities enable most children to achieve very well. In one activity, children followed Little Red Riding Hood's journey on a large floor plan. They recognised main features such as the stream, the house, the field, the wood and the beach. They also developed skills in interpreting a simple plan. Higher attaining children explained that flowers were found in the meadow and that shells can be found on the beach. Children use ICT well to support their learning. For example, in one very good lesson, children used a programmable floor device to move along a large number line. They cleared the memory of the device and entered instructions. In another activity, children expressed ideas about a collection of household artefacts of the last 100 years. They observe and explore items such as washing tongs and copper bed warmers. Children acquire a good knowledge of plant growth by planting acorn and tomato seeds.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- Teaching and learning are very good and children achieve very well.
- The outdoor play areas and equipment are used well.
- Opportunities for movement and dance are very good.

Commentary

51. Children achieve very well in this area of learning. There are good opportunities for them to ride a range of tricycles and other vehicles, and to play on the good range of outdoor play equipment. They do this with increasing coordination and control. The large outdoor play area, which has been further developed since the last inspection, is effectively used. Children have very good opportunities for physical activities in the main hall, including dance. In one very good lesson, children were moving to classical music as they expressed the movements and feelings of Little Red Riding Hood going to Grandma's cottage. The teacher's expertise, enthusiasm and very good demonstrations motivated the children. Some children prowled like a wolf as they stalked Little Red Riding Hood. Children were used well to demonstrate to others and children were given the chance make comments. Higher attaining children were beginning to express opinions about their own and others' work. All children made very good progress in developing movement and expression.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- Teaching and learning are very good.
- Children are provided with a wide range of activities.

Commentary

52. Children achieve very well in this area of learning because of very good teaching and the wide range of interesting activities provided. There are good opportunities for role play and the role play area is changed every fortnight with a new theme. In the lessons seen, children dressed up as Little Red Riding Hood and acted out different scenes in the role play corner of Grandma's cottage. Children have very good opportunities to be creative in dance when moving and expressing feelings to music. Children explore with different instruments and practise making sounds of the weather such as falling rain. Children sing a range of nursery rhymes and songs such as 'Who's afraid of the big bad wolf?' In one very good lesson, children created landscape scenes of Little Red Riding Hood's journey to Grandma's. Some explored with paints while others used different materials such as spaghetti or pulses to create a collage.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The subject is very effectively led and managed.
- The provision for reading in Years 1 and 2 is very good.
- Pupils have a good understanding of their own strengths and weaknesses.
- There are a broad range of writing opportunities across the school.
- ICT is not sufficiently well used to develop writing skills.
- In Year 4, there are insufficient opportunities for writing at greater length.

Commentary

53. In Year 2, standards in reading, writing and speaking and listening are above average. Pupils entered school with standards just below those expected and have therefore made good progress. They are achieving well. In Year 1, the standards are well above average in reading and writing and this is due to some very good teaching which is skilfully targeted at the pupils' needs. In Year 4, pupils have above average standards in all areas and have made good progress since Year 2, when their standards were average. Overall achievement is good. Pupils with special educational needs and with English as an additional language achieve well. At the time of the last inspection standards in Year 2 were average in speaking and listening and reading and progress was satisfactory. However standards in writing were below average in Year 2 and progress was unsatisfactory. Standards in Year 4 were average in all areas of English and progress was satisfactory. The quality of teaching was satisfactory across the school. There have been very good improvements since then, as a result of determined and knowledgeable leadership of the subject.
54. Teaching and learning are good overall. In Years 1 and 2 a significant proportion of the teaching is very good and there is some outstanding teaching in Year 3. Teachers have high expectations of what can be achieved and a large proportion of the teaching is lively and interesting.

Example of outstanding practice

Developing pupils' vocabulary and writing through an interesting story.

This lesson involved a higher attaining Year 3 English set. It was based on a story about a boy and his father in a boat stranded in the ocean who encountered a shark and a whale. The teacher was animated, enthusiastic and made excellent use of the story to develop pupils' vocabulary. Pupils were given very good opportunities to explore words and describe feelings of being on the boat. Their response was outstanding as adjectives such as alarmed, anxious, apprehensive, and petrified brought their descriptions to life. The teacher used a computer-linked whiteboard very effectively to demonstrate how to create interesting sentences using some of the words identified. She skilfully drew ideas and opinions from the class. Criteria to evaluate the quality of the writing were created by the teacher and class. The written task set was interesting and captured the pupils' interest. They produced 'a message in a bottle' for anyone who was out there. The pupils were engaged and produced high quality writing which was descriptive and imaginative. The end of the lesson was used extremely well to review learning. Pupils evaluated their own and others' work, identifying why the writing was exciting and how it could be improved.

55. By Year 2 pupils have very good reading skills firmly established. Higher attaining Year 1 pupils have very good knowledge of books and discuss their favourite authors and

stories. Teaching assistants are deployed well to support pupils with special education needs. Across the school, the time used for guided reading is well organised and carefully planned. The good range of strategies used by teachers to develop reading skills and support given has resulted in good reading habits and an enjoyment of reading by the pupils. In Years 3 and 4 pupils have positive views about reading and how it is taught.

56. The improvement in writing has come about because of the use of common approaches evident in all classes. The purposes for writing are always clear and well explained. Teachers use checklists to evaluate writing, often developing these with the pupils drawing on the work of previous lessons. For example, in Year 1 pupils are challenged to write sentences using 'because' to explain their thinking. As a result of this the pupils have a very clear understanding of what they need to do to improve their own work. In many lessons, pupils use speaking and listening skills very effectively to develop writing. Sequences of lessons build skills very well and ensure that learning from previous lessons is fully utilised. Spelling patterns and punctuation are taught well. The Year 4 samples of work seen indicate some weaknesses in the writing of stories. In many cases the openings are lively and interesting but they frequently lose structure towards the end. There are insufficient opportunities for pupils to write at greater length. Although the use of ICT is satisfactory, it is not used as well as in some other subjects. In particular, it is underused in writing and for editing writing and presenting final pieces.
57. Leadership and management of the subject are very good. The co-ordinator leads by example in her teaching by providing very good lessons. Her vision and direction have been particularly effective in raising standards in writing. The co-ordinator has successfully established a culture of self-evaluation and improvement through a range of initiatives. Monitoring has been rigorous and action planning is securely based on strengths and weaknesses. Training and support provided for teachers are very good. The capacity to improve further is good.

Language and literacy across the curriculum

58. Lessons in other subjects are used well for pupils to develop and apply language skills. Pupils have very good opportunities to listen and to discuss their work and express their ideas in subjects such as science and history. Pupils apply and develop their writing skills well in history but opportunities in religious education are often missed.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Good teaching enables all pupils to achieve well and reach above average standards.
- Effective coordination has contributed to good improvement.
- Opportunities to use and apply taught skills are inconsistent.
- Pupils have very positive attitudes to learning and this contributes to their good achievement.
- Assessment is used well to monitor pupils' attainment and to guide planning.
- Parents are encouraged to be involved in their children's learning.

Commentary

59. By Year 2 and by Year 4 standards are above average. All groups of pupils, including those with special educational needs, achieve well. Good leadership and good teaching contribute to this level of achievement. Since the last inspection standards improved from average to above average in Year 2 and in Year 4 and achievement across the school has improved from satisfactory to good.
60. The quality of teaching and learning overall is good. Teachers plan and prepare lessons well so that a good pace for learning is maintained throughout. Planning shows clearly how adult support is to be used for different groups of pupils. Lesson objectives are effectively shared with pupils so that they know what they are going to be learning. However, these are not always referred to sufficiently at the end of lessons when giving pupils an opportunity to evaluate their learning by discussing, for example, what they have found easy or difficult. The management of pupils in lessons is very good. It is based on very positive relationships and results in very good behaviour and attitudes to learning that contribute significantly to pupils' good achievement. Pupils arrive quickly at lessons when they move to sets, allowing a prompt start. They quickly settle and listen attentively. The majority work independently and productively, supporting each other and allowing adult support to be well focused and effective.
61. There is, however, some inconsistency in the quality of teaching and learning. As a result there is some variation in the opportunities provided for pupils to use and apply their oral and written mathematical skills within the levels at which they are working, and so further their understanding and progress. In two very good lessons this aspect of mathematics was very well promoted. In a Year 1 lesson, pupils, through questioning and modelling of answers using the interactive whiteboard, quickly grasped that subtraction is the inverse of addition; they went on to explain why the largest number appeared at the end of an addition sum, and at the start of a subtraction one. In a Year 4 top set lesson, pupils were highly challenged with word problems, and demonstrated the use of many strategies in solving them. Where teaching was weaker, pupils did not have sufficient opportunity to discuss their work and provide reasoned answers in order to further their understanding. Some lessons provided activities that were too difficult and abstract, and needed, for example, further practical support to help pupils' understanding. For instance, some top set Year 3 pupils were working on formal column subtraction without a sufficient grasp of place value. Teachers frequently use a written mental test at the start of lessons. This does not provide good enough opportunities for all pupils to quickly apply their mental skills and give reasoned responses for teachers to assess immediately, or for questions to be matched more fully to ability. In the lowest Year 3 set many pupils were scoring low marks on a daily basis, so possibly reinforcing a feeling of weak performance.
62. The results of national and other end-of-year testing are used well to monitor pupils' progress, organise sets and ability groups, and to set challenging levels for teachers to plan for and pupils to work towards. Individual targets for improvement are now set but pupils are not yet sufficiently aware of them. Although teachers are generally telling pupils how well they are doing during lessons, the formal marking in books is variable. At best it refers to learning objectives and individual targets and gives pointers for improvement.
63. The leadership and coordination of the subject are good. Test results are effectively analysed for strengths and weaknesses so that future planning can be amended accordingly. There has been some monitoring of teaching and learning that has improved their quality and effectively raised achievement. The weakness in opportunities for using and applying mathematics, both in mathematics lessons and in

other subjects, has been recognised. Good links with parents through regular planned workshops help them to understand the school's approach to mathematics, promote positive attitudes to the subject and support their children's regular homework activities.

Mathematics across the curriculum

64. Pupils have sound opportunities to use their mathematics skills in other subjects. For example, they measure, record and compare the results of investigations in science, and draw timelines in history. Although mathematics is used in ICT, for example when working on data handling and on direction and turn, the use of ICT to support learning in mathematics lessons is not sufficiently developed.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils are achieving well and reaching above average standards.
- Teaching and learning are good and there is a good emphasis on investigative skills.
- Occasionally, tasks are not sufficiently well matched to pupils' level of attainment.
- Leadership and management are effective.

Commentary

65. Standards are above average in the current Year 2 and pupils have achieved well from their prior attainment at the beginning of Year 1. Standards in Year 4 are also above average and these pupils have achieved well from their average attainment in Year 2. Throughout the school, most pupils, including higher attainers and those with special educational needs, are achieving well because of good teaching they receive. Pupils' very positive attitudes to learning and their very good behaviour also contribute significantly to the good achievement. Standards have improved well since the last inspection, when they were average.
66. The quality of teaching and learning is good overall with examples of very good and excellent teaching. Lessons are well planned, with clear learning objectives identified. These are shared effectively with the class so pupils know what they are to learn. Pupils are provided with good opportunities for practical investigations, and they make good gains in acquiring and applying scientific skills. Pupils are managed very well and very good relationships have been established. As a result, pupils demonstrate very good attitudes to learning and behave very well. The school has placed more emphasis on the development of scientific skills in recent years. Pupils are now provided with good opportunities for practical and investigative work. As a result they make good gains in acquiring and applying skills such as predicting, fair testing, observing, recording and interpreting results.

Example of outstanding practice

Do plants need light for healthy growth?

The teacher's approach in this Year 3 class was very lively, and she demonstrated an infectious enthusiasm for plants. This motivated the class and engaged their interest. A good range of plants on display including impatiens, grass turf and a strawberry plant further stimulated pupils' interest. The scientific question 'Do plants need light for healthy growth?' was very effectively presented to the class. Using skilful questioning, the teacher challenged the pupils' thinking and she successfully encouraged them to suggest ways of testing the idea. The response from the pupils was excellent and they were eager to share their ideas. Some showed considerable knowledge of different plants. Pupils made suitable predictions, described how they could make their tests fair and suggested what could be observed and measured. Most expressed themselves articulately using scientific vocabulary correctly. The teacher's praise and constructive feedback inspired the pupils to explore more. Working in small groups they planned and designed their investigation making good use of a planning framework provided by the teacher. Skills in collaborative working were outstanding and the pupils were totally engaged and highly productive. Most made excellent gains in acquiring and applying scientific skills. To conclude the lesson, the teacher used a highly effective computer presentation. The illustrations, effects and captions were excellent and reinforced pupils' learning very well.

67. The school has a good system for assessing and recording pupils' attainment. The marking of pupils' work is regular and constructive. Praise and encouragement is provided for good work. Comments on how pupils could improve their performance are less in evidence.
68. The study of pupils' work and elements of some lessons indicate that tasks are not always sufficiently well matched to pupils' different levels of attainment. Both able and

less able pupils often tackle the same task, resulting in neither group being well challenged. However, pupils with special educational needs receive effective support from teaching assistants and this does ensure that they are given work which allows them to achieve well.

69. The recently appointed co-ordinator is enthusiastic and leads by example in her teaching by providing very good lessons. She analyses assessment results effectively and views samples of pupils' work. The school is also developing a science portfolio, a record of pupils' work where samples are annotated and assessed against National Curriculum criteria and levels. However, moderated samples are not always dated and do not give the ability of the pupils who produced the work. The co-ordinator has a clear overview of the standards that pupils attain. However she has not yet had the opportunity to observe and support teaching. Overall, the school has made good improvements since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Very good improvements have been made since last inspection
- Teaching and learning are good and so pupils achieve well.
- Tasks are not always sufficiently matched to pupils' attainment.
- The subject is well led and managed.
- The use of ICT to support teaching and learning in other subjects, whilst sound, is inconsistent.

Commentary

70. Across the school, standards are above average. Most pupils are achieving well due to good teaching and regular opportunities to acquire and practise ICT skills. Developments in resources and in teacher confidence and expertise have led to very good improvements since the last inspection. Then, standards were below average in Year 2 and in Year 4, pupils' progress was unsatisfactory throughout the school and learning resources were inadequate.
71. The quality of teaching and learning is now good. Lessons are well planned with clear learning objectives identified. Teachers use the digital projector or computer-linked interactive whiteboards to give effective demonstrations of ICT skills and procedures. Their instructions and explanations are clear and informative. Pupils are attentive and they watch and listen to teachers with interest and enthusiasm. Pupils are given good opportunities to acquire and practise skills in the computer suite. Pupils often work in pairs at the computer. Their ability to work collaboratively is well developed. Teaching assistants are well deployed and make a good contribution to pupils' learning, particularly that of pupils with special educational needs. In a good Year 3 lesson, pupils used a 'paint' program to create an imaginary fish. They effectively used a range of tools, including the fill tool, and different techniques to copy and paste their image.
72. Most pupils make good gains in acquiring ICT skills because of clear instructions and demonstrations and regular opportunities to practise skills. However, pupils often

tackle the same task rather than tasks being modified and well matched to their different attainments. This results in pupils not always being appropriately challenged.

73. The co-ordinator provides effective leadership. He has a clear overview of standards and provision through examining pupils' work and holding discussions with them. Teaching and learning are effectively monitored as part of a regular cycle of observations. The school is developing a good record, a portfolio, of samples of pupils' work. Different teachers assess the work against National Curriculum criteria. The work is annotated and levelled. However, the samples are not always dated. A 16-station computer suite has been set up with a digital projector for teacher demonstrations. This is a good facility but work surfaces and seating are too high for the younger pupils.

Information and communication technology across the curriculum

74. The use of ICT to support pupils' learning in other subjects is satisfactory overall. While there are some good examples, this practice is not consistent across the school. A group of Year 4 pupils produced an impressive multimedia presentation on 'Healthy Life Style' called 'Be fit, be happy, how to keep fit'. They linked five slides, entered text and added suitable illustrations and sound effects. This piece of work was colourful, imaginative and of a well above average standard. The use of word processing to develop pupils' drafting and editing skills in writing is underdeveloped. Many teachers use the interactive whiteboards in the classrooms well to enhance their presentation skills.

HUMANITIES

Geography was sampled. Religious education and history were inspected in full.

75. No lessons were seen in **geography** but pupils' work was examined. Pupils in Years 1 and 2 learn about this and other countries through the travels of 'Barnaby Bear'. In Year 2 work is linked to history when pupils study the seaside. They write diaries and sequence events. Research is evident in Year 4 through a study of the Vikings.

History

Provision in history is **good**.

Main strengths and weaknesses

- The subject has a high profile in the school.
- Enrichment through visits and the use of visitors is good.
- Writing and speaking and listening skills are developed strongly through the subject.
- Monitoring across the school is underdeveloped.

Commentary

76. Standards are above average in Year 2 and in Year 4. Pupils are achieving well because of the good teaching they receive. Pupils' writing on the Fire of London and Florence Nightingale in Year 2 shows good use of literacy skills. The study of pupils' work shows good understanding of some important events from the past. Since the last inspection, standards in Year 2 have improved from average to above average. The above average standards in Year 4 that were reported last time have been maintained.
77. Teaching and learning are good. Learning is supported well by very good resources and approaches which develop pupils' skills of enquiry. In Year 4 lessons the pupils use a good range of artefacts to make deductions about times and places. Understanding is developed well through group discussion and pupils show good speaking skills when giving reasons for their thinking. Lessons are well organised and managed and pupils work very well together. Their attitudes to the subject are very good.
78. The pupils' understanding about the past is supported well by visits and visitors coming into the school. The visits are memorable and contribute well to very good attitudes towards the subject. Displays around the school based on these visits maintain a high

profile for the subject. For example, a visitor in Year 1 and good resources helped the pupils to ask pertinent questions about the past.

79. The leadership of the subject is good. The co-ordinator provides good support for the subject and has been successful in developing a whole-school approach, firmly based on enquiry. There are some good cross-curricular links, especially in the use of literacy. The Internet is used for research and there are some good examples of the use of ICT to present work. The management of the subject is sound. Monitoring across the school is underdeveloped and planning for improvement is not sufficient well based on overall strengths and weaknesses. The school has made sound progress since the previous inspection.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- A good range of artefacts supports learning.
- There are weaknesses in some aspects of pupils' knowledge and understanding.
- Teaching includes a strong element of enquiry.
- The curriculum is underdeveloped.

Commentary

80. Overall standards in Year 2 and Year 4 are broadly in line with the requirements of the locally agreed syllabus. In Year 2, pupils have satisfactory knowledge about religion but their understanding of what can be learnt from religion is generally underdeveloped. In Year 3, pupils' recall of earlier work about Hinduism is weak and they are unclear about the meanings of some common Christian symbols. Discussions with pupils indicate that the time given to the subject has been reduced and this is because of other priorities in the school. This has led to the superficial coverage in some areas. Pupils' achievement is satisfactory. Standards in Year 4 are similar to those reported during the last inspection. Standards have declined in Year 2, however, as they were above expectations last time.
81. Teaching and learning are satisfactory. There is a strong element of research and lessons are well resourced. In some teaching the objectives are too general and this results in learning which is not sufficiently drawing on previous learning and therefore building knowledge and understanding. In Year 2, good teaching about the story of the Prodigal Son enabled the pupils to explore feelings evoked in the story in some depth. Drama was used well to mime different emotions.
82. Leadership of the subject is satisfactory. The subject is well resourced and schemes of work are in the process of being rewritten. The school acknowledges that the subject has not had a high profile because of improvement needed in areas such as ICT and writing. The time allocated to the subject is insufficient. Monitoring and evaluation of religious education are underdeveloped and as a result, the progress since the previous inspection has been insufficient.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology, music and physical education were all sampled.

83. In an **art and design** lesson in Year 2 the quality of teaching and learning was satisfactory. When drawing a complete picture based around a cut out fragment, pupils demonstrated above average drawing skills and a good exploration of ideas. However, the ideas generated from the fragments resulted in many planning very complex pictures which they did not have the skills to complete. Some account was taken of the range of ability and the task was modified accordingly. The subject has an enthusiastic co-ordinator. She has produced a good action plan which includes a greater use of ICT to support learning, the introduction of art from a wider range of cultures and the need to monitor the progression of taught skills in order to raise achievement. The scheme of work is based on national guidelines. Pupils in Years 1 and 2 have more opportunities to explore different media and techniques. An afternoon of art and design each term is now planned for Years 3 and 4, to encourage greater creativity. The curriculum is usefully enhanced by an annual arts week.
84. In a **design and technology** lesson in Year 4, pupils were designing 'pop up' mechanisms for books. Teaching and learning in this lesson were good. The teacher showed a secure understanding of the teaching of design and technology and used questioning well to challenge pupils' thinking. Pupils with special educational needs were well supported by teaching assistants and had full access to the interesting activities. While some of the tools and materials were limited, the pupils were engaged and productive. They produced labelled sketches of their ideas and designs. They made good gains in designing skills, sequencing their work and in choosing tools and materials. Higher attaining pupils evaluated their work and suggested improvements.
85. In a good **music** lesson in Year 2 pupils sang well and demonstrated a good understanding of pitch, tempo and dynamics as they matched their singing to different parts of a story about pirates, adding percussion appropriately. The lesson was well planned, prepared and managed so that all pupils made good gains in their learning. Singing in assemblies and by the two choirs is of a high quality and obviously enjoyed by those taking part. These skills are demonstrated well, particularly in the school's performances at the annual music festival and in concerts held in the school. The co-ordinator is enthusiastic and very keen to promote the subject. The school has its own scheme of work which develops all the required skills. It is supported well by published materials. These are used successfully, as demonstrated in the lesson observed. Recorder groups and some opportunities to learn to play other musical instruments enhance the curriculum.
86. In a very good **physical education** lesson in Year 1, pupils were practising and developing catching, throwing and striking skills in the hall. The teacher's instructions and demonstrations were very clear and informative. The pupils watched and listened very well before practising the skills themselves in pairs. The teacher provided praise and feedback on pupils' performance. She also used other pupils to demonstrate their skills to the class. These strategies help pupils to improve their performance. The teaching assistant was well deployed and made a good contribution. Pupils had very positive attitudes; they applied concentration and physical effort. As a result, most made very good gains in physical skills. The co-ordinator is keen and enthusiastic. The curriculum is well planned and based on local education authority and commercial schemes. The school participates in inter-school tournaments and in local athletics and dance festivals. Pupils benefit from outside coaching in areas such as rugby, tennis, gymnastics and dance. A good range of extra-curricular activities enrich the curriculum, including basketball, gymnastics and football.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This area was sampled.

87. There is an appropriate amount of time now allocated to each class for this area and planning is sound. The school gives appropriate attention to sex and relationship education and to drug awareness. PHSE, along with assemblies and circle time, contributes well to the very good behaviour, attitudes and values shown by the pupils. The new co-ordinator is enthusiastic and has set out an action plan to review and further improve the provision. One planned action is to promote a more structured approach but also to build natural links between the subjects of the curriculum. The School Forum, with an elected chair, gives all pupils the opportunity to express their views on the school and to suggest and debate changes that could be made. These views are valued and the Forum is able to act on decisions made. For example, it decided on new playground markings and has been given a budget of £5,000 to make improvements.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	3
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
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	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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